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PROCEEDINGS

International Seminar

LANGUAGE MAINTENANCE AND SHIFT II

July 5-6, 2012



Master Program in Linguistics, Diponegoro University
in Collaboration with
Balai Bahasa Jawa Tengah

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Editors:

Agus Subyanto

Mualimin

Prihantoro



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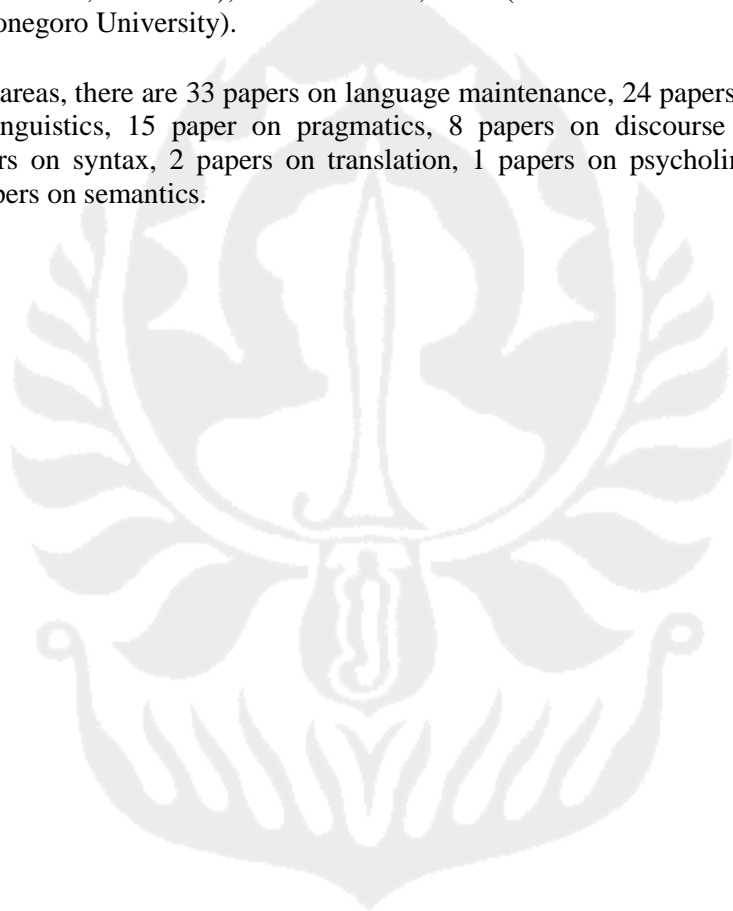
Editors' Note

This international seminar on Language Maintenance and Shift II is a continuation of the previous international seminar with the same theme conducted by the Master Program in Linguistics, Diponegoro University in July 2011. We do hope that the seminar with this theme can become a yearly program of the Master Program in Linguistics, Diponegoro University, as we see that this topic still needs our serious attention due to the inevitable impact of globalization on the life of indigenous languages.

We would like to thank the seminar committee for putting together the seminar that gave rise to this collection of papers. Thanks also go to the head and secretary of the Master Program in Linguistics Diponegoro University, without whom the seminar would not have been possible.

The table of contents lists all the papers presented at the seminar. The first five papers are those presented by invited keynote speakers. They are Prof. Dr. Hanna (Balai Bahasa Provinsi Sulawesi Tenggara, Indonesia), Prof. Dr. Bambang Kaswanti Purwo (Atma Jaya Catholic University, Indonesia), Dr. Sugiyono (Language Center, Indonesia), Peter Suwarno, Ph.D (Arizona State University), and Herudjati Purwoko, Ph.D (Diponegoro University).

In terms of the topic areas, there are 33 papers on language maintenance, 24 papers on language learning, 19 paper on sociolinguistics, 15 paper on pragmatics, 8 papers on discourse analysis, 8 paper on morphology, 2 papers on syntax, 2 papers on translation, 1 papers on psycholinguistics, 1 papers on phonology, and 1 papers on semantics.



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International Seminar "Language Maintenance and Shift II", July 5-6, 2012

SCHEDULE OF THE INTERNATIONAL SEMINAR LANGUAGE MAINTENANCE AND SHIFT II			
TIME	NAME	TITLE	ROOM
07.30 - 08.20 WIB	REGISTRATION		LOBBY
08.20 - 08.45 WIB	OPENING		PAKOEBUWONO
08.45 - 10.45 WIB	PLENARY 1		PAKOEBUWONO
	Hanna	BAHASA DAERAH PADA ERA GLOBALISASI PELUANG DAN TANTANGANNYA	
	Sugiyono	PENANGANAN BAHASA DAERAH: SEBUAH TANTANGAN	
10.45 - 11.00 WIB	COFFEE BREAK		PAKOEBUWONO
11.00 - 12.30 WIB	PARALLEL 1 A		ROOM A
	Asih Prihandini, Deny Nugraha	REVITALISASI BUDAYA NGA-DONGENG LEWAT TEKNOLOGI INFORMASI SEBAGAI UPAYA PELESTARIAN BUDAYA TUTUR (SASTRA LISAN) DIKALANGAN KELUARGA SUNDA MODERN	
	Deni Karsana	MENGURAI DILEMA BAHASA KAILI DITENGAH ARUS GLOBALISASI	
	Dwi Wulandari	THE IMPORTANCE OF POSITIVE LANGUAGE ATTITUDE IN MAINTAINING JAVANESE LANGUAGE	
	Zubaedah Wiji Lestari & Muhamad Qushoy	PERSON DEIXIS IN SUNDANESSE JOKES (THE ANALYSIS OF CANGEHGAR IN "BASA CINA" AND "ASAL-USUL" EPISODES)	
11.00 - 12.30 WIB	PARALLEL 1 B		ROOM B
	I Dewa Putu Wijana	PERANAN BAHASA-BAHASA DAERAH DALAM PERKEMBANGAN BAHASA GAUL REMAJA INDONESIA	
	Indah Arvianti	KARONESSE INTERFERENCE IN INDONESIAN AS THE REFLECTION OF KARONESSE MAINTENANCE	
	Hendarto Supatra	LANGUAGE ATTRITION IN JAVA (SOME NOTES ON THE PROSSES OF JAVANESES LANGUAGE LOSS)	
	M.Oktavia Vidiyanti	PANDANGAN WONG USING BANYUWANGI TERHADAP BAHASA USING: KAJIAN PEMERTAHANAN BAHASA	
11.00 - 12.30 WIB	PARALLEL 1 C		ROOM C
	Muhammad	SASAK LANGUAGE AND TINDIH MAINTAINING	
	Ngadiso	MAINTAINING JAVANESE LANGUAGE AND CULTURE TO SUPPORT CHARACTER EDUCATION IN GLOBALIZATION ERA	
	M. Suryadi	KERAPUHAN PENGGUNAAN BAHASA JAWA PADA KELUARGA MUDA JAWA PERKOTAAN	
	Yune Andryani Pinem	PEMERTAHANAN BAHASA VS PERUBAHAN BAHASA PADA CAKAP KARO DI TANAH KARO, SUMATERA UTARA	
11.00 - 12.30 WIB	PARALLEL 1 D		ROOM D
	Rukni Setyawati	ASPEK SOSIAL BUDAYA, DAN KEPERIBADIAN INDIVIDU SEBAGAI JEMBATAN PEMERTAHANAN BAHASA IBU	
	Swany Chiakrawati	MAINTAINING INDIGENOUS LANGUAGE THROUGH UNDERSTANDING THE PHILOSOPHY AND CULTURE (THE PROBLEM IN MAINTAINING 'FUKIEN (HOKKIEN)' AND 'HAKKA' DIALECTS AS INDIGENOUS LANGUAGE AMONG OVERSEAS CHINESE SOCIETY IN MEDAN, NORTH SUMATERA)	
	Teguh Sarosa	THE DYING PHENOMENON OF JAVANESE LANGUAGE USE IN ITS SPEECH COMMUNITY	
	Prihantoro	ON MONITORING LANGUAGE CHANGE WITH THE SUPPORT OF CORPUS PROCESSING	
12.30 - 13.30 WIB	BREAK		PAKOEBUWONO

International Seminar "Language Maintenance and Shift II", July 5-6, 2012

TIME	NAME	TITLE	ROOM
13.30 - 14.30 WIB	Aan Setyawan	PATTERNS OF LANGUAGE CHOICE IN SEMARANG SOCIETY; STUDY ABOUT LANGUAGE SHIFT AND MAINTENANCE	ROOM A
	Abadi Supriatin	PENGGUNAAN KOSA KATA DALAM BAHASA TEGAL	
	Agnes Widyaningrum	PRESERVING AND MAINTAINING NATIVE TONGUE THROUGH CULTURAL EXPOSURE	
	Andi Rizki Fauzi	THE EFFECTIVENESS OF JAVANESE AS A COMPULSORY LOCAL CONTENT SUBJECT IN THE PRIMARY EDUCATION CURRICULUM TO MAINTENANCE THE JAVANESE LANGUAGE IN JAVA	
13.30 - 14.30 WIB	Anggi Riris Pawesty	THE IMPLICATION OF BEHAVIOURISM THEORY IN TEACHING GRAMMAR FOR ELEMENTARY STUDENTS	ROOM A
	Anik Widyastuti	LANGUAGE CHOICE IN MULTILINGUAL COMMUNITIES	
	Barans Irawan Palangan	INTRODUCING TRANSLATION ACTIVITY: AN IMPLEMENTATION OF LANGUAGE MANTAINENCE IN CLASSROOM	
	Bening Angga Dita	USING CONSTRUCTIVIST METHOD TO TEACH HORTATORY EXPOSITION FOR GRADE 8 OF JUNIOR HIGH SCHOOL STUDENTS	
13.30 - 14.30 WIB	Casiyah	THE ROLE OF KYAI IN JAVANESE LANGUAGE MAINTENANCE	ROOM B
	Dewi Puspitasari	LAGU DOLANAN ANAK ALTERNATIVE SONGS IN TEACHING JAVANESE LANGUAGE FOR CHILDREN	
	Didit Kurniadi	TEACHING ENGLISH AS A FOREIGN LANGUAGE IN VOCATIONAL HIGH SCHOOL USING CONSTRUCTIVISM APPROACH	
	Euis Kurniasih	RAGAM BAHASA DALAM UPACARA PRA-NIKAH ADAT SUNDA "NGEUYEUK SEUREUH"	
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	I. Maria Hendrarti	NARRATIVE DISCOURSE: HYBRID CONSTRUCTION AND DOUBLED VOICE IN EUDORA WELTY'S <i>THE OPTIMIST'S DAUGHTER</i>	
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	Ignatius Maryoto	THE LETTER OF SECURITY COUNCIL ON "NO FLYING ZONE" IN THE POINT OF VIEW OF METHAPORIC ANALYSIS	
	Ikha Adhi Wijaya	TRANSITION THROUGH ACCULTURATION AMONG ENGLISH AND INDONESIAN LANGUAGE, AND HOW IS ABOUT OUR IDENTITY ?	
	Indriani Triandjojo	LOCAL LANGUAGE MAINTAINCE: CASE STUDY IN A. HADIWIDJAJA FAMILY	
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	Khairi Zaglom	USE OF COHESIVE FEATURES IN ESL STUDENTS' E-MAIL AND WORD-PROCESSED TEXTS: A COMPARATIVE STUDY	
	Kharisma Puspita Sari	SPEECH LEVEL PATTERN AND REFERENCE/ DEIXIS BASED ON SOCIAL STATUS CLASSIFICATION OF JAVANESE LANGUAGE USING (A STUDY ABOUT TRADITION AS INFLUENCE IN ISLAMIC ANCIENT BOARDING SCHOOL/PONDOK PESANTREN SALAFI LANGUAGE STYLE)	

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	Ratih Kusumaningsari	KAJIAN SOSIOLINGUISTIK TERHADAP RAGAM BAHASA PERCAKAPAN PADA HARIAN SOLOPOS (KAJIAN ATAS RUBRIK "AH...TENANE")	
	Rayda Ary Ana	THE IMPLICATION OF FUNCTIONAL THEORY IN TEACHING READING A DESCRIPTIVE TEXT FOR MIDDLE AGE STUDENTS (FUNCTIONAL COMMUNICATION ACTIVITIES IN LANGUAGE TEACHING)	
	Rezqan Noor Farid	BAHASA BANJAR: ITS VARIETIES AND CHARACTERISTICS (A CONCEPTUAL DESCRIPTION OF BAHASA BANJAR IN SOCIOLINGUISTICS POIN OF VIEW)	
13.30 - 14.30 WIB	Rika Rahma Anissa	THE REAL ACTIONS OF YOUNG GENERATION IN MAINTAINING JAVANESE LANGUAGE IN THE GLOBALIZATION ERA	ROOM A
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	Setiawan Bayu Nugroho	DESIGNING SPEAKING TEST BETWEEN PERFORMANCE TEST AND IMITATIVE TEST FOR DEVELOPING VOCABULARY COMPETENCE	
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	Sri Sulihingtyas Drihartati	PEMERTAHANAN BAHASA BELANDA MELALUI UJIAN INTEGRASI	
	Suharyo	POLA PEMILIHAN BAHASA DI KALANGAN PENUTUR JAWA KOTA SEMARANG	
	Tri Pramesti	TWILIGHT AND INDONESIAN YOUNG ADULT FICTION <i>TUILET'</i> : A PARODY	
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	Yohana Ika Harnita Sari	THE APPLICATION OF FUNCTIONAL APPROACH IN STANDAR KOMPETENSI LULUSAN (SKL) UJIAN NASIONAL SMP/MTsOF ENGLISH IN ACADEMIC YEAR 2011 – 2012	
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	Isry Laila Syathroh	TEACHING RHETORICS THROUGH LANGUAGES IN ADVERTISEMENTS	
	Juanda, Nungki Heriyati	BUKA PINTU: BUHUN YANG TIDAK SELALU TERISTIMEWAKAN	
	Katharina Rustipa, Abbas Achmad Badib, Djoko Sutopo	THE FLOWS OF IDEAS OF ENGLISH ARGUMENTS BY INDONESIAN WRITERS FOUND IN THE OPINION FORUM OF THE JAKARTA POST: AN INDICATION OF LANGUAGE SHIFT	
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	Naniek Kuswardhani, Retno Budi Wahyuni	ENGLISH LEARNING STRATEGIES FOR TOURISM MANAGEMENT STUDENTS WITH MULTI CULTURAL BACKGROUND AT BANDUNG INSTITUTE OF TOURISM	
	Sonezza Ladyanna	SALAM DALAM BEBERAPA BAHASA DI DUNIA	
	Sri Murtiningsih	BUILDING CROSS – CULTURAL COMPETENCE TO IMPROVE ENGLISH EFFECTIVE COMMUNICATION	
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	Syaifur Rochman	CORPORAL PUNISHMENT IN SCHOOLS BASED ON THE STUDENT'S CULTURAL VALUES (A SURVEY OF CORPORAL PUNISHMENT IN SCHOOLS EXPERIENCED BY STUDENTS OF ENGLISH LANGUAGE AND LITERATURE DEPARTMENT, JENDERAL SOEDIRMAN UNIVERSITY)	
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	Dahlya Indra Nurwanti	ANALYZING THE WORD CHOICE IN RELATION TO THE SEMANTIC ADJUSTMENT IN THE ENGLISH-INDONESIAN TRANSLATION OF DISNEY'S DONALD DUCK SERIAL COMIC BOOK	
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	Ajeng Dianing Kartika	ANALISIS PRAGMATIK TEKS HUMOR POLITIK PADA SITUS WWW.KETAWA.COM	
	Daniel Ginting	THE RHETORICAL STRUCTURE AND COMMUNICATIVE STRATEGIES OF THE STUDENTS' REQUESTS IN THE WEB DISCUSSION FORUM	
	Muhamad Ahsanu	THE IMPLICATURE AND VIOLATIONS OF CONVERSATIONAL MAXIMS IN INDONESIAN ADVERTISEMENTS	
	Agus Hari Wibowo	PHONOLOGICAL PROCESS IN INDONESIAN SPEECH (CASE OF ASSIMILATION AND ELISION IN INDONESIAN)	
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	Yusup Irawan	AMBANG KONTRAS AKUSTIK INTONASI KALIMAT DEKLARATIF-INTEROGATIF DALAM BAHASA SUNDA	
	Maryanti E. Mokoagouw	WACANA MOB PAPUA: KAJIAN EKOLINGUISTIK DIALEKTIKAL	
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	Deli Nirmala	EMBODIED EXPERIENCES IN METAPHORS IN BAHASA INDONESIA	
	Hyunisa Rahmanadia	KOSAKATA WARNA DALAM BAHASA SUNDA KANEKES	
	Rizki Hidayatullah, Septi Mustika Sari	KONSEP WANGI DALAM <i>JANGJAWOKAN MINYAK SEUNGIT</i> : KAJIAN ANTROPOLINGUISTIK DI DESA JATISARI, KECAMATAN JATISARI, KABUPATEN CIANJUR	
	Chusni Hadiati	THE CHARACTERISTICS OF BANYUMASAN CONVERSATIONAL IMPLICATURES	
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	Oktiva herry Chandra	JAVANESE AFFECTIVE WORDS IN TERM OF DRESS	
	Mytha Candria	A RELEVANCE-THEORETIC ANALYSIS OF PARALLELISM IN MUSTOFA BISRI'S "SIAPA MENYURUH"	
	Yovita M. Hartarini	PEMERTAHANAN LOGAT BAHASA IBU DI WILAYAH KOTA KENDAL	
	Nurhayati	FROM <i>MARTO</i> TO <i>MARFELINO</i> , A SHIFT IN NAMING IN GOTPUTUK VILLAGE	
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	Syihabul Irfan	MENDADAK "BAHASA INDONESIA": DAYA ILOKUSIONER DALAM TUTURAN M. TABRANI IHWAL USULAN NAMA BAHASA PERSATUAN	
	Mualimin	REQUESTS IN JAVANESE: A CASE STUDY ON READERS FORUM OF PS MAGAZINE	
	M. Abdul Khak	PERGESERAN BAHASA SUNDA DAN BAHASA CINA DI JAWA BARAT: ANALISIS KOMPARATIF	
	Hidayatul Astar	PEMERTAHANAN BAHASA IBU DI DAERAH TERTINGGAL	
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07.30 - 08.00 WIB	REGISTRATION		LOBBY
08.00 - 09.30 WIB	PARALLEL 4 A		ROOM A
	Agus Sudono	POLA PILIHAN BAHASA DALAM JUAL BELI DI PASAR TRADISIONAL (STUDI KASUS DI PASAR WINONG, KABUPATEN PATI)	
	Devina Christania, Pradipta Wulan Utami	CAMPUR KODE BAHASA BETAWI DAN BAHASA INDONESIA DALAM KOLOM "ALI ONCOM" PADA SURAT KABAR HARIAN POS KOTA: KAJIAN SOSIOLINGUISTIS	
	Evynurul Laily Zen	SISTEM PANGGILAN KEKERABATAN SEBAGAI CERMIN BUDAYA DAN POLA PIKIR MASYARAKAT JAWA: DULU DAN KINI	
	Sudirman Wilian	THE POTENTIAL LOSS OF SASAK SPEECH LEVEL: A SURVEY OF LANGUAGE USE AMONG SASAK YOUTHS IN WEST LOMBOK	

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	Khristianto, Widya Nirmalawati	MAKING USE THE RECORDED LANGUAGE RELICS IN HUMOR PIECES	
	Mohammed Azlan Mis, Mohammad Fadzeli Jaafar, Norsimah Mat Awal, Hayati Lateh	KAJIAN BAHASA PERHUBUNGAN MASYARAKAT DI SEMPADAN MALAYSIA-THAILAND: ANALISIS PILIHAN BAHASA	
	Sri Mulatsih	SPEECH PLANNINGS ON THE STUDENTS' CONVERSATION (A CASE STUDY OF FOURTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT, DIAN NUSWANTORO UNIVERSITY)	
08.00 - 09.30 WIB	PARALLEL 4C		ROOM C
	Taufik Mulyadin	INDUSTRI KREATIF, ANAK MUDA, DAN <i>BASA SUNDA</i>	
	Veria Septianingtias	ANALISIS DIALEK A DAN DIALEK O BAHASA LAMPUNG: KAJIAN FONOLOGI	
	Yuni Ferawaty	INTERFERENSI BAHASA CINA DIALEK HAKKA PADA ISTILAH PENAMBANGAN TIMAH BANGKA	
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	Yuliarni	KONTRASTIF BAHASA MINANGKABAU DENGAN BAHASA INDONESIA DI TINJAU DARI SEGI PREPOSISI	
	Frans I Made Brata	LEXICAL MEANING AND ITS LOSS AND GAIN OF INFORMATION IN TRANSLATION	
	Retno Purwani Sari	DECONSTRUCTION OF IDEOLOGICAL HEGEMONY OF LANGUAGE-CULTURE MAINTENANCE IN SUNDANESE MEDIA	
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09.45 - 11.00 WIB	PLENARY 2		PAKOEBUWONO
	Herudjati Purwoko	LINGUISTIC DOMAINS: KEYS TO THE MAINTENANCE OF JAVANESE	
11.00 - 11.15 WIB	CLOSING		PAKOEBUWONO

CORPORAL PUNISHMENT IN SCHOOLS BASED ON THE STUDENT'S CULTURAL VALUES

(A Survey on Corporal Punishment in Schools Experienced by Students of English Language and Literature Department, Jenderal Soedirman University)

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Abstract

Corporal punishment in schools has a common effect in a growing fear of teachers among school children. There were 104 students of English Language and Literature Department in Jenderal Soedirman University participated in this survey taking an optional subject called 'Teaching English as a Foreign Language' (TEFL). A survey was conducted to ask students opinion about any kinds of corporal punishment they experienced when they were at schools. The result showed that many students received corporal punishment from their teachers. Students knew that the government prohibited teachers from corporal punishment. However, some respondents thought that those kinds of corporal punishment were for their own good. In view of this, students believed that a teacher was someone who had the right to educate the students to maintain their discipline by giving cultural punishment.

Key words: *corporal punishment, TEFL, schools*

I. Background

Corporal punishment means to inflict punishment on the body, such as to beat, to hit, to spank, to swat, to pinch or to cane a child with belts, hands, sticks or any other tool. Such violence may be a deliberate act of punishment or simply the impulsive reaction of an irritated teacher. No matter what form the violence, however, it is always a violation of student's fundamental human rights. Interpreting corporal punishment in merely physical terms does not cover all aspects of discipline in schools (Unicef, 2001). The physical manifestations of corporal punishment are obvious. Other forms of psychological punishment and humiliation are also practiced.

Corporal punishment is sometimes defended as a cultural tradition and the idea of promoting alternatives to physical punishment is a "Western" imposition that does not consider local values (Save the Children, 2003). Most societies in Indonesia depend upon age-related status hierarchies and the idea that the young should respect, serve, and obey older people, including teachers. Although physical punishment is widespread in Indonesia, there is no necessary connection between traditional belief systems and violence against children through corporal punishment. On the contrary, two core values of societies are maintaining social harmony and learning to use mental abilities to discipline the body. Violence through corporal punishment actually goes against these traditional local values.

Corporal punishment is not considered to be a good way to impose punishment as it undermines the dignity of the child (Evora, 2005). The use of physical force upon children can be quite dangerous as it may lead to violent behavior later on in life and later it may have psychological problems on the children. It needs to be taken a serious note to put an end to corporal punishment in every school.

The Indonesian government prohibits all forms of physical and mental violence, including corporal punishment in schools. Public education campaigns about the negative consequences of ill-treatment of children suffering from corporal punishment have been published in the media. It is advocated that schools should promote positive, non-violent forms of discipline as an alternative to corporal punishment.

II. Literature Review

Greydanus *et.al.* (2003) explains that corporal punishment against children has received support for thousands of years from interpretation of legal and religious doctrines. In many countries, corporal punishment has been a conventional method in disciplining children and youth. Only during the past 30

years has a growing emergence condemning such practices within school children. The United Nation (UN) passed a formal resolution banning corporal punishment in schools.

Corporal punishment perpetuates a cycle of child abuse as said by Buthia (2006). It teaches children to hit someone smaller and weaker when angry. Injuries may occur like broken bones, even deaths due to corporal punishment. Schools that use corporal punishment often have poorer academic achievement, more vandalism, pupil violence and higher drop-out rates. Corporal punishment is often not used as a last resort (Tan, 2006). It is often the first resort for minor misbehaviors. In fact, many alternatives to corporal punishment have proven their worth. Alternatives teach children to be self-disciplined rather than cooperative only because of fear (Naseema, 2008).

Save the Children in 2005 conducted a research in Indonesia involving children from urban, rural and remote areas as reported by The Global Initiative to End All Corporal Punishment of Children (2008). The result showed that physical punishments mentioned by children included being hit with implements, kicking, slapping, ear twisting, hair pulling, pinching, throwing object.

Moreover The Global Initiative to End All Corporal Punishment of Children (2007) mentions that it is prohibited all violence against children, including corporal punishment. This is against to the Convention on the Rights of the Child and by other international and regional human rights instruments. Braddock (2003) advocates to raise awareness of children's right to protection, promotion of non-violent childrearing and education, as well the principles of non-violent conflict resolution are built into all the points of contact in the society. Children should be involved in the development of effective and appropriate action to eliminate corporal punishment (Gershoff, 2002).

III. Research Methodology

This research deals with corporal punishment in schools that has a common effect in a fear of teachers among school children and, even, a dislike of the subject, like English. There were 104 students of English Language and Literature Department in Jenderal Soedirman University participated in this survey who took a subject called 'Teaching English as a Foreign Language' (TEFL). The subject was optional for those students who were interested in teaching EFL. There were 55 female and 49 male students being respondents of this research.

A survey was conducted to ask students opinion about any kinds of corporal punishment they experienced when they were at school. The questionnaire was an open question as the respondents had to write down their opinions. Respondents were required to recall their experiences of corporal punishments that they commonly experienced in schools. They were also asked causes for corporal punishment they received. The last question referred to the respondent awareness of the protection to the children from corporal punishment. Respondents were asked their feeling when receiving corporal punishment, as well as when witnessing corporal punishment of other. Besides that, they were asked about kinds of corporal punishment that they would use if they became a teacher in the future.

Having read and edited the results of the questionnaire, a categorizing is done. General categories of corporal punishment were divided into two, i.e., direct infliction of physical pain, and act that may constitute a crime (assault, subornation of assault, public insult).

IV. Result and Discussion

1. Forms of Corporal Punishments

There were 89 (85.6%) students consisting of 49 (55.1%) male and 40 (44.9%) female who received corporal punishment from their teachers in elementary, junior, senior high schools. All male students having experienced corporal punishments in school. The finding was interesting as male students had more percentages to receive corporal punishments at schools than the female ones. The number of female respondents, in fact, was more than that of the male ones. The result was in the contrary to the research that Buthia's did (2006). She showed that girls often became the victim of corporal punishment in school in India.

Forms of corporal punishments that respondents experienced when in schools consisting of 2 categories: direct and indirect. Direct infliction of physical pain was hitting on students' palms or bottoms with hand or stick. Out of 89 respondents, 83 (93.3%) students received this kind of punishment consisting 45 (54.2%) male students and 38 (45.8%) female ones. The male students had more percentages than those of the female ones. UNICEF (2001) found a different statement that more girls had physical abuses in schools in South Asia.

Another type of corporal punishment that was included into direct infliction of physical pain was prohibiting respondents from eating, drinking, having a recess and break, or going to toilets. There were 74 (71.2%) students comprising 39 (52.7%) male students and 35 (47.2%) female ones who said that they received that kind of punishment from their teachers. There were no dramatic differences between male and female students. However, this kind of punishment, as mentioned by Braddock (2003), should be banned from the schools as it may be harmful for the children's health.

The other type of corporal punishment that respondents experienced in schools was asking the students to be their knees, half squat, lift heavy objects, keep holding a posture, repeat a physical movement. Though the number of students experiencing this punishment is 25 (24%) consisting of 23 (82%) male students and only 2 (8%), this is still prohibited (Tan, 2006).

The kind of corporal punishment that is considered into indirect physical punishment is as follows. The teacher verbally humiliated students using words, like idiot or stupid. There were 29 (27.9%) respondents, i.e., 19 (65.5%) male and 10 (34.5%) female, who said to have that kind of corporal punishment. The Global Initiative to End All Corporal Punishment of Children (2007) reminded that verbal punishment should also be banned as students could dislike the school.

Isolating students, such as relocating student to an isolated seat or asking other students not to talk to the misbehaved one, is another type of corporal punishment. Only 3 (0.03%) respondents received this kind of corporal punishment. Interestingly, those respondents came from different schools and all of them were male respondents. For whatever reason, giving this kind of punishment in school should be prohibited as it is explained by Gershoff (2002) because this could affect to the students behaviors in the future.

Corporal punishment that was commonly experienced by respondents was physical training, such as running, push up, and sit ups. There were 87 (83.7%) students consisting of 45 (51.7%) males and 42 (48.3%) females who had this punishment. Seemingly, respondents of both males and females were familiar with this kind of punishment. Nevertheless, Braddock (2003) does not recommend at all punishing the students with physical training. When students do physical exercises, they need to have a warming-up activity so that they would not have any injuries.

Another punishment that was popular was assigning extra schoolwork, for instance writing or reciting. There were 64 (61.5%) students consisting of 39 (60.9%) males and 25 (39.1%) females who experienced this punishment. Again, the number of male respondents was higher than those of the female ones. Bhutia (2006) recommends to give a punishment that makes students to have a positive effect. When the aim of asking a student to do more exercises is as a punishment, the student will have physiological broaden.

2. Causes for Corporal Punishments

Respondents explained several causes for corporal punishment. The first was violating school regulations, such as making noise, talking in class, dressing in an improper outfit, forgetting to bring required things. There were 42 (41.8%) respondents comprising 23 (54.8%) males and 19 (45.2%) females who said this reason. This finding is similar to the statement of The Global Initiative to End All Corporal Punishment of Children (2008).

The second reason for corporal punishment was failing to fulfill academic requirements, including failing to hand in homework. There were 13 (14.6%). i.e., 8 (61.5%) males and 5 (38.5) females respondents who mentioned the occurrence of corporal punishment in school. Naseema (2008) states that this typical punishment for students who do not submit the homework assigned by the teacher is very common in many schools. The teacher should investigate the reason for not completing the homework so that he/she can help the students.

The third reason is quarreling or fighting with classmates. In this case, 10 (11.3%) students who all were male respondents mentioning about this reasons. Evora (2005) mentions about this reason as a cause of punishment given to students in schools. Furthermore, being associated with other misbehaviors is also the cause of punishment. The number of students conducted this acts was 10 (11.3%). However, 8 (80%) respondents were males and 2 (20%) was females.

The last reason for cause of corporal punishment is having improper attitude toward teachers, such as refusing to accept advice or offending teachers. There were 14 (15.7%) respondents comprising 11 (78.6%) males and 3 (21.4%) females who said to experience this. As Bhutia (2006) mentions that the

teachers and students relationship will depend on the cultural values. Once the student breaks the traditional norms in school, he/she may have a corporal punishment.

3. Respondents opinions about corporal punishment

When respondents are asked about their feeling when receiving corporal punishment, some answers come out from them. Those answers can be summarized as follows. Surprisingly, there were 72 (80.9%) respondents who said that they deserved to be punished for their own fault. It seems that they agree with punishment. However, only 4 respondents (4.5%), who all were females, questioned about how the teacher hit the student like that. This means that respondents think that it is not a reasonable treatment.

There were 5 respondents (5.6%) consisting of 2 (2.2%) males and 3 (3.3%) females who stated that the teacher was losing control of himself/herself again. One of the respondents wrote that she was just unlucky that the teacher used her to work off his/her anger. There were 4 (4.5%) respondents who were all female respondents exploring that she was scared, ashamed, and degraded. It seems that they inverted it into negative emotions. On the other hand, 5 (5.6%) respondents who were all males saying that he felt angry and wanted a revenge. This implies extroverted negative emotions of the respondents.

When respondents were asked about their feeling to witness corporal punishment of others, they expressed their opinion as follows. Most respondents, 79 (88.8%), said that they felt sympathetic for their classmates who was being punished. However, 2 (2.2%) respondents, who were all females, said that it was the right for the teacher to punish the misbehaved students. It seems those respondents agree with the teacher giving punishment.

There were 4 students (4.5%) comprising 3 (3.4%) male and 1 (1.1%) who said that they were glad the victim was not them. It seems that those respondents are worried about themselves. The other 4 respondents (45%) consisting of 2 (2.2%) males and 2 (2.2%) females thought that they felt sick of it. They thought the teacher had no right to hit the students.

Respondents were asked if they became a teacher, what kind of punishments they were going to use to their students. The result showed that all respondents said that they were not going to give any corporal punishment to their students. When the students made mistakes, they would prefer approaching them and persuaded them to behave properly.

V. Conclusion

Most respondents experienced to receive corporal punishments when in schools. Female students do not become the target victim of corporal punishment in this research. Forms of corporal punishment were direct infliction of physical pain; and acts that constitute crimes, like assault, subornation of assault, or public insult. Some respondents thought that corporal punishments were good for themselves to build their mental discipline. All respondents rejected to corporal punishment when they became teachers. It is hoped that in the future students will not experience any corporal punishments in schools.

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