

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

This study aimed to analyze the types of teacher's punishment used in teaching writing recount text and to examine the process of teacher's punishment implemented by the English teacher in class VIII-2 at SMP Swasta Free Methodist 2 Medan. The findings were obtained through classroom observation, interviews, and documentation, and were analyzed using the theories of Charles and Senter (2006) and Lee Canter (2001).

The findings revealed that four of the five types of teacher's punishment proposed by Charles and Senter (2006) were implemented during the teaching of writing recount text. From a total of fifteen punishment practices identified during the classroom observations, verbal reprimands became the most dominant type with five occurrences (33%). This type of punishment was mainly used to remind students to stop inappropriate behaviour, pay attention to the lesson, and follow the teacher's instructions. Non-verbal reprimands and physical punishment each appeared four times (27%). Non-verbal reprimands were implemented through eye contact, serious facial expressions, hand gestures, and approaching students without interrupting the learning process, while physical punishment was applied to students who repeatedly ignored the teacher's instructions after previous disciplinary actions had been given. Loss of privilege was found only two times (13%) and was applied only in particular situations related to students' academic

misconduct. Meanwhile, time-out was not implemented during any of the classroom observations (0%). These findings indicate that the teacher relied more on direct verbal correction than on other forms of punishment to maintain classroom discipline during writing instruction.

The findings also showed that the teacher generally implemented the punishment process systematically in accordance with the stages of Assertive Discipline proposed by Lee Canter (2001). A total of twenty-four punishment process activities were identified during the observation. Establishing clear classroom rules, identifying student misbehaviour, applying punishment (consequences), and monitoring student response and behavioural change each occurred five times (21%), indicating that these stages were consistently implemented throughout the learning process. In contrast, giving a clear warning appeared four times (16%). This finding shows that warnings were generally provided before punishment was administered; however, they were not given in every disciplinary situation because, in several cases, students had already repeated the same inappropriate behaviour or had ignored previous instructions. As a result, the teacher proceeded directly to disciplinary actions based on the classroom situation.

5.2 Suggestions

Based on the findings, discussion, and conclusions of this study, several suggestions are presented for parties who may benefit from the results of this research. These suggestions are expected to provide practical and theoretical contributions to the implementation of classroom discipline, particularly regarding

the use of punishment in English language learning. The recommendations are addressed to English teachers, students, and future researchers who may further explore issues related to teacher's punishment and classroom management.

1. For English Teachers

For English teachers, punishment should be implemented carefully, consistently, and proportionally based on students' behavior and classroom situations. Teachers are expected to prioritize constructive punishment such as verbal and non-verbal reprimands because these types were found to be effective in controlling student behavior without significantly interrupting the learning process. Teachers should also consider minimizing physical punishment and continue developing positive disciplinary strategies that encourage student awareness, responsibility, and self-discipline.

2. For Students

For students, they are expected to improve their awareness of classroom rules and participate actively during learning activities. Students should understand that punishment is not merely intended to penalize them, but also to help them recognize inappropriate behavior and improve their discipline. By showing responsibility, respecting classroom rules, and maintaining focus during lessons, students can create a more effective and conducive learning environment.

3. For Future Researchers

For future researchers, this study can serve as a reference for further research related to teacher's punishment in classroom settings. Future researchers are encouraged to conduct similar studies in different educational levels, subjects, or classroom contexts to obtain broader findings. They may also explore students' perspectives and emotional responses toward punishment to provide deeper understanding regarding the impact of punishment on learning and classroom interaction.

