

## JURNAL SOSIAL HUMANIORA DAN PENDIDIKAN

Halaman Jurnal: <http://journal.stiestekom.ac.id/index.php/Education>

Halaman Utama : <http://journal.stiestekom.ac.id/index.php>

# AN APPLICATION OF THE PUNISHMENT OF SINGING 1 SONG TO DISCIPLINE THE STUDENTS IN X IPA AT MAN 3 AGAM PLUS SKILLS

**Adisti Fauziah**

Universitas Islam Negeri (UIN) Sjech M. Djamil Djambek Bukittinggi

Email: [adsfauziah39@gmail.com](mailto:adsfauziah39@gmail.com)

**Dilnar Surya Fransisca**

MAN 3 Agam Plus Keterampilan

**Irwandi**

Universitas Islam Negeri (UIN) Sjech M. Djamil Djambek Bukittinggi

Email: [irwandimalin@gmail.com](mailto:irwandimalin@gmail.com)

***Abstract.** The purpose of this study was to describe how the implementation of teachers in disciplining students in English subjects in class X IPA MAN 3 AGAM. The type of research used is descriptive qualitative method. The instruments used were interviews with English teachers and observations during field practice in the same class from the beginning to the end of learning English subjects. The results of this study indicate that the implementation of the punishment for singing 1 song by the teacher in class is very effective for their discipline.*

***Keywords:** Application, Punishment, Discipline*

**Abstrak.** Tujuan penelitian ini adalah untuk mendeskripsikan bagaimana implementasi guru dalam mendisiplinkan siswa pada mata pelajaran Bahasa Inggris di kelas X IPA MAN 3 AGAM. Jenis penelitian yang digunakan adalah metode kualitatif deskriptif. Instrumen yang digunakan adalah wawancara dengan guru bahasa Inggris dan observasi selama praktik lapangan di kelas yang sama dari awal hingga akhir pembelajaran mata pelajaran bahasa Inggris. Hasil penelitian ini menunjukkan bahwa penerapan hukuman menyanyikan 1 lagu oleh guru di kelas sangat efektif untuk kedisiplinan mereka.

**Kata kunci:** Penerapan, Hukuman, Disiplin

## INTRODUCTION

As a teacher always find various characteristics of the students in class. Some are quiet, easy to manage, and some are not disciplined. One of the teacher's challenges is to straighten out the characteristics of children so that they are better. However, not all children are easy to manage. In fact, many students disobey their teachers and do not care about school rules.

One way to deter children who are naughty and disobey the rules is to give them punishment. The word "punishment" here doesn't mean you don't love and do whatever you want, but it gives a punishment that both deters and educates students.

If the teacher does not give punishment to the students who are not disciplined or do not comply with the rules, their behavior will get worse and they will get used to making these mistakes. They can also assume that the rules at school are trivial and to be broken so there is no fear of breaking them. To overcome this, we can give commensurate punishment and deter students. Not all forms of punishment are negative, but there are also punishments that educate and still deter.

Discipline needs to be applied early on, because through habits for discipline children can control their own behavior and can behave well anywhere and anytime without having to be reminded. Apart from that, discipline will also make the child aware that he is able to solve his own problems and is not required to do what we specify, because the child can already sort out what is good and must be done and what is not good and does not need to be done.

Discipline also helps children develop a conscience or subtle voices within themselves that help them make decisions and control their behavior (Blatchford and Mani, 2006:15). Based on the results of interviews conducted by researchers at MAN 3 AGAM, the researchers obtained information that the English teacher who taught at the school used to sing English songs when they were caught using Minang language during the teaching process. So English teachers apply the term "1 song" if anyone is caught using Minang language when learning English in class.

Every time 1 word of Minang language is spoken, the teacher will take a note them once, if 2 words, the student will sing the song 2 times and so on. If anyone is caught using the Minang language they will be told to sing an English song in the school field before the final school exam takes place. If no one wants to sing, they will not get the signature of the English teacher and they will not be able to take the final school exam. The teacher imposes a penalty so that the students are fluent in.

The researcher entered class 10 IPA to see class conditions from the beginning to the end of learning English the researcher saw several problems in the class, namely:

1. Most of students are more likely to use Minang language than Indonesian or English.
2. Students do not understand when the teacher teaches using English they ask the teacher to translate what she has said.
3. Students are more fluent in Minang language than Indonesian because they are used to using Minang language from. Childhood, when they have friends who speak Indonesian they laugh at it because they are still awkward with a mixture of Minang accents and Indonesian.

From this problem, the English teacher needs to apply a penalty of singing one song for students in class 10 IPA MAN 3 AGAM if anyone is caught using Minang language during the English learning process to improve their speaking ability so that all students can get used to it, find out vocabulary they have to say such as permission to the toilet, etc. Based on the problems that have been described, the researcher is interested in raising the title regarding “APPLICATION OF THE PUNISHMENT OF SINGING 1 SONG TO DISCIPLINE THE STUDENTS IN X IPA MAN 3 AGAM”

## **RESEARCH METHOD**

The type of research used is descriptive qualitative research. This type of qualitative descriptive research reflects the actual situation without adding and manipulating variables. This type of research is a type that obtains data in a way that is according to facts where qualitative descriptive research focuses more on results and their meaning. Qualitative research is a research step that produces explanatory data in the form of speech or writing and the behavior of the people observed (Bogdan & Biklen, S, 1992: 21-22). This research is to provide an overview and classification of a phenomenon or social reality (Mulyadi, 2011)

The research describes and explains the application of the punishment for singing English song to discipline students who use Minang language when learning English in class X.IPA at Man 3 Agam. The data were collected through practical observation of field experience at MAN 3 AGAM, followed by interviews with the English teacher and 3 students in class X IPA to obtain accurate data.

## **RESULT AND DISCUSSION**

### **A. Definition of application**

Application is an act of putting into practice a theory, method, and other things. According to Usman (2002), application (implementation) is reduced to activity, action, action or the mechanism of a system. Implementation is not just an activity, but a planned activity and to achieve the objectives of the activity. According to Setiawan (2004) application (implementation) is the expansion of activities mutually adjust the process of interaction between goals and actions to achieve them as well requires a network of implementers, an effective bureaucracy. to achieve certain goals and for an interest desired by someone groups or groups that have been planned and arranged beforehand.

Based on the results of observations in class X IPA the teacher applies a 1 song penalty to his students to make them deterrent when using Minang language in English class and what has been said by the experts above it can be concluded that the application carried out by the teacher here is that he applies punishments or activities such as learning systems in English so that what is in theory happens properly.

#### B. Definition of punishment

Punishment is an act that is imposed on a child consciously and intentionally so that it causes sorrow, and with that sorrow the child will become aware of what he did and promised in his heart not to repeat it (Amen Danien Indrakusuma, 1973:14). To punish is to give or cause sorrow/suffering intentionally to the child who is our care with the intention that the suffering is truly felt towards improvement. (Suwarno, 1981:115)

#### The Advantages and Disadvantages of Punishment

The main advantage of punishment is that its use correctly will be able to immediately stop student behavior that disrupts the course of teaching and learning activities. A student who interferes with the course of teaching and learning activities, by itself will no longer interfere if punished by ordering him out of class. But on the other hand, punishment has a weakness in the form of a number of negative side effects. Negative consequences that can occur include:

- The relationship between the teacher and students is disrupted, for example students hold grudges against teachers.
- Students withdraw from teaching and learning activities, for example do not want to listen to lessons
- Students take aggressive actions, for example destroying school facilities
- Students experience psychological disorders, such as low self-esteem

Based on the results of observations and interviews conducted by the researchers, the English teacher used a punishment called "sing a song" where this punishment system is very unique. . The teacher applies this punishment so that students are accustomed to English, not only Minang language. With this punishment students are afraid to speak Minang and find out the vocabulary they want to say in English.

Eventhough this punishment has been implemented there are still many students who still use Minang language because Minang language is their first language from birth, but the teacher believes that this language can be equated with English by applying the sing a song penalty.

### C. Definition of Discipline

Discipline is an attitude/behavior that is definitely expected by every educator so that learning activities are carried out well inside class and outside the class can run as expected. If we talk about discipline then surely we are looking at something regulations, organization, cooperation, adhere to procedures and others. However do we know what the discipline itself is about? Etymologically, discipline comes from the English word Disciple, discipline, which means believer or follower. In terms of disciplinary terminology according to educational experts define the various meanings of discipline. According to Suharsimi Arikunto (1980: 114), Discipline is obedience someone in following the rules or regulations because it is driven by there is awareness that is in his heart without any coercion from outsiders. According to Thomas Gordon (1996: 3), Discipline is behavior and discipline in accordance with rules and regulations, or behavior that obtained from continuous training.

Based on the result of observations in class X IPA there are still many studnets who are less disciplined in speaking english they always mix up words in Minang language, they find it difficult to say words in Indonesian and English, therefore the teacher imposes a penalty of singing 1 song so that the students Discipline in using English and Indonesian does not only always use Minang language.

Through this observation the reasearcher saw that students who spoke Minang language looked deterrent when recorded to sing 1 English song because they had to sing the song in a large school field and be seen by many people. Therefore students at X Ipa are very careful when learning English they start using Indonesian and English when they want to express something. Therefore this punishment very effective for disciplining students who use Minang language.

## **CONCLUSION**

From the results of the research above, it can be concluded that the application of punishment for singing English songs in English subjects to discipline the students that occurred in class 10 IPA at MAN 3 AGAM is very good and effective because students feel deterred from this punishment so they are always looking for new vocabulary. Based on the results of interviews with students he was afraid to use Minang language when learning English because he was afraid of being asked to sing English songs in the ceremonial field and be seen by friends around him, therefore they avoided using Minang language when learning English took place

## **REFERENCES**

- Bailey, K.M.,and D. Nunan (2005). *Practical English Language Teaching: Speaking*. New York: McGraw-Hill.
- Bogdan, R., & Biklen, S. (1992). *Qualitative Research for Education*. Boston, MA: Allyn and Bacon
- Chaney, A. L and F L. Burk. 1998 .*Teaching Oral Communication*. in Grades K:2005. Boston: Allyn & Bacon
- Foucault, M. (1977) *Discipline and Punish. The Birth of the Prison*. London: Tavistock .
- Harmer, Jeremy. (2007). *The Practice of English Language Teaching*, Fourth. Edition.
- Masson, Emmanuel J. Bramble William J. (1989) *Under Standin Research, Application in Education, And the Behavior Sciences*, New York : Mc Crow Book Company.
- Mulyadi, M. (2011). *Penelitian Kuantitatif dan Kualitatif Serta Pemikiran Dasar Menggabungkannya*. *Jurnal Studi Matematika dan Media*. 15(1), 127-138.
- Nurdin Usman, 2002, *Konteks Implementasi Berbasis Kurikulum*, Bandung, CV Sinar. Baru.
- Quianthy, R, L. 1990. *Communication is Life: Essential Collage Sophomore. Speaking and Listening Competencies*. Annandale, VA: Speech.