

## POSITIVE DISCIPLINE: SOLUTION TO BOOST STUDENTS' SELF ESTEEM IN LEARNING ENGLISH AS FOREIGN LANGUAGE

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### ABSTRACT

This theoretical concept is aimed to investigate how positive discipline is implemented in foreign language classroom and improve students' self-esteem. As one of forms of classroom management, positive discipline expects long-term discipline planted in the learners' behavior. There are five principles of positive discipline which can be implemented in language learning; Identifying long-term goals; Providing warmth and structure; Understanding child development; Identifying individual differences; Problem-solving and responding with positive discipline. The implementation of positive discipline which support classroom encouragement and confidence could improve learner's self-esteem. By implementing the positive discipline, teacher also takes advantages on understanding more about his students' character. In addition, learner would realize their long-term goal of learning foreign language which motivates them to be more active in the class.

**Keywords:** Positive Discipline, Self-Esteem, Foreign Language Learning

### INTRODUCTION

The study of English as foreign language has been widely discussed since long time ago. It is proven with the number of researches have been conducted to find good method to teach and learn English as foreign language. Moreover, other researchers also studied about how teachers and students behave in language classroom and their perception of foreign language learning. On the other hand, there are many problems rise along with the changing of era and technology development. Thus, Knowledge of psychological factors involved in the process of language learning and teaching is indispensable for teachers of languages. Such knowledge is especially crucial for many novice teachers (Aksoy, 2016).

The external condition might sometimes effect the students' intention to learn foreign language. For example, the rapid development of technology forces

someone to learn English as international language which are frequently written on the imported product. The other example is that someone needs to be exist in the social media that cause them to learn English to communicate with his or her international friends. Since the English is foreign language for them, it is sometimes not easy for them to learn this language. In addition, motivation is one of crucial external factor in language learning. it gives high impact to learners when they learn language (Mirhadizadeh, 2016)

Many foreign language learners feel worry and not confident to learn English since they do not have any sufficient competence to learn the language. In addition, the learning atmosphere does not support them to be more motivated to learn foreign language, such as teacher tends to be more threatening while he is teaching or practicing the language. This condition may reduce the students' self-esteem. When

students' self-esteem is getting lower, an exaggerated negativity of thinking encourages any experiences we have had to be blown out of proportion, which stops us from trying again. Telling yourself to just be more confident will not work, as we need a solid evidence base in order to move forward. This is not a quick process, as chances are your confidence and self-esteem have been eroded over a significant period of time (Milne, 2018).

Self-esteem is one of psychological aspect which plays important role in language learning. it deals with the self-concept and self-evaluation (Caisido, 2020). Self-concept is described as someone's mental image while self-evaluation is process which involves in the self-esteem itself.

Since it has important role in language learning, teacher needs to keep and improve the students' self-esteem in the language class. Neker and Deborah in Sevrika (2017) Positive discipline is about guiding children's behavior by paying attention to their emotional and psychological needs. Positive discipline is one of ways to manage students to be more respected and humanized. It is a program that is developed by Dr. Jane Nelsen that is derived from Alfred Adler and Rudolf Dreikurs work which is designed to create the students to be more responsible respectful, and resourceful in their surroundings (Positive Discipline Institute, 2021). The series of concept in positive discipline are expected to improve students' self-esteem. This paper would like to review how positive discipline is applied in foreign language learning and to boost the students' self-esteem.

### **Self-Esteem in Foreign Language Learning**

Self-esteem is one of psychological aspect which are frequently observed related to foreign language learning. it is significantly

approved that self-esteem has positive effect to the language learning (Pramita, 2012). Self-esteem takes important part as one of the central drives in human beings. Thus someone needs to keep balance his or her self-esteem. Once, his self-esteem is getting low, it will affect to his psychological homeostasis. This condition will create insecurity, fear, social distance and other negative situations (Abdumalikova, 2020). This condition will affect to the learner's performance in language learning especially in learning foreign language which significantly difficult for most learners to learn.

Poorsoti and Asadi in Haddad & Noori (2018) stated, "Poor self-esteem at higher education can result in a cascade of diminishing self-appreciation and creating self-defeating attitudes, psychiatric vulnerability, and social problems. Furthermore, lack of appropriate level of self-esteem can create unpredictable problems among learners of master's degrees and may lead to pre-sent failure and future disappointment". Thus, as an educator, teacher needs to break this problem by finding appropriate learning management which support the positive psychology application.

Foreign language learners with low self-esteem tend to avoid taking risk to practice the foreign language because they fear of making mistakes and feel insecure when they face problems in acquiring the foreign language (Rubio, 2007). This condition is frequently happen when the learners learn productive skills (i.e. speaking and writing) rather than receptive skill (i.e reading and listening)(Kazumata, 2007). Since, self-esteem plays important role in language learning, teacher needs to seek the source of problems affecting learners' low self-esteem.

### **Positive Discipline in the Classroom**

Positive Discipline is a program designed to teach young people to become responsible, respectful and resourceful members of their communities (Positive Discipline Institute, 2021). Durrant (2010) said, "Positive discipline is an approach to teaching that helps children succeed, gives them the information they need to learn, and supports their development. It respects children's right to healthy development, protection from violence, and active participation in their learning". In addition, Positive discipline is about long-term solutions that develop students' own self-discipline and their life-long learning. It is about clear and consistent communication, and consistent reinforcement of your expectations, rules and limits. Positive discipline is about teaching nonviolence, empathy, self-respect, human rights, and respect for others (Muhia & Team, 2019). From those definition, it can be concluded that positive discipline is concept where children or students are admitted as human being where they are respected and encouraged by teacher or surrounding. In addition, this concept also avoid harmful and violence in the classroom or home.

Based on Adlerian Psychology, there are six concepts of Positive discipline (1) All children need a sense of belonging and significance. They want to know how do they fit, what contribution they make, and what their job is in the community? (2) There is behaviour and purposeful misbehaviour. It always has a reason. Behaviour is based on a state of either encouragement or discouragement. To be encouraged builds courage, which is the will to be your best self; (3) Mutual respect is absolutely necessary in all interactions and relationships; (4) Encouraging

children requires a consistent balance of kindness and firmness; (5) To give encouragement is the skill set for adults to acquire; (6) Mistakes are opportunities to learn (Watson, 2015).

In addition, Positive discipline as one of classroom management model will bring new atmosphere in the foreign language classroom. It is because there are at least eight principles why positive discipline is important to consider in the classroom. (1) Positive discipline teaches learners to be more responsible, self-discipline, improve their problem-solving skills and cooperation; (2) Positive discipline does not neglect the learner's level and age, it is respectful to both children and adult learners; (3) Positive discipline also maintains trust among students-teachers and students-students that create new better form of relation that learners feel better to interact with; (4) Positive Discipline helps learners to improve and maintain their self-esteem by keep encouraging each-others in the classroom; (5) Positive Discipline also helps learners to recognize their initial emotion and teaches how learners and teachers manage their emotion; (6) Positive discipline teaches learners to manage their stress using healthy way; (7) Positive discipline provides learners to take part in all sides of learning activities and elaborate their skills; (8) Positive discipline shows and develop strong understanding that someone has power or influence over what happens to them in life (Sound Discipline, 2015).

### **How Positive Discipline Concept Could Boost Self-Esteem**

Since self-esteem has become one of crucial part in language learning, it is important to create classroom which support the improvement of students' self-esteem. One of ways which a teacher needs to do to create this condition is that by redesigning

his classroom management. The three things which the teacher needs to consider in managing the language classroom are patterns of interaction, language use, and teaching methodologies (Macías, 2018).

Pattern of interaction as one of important part in classroom management is a path for teacher to create expected classroom atmosphere. Teacher could reduce the students' psychological problems such as anxiety, self-esteem by managing this part. This part shows that how important teacher encouragement and involvement to improve the learner's motivation in language learning. it is proven with an investigation proposed by Rahimi & Karkami (2015) that teachers and their caring behaviour are considered to be among the most important environmental factors that can help learners to develop positive attitudes towards language learning and promote students' effort or engagement in doing language learning task.

One of classroom management forms is positive discipline. This form of classroom management focuses on how to make students more respected and humanized in the classroom. It also focuses on how to make students have long-term discipline. Positive discipline is "About finding long term solutions that develop students' own self-discipline." It means that this positive discipline is a way to develop confidence in students (Tovar et al., 2018). Confidence itself is one of crucial parts to improve students' self-esteem.

Positive Discipline in the Classroom (PDC) eliminates punishments and rewards (external locus of control) while providing many alternative tools that teach student skills for self-discipline, responsibility, resiliency, and problem-solving, (inner locus of control) in a climate of caring based on connection before correction, kindness and firmness, dignity and respect. A prominent feature is the use of class

meetings where teachers and students learn to see every problem as an opportunity to find non-punitive solutions to problems. When students are involved in problem solving, they feel a sense of belonging and significance that motivates them to follow guidelines they help create. The fact that Positive Discipline in the Classroom can significantly reduce discipline problems and bullying is an important fringe benefit. The primary benefit is that PDC helps students learn "social interest" (sincere concern for others, their community, and their environment) and provides experiences that enhance academic learning and the development of life skills that will help them be successful throughout their lives (Richards, 2017). Those concept applied in positive discipline would be significant if it is applied to improve learner's self-esteem because this concept helps learner to respect themselves.

Self-esteem involves beliefs about one's competence, value, and importance, as well as emotional states regarding these, a high level of self-esteem helps someone to meet the challenges that this turbulent period brings. Therefore, it is very important to keep in mind the potential of different educational practices that can contribute to building high self-esteem in someone. In this context, it can be assumed that positive discipline contributes to the building of a positive self-image in adolescents, because, among other things, it implies an individualized approach and reliance on the positive in the individual's personality (Zuković et al., 2021).

### **Applying Positive Discipline in Foreign Language Learning**

As stated before, learning foreign language has become a problem For certain learners. The different feature and knowledge of foreign language may sometimes cause students feel worry about acquiring the

language. They are fear of making mistake, and less motivation to learn the language. This condition will be worse when the teacher could not bring enjoyable learning atmosphere in the class.

From those principles, it can be seen that positive discipline extremely respect the existence of learners as human being (Fletcher, 2016). Learners are trained to recognize their psychological needs and emotion. Knowing their needs and emotion will help learners to arrange what learning style which fit with their condition. Positive discipline also support learners to deal with future competence which the learners should have to face the rapid development of era, they are: self-discipline, problem solving, and cooperation.

Durrant (2010) proposed five activities to optimize the positive discipline in the foreign language learning. First, **identifying your long-term goals**: Learning goal is one of crucial thing to decide when the teacher wants to conduct teaching learning process. On the other hand, deciding the learning objectives is not easy. Teacher is not only think about what will be conducted in the language classroom but also how the learning goal could support their future need. In addition, Teacher should prepare series of activities and exercise which helps students to improve their language competence. Knowing the long-term goal which the students will attain also affects to the learning method and media which are used. For example, when the teacher wants to teach speaking skill, she will not only arranging learning activities to make students memorize series of oral expressions, she will look for any appropriate language teaching method which makes students practice and acquire the language in natural condition.

Second, **Providing warmth and structure condition**: warmth condition means that teacher creates save atmosphere

in the language classroom. In warm environments, students feel safe to make mistakes, which is an important part of learning. We frequently see that many students are anxious to speak English due to fear of making mistake and lack of vocabulary. By giving reinforcement to the students it is expected that students will be more comfortable to practice their speaking and realize that making a mistake in language class is normal. In addition, warm condition also help students to break their anxiety to deliver their idea and question in classroom discussion. While, structure is the information and support that students need in order to succeed academically and behaviourally. It gives students the tools they need to solve problems when you are not present. Structure shows students how to work out conflicts with other people in a constructive, non-violent way. It also informs them about how they can succeed academically. Language teacher could provide sharing session or consultation time to give chance to students to share their feeling and burden. This activity can be used to give the solving problems and share information from teacher to students and vice versa.

Third, **Understanding child development**: It is important for teacher to know the students' language development. Teacher could conduct diagnostics test to know the students' language competence before getting series of treatment in language classroom. The other function of diagnostic test is that teacher could see the students' problem in learning language and analyse the students' learning style. When the language teaching is in process, teacher could conduct mini observation to know how students learn the language in classroom and how they behave. When the formative and summative assessment are conducted, teacher should not focus on the score that they will get after the assessment

but they would see whether his students improve their language or not. It is good chance for teacher to analyse and decide remedial for students who are not developed their language competence.

Fourth, **Identifying individual differences:** Every child is born differently, even twin, they have different temperament and characters. Each child arrives in the classroom with a unique set of experiences that affects her. It is extremely important that teachers understand the challenges each child faces and provide the support they need. Knowing learner's differences in language classroom will help teacher to decide the appropriate method and media which support their learning style. In addition, teacher will not be extremely shocked with the classroom condition when she has known his students' characters and language competences. Thus, it is important for teacher to know the students' data and conducted mini interview in the first meeting of the class to seek any information dealing with the students personal things.

Fifth, **Problem-solving and responding with positive discipline:** This principle means that by applying the positive discipline, the problems which happen in the class will be solved using the concept of positive discipline which emphasize on the students' long-term goal, respectful, and know the students' need. For example: when there are no students' to come forward to practice the dialog, teacher needs to reinforce their and find interesting strategy to make the class more alive and cheerful. Reward and punishment is not effective at all since it does not support the students' long-term goal. At a glance, this way will make students quickly to come forward to practice dialog because they are motivated to get reward from their teacher. On the other hand, giving reward or punishment will only raise the students' short term goal. Students are not train to

analyse and make reflection of today's activity to know why she should learn English, why actually someone should do the task in few days.

The implementation of positive discipline in foreign language learning will help students to meet their real goal of learning the language. In addition, the enjoyable learning atmosphere will improve students' self-esteem and language competence. Moreover, the language teacher takes many advantages on the implementation of positive discipline. He also knows more about students' characters, competence, learning problems.

## **CONCLUSION**

Positive discipline plays important role in language learning. This classroom management which emphasize on respecting students characters and focuses on long-term goal will improve the students' self-esteem in learning foreign language since students will feel respected and motivated to learn language. In addition, language teacher also knows more his students' need, character, and learning ability so that teacher could decide appropriate treatment to his students based on their characters.

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