STUDENTS' PERCEPTIONS OF NON-PHYSICAL PUNISHMENT IN THE DEVELOPMENT ON THEIR ENGLISH-SPEAKING ABILITY

THESIS

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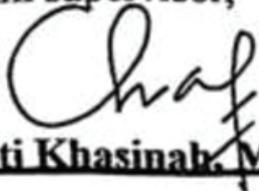
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Students Perceptions Of Non-Physical Punishment In The Development Of Their English-Speaking Ability

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat surat pernyataan,

Khanasha Putri Fahri

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ABSTRACT

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Non-physical punishment is used to discipline students who violate the language rules established at the Darul Ihsan Islamic boarding school, such as speaking in regional languages or Indonesian. At Islamic boarding schools, students must speak English on certain weeks; However, many students still violate this language rule. Most of them have to undergo non-physical punishment if they violate language rules. However, some students adhere to the language rules. Therefore, this research was conducted to determine students' perceptions and the impact of the non-physical punishment they received on developing their English speaking ability. This research used qualitative methods by interviewing ten students who violated these penalties more than five times. The research results show that non-physical punishment has a positive impact in helping the development of students' English-speaking ability. The students agreed that non-physical punishment has many benefits, such as improving speaking skills.

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CHAPTER I

INTRODUCTION

This chapter provides an overview of various essential elements of the research, including the background of the study, the research question, the research aims, the significance of the study, and critical terminology. The goal is to explain each aspect, enabling a more profound comprehension of this research.

A. Background of the Study

English has evolved into a global language and has extensive usage in Indonesia. Given the prevailing global era, exercising caution in every facet of life is essential. Ahmad (2016) in his research asserts that learning English facilitates better school and work communication. This demonstrates that English has important characteristics in human life because it is used in various fields. Lauder states in Mappiasse (2014) that English is used to advance technology and knowledge and conduct more productive work. The English language is more than just a subject in school or a means of communication; it is also one of the most important factors to consider when looking for work or a job. In addition, English must be taught and learned in this globalization era.

According to Wang (2014), he suggested that For TEFL students who struggle to speak English fluently and accurately, their ability to speak can be affected by cognitive, linguistic, and emotional factors. Before speaking, students should be fully briefed on knowledge, vocabulary, and strategies for reducing anxiety and stress. The learner should be given enough time and space to speak fluently and

concentrate on explaining meaning holistically. To improve speaking accuracy, students should be allowed to know the correct use of the language after speaking.

According to Hadfield (1999), students are deemed successful in language learning when they can proficiently communicate in a second or foreign language. Hadfield says speaking is a crucial link between the classroom and real-world interactions. It acts as a bridge, enabling students to apply their language skills in practical situations outside the confines of the classroom. Teachers must allow children to communicate meaningfully within meaningful contexts during speaking activities to facilitate language learning and create connections. By offering such opportunities, students can apply their language skills in real-life situations, allowing them to build bridges between theoretical knowledge and practical language use. It is easier to learn. Therefore, the teacher should do exercises to update the student's speaking skills. By mastering conversation, you can communicate with others, express your ideas, and exchange information with others.

An Islamic boarding school is one of the best learning environments to meet the needs of learners in learning English. In an Islamic boarding school, students typically reside in dormitories and receive instruction in Islamic studies, academic subjects, foreign languages, and various skills. The main objective is to gain knowledge and experience in teaching and practicing Islamic principles.

This research will be conducted in Darul Ihsan Islamic boarding school. Darul Ihsan is one of the Islamic boarding schools focused on language development,

providing sufficient Islamic knowledge and a system aimed at developing English. It has programs including communication skills. Some rules and systems obligate students to speak a foreign language in everyday conversation. It is believed that this rule allows the student to improve the quality of the foreign language by getting used to practicing it in everyday communication and especially developing their speaking skills.

In the boarding school environment. Every rule in Islamic boarding schools has a goal to instill discipline. For the students to be disciplined and active in every teaching and learning activity, worship, and developing language, they must comply with agreed rules that aim to instill responsibility and education with Islamic values so that the boarding school presents itself as an ideal and well-known educational program. With an established system. However, if there are students who violate the rules that have been agreed, they will get a penalty, which is intended to educate them.

Punishment aims to scare students and keep the set rules and language skills intact. Students of Darul Ihsan Islamic Boarding School are progressing and performing as expected. However, there are still students who break the hall rules. The reality of Darul Ihsan Islamic Boarding School is that many students still use Indonesian or regional languages. This is part of the language punishment, and many other punishments still do, so it is difficult to create regulations with punishment at Darul Ihsan Islamic Boarding School.

Students who violate the language receive punishments adapted to the level of the crime committed, such as punishments for memorizing vocabulary, memorizing articles, and writing stories in sound and correct English, and appropriate punishments and severe, such as bald or giving summons to parents. Of course, with those punishments, Many students still need to learn to use English as part of their daily language, resulting in limited English proficiency improvement.

Drawing from the insights of female researchers who are Darul Ihsan Islamic Boarding School graduates, it is evident that non-physical forms of discipline hold significant value for students. These forms of correction not only serve as a source of motivation but also contribute to enhancing their English ability. In the case of female students, these non-physical penalties typically involve tasks like vocabulary memorization, newspaper translation, and delivering speeches. Nevertheless, the researchers are investigating male students' experiences at the institution. Based on their preliminary observations, it is apparent that these male students continue to face challenges in English speaking and are frequently subjected to non-physical disciplinary measures.

However, some students use punishment to motivate them to improve their English ability. However, there are still many students whose abilities need to improve after receiving this punishment. Therefore, it is important to know students' perceptions about non-physical punishment to develop speaking English by using their perceptions or responses to get helpful information.

B. Research Questions

Based on the background above, the statement of the problem are :

1. What are the students' perceptions of non-physical punishment in developing their English-speaking ability at Darul Ihsan Islamic Boarding School?

2. How does non-physical punishment impact students at Darul Ihsan Islamic Boarding School in developing their English speaking ability?

C. Research Aims

Based on the research issue mentioned above, the objectives of the research are:

1. To find out how the students' perceptions of non-physical punishment in the development of their English speaking ability at Darul Ihsan Islamic boarding school

2. To know the impacts of non-physical punishment on students at Darul Ihsan Islamic Boarding School in developing their English speaking ability

D. Significance of the Study

This research holds several significances, one of which is its potential to serve as a scientific reference for comprehending and determining the effectiveness of non-physical punishment in developing English-speaking ability. The outcomes of this study are anticipated to be beneficial for boarding school leaders, organizers, and researchers, providing valuable insights into the use of non-physical punishments as a strategy to develop language learning outcomes.

a. Leader of boarding school

This research can provide benefits for the leader of boarding schools to be used as a reference in making policies regarding increasing non-physical punishment to develop English-speaking ability.

b. Organizers

The benefit of this research is that organizations can find or create non-physical punishments that can positively impact the developing English-speaking ability, which also provides a deterrent effect for language violators Student. The results of this study help students know the positive and negative impacts of developing their English speaking ability to find an excellent way to develop their English speaking ability.

c. Student

This study's result helps the students know the positive and negative impacts of developing their English speaking ability to find an excellent way to develop it.

d. Language teacher

The findings of this study can help teachers increase non-physical punishment that positively impacts students in developing their English speaking ability.

e. Researchers

This study can be a valuable reference for other researchers who wish to conduct similar research. It provides a foundation and insights into using non-physical punishment to develop English-speaking ability, which can guide future

investigations and experiments. Moreover, the study contributes to the pool of knowledge in this area, offering new information and findings that can be beneficial for advancing language learning and teaching practices.

E. Terminology

    a. Perceptions

Perception, as described by Tecumseh et al. (2012), is an essential aspect of learning, functioning as a stimulus that allows individuals or groups to collect information about the object under study. The perceptual process begins at the sensing stage with the reception of stimuli through receptors or senses, finally forming a coherent object. However, it is essential to note that individuals may interpret and understand perceived information differently. However, individuals may sometimes face challenges when articulating their observations of their surroundings.

This research focuses on student perceptions. Student perceptions in this study refer to students' opinions about the impact of non-physical punishment in developing students ' speaking ability at Darul Ihsan Islamic boarding schools.

    b. Non-physical punishments

The writer's opinion is that non-physical punishment is a punishment that is not directly related to the child's body but is related to the human psychologically, such as insults, humiliation, prohibition, terror, threats, and various other types of punishment, which constitute character assassination.

Non-physical punishment in this study refers to punishment that will educate students not to violate language rules, which even discuss this punishment will help students to develop their English speaking much better than before.

c. Speaking ability

Speaking is the skill of using language to communicate and express ideas orally. According to Nunan (2003), it involves systematically creating verbal utterances to convey meaning. From a communicative perspective, Harmer (2001) identifies two main categories of speaking: accuracy, which encompasses using vocabulary, grammar, and proper pronunciation through controlled and guided activities, and fluency, which is the capacity to speak spontaneously. In this study, speaking ability refers to the English language proficiency of students at Darul Ihsan Islamic Boarding School.
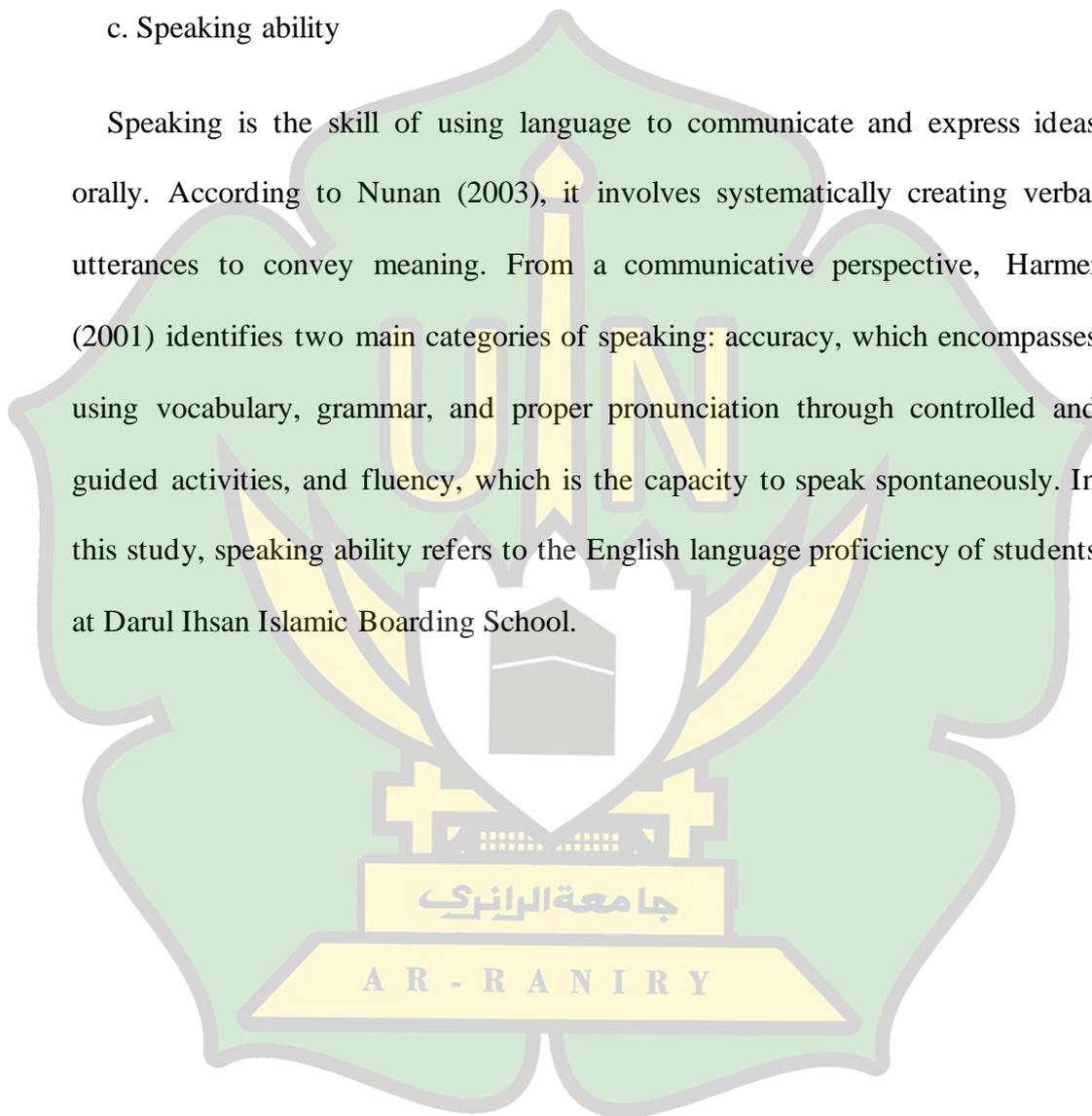
CHAPTER II

LITERATURE REVIEW

This literature review in this study is employed to explain the foundations of analysis that will be utilized in this research. This explanation is crucial to see the implementation and evaluation of non-physical punishment improving speaking skills and insight into Darul Ihsan Boarding School. The framework of this study and its roadmap will be explained below.

A. Perception

1. Definition of Perception

Perception is described as a unique response that is inherent to each individual. This response is shaped by the individual's sensory process and is influenced by their experiences and emotions. The psychological process of perception involves utilizing the experiences gained through the five senses, allowing the individual to process the response and form either a positive or negative perception. The acquisition of this response occurs through distinct stages, which include selection, interpretation, and reaction (Erin, 2018).

In their study, Corbin et.al (2020) emphasized that perception refers to an individual's perspective on the people who have significance in their life and can significantly influence their chances of success. This principle also holds for students. According to Secular, R. and Blake R. (1990), perception refers to a person's (or student's) feelings and understanding of a sure thing, which includes both conscious and unconscious aspects. It involves processing information from

visual and auditory stimuli and thoughts that arise from the cognitive processes that occur in the brain. Perception is essential in shaping how individuals interpret and interact with the world around them. In other words, perception refers to one's beliefs about reality. In other words, perception describes how a person perceives or sees particular objects.

Furthermore, perception refers to an individual's impression of a specific object, shaped by internal elements like personal behavior and external factors, including circumstances beyond one's control (depdiknas, 2003). Based on the provided explanation, we can conclude that perception is a process that initiates with observing an object, leading to a response within an individual. Both external and internal factors influence this response, which occurs through the senses.

2. *Type of Perception*

According to Zaden (1984:109), there are various types of perception, including person, social, and situation. Each type involves distinct processes through which individuals perceive and interpret others and their situations.

   a. Person Perception

Person perception involves the mental processes through which we acquire knowledge and thoughts about others, including their characteristics, qualities, and inner state. When constructing images of others, we do so in ways that provide stability, predictability, and manageability in our understanding of the social world. This is achieved by attributing stable traits and enduring dispositions to other individuals. By doing this, we can better comprehend their behavior,

anticipate their future actions, and utilize these perceptions to guide our interactions. It is important to note that sensory abilities and life experiences influence a person's perception. For instance, someone without sight may perceive sound differently from someone who can see. Because each person's view depends on their life experiences, no two people's perceptions of the same situation are likely to be identical.

This concept of personal perception also extends to students ' perceptions. Every student may hold different perceptions regarding various aspects of their educational experience, such as their teachers' characteristics, teaching methods, teaching quality, and the instructional media used in the teaching and learning process. Additionally, students may have varying perceptions about their teachers' subject matter. In summary, person perception refers to the general tendency to form impressions of other people, and these impressions lead to different conclusions we make about others based on our perceptions.

b. Situation perception

A situation is defined in social psychology and linguistics as all of the social elements that influence a person's experience or behavior at a particular time and location. It is the interaction of time and space in which humans operate in specific ways. The context in which stimuli are presented plays a crucial role in interpreting them. Multiple interpretations may emerge depending on the stimuli we observe, and our understanding of these stimuli is influenced by the connections we make among them.

This concept implies that people's perceptions can vary based on the situation they find themselves in. For example, students' past attitudes may differ from present ones. This variation can be attributed to the influence of social factors that shape a person's behavior and the impact of different knowledge and exposure to information and technology, which can affect students' thoughts and perspectives. In essence, situation perception acknowledges that the circumstances we find ourselves in can lead to different perceptions and responses.

c. Social perception

The attempt to understand persons, whether they are professionals such as athletes, political figures, criminals, leaders, entertainers, or even people we love and are close to, is referred to as social perception. This work is problematic because it necessitates acknowledging that people have thoughts, opinions, emotions, intentions, and desires. To gain this insight, one must be able to comprehend the inner states of others by their words, actions, and facial expressions. It is a complicated process in which people attentively monitor the conduct of others until they build a detailed analysis of the person, the setting, and the behavior being displayed.

The quality of knowledge plays a crucial role in social perception. People with a high level of knowledge and understanding tend to have more accurate perceptions. They are skilled at reading and interpreting other people's perceptions in various activities and situations. In essence, social perception is a challenging yet essential aspect of human interaction as it enables us to comprehend the

thoughts and feelings of others, fostering empathy and effective communication in our social lives.

B. Punishment

1. Definitions of punishment

Punishment can be interpreted as punishment. Punishment is an unpleasant or unwanted consequence given by a teacher for a specific behavior that has been done. Punishment is usually done when making mistakes, as well as if students violate language rules or behavior that does not follow the rules or regulations that the boarding school has made.

Punishment holds significant importance in the educational context as a disciplinary measure teachers employ toward students. According to Mursal (2004), punishment is a deliberate and purposeful infliction of suffering upon others to rectify or safeguard oneself from physical and moral failures to prevent transgressions. The severity of punishment is determined by the degree of the committed offense. Teachers should exercise caution to avoid generating resentment and disruption among students. Punishment is administered within reasonable limits and is still presented as a learning opportunity. The primary objective of punishment is to deter undesirable behavior and remind students not to engage in prohibited actions (Djiwandono, 2008).

According to Syafaruddin's findings in 2016, punishment involves imposing undesirable or unpleasant consequences on individuals as a response to disobedience, resistance, or behavior deemed morally unacceptable by authorities,

whether they be individuals, governments, or religious doctrines. Punishment becomes the final recourse when reprimands and warnings prove ineffective in deterring students from breaking the rules. This penalty is then administered to the students in question. Punishment is an unbalanced set of wrongdoings or infractions that hinder the educational or learning process. Additionally, it serves as an evaluation of students' undesirable behaviors, aiming to prevent their recurrence. The intention is for the student to become aware of their offense, regret their actions, and subsequently act more positively in the future.

2. *The purpose and functions of punishment*

Punishing students who violate the teacher's rules aims to create a sense of inferiority in students so that they acknowledge their mistakes and refrain from repeating them. According to Sabartiningsih (2018), punishment is a motivational tool to encourage students to behave appropriately and enhance their academic performance. Additionally, punishment may be used to protect children from harm and, at times, preserve the teacher's authority.

The purpose of punishment extends beyond merely enforcing obedience; it acts as a deterrent, dissuading students from engaging in undesirable behavior again. By experiencing the consequences of their actions, students are less likely to repeat the same mistakes in the future. The ultimate goal is to foster a positive learning environment, promoting discipline and responsible behavior among students while upholding the teacher's authority.

According to Emile Durkheim (1990), in his book Moral Education, it is explained that imposing punishment is essentially preventive, arising entirely from the fear of the threat of punishment. That the fear of punishment can have a favorable effect on specific desires. The punishment's main task is not to make the condemned improve by suffering or intimidating others but to maintain awareness of the violation of the rule. Punishment has three important functions that play an essential role in the moral development of children, namely descriptive, educational, and motivational.

a. Restrictive Functions

Punishment can prevent the recurrence of unwanted behavior in children. A child who has been punished for a mistake or transgression will avoid repeating the same mistakes in the future.

b. Parenting Functions

Punishing a child is an experience that can be a valuable lesson for the child. Children can learn about right and wrong through the punishments imposed on them. This allows children to recognize that there are rules to understand and follow to see if an action is carried out.

c. Motivational Functions

Punishment can increase children's motivation to avoid unwanted behaviors. From the experience of being punished, the child perceives the punishment as an unpleasant experience, decides not to repeat the same mistakes, and ultimately develops the urge to act naturally, a behavior desired and accepted by the group

Will take From the above understanding, it can be concluded that the purpose and function of punishment is to educate students to behave better in their everyday behavior and the community

3. **Type of punishment**

J.J. Hasibuan (1988: 56–61) discusses different categories of punishments, which can be summarised as follows:

1) Physical punishments include pinching, slapping, hitting, punching, and similar actions.

2) Non-physical punishments involve using unpleasant words or sentences, like nagging, threats, criticism, satire, reproach, etc. This category also includes punishments with unpleasant stimuli, such as pointing, scowling, glaring while pointing, and similar behaviors. This Punishment is in the form of unpleasant activities, which may include being asked to stand in front of the class, being taken out of the class, sitting next to the teacher, or being assigned to write sentences multiple times on paper, among other activities.

In this study, the researchers focused on examining the non-physical punishments received by students.

4. **Non-physical punishment**

Non-physical punishment is the less or unpleasant treatment that a person receives in a non-physical form as a logical consequence of the wrong actions or achievements he displays or achieves. Types of non-physical punishment are intended, such as scolding him, giving warnings accompanied by threats,

memorizing, copying or writing subject matter, composing, and giving him homework to work on lesson questions not given to students who do not violate. The main principle in applying punishment is that punishment is a last resort and must be carried out in a limited manner and not physically harm students.

The primary purpose of this approach is to make students aware of their mistakes, and all the punishments given are very educational for students to develop their abilities. Punishment is an educational tool. Even though it results in suffering (distress) for the student who is punished, it can also become a motivational tool, a driving tool to enhance student learning activities (increase student motivation and achievement). In addition, fear of punishment can have a beneficial effect on specific desires. With punishment, it is hoped that students will realize their mistakes so that they will be careful in taking action.

Non-physical punishment refers to tactics or actions used by educators or teachers to address student conduct that does not involve physical violence or punishment that causes pain or injury. The purpose is for kids to grasp the consequences of their bad behavior, to build accountability, and to stimulate positive behavior change. Physical punishment is frequently employed in education to provide a safe, inclusive, and supportive learning environment for students' personal development. suggested by Moyo (2014).

From the theory above, the researcher assumed that Non-Physical Punishment is the way to eliminate Violence or physical punishments that will cause pain or

injury to students. It is also a way or strategy for teachers to stimulate positive behavior change.

(Skinner & Bandura,1977) according to Bandura, Punishment is a stimulant or reinforcer in the learning process. People can be punished in two ways: positively or negatively. Negative reinforcement and positive punishment are frequently misunderstood. Negative reinforcement is the removal of something unpleasant in order to encourage a reaction. Bandura (1977) defines positive punishment as "the addition of something aversive to modify behavior."

From the theory expressed by the two experts above, it can be concluded that the application of positive punishment, in this case, Non-physical punishment, makes a form of punishment that looks unpleasant one of the causes of behavioral change in students.

5. **Types of Non-Physical Punishment**

Non-physical punishment in education refers to disciplinary techniques that do not include physical harm to pupils but are meant to modify conduct and maintain a positive learning environment. While some of these tactics can be helpful when utilized responsibly, they should consistently be implemented with care and respect for the student's well-being. Here are some examples of non-physical punishment in education (Larzeleree:2010):

1) Verbal Reprimands

Verbal warnings or reprimands involve using words to communicate disapproval of behavior. Teachers or educators may address the students directly,

explaining the negative consequences of their actions and encouraging them to make better choices.

2) Time-Outs

A time-out involves removing a student from the immediate environment or activity to give them time to reflect on their behavior. This can help students calm down and reconsider their actions.

3) Loss of Privileges

Students may lose certain privileges, such as recess time, participation in a preferred activity, or access to specific classroom resources, as a consequence of their behavior.

4) Detention

Detention involves requiring a student to stay after school or during a break to complete assignments, reflect on their behavior, or engage in other tasks due to their actions.

5) Loss of Participation Points

Some educators incorporate a participation component into grading. Misbehavior could result in deducting points from a student's participation grade.

6) Reflection Assignments

Students may be asked to write reflective essays or complete assignments that require them to think critically about their behavior, its impact on others, and how they can make better choices.

7) Parental Involvement

Communicating with parents or guardians about a student's misbehavior can have an impact. Involving parents can lead to discussions at home about responsibility and appropriate behavior.

8) Restitution

Students might be asked to make amends for their actions, such as apologizing to someone they've wronged, helping to fix any damage caused, or engaging in positive action to balance out their negative behavior.

9) Loss of Special Activities

Misbehaving students might be excluded from participating if a special event or activity is planned.
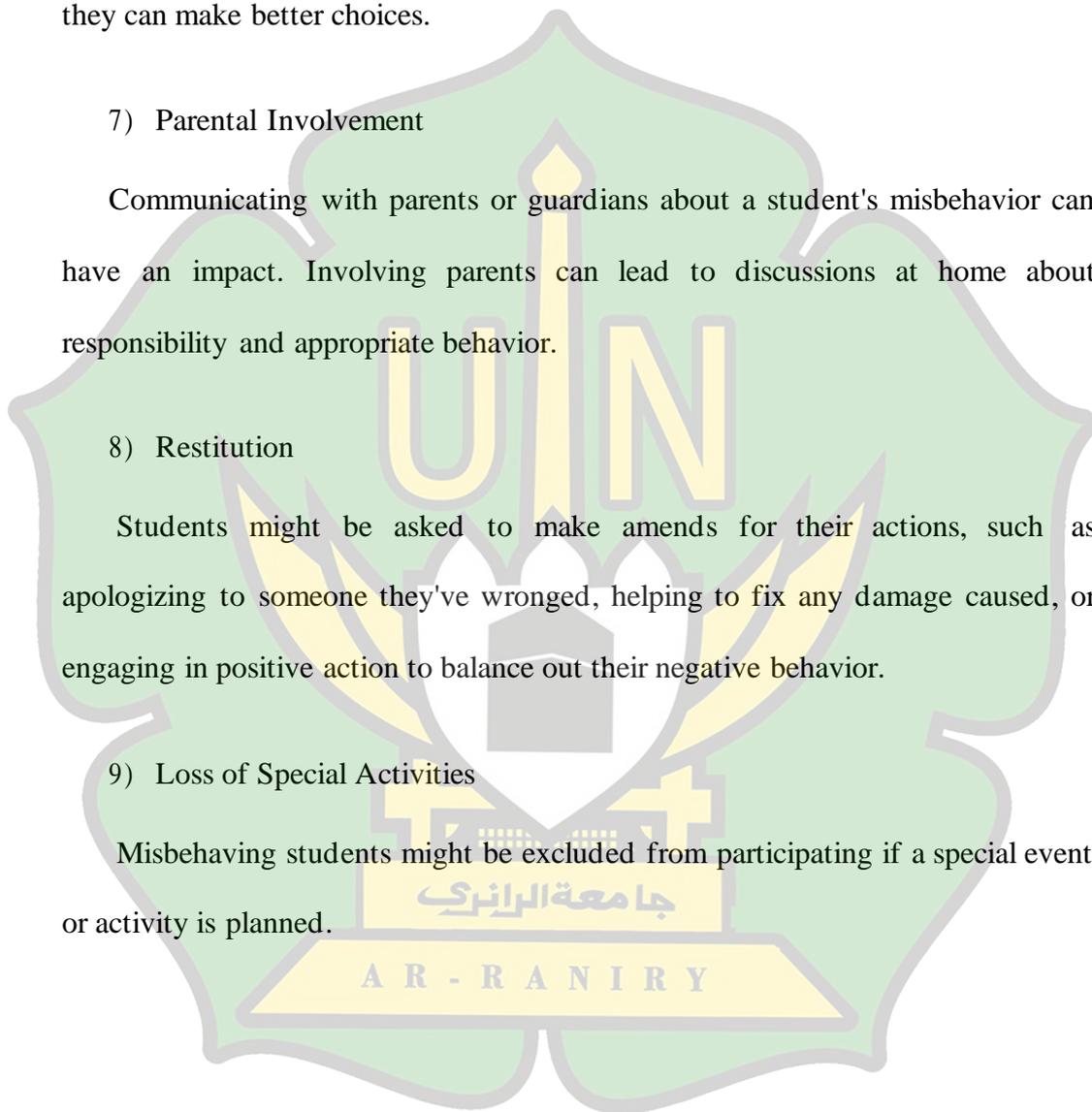
10) Behavior Contracts

Behavior contracts outline specific student behavior expectations and the consequences for not meeting those expectations. These contracts can involve positive rewards for good behavior and negative consequences for misbehavior.

11) Conflict Resolution

Teaching students conflict resolution skills can help them address issues positively and productively, reducing the need for punishment in the first place.

12) Peer Mediation

In conflicts between students, trained peer mediators can help facilitate conversations and resolution, promoting understanding and empathy among students.

6. *Advantages and Disadvantages of non-physical Punishment*

Non-physical punishment in schooling offers both benefits and drawbacks. When considering disciplinary measures, it is critical to examine these criteria to ensure that students' well-being and growth are prioritized. Here are some benefits and drawbacks of non-physical punishment (Larzeleree:2010):

a. Advantages:

The following are several forms of benefits from Non-Physical Punishment:

Firstly, non-physical punishment can encourage students to behave appropriately by highlighting the benefits of good behavior and the negative consequences of misbehavior. Secondly, non-physical punishment helps create a classroom environment conducive to learning, where students feel safe, respected,

and able to focus on their studies. Thirdly, by linking consequences to behavior, non-physical punishment teaches students about responsibility and accountability for their actions. Fourthly, some non-physical punishments, such as reflection assignments or conflict resolution discussions, can help students develop problem-solving and critical thinking skills. Fifthly, non-physical punishments can teach students to regulate their behavior and make thoughtful decisions to avoid negative consequences. Sixthly, when non-physical punishment is implemented consistently, students understand the expectations and potential outcomes, which can lead to improved behavior over time. Lastly, non-physical punishment respects the dignity and rights of students by avoiding physical harm or humiliation.

b. Disadvantages:

The following are some of the disadvantages of using non-physical punishment:

Firstly, while not causing physical harm, non-physical punishments can still emotionally impact students. They may feel embarrassed, ashamed, or anxious about the consequences. Secondly, some non-physical punishments might fail to effectively deter misbehavior in certain students. If the consequences aren't meaningful to the student, they may not be motivated to change their behavior. Furthermore, non-physical punishments can sometimes be subjective, leading to potential inconsistencies in how different students are disciplined for similar behavior. In addition, students might react negatively to certain non-physical punishments, leading to increased resistance or even defiance. Moreover, non-

physical punishment might address the surface behavior without addressing underlying issues contributing to the misbehavior, potentially leading to repeated incidents. Additionally, some parents might have concerns about certain non-physical punishment methods, which could lead to conflicts between parents and educators. Furthermore, an overreliance on punishment, even non-physical, might focus on controlling behavior rather than fostering a deeper understanding of choices and consequences. Lastly, alternative approaches such as positive reinforcement, restorative justice, or counseling might more effectively address the root causes of misbehavior (School & Townsend,2022).

In conclusion, the use of non-physical punishment in educational settings comes with both advantages and disadvantages. The advantages of non-physical punishment include its potential to encourage appropriate behavior by highlighting the benefits of good conduct and the consequences of misbehavior. It also contributes to creating a safe and respectful classroom environment conducive to learning. Non-physical punishment teaches students about responsibility and accountability, develops problem-solving and critical thinking skills, and promotes self-regulation of behavior. When applied consistently, it helps students understand expectations and can lead to improved behavior over time. Importantly, it respects the dignity and rights of students by avoiding physical harm or humiliation.

However, there are also notable disadvantages to consider. Non-physical punishments can have emotional impacts on students, potentially leading to feelings of embarrassment or shame. They may only sometimes effectively deter

misbehavior, and their application can be subjective and inconsistent. Some students may react negatively, increasing resistance or defiance. Non-physical punishment may address surface-level behavior without addressing underlying issues, potentially leading to recurring incidents. Concerns from parents and the risk of conflicts with educators can arise. Overreliance on punishment may shift the focus from understanding choices and consequences to controlling behavior. Finally, alternative approaches, such as positive reinforcement or counseling, may be more effective in addressing the root causes of misbehavior in some instances.

In conclusion, the use of non-physical punishment should be carefully considered, taking into account its potential benefits and drawbacks. It should be applied judiciously with a focus on promoting a positive learning environment and addressing the holistic needs of students.

c. *Theories on The Impact of Non-Physical Punishment on Students*

Rina (2017) conducted research showing that Punishment affects emotional intelligence. According to Daniel Goleman, emotions will be controlled with emotional intelligence, as will a sense of calm and peace. In 2017, Rina conducted a study whose results showed that punishment affects emotional intelligence according to Daniel Goleman's theory. With emotional intelligence, individuals can control their emotions, feeling calm and peaceful. This information can be a relevant reference for your research.

The notion of "punishment by rewards," proposed by psychologists Edward Deci and Richard Ryan within the context of the Self-Determination notion (SDT), is one of the theories connected to the use of non-physical punishment and its impact on students' learning development.

According to the Self-Determination Theory, for an individual to enjoy continuous motivation and optimal development, three key psychological demands must be met:

1. Individuals desire to feel knowledgeable and effective when coping with the responsibilities they confront.

2. Individuals want to feel controlled and free to make decisions and live.

3. Individuals desire to feel connected to others and positively interact with those around them.(Legault:2017)

In conclusion, the Self-Determination Theory illuminates the pivotal role of three interconnected psychological needs—competence, autonomy, and relatedness—in shaping an individual's motivation, personal development, and overall sense of life satisfaction. These three needs represent the fundamental building blocks of human well-being and fulfillment.

The first of these needs, competence, underscores the innate desire within individuals to feel capable, knowledgeable, and effective when facing the various responsibilities and challenges life presents. When individuals are given opportunities to acquire new skills, expand their knowledge, and experience success in their endeavors, they are more likely to sustain their motivation and experience a sense of accomplishment.

Autonomy, the second critical psychological need, reflects the intrinsic human aspiration to control one's life and decisions. People thrive when they can make choices that align with their values and aspirations. The ability to chart one's course, set meaningful goals, and take ownership of one's actions fosters a profound sense of self-determination, which fuels intrinsic motivation.

The third and equally vital need, relatedness, underscores the essential role of social connections and positive interactions in human well-being. Humans are inherently social beings, seeking to establish meaningful relationships and feel connected to their communities. When individuals experience positive social bonds, support, and a sense of belonging, they are more likely to feel fulfilled and motivated.

Collectively, these three psychological needs form the bedrock of Self-Determination Theory. When these needs are adequately recognized, nurtured, and satisfied, individuals are more inclined to experience sustained motivation, personal growth, and heightened satisfaction. The harmony of competence, autonomy, and relatedness creates an environment conducive to a fulfilling and motivated life, where individuals are empowered to pursue their passions, engage meaningfully with the world, and cultivate their true potential. In embracing and championing these principles, individuals, and societies can work towards fostering greater well-being and human flourishing.

Researchers also found some theories about the impact of Non-Physical Punishment:

1. **Behaviourist theories**

Behaviorist theories of punishment are based on the idea that behavior is learned through conditioning. Operant conditioning is a type of conditioning in which behavior is shaped by its consequences. Positive reinforcement is when a desired behavior is followed by a positive result, making it more likely to occur. Negative reinforcement is when an undesired behavior is followed by removing a

negative impact, making it more likely to happen. Punishment is when an undesired behavior is followed by a negative consequence, making it less likely to occur in the future.

Behavioral theory suggests that non-physical punishment can effectively reduce undesired behavior in students. However, it is important to note that punishment is not always the most effective way to discipline students. Punishment can have several negative consequences. Punishment can increase levels of aggression in students because they may learn to use aggression as a way to get what they want. Additionally, punishment can create an atmosphere of fear and anxiety in the classroom, which can cause students to feel withdrawn and lose motivation in learning. Another impact of punishment is that it can damage students' self-esteem, making them feel inferior and like bad people. In addition, punishment can encourage students to develop avoidance behavior, such as lying and cheating, to avoid punishment that may be applied to them (Mayer: 1989).

In addition to these negative consequences, research has shown that non-physical punishment is not always effective in reducing undesired behavior in students. For example, a study published in the journal *BMC Pediatrics* found that the use of non-physical punishment was associated with higher subsequent antisocial behavior in students.

2. Cognitive Dissonance Theory

Cognitive dissonance theory is a psychological theory developed by Leon Festinger in 1957. The theory explains how people strive to reduce the psychological discomfort caused by two inconsistent cognitions (ideas, attitudes, beliefs, opinions).

This theory can be applied to understand the impact of non-physical punishment on students. For example, a student may believe non-physical punishment, such as time-out or detention, is unfair and ineffective. However, the student may also think that they must obey school rules. This can lead to cognitive dissonance because the student has two conflicting cognitions.

To reduce cognitive dissonance, the student may try to:

1) Change one of their cognitions. For example, the student may believe non-physical punishment is fair and effective.

2) Add new cognitions to justify the two conflicting cognitions. For example, the student may think non-physical punishment is necessary to maintain order in the school.

3) Ignore one of their cognitions. For example, the student may start to ignore the idea that non-physical punishment is unfair and ineffective. (Crisp:2007).

3. Self Regulation Theory

Self-regulation theory is a theory that explains how individuals regulate their behavior. The theory posits that individuals can control themselves and their

behavior. Self-regulation involves cognitive, affective, and behavioral processes that help individuals achieve their goals.

Non-physical punishment is a type of punishment that does not involve physical contact with the student. Non-physical punishment can take the form of verbal punishment, consequence punishment, or social punishment. Verbal punishment is a punishment that is delivered with words. Consequence punishment involves the natural consequences of behavior. Social punishment involves rejection or isolation from the group.

Self-regulation theory can be used to explain the impact of non-physical punishment on students. According to the idea, non-physical punishment can help students develop self-regulation skills. Non-physical punishment can help students learn to control their behavior and achieve their goals.

Here are some studies that support self-regulation theory:

1) A study published in the *Journal of Educational Psychology* found that non-physical punishment is more effective than physical punishment in increasing positive student behavior.

2) A study published in *Child Development* found that non-physical punishment can help students develop self-control skills.

3) A study published in the journal *Journal of Abnormal Child Psychology* found that non-physical punishment can reduce aggressive behavior in students. (Stormshak: 2007)

4. **Expectancy Value Theory**

Expectancy value theory is a cognitive theory that explains how people make decisions. It states that people are more likely to engage in a behavior if they expect that behavior to lead to a desired outcome and if they value that outcome.

In education, expectancy-value theory can be used to explain how non-physical punishment affects students. Non-physical punishment is any form of punishment that does not involve physical pain or injury. Examples of non-physical punishment include time-outs, loss of privileges, and verbal reprimands.

According to expectancy-value theory, non-physical punishment can be effective in changing student behavior if students expect the punishment to lead to a desired outcome and if they value it. For example, if a student hopes that being sent to time-out will lead to avoiding a difficult task, and if the student values avoiding that task, then the student is more likely to avoid the difficult task in the future.

However, if students do not expect non-physical punishment to lead to a desired outcome, or if they do not value it, then non-physical punishment is less likely to be effective. For example, if a student does not expect that being sent to time-out will lead to avoiding a difficult task, or if the student does not value avoiding that task, then the student is less likely to avoid the difficult task in the future (Taylor & Anderson,2001).

C. Speaking ability

1. *Definition of speaking ability*

According to (Lai-Mei & Seyedeh, 2017), speaking is important in second language learning. Proficiency in speaking indicates the success of language acquisition for learners. Notably, speaking is a fundamental skill that precedes the development of reading and writing abilities. As a result, it is employed more frequently than writing in various everyday communication scenarios. Humans rely on speaking to access and convey information, whereas written language is utilized less frequently.

El Fattah Turkey, as cited in (Lai-Mei &Seyedeh,2017), defines speaking as a valuable tool for sharing opinions, obtaining information, and expressing emotions. Consequently, speaking is an essential ability that stimulates active cognitive processes and facilitates knowledge comprehension and exchange. Thus, speaking is pivotal in effective communication and enhances cognitive engagement, contributing significantly to language learning and understanding.

Boonkit (2010) highlights that speaking is a critical skill among the four essential abilities in English, especially for non-native speakers. This ability encompasses using language effectively in real-life situations, accurately conveying actions or events, and expressing ideas and thoughts fluently. It measures how well someone can apply their language comprehension in practical contexts. According to Byne (1986), speaking involves a dynamic interaction between two or more participants, where each individual has specific intentions or

objectives they aim to achieve during communication. One participant acts as the speaker, delivering information, while the other assumes the role of the listener, receiving the information. In summary, successful speaking should entail the participation of at least two individuals—one as the speaker conveying information and the other as the listener receiving the information. This interactive nature of speaking allows for meaningful communication and exchanging ideas.

2. *The function of speaking ability*

(Brown and Yule in Fauzi,2012,p. 4) also describe a difference between the two essential functions of language: transmission of messages and conversation. Message Transmission refers to the act of sending a message, whereas Conversation refers to the act of speaking. The transactional function is responsible for the transfer of information, and the interactional function is primarily concerned with maintaining social relations. There are different ways to develop speaking skills, depending on whether you are talking to one person or talking to a group of people. The monologue is when you are talking to one person, and dialogue is when you are talking to a group of people. A speaker's proficiency in delivering a coherent and uninterrupted oral presentation becomes evident when interacting with others, both for transactional and interpersonal purposes. Native speakers naturally possess and utilize this skill in their language interactions.

However, as pointed out by Brown and Yule in Fauzi (2012, p.4), much of language teaching tends to concentrate on developing skills in short and transactional exchanges. In such interactions, learners must typically make only one or two utterances at a time. As a result, language teaching often focuses on mastering essential communication and short exchanges, potentially neglecting the development of more extended and continuous oral presentations. In essence, language learners may benefit from a more comprehensive approach that includes practice and guidance in delivering uninterrupted oral presentations, allowing them to refine their ability to express themselves fluently and coherently in longer communicative contexts.

Language experts have tried to classify the various speaking functions in human communication. As mentioned by (Brown and Yule, as cited in Richards,2008, p.21), these functions can be divided into three primary categories: "talk as interaction," "talk as a transaction," and "talk as performance." Each classification represents distinct speech activities in form and function, necessitating different teaching approaches to effectively address them. Let's explore each of these speaking functions:

a. Talk as Interaction:

"Talk as interaction" refers to the use of language in social interactions and conversations. This function involves everyday communication, where individuals dialogue, express opinions, share ideas, and exchange information. It is the kind of speaking that occurs in informal settings, such as chatting with friends, family

members, or colleagues. In this context, the focus is on establishing connections, building relationships, and maintaining social bonds.

b. Talk as Transaction:

"Talk as a transaction" pertains to using language to accomplish specific tasks and achieve practical goals. This function involves more formal communication, such as giving instructions, making requests, negotiating, or conducting business interactions. In these situations, the emphasis is on the effective transfer of information, and clear and precise communication is essential for successful task completion.

c. Talk as Performance:

"Talk as performance" involves using language for public and formal purposes, such as delivering speeches, presentations, or performances. This function requires higher rhetorical and persuasive skills, as the speaker aims to engage and captivate the audience. It is often found in educational, professional, or public speaking contexts.

Teaching speaking with consideration of these distinct functions enables educators to tailor their approaches to suit the specific goals and contexts in which language is used. By recognizing the different dimensions of speaking, language learners can develop a well-rounded set of speaking skills suitable for various situations and purposes.

3. *The aspect of speaking*

According to Brown (2001), speaking encompasses several essential aspects that must be mastered to achieve proficiency, including pronunciation, vocabulary, fluency, accent, and grammar. As a complex skill, speaking can be broken down into three main components:

a. Accuracy:

In the context of speaking, accuracy refers to the correct usage of grammar, vocabulary, and pronunciation. Mary Spratt and colleagues emphasize that these three elements produce accurate utterances. Pronunciation, in particular, plays a fundamental role in language learning, especially in speaking. It involves how we articulate, assimilate, intonate, and stress words. Poor pronunciation can hinder effective communication and prevent us from conveying meaningful messages.

According to Harmer (2007), he adds that pronunciation teaching goes beyond merely helping students differentiate sounds and sound features. It also contributes significantly to improving their overall speaking ability. For instance, focusing on sounds and awareness of using stress when producing speech can significantly enhance their speaking skills.

Vocabulary serves as the foundation of any language. To construct meaningful sentences and expressions, individuals must utilize appropriate words. Therefore, mastering vocabulary is crucial for students to develop good speaking abilities. According to McCarty (1990) emphasizes that vocabulary constitutes the most significant component of language courses.

Furthermore, Harmer (2007) suggests that possessing a substantial vocabulary, ideally around 1000 words, enables students to communicate fluently. This allows them to articulate their ideas without lengthy pauses, as they possess the words to effectively describe their thoughts.

Grammar also plays a vital role in achieving speaking accuracy. According to (Nunan,2003, p.154), grammar can be viewed as a set of rules that govern the correct arrangement of words at the sentence level. The intended ideas may not be conveyed easily if a conversation is riddled with grammatical errors. Hence, studying grammar rules can significantly improve students' ability to speak more accurately.

In summary, vocabulary, pronunciation, and grammar are essential elements that contribute to the accuracy necessary for practical speaking proficiency. Mastering these aspects is critical to becoming a proficient and confident speaker.

b. Fluency

(Mary Spratt & colleagues 2005, p.34) define fluency as speaking at a natural pace without hesitations, repetitions, or disruptions in connected speech. It measures how comfortable and at ease students are when expressing themselves orally. Fluency relates to the ease with which words flow, without significant pauses or gaps in their speech. It represents an essential goal in assessing students' speaking ability and reflects the overall quality of their spoken language.

c. Accent

Indeed, language accents vary from speaker to speaker due to cultural influences and individual speech patterns. Each person has a unique way of pronouncing words, shaped by their cultural background and linguistic experiences. As Roach (2009) points out, it is essential to recognize that no single speaker can fully represent an entire accent or dialect in the world. Accents are diverse and constantly evolving, reflecting the rich linguistic diversity across regions and communities.

D. Previous studies

This study was sourced from previous research references to obtain the necessary information for continuing research. First, the research conducted by Moh. Deni Irkhamil M (2022) this study aimed to investigate how students' perceptions of rewards and punishments affect their motivation to learn English. The research adopted a qualitative approach and involved students from class VIII-A at MTsN 8 Kediri as participants. Data was gathered through observations, questionnaires, and interviews. The data were then subjected to qualitative research methods, including data reduction, presentation, and conclusion. The findings of the study indicate the following points:

1) Students view rewards and punishments positively, finding them motivating, engaging, interactive, and helpful in cultivating a sense of responsibility.

2) Due to these rewards and punishments, students' motivation to engage in English learning has increased internally and externally.

3) Among the various types of rewards used in English learning, the MTsN 8 Kediri teacher often employs three types: praise, points, and non-verbal cues. These rewards are chosen based on the student's needs during the learning process and have proven to enhance their enthusiasm for learning English.

4) Regarding punishment, teachers predominantly use warning punishment, non-verbal cues, physical punishment stimulus, and point reduction. The choice of punishment method is tailored to the specific conditions and needs of the students, contributing to a conducive and effective learning environment.

In conclusion, the results of this study demonstrate a positive correlation between rewards, punishments, and students' motivation to learn English. Additionally, students' motivation to participate in learning has been positively impacted and influenced by both internal and external factors.

Ulfaningsih (2021) Carry out the second research. This study explored students' perceptions of rewards and punishments and their impact on motivation in learning English. The participants were first-grade students from SMA Negeri 3 Bantaeng. A qualitative research method was utilized, employing observation, interviews, and documentation, which involved data reduction, display, and verification to conclude. The findings of this study demonstrate that students perceive rewards and punishments in learning English as enjoyable and effective

in enhancing their enthusiasm for the subject. The effects of rewards and punishments on student motivation in learning English are as follows:

1) Rewards increase students' motivation to actively participate in learning.

2) Rewards generate greater interest in the English subject among students.

3) Rewards motivate students to strive for continued excellence in their achievements.

As for the effects of punishment on student motivation, the study revealed several aspects:

1) Punishment also contributes to increased diligence in studying as students strive to improve their performance to prove their capabilities to their peers.

2) Punishment is a deterrent, preventing students from repeating undesirable actions or behaviors. It encourages punctuality and attentiveness to teacher warnings.

3) However, punishment may have negative consequences, such as causing students to feel embarrassed, lose self-confidence, and experience nervousness in the school environment.
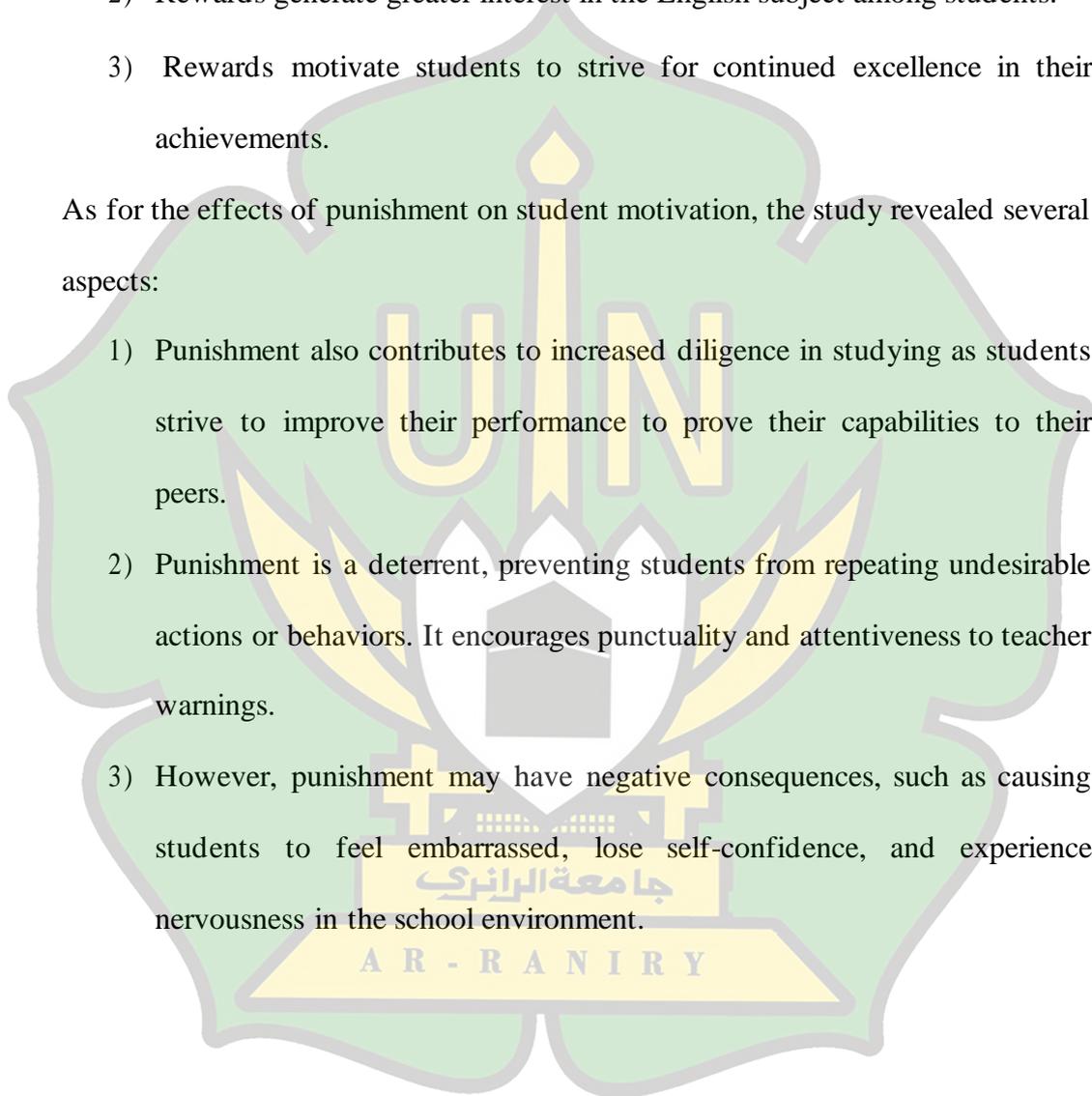
CHAPTER III

METHODOLOGY

The methods utilized in this study to determine the answers to the research questions initially posed in Chapter One were described in this chapter. The research design, research participants, data collection method, and data analysis method were all covered in this chapter.

A. Research design

This research was purposed to discover the teachers' and students' perceptions of non-physical punishment in developing speaking ability in Darul Ihsan Islamic boarding schools. Thus, this research utilized a qualitative approach. Ugwu (2023) mentioned that a technique known as qualitative research was developed to gather non-numeric information to gain valuable insights. Unlike statistical methods, these were semi-structured or unstructured approaches centered on gathering data to uncover the "why" behind certain phenomena.

B. Site of research and participant

1. *Site of research*

This research was conducted at Darul Ihsan Islamic Boarding School. According to the Darul Ihsan Islamic Boarding School's official website, the place is at Jl. Tgk. Glee Iniem, Siem, Kec. Darussalam, Kab. Aceh Besar.

2. *Research participant*

The participants in this study were students in the eleventh grade of senior high school who had experienced multiple instances of non-physical punishments. This study employed a purposive sampling technique. Sugiyono (2019) states that specific considerations drive purposive sampling. This meant that sample selection was based on criteria or considerations predetermined by the researcher. The purposive sampling technique was used because not all samples met the criteria for the phenomenon under investigation. Furthermore, based on the sampling technique employed, the researcher had established several criteria for research participants, such as:

1. The student of Darul Ihsan Islamic Boarding School class eleventh who had to get non-physical punishment

2. Students who have earned penalty points of more than five

For the sample, the researcher took ten students who had received non-physical punishment. Researchers had assumed that the sample taken was the sample that best knew the problem to be faced and studied by the researchers, namely how their perceptions about non-physical punishment in developing students' English speaking ability and to understand how the impact of non-physical punishment affected their English speaking.

C. Methods of Data Collections

In this research, the researcher used interviews to collect the data. George (2022) explained that an interview was a qualitative research technique that involved asking questions to collect data. This method involved two or more individuals, with one person as the interviewer, responsible for posing the questions. In this study, researchers used a standard interview format and, in particular, chose a semi-structured interview approach. The interview consisted of predetermined questions that had been determined and prearranged. However, the semi-structured interviews allowed for clarifying, adding to, and following up with additional questions in response to participants' previous answers.

D. Research Instrument

The research tools were the implements required or utilized for gathering data. Within the research process, data was amassed through interviews as a means of research instrumentation. The type of interview used in this research was a semi-structured interview. (DeJonckheere & Vaughn,2019) stated that semi-structured interviews enabled the researcher to gather unrestricted data and delve into human emotions and opinions regarding a specific subject. The tools utilized in this study comprised a set of questions designed for a semi-structured interview and recorded dialogues. Before initiating the interview, the researcher presented the questions to the respondent for consideration. Subsequently, the researcher employed an interview guide containing ten questions, and each participant was

interviewed for 10 minutes and recorded to ensure the security of data transcription.

An open approach characterized the interview process. This methodology addressed inquiries about students' perspectives at the Darul Ihsan Islamic Boarding School concerning non-physical punishment in developing their speaking ability. Moreover, it aimed to explore the impact of non-physical punishment on their speaking ability. The researcher served as the interviewer and produced the list of questions. They served as a starting point for the participant to respond to the dialogue, after which further clarification or questions might be asked. The list of interview questions was adapted from Ghandis (2021). The author had adapted the questions to focus on the perception of non-physical punishment to develop English speaking ability.

E. Methods of Analysis

The researcher analyzed the data using (Miles, et al.,(2014) interactive data model in the analysis. This involved data collection, data reduction, data display, and conclusion.

   a. Data collection

Data collection: All data was searched and collected. In this process, ideally, a researcher also tracked, recorded, gave tests, and organized relevant data to focus on the problem at hand being researched. In this study, researchers collected data using interviews.

b. Data reduction

Data reduction, namely data selection and simplification of data from all the data that had been obtained. After that, unnecessary data were removed, while essential data for research were collected into one and classified into more specific categories.

c. Data Display

Data display was the process of organizing and presenting a collection of information in a structured and easy-to-understand way, facilitating the extraction of meaningful insights. Qualitative data could be presented in various formats, such as narrative text (field notes), matrices, graphs, networks, or charts. These presentations allowed data to be organized and orderly, building relationships that enhanced understanding.

d. Conclusion

In the final step, the researcher concluded and verified the research based on data obtained from interviews and tests carried out by the researchers. The initial conclusion was tentative and could be changed without supporting evidence, and vice versa. A conclusion was considered credible if supported by strong and consistent evidence.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher comprehensively displays the data collected during the study and unveils the significant findings. The present result was obtained by the students' perceptions of non-physical punishment in developing their English-speaking ability.

A. Finding

This chapter explores the results obtained from the analysis of student interviews. The research question became the basis for explaining the results, centering on students' perceptions of the role of non-physical punishment in improving their English speaking ability at the Darul Ihsan Islamic Boarding School. This research investigation is twofold: first, examining students' perceptions of non-physical punishment in developing their English speaking ability, and second, investigating the impact of such punishment on the development of students' English speaking ability.

In this segment, the researcher carefully explains the findings from the interview data, using semi-structured interviews to gain deeper insights from the participating students. This research was conducted from 10 September 2023 to 16 September 2023. This research aims to comprehensively explain how students perceive the impact of non-physical punishment on their English-speaking ability at the Darul Ihsan Islamic Boarding School.

In this study, the research questions focus on the impact and perceptions related to the use of non-physical punishment in developing English-speaking ability at the Darul Ihsan Islamic Boarding School. Students have expressed their views regarding this non-physical punishment. They stated that non-physical punishment can motivate students to develop their English-speaking ability, making them more proficient. The results of this study also revealed differences of opinion among the participants. One participant argued that they felt non-physical punishment was too easy and underestimated it. However, this opinion differs from the opinions expressed by other participants. They say that non-physical punishment has significant value in developing English-speaking ability. In addition, most students admitted to feeling transmission, anxiety, and trembling when receiving non-physical punishment. However, they also acknowledged the importance of this non-physical punishment in developing their English-speaking ability.

The researcher asked all participants the same question to evaluate their perceptions of the non-physical punishment they received in developing their English speaking ability and its impact on them. Below are the results of interviews with participants in answering the first formulation and the second research problem formulation:

a. **The student's perception of non-physical punishment in developing speaking ability.**

In this study, the researcher found various responses based on students' experiences who often received non-physical punishment when violating the language section in boarding school. Based on the first research question, "What are students' perceptions of non-physical punishment in developing English speaking ability at the Dayah Darul Ihsan Islamic boarding school?" Overall, student response was positive, with several key findings:

1) Non-physical punishment is considered necessary and important in developing English-speaking ability.
2) The application of non-physical punishment in Islamic boarding schools is considered effective.

However, the researcher also found from student perception that some students considered the impact of non-physical punishment to be less effective.

a. **Non-physical punishment is considered necessary and important**

All participants expressed that non-physical punishment given to students who violate the language section is beneficial and necessary for students to improve their English speaking ability.

Participant 1

I think non-physical punishment is very important and necessary because many students don't like physical punishment. Therefore, they prefer to memorize vocabulary as a form of punishment because this punishment provides more significant benefits and impacts in developing a vocabulary for speaking English.

Participant 2

It is necessary and important because there is a punishment in the form of memorizing vocabulary as a non-physical punishment. This punishment forced me to learn new vocabulary and improve my speaking skills in English because I had new vocabulary knowledge and was encouraged to speak in English to avoid penalties in the future.

Participant 8

Non-physical punishment is very important because it can encourage us to improve our English speaking ability. This is crucial, considering that English is significant in further education. An example of one of them is the TOEFL requirements needed to obtain a job or educational scholarship.

Based on the respondents' statements above, it can be concluded that receiving non-physical punishment significantly improves the ability to speak English. Their perceptions paint a positive picture regarding the effectiveness of this punishment, which can be evaluated based on the positive experiences they shared in interviews. However, some students expressed different views.

Participant 9

It doesn't matter because many other more effective ways to improve your language.

Participant 7

Good, but not very important because it only adds to the vocabulary

Although there were varying views among participants, the positive opinions towards the use of non-physical punishment, expressed by most respondents, underscore the importance of this method in supporting the development of English-speaking ability. The views expressed by most participants indicate that this approach is generally effective in motivating students to improve their English speaking ability, mainly through increasing vocabulary.

b. **The application of non-physical punishment in Islamic boarding schools is considered effective.**

Participant 5

Highly effective because some of the non-physical punishments I received have benefited me.

Participant 8

Very effective because non-physical punishment in the form of memorizing vocabulary made me have a larger vocabulary.

However, some students expressed different views.

Participant 4

In my opinion, it is not very effective because this non-physical punishment sometimes does not have a deterrent effect and is often underestimated because it is too easy to do.

Participant 7

It is ineffective because developing English speaking skills is not enough to memorize vocabulary.

The results of this study show that people have varying opinions about how effective non-physical punishment is in developing their English-speaking ability. Some participants, such as Participants 5 and 8, thought that non-physical punishment was very helpful in developing their English speaking ability, especially by expanding their vocabulary. However, different opinions emerged from other participants, such as Participants 4 and 7. Participant 4 felt non-physical punishment was ineffective because it was often ignored and did not make students afraid. Meanwhile, Participant 7 believes that non-physical punishment is less effective because he believes that the ability to speak English does not only depend on vocabulary.

Overall, this study illustrates differences of opinion regarding the effectiveness of non-physical punishment in improving English speaking ability. Although

some participants supported using non-physical punishment, especially regarding increasing vocabulary, differing views also existed.

2. The impacts of non-physical punishment on students at Darul Ihsan Islamic Boarding School in developing their English speaking ability.

The study noted that any participant who violated language rules in boarding school would be subject to non-physical punishment. Based on the research question "What is the impact of non-physical punishment on students' English development," the research findings showed that most students interviewed experienced a positive impact from the non-physical punishment they received. They suggest that non-physical punishment has positive effects, which include:

1. Motivate students to develop their English speaking ability.
2. Improvement of their vocabulary.
3. Improve students' memory.
4. Overwhelm students

In addition, the study also noted a difference in the impact of non-physical punishment on some students compared to others. Some students said they found non-physical punishment too easy to deal with and considered it trivial.

2.1 Positive impact of non-physical punishment in developing English speaking ability

a. Motivate student

Based on participants' answers, non-physical punishment can increase students' motivation to develop their English-speaking ability in boarding school.

Participant 1

Non-physical laws can motivate me to avoid future violations and try to speak English to avoid sanctions.

Participant 2

I feel very motivated because I tend to be lazy about memorizing vocabulary. However, with this punishment, I felt compelled to diligently memorize vocabulary. If not, I will be punished again.

P1 and P2 argued that they felt compelled to develop their English-speaking ability because of the non-physical punishment they received. In addition, it also encourages them to be more careful not to violate existing language rules and to develop their English-speaking ability to avoid penalties in the future. This thinking also has a positive impact in motivating them to be active in memorizing vocabulary.

In addition, P6 also agrees with the view that non-physical punishment has the potential to develop English-speaking ability.

Participant 6

This non-physical punishment has improved my English skills by 80%. Since administering this non-physical punishment, I feel determined to improve my English learning methods, avoid making the same mistakes, and add new vocabulary to reduce the misuse of words in the future.

This research implies that non-physical punishment could help students better speak English and avoid breaking language rules. Some participants felt encouraged to study harder after receiving such punishment. This punishment also makes them more careful about following language rules and learning new vocabulary. In other words, non-physical punishment can be a good way to develop their English-speaking ability.

b. Increase vocabulary

The results of interviews with students show that they have experienced increased vocabulary since being punished.

Participant 5

I believe this non-physical punishment has helped develop my English skills and increase my vocabulary that I previously did not know.

Participant 7

This non-physical punishment made me learn new lessons and new vocabulary that I never knew before.

Research shows that non-physical punishment, particularly in the P5 to P7 range, significantly impacts students' speaking development by expanding their vocabulary during the non-physical punishment process. This is because non-physical punishment influences students positively in developing their English-speaking ability. Non-physical punishment is a form of encouragement that encourages students to push themselves as best as possible to complete the

punishment task. This enables them to try harder to develop their speaking ability in English.

c. Improve students' memory.

Researchers found that non-physical punishment can help students improve their memory.

Participant 6

Non-physical punishment has improved my ability to remember English vocabulary.

Participant 3

This non-physical punishment can improve my memory in speaking English and practice using new vocabulary.

In conclusion, Participant 6 and Participant 3 reported their positive experiences regarding using non-physical punishment to improve their memory skills in the context of learning English speaking ability. This indicates that this method has potential effectiveness in helping students improve their English vocabulary recall skills.

d. Overwhelm students

Non-physical punishment, like punishment in general, can make students feel overwhelmed. In this interview, almost all students felt burdened by non-physical punishment because it took much time.

Participant 10

I understand that this non-physical punishment can sometimes overwhelm me due to the many tasks given in a limited time.

Participant 8

It's true that sometimes, non-physical punishment in the form of additional assignments can overwhelm me because it can interfere with the time I should allocate for mandatory tasks at school.

This research concludes that non-physical punishment, like punishment in general, can make students feel unwanted. This happens because non-physical punishment often takes time and interferes with mandatory school work. Research participants, especially Participant 10 and Participant 8, revealed that they felt burdened by non-physical punishment because this punishment took up much time that could have been used for more important academic tasks. Therefore, this punishment may deter them so that they will try not to violate language rules anymore and can focus on developing and training their English-speaking ability in their dormitory.

2.2 Negative impact of non-physical punishment in developing English speaking ability

a) Non-physical punishment is considered too easy and trivial by some students.

Sometimes, non-physical punishment is too light for some students because it does not involve violence.

Participant 4

In my opinion, non-physical punishment is ineffective in improving my language ability because sometimes I underestimate the punishment.

Participant 10

Non-physical punishment is sometimes very easy for me, and sometimes, it does not make me afraid of getting it.

From the findings in this research, it can be concluded that views towards no-physical punishment are not always positive, especially because some students consider it too light and inadequate to create discipline or improve their abilities. Participant 4 stated that non-physical punishment was ineffective in improving their English speaking ability and sometimes even resulted in underestimating the punishment. Meanwhile, participant 10 felt non-physical punishment was often too easy and did not create enough fear to deter unwanted behaviour.

Even though they say that this non-physical punishment is easy to carry out and sometimes underestimate it, they still feel the positive impact of this punishment.

Participant 10

The positive impact I got from this punishment was that I could force myself to memorize vocabulary to develop my English speaking skills and strengthen my memorization.

Participant 4

The impact of non-physical punishment for me is that I often speak English using vocabulary that I have memorized when I receive non-physical punishment.

In conclusion, although some students initially felt that non-physical punishment was too easy, this research revealed that such punishment still positively impacted the development of students' English-speaking abilities.

B. Discussion

This section provides a more in-depth discussion of the findings mentioned above. The research investigated students' perceptions of non-physical punishment in developing their English-speaking abilities. Data was gathered through interviews. The study posed a research question: "What are the student's perceptions of non-physical punishment in developing English speaking ability, and what are the impacts?" Participants' responses regarding their perception of non-physical punishment were generally linked to their experiences receiving it and its impact on their speaking abilities.

The first research question focuses on students' perception of using non-physical punishments to improve their English language ability. From the students' perspective, non-physical punishments effectively enhance their English-speaking ability when applied positively. However, an alternative viewpoint suggests that some students may feel intimidated or disturbed by these punishments, especially when they involve memorization and disrupt other activities. As mentioned in (Rina's 2017) research, punishments can emotionally

impact students. Additionally, research conducted by (Iqbal, 2013) indicates that punishments can serve as a tool to help students recognize their mistakes, motivate them to make necessary improvements and become better individuals.

The second research question explores the impact of non-physical punishments on developing English-speaking ability. Interview results revealed two different perceptions of this impact. Some students emphasized the positive effects of non-physical punishments, while others highlighted the negative aspects. Research by Susmita in 2021 also acknowledges that the impact of punishments can manifest in both positive and negative forms, including feelings of revenge towards the punisher (teachers), students' skills in hiding their mistakes, the emergence of a sense of fear, and its influence on students' motivation to learn. Specifically, some students become more motivated to learn and improve their behavior after receiving punishments. Furthermore, punishments can also enhance students' discipline in following rules. In this study, the positive impact of non-physical punishments on students' English speaking ability includes increased motivation to improve speaking abilities, expanding vocabulary, improving memory, and strengthening commitment. As previously found in (Moh. Deni Irkhamil M.'s 2022) research, rewards and punishments positively impact students' motivation.

However, there are opposing views, with some students considering non-physical punishments as easy and often underestimating their effectiveness. Interview results indicate that while many students view non-physical punishments as a beneficial source of motivation for English development, some

students find their impact less effective, especially in terms of memorization, which may not always prevent undesired behaviour. This aligns with (Larzeleree's 2010) perspective on the subjectivity of punishments and the potential misalignment in preventing undesirable behaviour, which may result in feelings of humiliation due to the consequences of the punishment.

Nonetheless, all students agree on the importance and effectiveness of non-physical punishments in enhancing their English language skills within the pesantren environment. Consequently, researchers conclude that the first research question reveals predominantly positive perspectives among students regarding the effectiveness of non-physical punishments in improving English speaking skills.

This perspective also aligns with the "punishment by reward" proposed by psychologists Edward Deci and Richard Ryan (Ryan et al.,1985). They assert that students perceive non-physical punishments as necessary to enhance their English-speaking ability, consistent with the Self-Determination Theory. This theory posits that people are more motivated when they feel competent and in control of their learning. In this context, non-physical punishments can be regarded as a form of motivation that encourages students to take control of their knowledge and enhance their language skills. Students see non-physical punishments as a means to avoid penalties and improve their competence, which may foster intrinsic motivation.

Nonetheless, there are negative perspectives from some students who consider non-physical punishments as too easy or insignificant. This may be associated with extrinsic motivation, where students do not perceive non-physical punishments as challenging or valuable, promoting extrinsically driven behaviour.

The positive motivation experienced by students, triggered by non-physical punishments, can be linked to Cognitive Dissonance Theory. When students face a cognitive mismatch between their behaviour (violating language rules) and their beliefs (valuing English language proficiency), they feel motivated to reduce this dissonance. Non-physical punishments serve as a means to address this dissonance by motivating students to align their behavior (improving English language skills) with their beliefs, thus reducing cognitive dissonance.

The positive impact of non-physical punishments on vocabulary expansion and improved memory can be explained through behaviourist learning theories, particularly operant conditioning. In operant activity, behaviour followed by satisfying consequences is more likely to be repeated. Non-physical punishments, often involving memorizing new vocabulary, act as satisfying consequences for mastering new words. This illustrates the principle of positive reinforcement, demonstrating that non-physical punishments can effectively motivate students to enhance their English-speaking skills.

Regarding Self-Regulation Theory, these findings indicate that non-physical punishments can motivate students to regulate their learning behavior. Students experiencing these punishments may employ self-regulation strategies, such as

goal-setting (memorizing vocabulary) and monitoring their progress (avoiding language rule violations). This aligns with Self-Regulation Theory, emphasizing the role of self-regulation processes in achieving academic goals.

Regarding the Expectancy-Value Theory, differing views on the effectiveness of non-physical punishments, with some students considering them too easy or insignificant, may not align. This theory posits that anticipated outcomes and the perceived value of a task influence motivation. Students who view non-physical punishments as ineffective may have lower expectations for their results or may not perceive them as significantly valuable tasks.

In conclusion, this research provides valuable insights into the impact of non-physical punishments on motivation and the development of students' English-speaking abilities in the boarding school environment. The implications highlight that a non-physical punishment can enhance motivation and English language skills. Still, it's crucial to understand that its impact can vary based on individual perspectives and specific contexts. This underscores the importance of considering variations in motivational approaches and punishments in an educational context.

CHAPTER V
CONCLUSION AND SUGGESTION

The researcher will present conclusions and suggestions based on the research results in this section. This study investigated students' perceptions of non-physical punishment and its impact on developing their English-speaking skills. Participants in this research consisted of 10 grade 11 students at Madrasah Aliyah (MAS) at the Dayah Darul Ihsan Islamic boarding school.

A. Conclusion

This research aims to identify the influence of non-physical punishment and students' perceptions of students at the Darul Ihsan Islamic Boarding School on their English-speaking development. As discussed in the previous chapter, the application of non-physical punishment has positive and negative impacts. The results of the analysis of interviews with students at the Darul Ihsan Islamic Boarding School produce several significant conclusions that are relevant to the research context:

First of all, the positive impact of the use of non-physical punishment on the ability to speak English is the main focus of the discussion. Non-physical punishment has been proven to be a very effective motivator for students, encouraging them to develop their English speaking ability more diligently, including memorizing vocabulary that expands their vocabulary. In this case, non-physical punishment has had a significant positive impact, especially in improving students' memory and vocabulary retention. However, it is essential to note that

some students feel burdened by non-physical punishment due to time demands that may interfere with other academic obligations.

Furthermore, negative perceptions of non-physical punishment were found by some students who found it too easy and sometimes trivial, with questions about its effectiveness in preventing rule violations. However, different views emerge from the perspective of students as a whole. Most interview participants considered non-physical punishment important and valuable in developing their English-speaking ability. They see the application of non-physical punishment in the Islamic boarding school context as effective, especially when memorizing vocabulary.

In conclusion, non-physical punishment in the context of the Darul Ihsan Islamic Boarding School has a significant positive impact on students' English-speaking abilities. However, paying attention to students' diverse views and experiences related to non-physical punishment is necessary, focusing on efforts to maximize its positive benefits and overcome negative opinions that may arise.

B. Suggestion

First of all, it is worth mentioning that diversification of non-physical punishment methods is essential. Language teachers must try various non-physical punishment techniques that can be adapted to students' learning methods. One approach that can be taken is to provide more exciting and challenging assignments so students feel the punishment is manageable. In addition, for non-

physical law to be effective, it is important to maintain consistency in its application. Teachers responsible for administering non-physical punishment must consistently implement it and explain how the punishment contributes to developing speaking ability in English.

In addition, it is necessary to consider alternative disciplinary measures that are more effective in creating a deterrent effect if necessary. As language advances, looking for more effective alternatives in achieving these goals is necessary. Additionally, it is important to continue discussing and broadcasting the impact of non-physical punishment on students' English-speaking abilities. This is important to ensure that non-physical punishment is genuinely beneficial in achieving the desired learning goals and can make adjustments if necessary.

Then students who feel non-physical punishment is ineffective or too simple need additional support and guidance. This aims to make them understand the importance of non-physical punishment in developing their English-speaking ability. Overall, non-physical punishment can potentially be a valuable tool for developing English-speaking skills among students. However, adaptive methods and attention to student perceptions and concerns are necessary to maximize their positive impact on language development.

Finally, this research emphasizes how important it is that we continue to discuss how punishment without physical violence can affect students' English-speaking abilities. However, please remember, this research has not analyzed the long-term impacts or dangers that may arise from punishment without physical violence, this

research is only based on students' perceptions without carrying out tests. Because we need to do broader and longer research to understand it.

So, in essence, although this research helps us understand how students perceive non-physical punishments, there is still a limitation inherent in this research. Future research might be better done by exploring different viewpoints and further analyzing other disciplines to gain a better understanding of this topic.
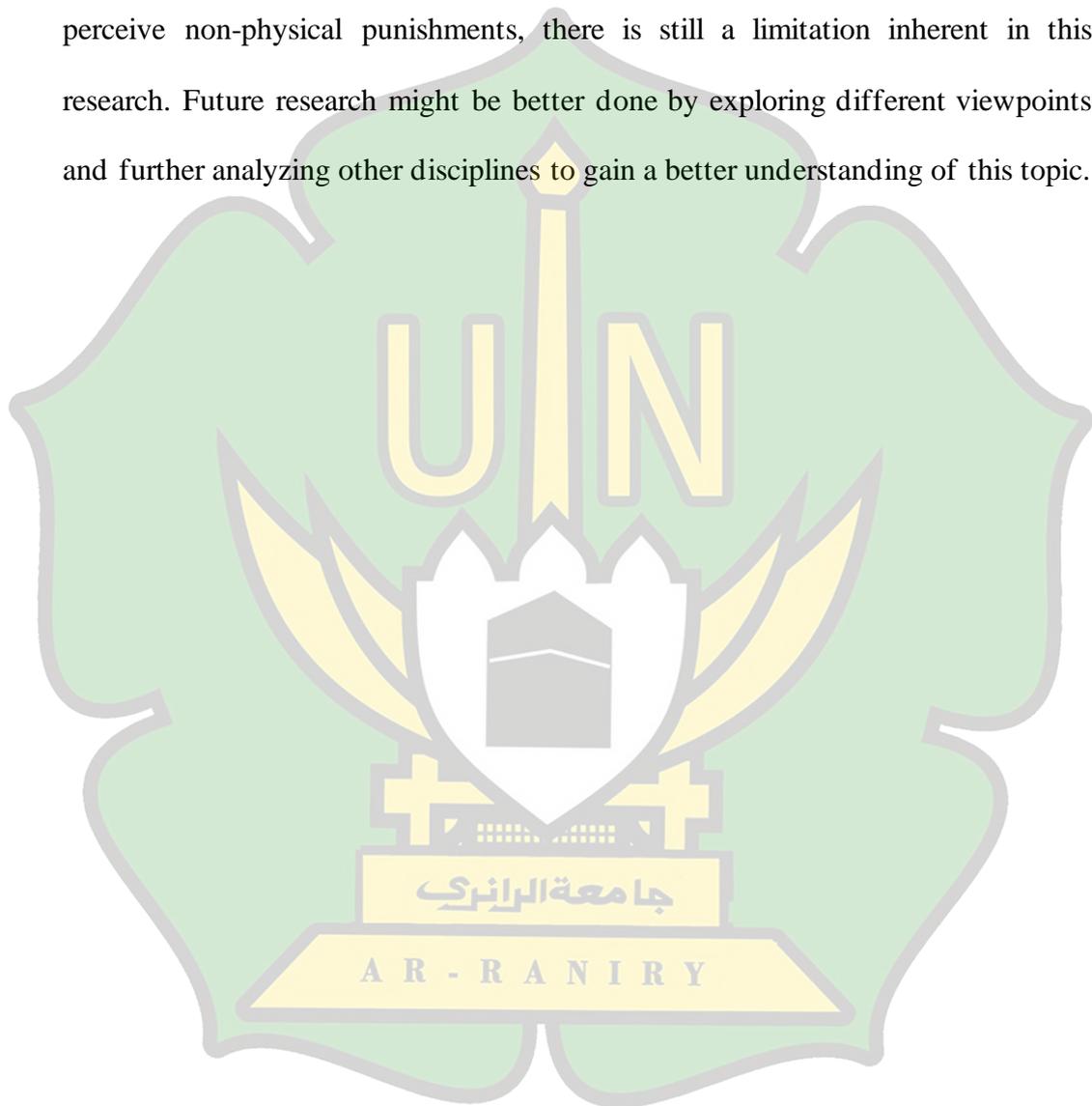
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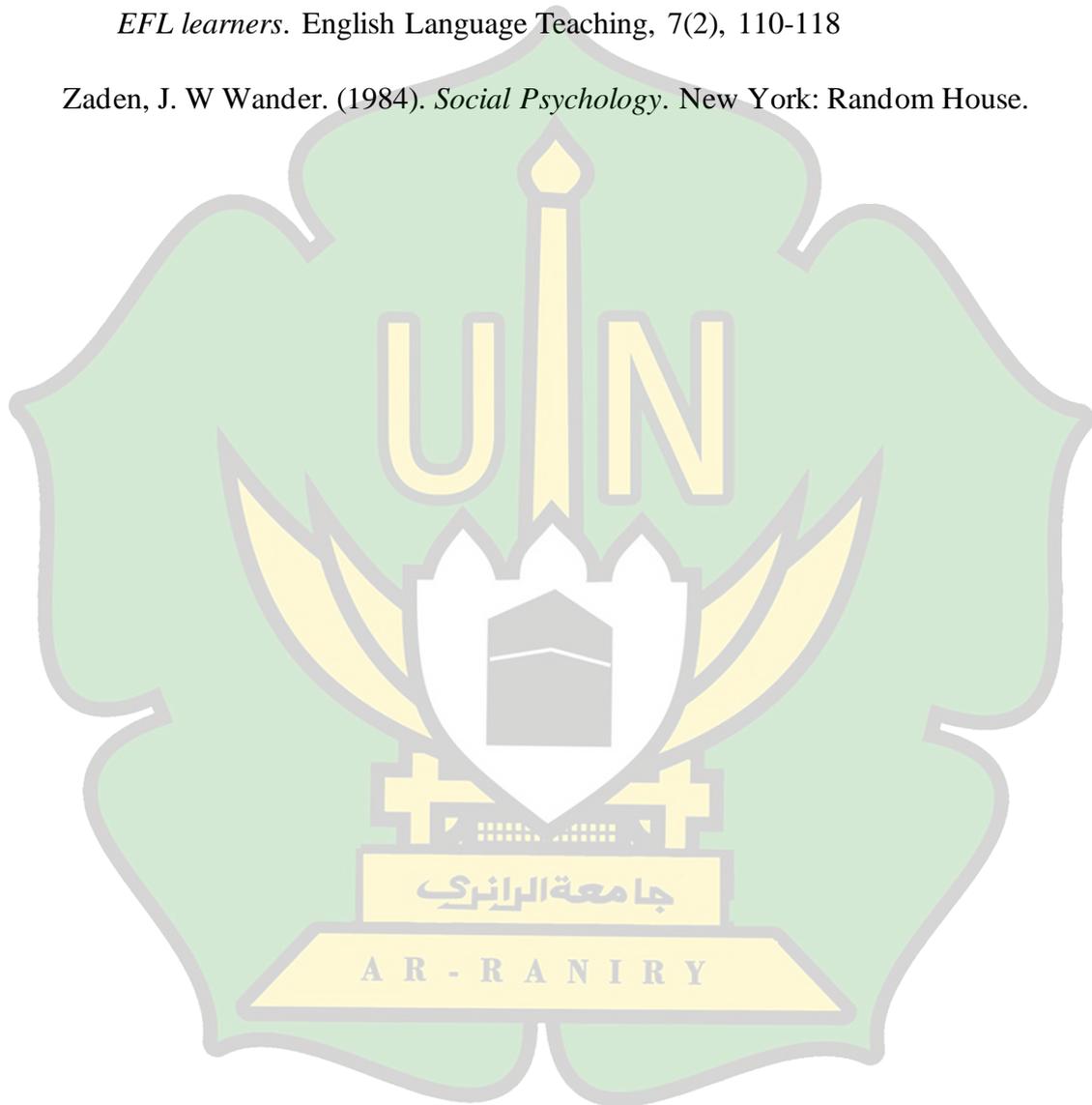
APPENDIX A

APPOINTMENT LETTER OF SUPERVISOR

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
Nomor : B - 8348/Un.08/FTK/KP.07.6/08/2023

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang	:	a.	bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-6641/Un.08/FTK/KP.07.6/6/2023 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
		b.	bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat	:	1.	Undang Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional;
		2.	Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
		3.	Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
		4.	Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
		5.	Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
		6.	Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
		7.	Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
		8.	Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
		9.	Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
		10.	Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
		11.	Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.

Memperhatikan	:	Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh Tanggal 09 Mei 2023

MEMUTUSKAN

Menetapkan	:	
PERTAMA	:	Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh Nomor: Nomor: B-6641/Un.08/FTK/KP.07.6/6/2023 tanggal 13 Juni 2023

KEDUA	:	Menunjuk Saudara:

1. Siti Khasinah, M.Pd   Sebagai Pembimbing Pertama
2. Fitriah, M.Pd   Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Khanasha Putri Fahri**
NIM	:	**190203134**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**Student's Perceptions of Non-Physical Punishment in the Development on their English-Speaking Ability**

KETIGA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2023 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;
KEEMPAT	:	Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun 2023
KELIMA	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 15 Agustus 2023

Dekan,

Safrul Muluk

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip

RECOMMENDATION LETTER FROM FAKULTAS TARBIYAH DAN

KEGURUAN   TO CONDUCT   THE RESEARCH

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor   : B-9977/Un.08/FTK.1/TL.00/09/2023
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Pimpinan Dayah Darul Ihsan Abu Hasan Krueng Kalee
Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM   : **KHANASHA PUTRI FAHRI / 190203134**
Semester/Jurusan   : XI / Pendidikan Bahasa Inggris
Alamat sekarang   : Jl. Ujung Pancu Gampoeng Baro, Kec. Peukan Bada, Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *Student's Perceptions of Non-Physical Punishment In The Development of Their English-Speaking Ability*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 05 September 2023
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 05 Oktober 2023   Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

APPENDIX C

INTERVIEW QUESTIONS

1. Have you ever received non-physical punishment for breaking the language rule?

2. what are the forms of non-physical punishment applied in this boarding school to develop your English speaking ability?

3. What effect does the non-physical punishment have on developing your English speaking ability?

4. Do you believe the non-physical punishment gives you positive or negative, and if yes, why? If not, what solution do you have?

5. Does the non-physical punishment increase your English speaking ability? Please explain

6. Does getting too much non-physical punishment overwhelm you in improving your English speaking and completing the punishment?

7. Does non-physical punishment motivate you to improve your English?

8. In an Islamic boarding school, you get non-physical punishment if you break the language rule. What was the most difficult challenge you faced when you received non-physical punishment?

9. How effective was the non-physical punishment in developing your English speaking ability?

10. Do you think non-physical punishment is necessary and important to apply an effort to develop your English speaking ability?

TRANSCRIPT OF INTERVIEW

Participant 1
Interviewee: MH

Q: Have you ever received non-physical punishment for breaking the language rule?

A: I once received non-physical punishment when I broke language rules, namely being told to memorize some foreign vocabulary.

Q: What forms of non-physical punishment are applied in this boarding school to develop your English speaking ability?

A: lectured and memorized some vocabulary and even told to speak in public in front of a crowd

Q: What effect does the non-physical punishment have on developing your English speaking ability?

A: The effect obtained is to deter us and also make us more fluent in speaking because we get new vocabulary from the punishment

Q: Do you believe the non-physical punishment gives you positive or negative, and if yes, why? If not, what solution do you have?

A: I believe that non-physical punishment can have both good and bad effects because reflecting on today's students who, on average, can no longer be punished

physically, the bad thing is that they find it challenging to improve their language if they are not physically reaffirmed.

Q: Does the non-physical punishment increase your English-speaking ability? Please explain

A: I think for now, non-physical punishment is beneficial in improving our way of speaking because what we know is that children today do not like punishments such as being lectured or yelled at, so it can automatically make them focus on improving their language so as not to get punished

Q: Does getting too much non-physical punishment overwhelm you in improving your English speaking and completing the punishment?

A: Maybe you could say yes because we continue to focus on the non-physical punishment when we violate it so that we do not have time to do other things that can improve our speaking

Q: Does non-physical punishment motivate you to improve your English?

A: Non-corporal punishment can motivate me to avoid future violations and try to speak English to avoid suctions

Q: In an Islamic boarding school, you get non-physical punishment if you break the language rule. What was the most difficult challenge you faced when you received non-physical punishment?

A: The challenge I got when I got the punishment was, yes, having to finish it on time, and it was very draining of energy and mind

Q: How effective was the non-physical punishment in developing your English-speaking ability?

A: Perhaps if in numerical form, I would give a 7/10 rating for this non-physical punishment in its effectiveness in building a speaking foundation

Q: Do you think non-physical punishment is necessary and important to apply an effort to develop your English speaking ability?

A: I think non-physical punishment is very important and necessary because many students don't like physical punishment. Therefore, they prefer to memorize vocabulary as a form of punishment because this punishment provides more significant benefits and impacts in developing a vocabulary for speaking English
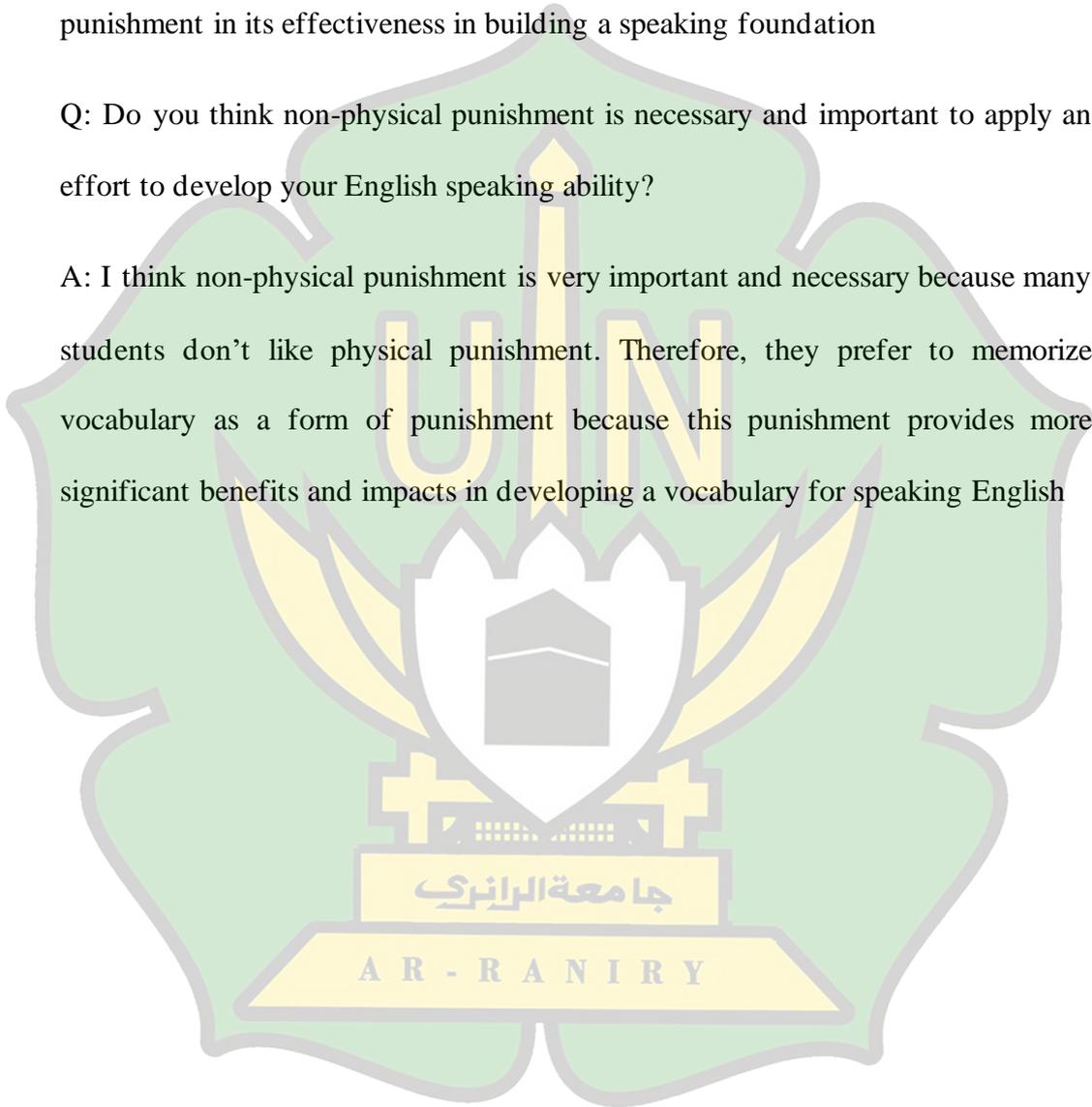
Participant 2

Interviewee: AA

Q: Have you ever received non-physical punishment for breaking the language rule?

A: Ever

Q: What forms of non-physical punishment are applied in this boarding school to develop your English speaking ability?

A: Memorizing a certain amount of vocabulary, memorizing speech texts that have been determined by the administrator who gives punishment

Q: What effect does the non-physical punishment have on developing your English speaking ability?

A: Increased English vocabulary skills and indeed very useful when we speak English

Q: Do you believe the non-physical punishment gives you positive or negative, and if yes, why? If not, what solution do you have?

A: Very positive because non-corporal punishment, such as memorizing vocabulary, upgraded my English, especially for those who have experienced the punishment themselves. The punishment is very effective in the future

Q: Does the non-physical punishment increase your English-speaking ability? Please explain

A: Of course, improving my English, because indirectly, with these penalties, we continue to upgrade English

Q: Does getting too much non-physical punishment overwhelm you in improving your English speaking and completing the punishment?

A: I am not overwhelmed but very disturbed by my activities because some must be memorized simultaneously as deadlines.

Q: Does non-physical punishment motivate you to improve your English?

A: I am very motivated because I need to work on memorizing vocabulary. However, with this punishment, I felt compelled to diligently memorize vocabulary. If not, I will be punished again.

Q: In an Islamic boarding school, you get non-physical punishment if you break the language rule. What was the most difficult challenge you faced when you received non-physical punishment?

A: The time given is limited, so inevitably, during the day, we have to memorize vocabulary. Therefore, the punishment can interfere with school lessons and other activities; therefore, we can not focus on completing the punishment given.

Q: How effective was the non-physical punishment in developing your English-speaking ability?

A: Very effective in improving English, indirectly. When we master vocabulary, we can already speak English and learn Grammar

Q: Do you think non-physical punishment is necessary and important to apply an effort to develop your English speaking ability?

A: It is necessary and important because there is a punishment in the form of memorizing vocabulary as anon-physical punishment. This punishment forced me to learn new vocabulary and improve my speaking skills in English because I had new vocabulary knowledge and was encouraged to speak in English to avoid penalities in the future
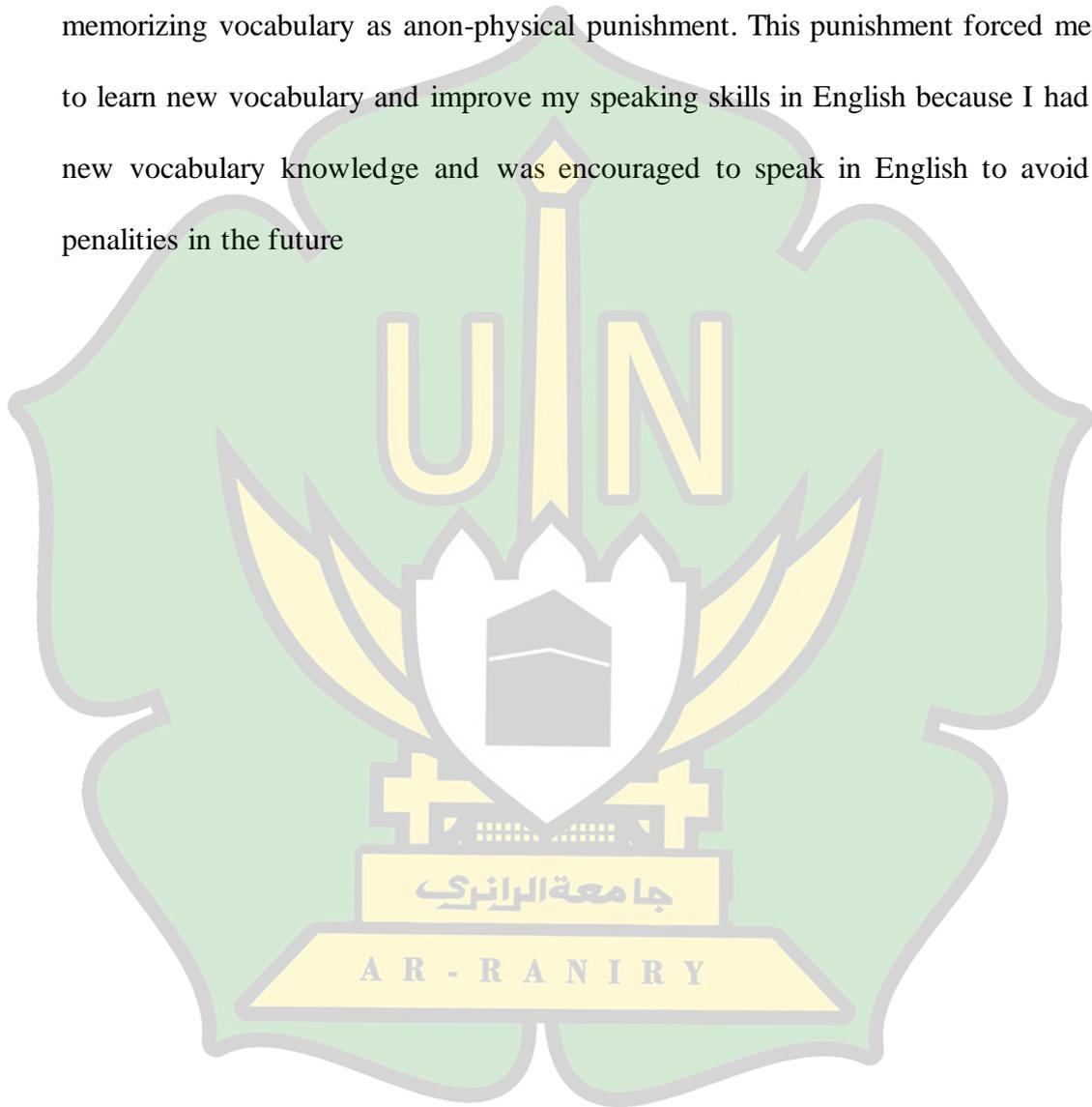
Participant 3

Interviewee: MS

Q: Have you ever received non-physical punishment for breaking the language rule?

A: Yes, of course

Q: What forms of non-physical punishment are applied in this boarding school to develop your English speaking ability?

A: Write as many vocabulary words as there are violations, and memorize them within the specified period.

Q: What effect does the non-physical punishment have on developing your English speaking ability?

A: Non-physical punishment can improve my memory in speaking English and practice using new vocabulary.

Q: Do you believe the non-physical punishment gives you positive or negative, and if yes, why? If not, what solution do you have?

A: Yes, the non-physical gives a positive impact because this punishment not only deters the offender but also adds new vocabulary to the offender

Q: Does the non-physical punishment increase your English-speaking ability? Please explain

A: It increases because memorizing vocabulary can make language smoother and increase my insight.

Q: Does getting too much non-physical punishment overwhelm you in improving your English speaking and completing the punishment?

A: Sometimes, it makes the brain tired and needs more rest if more vocabulary is memorized.

Q: Does non-physical punishment motivate you to improve your English?

A: Yes, of course

Q: In an Islamic boarding school, you get non-physical punishment if you break the language rule. What was the most difficult challenge you faced when you received non-physical punishment?

A: If there is much vocabulary to memorize, and time is short,

Q: How effective was the non-physical punishment in developing your English-speaking ability?

A: Very Effective

Q: Do you think non-physical punishment is necessary and important to apply an effort to develop your English speaking ability?

A: Very necessary because it can strengthen memory.

Participant 4

Interviewee: FS

Q: Have you ever received non-physical punishment for breaking the language rule?

A: Ever

Q: What forms of non-physical punishment are applied in this boarding school to develop your English speaking ability?

A: Memorize vocabulary, memorize Quranic verses, pull grass, and dry in the sun.

Q: What effect does the non-physical punishment have on developing your English speaking ability?

A: The impact of non-physical punishment for me is that I often speak English using vocabulary that I have memorized when I receive non-physical punishment.

Q: Do you believe the non-physical punishment gives you positive or negative, and if yes, why? If not, what solution do you have?

A: Non-physical punishment has a positive impact on those who carry it out because they do not want to be complicated with other work by draining energy and memorizing more than others with reduced rest time

Q: Does the non-physical punishment increase your English-speaking ability? Please explain

A: Non-physical punishment is ineffective in improving my language ability because sometimes I underestimate the punishment.

Q: Does getting too much non-physical punishment overwhelm you in improving your English speaking and completing the punishment?

A: Yes, that's right. Because the time is minimal

Q: Does non-physical punishment motivate you to improve your English?

A: It was a little motivating because, with non-physical punishment, I could force myself to memorize vocabulary and practice language to avoid such punishment

Q: In an Islamic boarding school, you get non-physical punishment if you break the language rule. What was the most difficult challenge you faced when you received non-physical punishment?

A: The most formidable challenge is adjusting study time, reducing rest time, and draining energy

Q: How effective was the non-physical punishment in developing your English-speaking ability?

A: It is not very effective because this non-physical punishment sometimes does not have a deterrent effect and is often underestimated because it is too easy to do.

Q: Do you think non-physical punishment is necessary and important to apply an effort to develop your English speaking ability?

A: Important, because with the punishment, students become accustomed to speaking English every day

Participant 5

Interviewee: AZ

Q: Have you ever received non-physical punishment when breaking the language rule?

A: ever

Q: What forms of non-physical punishment are applied in this boarding school to develop your English speaking ability?

A: Memorize English vocabulary according to error points

Q: What effect does the non-physical punishment have on developing your English speaking ability?

A: This non-physical punishment has helped develop my English skills and increase my vocabulary, which I previously did not know.

Q: Do you believe the non-physical punishment gives you positive or negative, and if yes, why? If not, what solution do you have?

A: I think it has a positive impact because the punishment given makes me aware, and from the punishment, I get new vocabulary that I don't know yet

Q: Does the non-physical punishment increase your English speaking ability? Please explain

A: It's true that non-corporal punishment made me fluent in English and gained new vocabulary

Q: Does getting too much non-physical punishment overwhelm you in improving your English speaking and completing the punishment?

A: No, even this non-corporal punishment benefited me and made me realize not to violate the language again.

Q: Does non-physical punishment motivate you to improve your English?

A: Yes, this non-corporal punishment motivated me to develop my English, and the punishment made me accustomed to memorizing vocabulary

Q: In an Islamic boarding school, you get non-physical punishment if you break the language rule. What was the most difficult challenge you faced when you received non-physical punishment?

A: When I get some punishments that many people know about, I feel ashamed to go through those punishments

Q: How effective was the non-physical punishment in developing your English-speaking ability?

A: highly effective because some of the non-physical punishment I received have benefited me

Q: Do you think non-physical punishment is necessary and important to apply an effort to develop your English speaking ability?

A: It is very important that students introduce themselves through the punishment. Even this punishment can also help them in developing language

Participant 6

Interviewee: KP

Q: Have you ever received non-physical punishment for breaking the language rule?

A: Yes, ever

Q: What forms of non-physical punishment are applied in this boarding school to develop your English speaking ability?

A: Memorize new vocabulary and English sentences

Q: What effect does the non-physical punishment have on developing your English speaking ability?

A: Non-physical punishment has improved my ability to remember English vocabulary

Q: Do you believe the non-physical punishment gives you positive or negative, and if yes, why? If not, what solution do you have?

A: In my opinion, non-corporal punishment has a positive impact because, in addition to providing punishment, it can also provide a deterrent effect on students

Q: Does the non-physical punishment increase your English speaking ability? Please explain

A: Yes, non-physical punishment can improve my English skills because every time I get non-physical punishment, I am required to memorize new vocabulary that I will use in everyday life

Q: Does getting too much non-physical punishment overwhelm you in improving your English speaking and completing the punishment?

A: Yes, sometimes getting too much non-physical punishment by memorizing new vocabulary can overwhelm me in completing the punishment, which reduces my motivation to learn English; this is because memorizing new vocabulary takes much time, and usually, non-physical punishment is given a predetermined completion period.

Q: Does non-physical punishment motivate you to improve your English?

A: This non-physical punishment has improved my English skills by 80%. Since administering this non-physical punishment, I am determined to improve my English learning methods, avoid making the same mistakes, and add new vocabulary to reduce the misuse of words in the future.

Q: In an Islamic boarding school, you get non-physical punishment if you break the language rule. What was the most difficult challenge you faced when you received non-physical punishment?

A: The biggest challenge I faced was that when I got a physical punishment, I was more affirmed to memorize new vocabulary, where I should have been required to relearn the mistakes of the rules I used, in the sense that I got double punishment,

namely memorizing new vocabulary and punishment for myself not to repeat the mistake.

Q: How effective was the non-physical punishment in developing your English-speaking ability?

A: The efficiency of non-corporal punishment is 70%, depending on the student's motivation, memorization ability, and other factors. For example, students who learn something by rote memorization are very effective. Still, if the student is punished for learning something by reading or listening, this punishment could be more effective.

Q: Do you think non-physical punishment is necessary and important to apply an effort to develop your English speaking ability?

A: To improve language skills, in my opinion, this non-physical punishment is necessary and important to foster students' learning motivation and help maximize the use of English in daily life, but non-physical punishment must be slightly modified so as not to overburden and reduce student motivation but must also have a deterrent effect.

Participant 7

Interviewee: IF

Q: Have you ever received non-physical punishment when breaking the language rule?

A: Ever

Q: What forms of non-physical punishment are applied in this boarding school to develop your English speaking ability?

A: The punishment applied is in the form of memorizing vocabulary in English.

Q: What effect does the non-physical punishment have on developing your English speaking ability?

A: This non-physical punishment taught me new lessons and vocabulary I had never known before.

Q: Do you believe the non-physical punishment gives you positive or negative, and if yes, why? If not, what solution do you have?

A: Yes, it can have a positive impact so that students know new words that can be learned and remembered.

Q: Does the non-physical punishment increase your English speaking ability? Please explain

A: Besides improving memory, it adds vocabulary to daily spoken words.

Q: Does getting too much non-physical punishment overwhelm you in improving your English speaking and completing the punishment?

A: This non-physical punishment does not overwhelm me because this punishment can also help me improve my English.

Q: Does non-physical punishment motivate you to improve your English?

A: Yes, it motivates me to improve my English because this punishment has enhanced my English vocabulary.

Q: In an Islamic boarding school, you get non-physical punishment if you break the language rule. What was the most difficult challenge you faced when you received non-physical punishment?

A: Memorizing much vocabulary in too short a time

Q: How effective was the non-physical punishment in developing your English-speaking ability?

A: It is not very effective because English language skills must be developed more than memorizing vocabulary.

Q: Do you think non-physical punishment is necessary and important to apply an effort to develop your English speaking ability?

A: Good, but not very important because it only Adds some vocabulary.

Participant 8

Interviewee: HB

Q: Have you ever received non-physical punishment when breaking the language rule?

A: Yes, ever

Q: What forms of non-physical punishment are applied in this boarding school to develop your English speaking ability?

A: Non-physical punishment can be in the form of being a spy to find back students who violate the language and punishment in the form of memorizing vocabulary.

Q: What effect does the non-physical punishment have on developing your English speaking ability?

A: Because I get penalized for memorizing vocabulary, I can practice this vocabulary to improve my English speaking with my friends.

Q: Do you believe the non-physical punishment gives you positive or negative, and if yes, why? If not, what solution do you have?

A: Yes, it has had a positive impact on my English skills

Q: Does the non-physical punishment increase your English speaking ability? Please explain

A: With this non-physical punishment, my English vocabulary slowly increased, and my sense of vigilance to speak Indonesian in boarding school increased.

Q: Does getting too much non-physical punishment overwhelm you in improving your English speaking and completing the punishment?

A: It's true that sometimes, non-physical punishment in the form of additional assignments can overwhelm me because it can interfere with the time I should allocate for mandatory tasks at school.

Q: Does non-physical punishment motivate you to improve your English?

A: Yes, it motivates me to improve my English speaking.

Q: In an Islamic boarding school, you get non-physical punishment if you break the language rule. What was the most difficult challenge you faced when you received non-physical punishment?

A: My challenge when I received the punishment was that I had to divide my time in working on this punishment with my activities in the boarding school

Q: How effective was the non-physical punishment in developing your English-speaking ability?

A: Very effective because non-physical punishment in the form of memorizing Vocabulary made me have a larger vocabulary.

Q: Do you think non-physical punishment is necessary and important to apply an effort to develop your English speaking ability?

A: This non-physical punishment is very important because it can encourage us to improve our English speaking ability. This is important, considering that English is

widely used in further education. One is TOEFL, which is needed for a job or

educational scholarship

Participant 9

Interviewee:

Q: Have you ever received non-physical punishment when breaking the language rule?

A: Yes, I have received non-corporal punishment

Q: What forms of non-physical punishment are applied in this boarding school to develop your English speaking ability?

A: Usually memorize English vocabulary and sentences

Q: What effect does the non-physical punishment have on developing your English speaking ability?

A: I can know more English vocabulary and sentences so that they can be used when talking to friends.

Q: Do you believe the non-physical punishment gives you positive or negative, and if yes, why? If not, what solution do you have?

A: Positive impact because we can learn a lot of vocabulary.

Q: Does the non-physical punishment increase your English speaking ability? Please explain

A: A little bit, not much, because the vocabulary I know is difficult to put in sentences.

Q: Does getting too much non-physical punishment overwhelm you in improving your English speaking and completing the punishment?

A: Yes, but I was not overwhelmed in completing the sentence.

Q: Does non-physical punishment motivate you to improve your English?

A: Yes, non-corporal punishment motivates me to improve my English

Q: In an Islamic boarding school, you get non-physical punishment if you break the language rule. What was the most difficult challenge you faced when you received non-physical punishment?

A: Deposit of vocabulary and sentences to the student council of the language

Q: How effective was the non-physical punishment in developing your English-speaking ability?

A: Only 70% because we know the vocabulary, not its sentence placement.

Q: Do you think non-physical punishment is necessary and important to apply an effort to develop your English speaking ability?

A: It doesn't matter because there are many other more effective ways to improve my language

Participant 10

Interviewee:

Q: Have you ever received non-physical punishment when breaking the language rule?

A: Yes, I have

Q: What forms of non-physical punishment are applied in this boarding school to develop your English speaking ability?

A: I often get non-physical punishments such as memorizing vocabulary, translating newspapers, memorizing the Quran, memorizing given idioms

Q: What effect does the non-physical punishment have on developing your English speaking ability?

A: The impact I received was that I mastered more English. With vocabulary and idioms, I could practice developing my English speaking,

Q: Do you believe the non-physical punishment gives you positive or negative, and if yes, why? If not, what solution do you have?

A: Non-physical punishment has a negative and positive impact on me. The positive impact I received is that I could force myself to memorize vocabulary to develop my English speaking skills and strengthen my memorization. Then, on the negative side, corporal punishment is sometimes very easy for me to do, and sometimes it does not make me feel afraid of getting it.

Q: Does the non-physical punishment increase your English speaking ability? Please explain

A: Of course, the consequences of the punishment I received, such as memorizing vocabulary and some English sentences that I can apply in talking to other friends

Q: Does getting too much non-physical punishment overwhelm you in improving your English speaking and completing the punishment?

A: I understand that this non-physical punishment can sometimes overwhelm me due to the large number of tasks given in a limited time.

Q: Does non-physical punishment motivate you to improve your English?

A: No, because this punishment is too bad for me to face, and I trivialise

Q: In an Islamic boarding school, you get non-physical punishment if you break the language rule. What was the most difficult challenge you faced when you received non-physical punishment?

A: Many get additional tasks such as memorizing within a short time

Q: How effective was the non-physical punishment in developing your English-speaking ability?

A: effective because I got a lot of rote vocabulary memorization

Q: Do you think non-physical punishment is necessary and important to apply an effort to develop your English speaking ability?

A: This non-physical punishment is needed because it can force us to memorize new vocabulary to develop our English-speaking skills in the dormitory.

APPENDIX E
DOCUMENTATION OF RESEARCH