

THESIS

ANALYSIS OF REWARD AND PUNISHMENT IN EFL CLASSROOM (A STUDY OF TEACHERS' CLASSROOM MANAGEMENT)



ENGLISH EDUCATION
POSTGRADUATE PROGRAM
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

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**ANALYSIS OF REWARD AND PUNISHMENT IN EFL CLASSROOM
(A STUDY OF TEACHERS' CLASSROOM MANAGEMENT)**

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of
Master of Education (M.Pd) at IAIN Parepare Postgraduate Program

THESIS

By

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**ENGLISH EDUCATION
POSTGRADUATE PROGRAM
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2020

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Tesis dengan judul "*Analysis of Reward and Punishment in EFL Classroom (A Study of Teachers' Classroom Management)*", yang disusun oleh Saudari {Sri Wahyuni Syarifuddin}, NIM: {17.0213.016}, telah diujikan dan dipertahankan dalam Sidang Ujian Tutup/Munaqasyah yang diselenggarakan pada hari {Selasa}, {01_12_2020} Masehi, bertepatan dengan tanggal {16_Rabiul Akhir_1442} Hijriah, dinyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh gelar Magister dalam bidang {Tadris Bahasa Inggris} pada Pascasarjana IAIN Parepare.

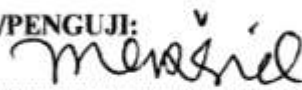
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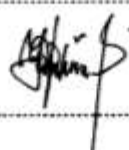
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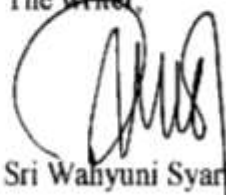
warm spirit to finish this thesis. It has been a great pleasure and honour to have them as my supervisors.

I offer my special thanks to all the English teachers as my subjects of this research that I cannot mention their names one by one due to their privacy. I cannot thank you enough for their kindness and willingness to be interviewed in their busy schedule.

I would sincerely like to thank all my beloved friends who were with me and support me through thick and thin. Most importantly I would like to thank to all my classmate of Postgraduate program unexceptionally I cannot thank you all enough for the togetherness and brotherhood.

May God shower the above cited personalities with success and honour in their life.

Parepare, 04 Januari 2021
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ABSTRACT

SRI WAHYUNI SYARIFUDDIN. *Analysis of Reward and Punishment in EFL Classroom (A study of Teachers' Classroom Management*. (Supervised by: Zulfah, and Arqam)

Classroom management is certainly concerned with behavior to create and maintain an effective learning experience. Therefore, giving rewards and punishments is important in order to increase students' motivation in EFL classroom. The purpose of this study is to analyze (i) teachers' perception (ii) teachers' performance in using reward and punishment, (iii) to find out the kinds of reward and punishment used by the teachers and (iv) to know merit and demerit of reward and punishment.

This study employed qualitative research method. The subjects of this research are 5 teachers from Elementary School, 5 teachers of Junior high school and 5 teachers of Senior High School in Parepare. The data were collected through interviews. Then the data was processed based on data reduction techniques, data presentation, and drawing conclusion.

The findings showed that (i) reward and punishment is very useful for the teacher in managing the classroom, (ii) the teachers faced some problems in using reward and punishment such as, inconsistent, unfair and make other students jealous. (ii) the teachers used two kinds of reward; instructional reward (exam exemption, task exemption and early break) and non-instructional reward (praise, physical contact, and token reward) and two kinds of punishment; instructional punishment (punishment by action) and non-instructional punishment. (grade, penalty and punishment by words). Therefore, it can be concluded that the types of rewards and punishments that mostly used by teachers are praise and penalty punishment. So reward is good strategy to improve students' motivation and punishment could make the students disciplined.

Keywords: Classroom Management, Reward, Punishment,

ABSTRAK

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 Judul : Analisis Penghargaan dan Hukuman di Kelas Bahasa Inggris sebagai Bahasa Asing (Studi tentang Manajemen Kelas Guru. (Dibimbing oleh: Dr. Zulfah, M.Pd. dan Dr.Arqam, M.Pd.)

Manajemen kelas tentunya memperhatikan perilaku untuk menciptakan dan memelihara pengalaman belajar yang efektif. Oleh karena itu, pemberian penghargaan dan hukuman menjadi penting untuk meningkatkan motivasi belajar siswa di kelas EFL. Tujuan dari penelitian ini adalah untuk menganalisis (i) persepsi guru (ii) kinerja guru dalam menggunakan reward and punishment, (iii) untuk mengetahui jenis reward and punishment yang digunakan oleh guru dan (iv) untuk mengetahui kelebihan dan kekurangan pemberian penghargaan dan hukuman.

Penelitian ini menggunakan metode penelitian kualitatif. Subjek penelitian ini adalah 5 guru Sekolah Dasar, 5 Guru Sekolah Menengah Pertama dan 5 Guru Sekolah Menengah Atas di Parepare. Pengumpulan data dilakukan melalui wawancara. Kemudian data diolah berdasarkan teknik reduksi data, penyajian data, dan penarikan kesimpulan

Hasil penelitian menunjukkan bahwa (i) reward and punishment sangat bermanfaat bagi guru dalam mengelola kelas, (ii) guru menghadapi beberapa kendala dalam menggunakan reward and punishment seperti, tidak konsisten, tidak adil dan membuat siswa lain cemburu. (ii) guru menggunakan dua jenis penghargaan; hadiah instruksional (pembebasan ujian, pembebasan tugas dan istirahat awal) dan hadiah non-instruksional (pujian, kontak fisik, dan hadiah token) dan dua jenis hukuman; hukuman instruksional (hukuman dengan tindakan) dan hukuman non-instruksional. (nilai, dan hukuman dengan kata-kata). Oleh karena itu, dapat disimpulkan bahwa jenis penghargaan dan hukuman yang paling banyak digunakan oleh guru adalah pujian dan hukuman pengurangan poin atau nilai. Jadi penghargaan merupakan strategi yang baik untuk meningkatkan motivasi dan hukuman dapat membuat siswa disiplin.

Kata kunci: Manajemen Kelas, Penghargaan, Hukuman.

تجريد البحث

الإسم : سرى وحيوني شريف الدين
 رقم التسجيل : ١٧.٠٢١٣.٠١٦
 موضوع الرسالة : تحليل المكافآت والعقوبات في الفصل الدراسي اللغة الإنجليزية
 كلغة أجنبية (دراسة إدارة فصول المعلم. (بإشراف: الدكتور. زلفاح ، ماجستير والدكتور
 أرقم ، ماجستير فنددكان)

تولي إدارة الفصل ، بالطبع ، اهتمامًا للسلوك لإنشاء تجارب تعليمية فعالة والحفاظ عليها. لذلك ، من المهم إعطاء المكافآت والعقوبات لزيادة تحفيز التلاميذ في فصول اللغة الإنجليزية كلغة أجنبية. كان الغرض من هذه الدراسة هو تحليل (١) تصورات المعلم (٢) أداء المعلم في استخدام المكافآت والعقاب ، (٣) لتحديد أنواع المكافأة والعقاب التي يستخدمها المعلمون و (٤) تحديد مزايا وعيوب المكافأة والعقاب.

استخدمت هذه الدراسة طرق البحث النوعي. كانت موضوعات هذه الدراسة خمسة معلمي من المدرسة الابتدائية و خمسة مدرسين من المدرسة الثانوية و خمسة مدرسين من المدرسة العالية في فرى فارى. تم جمع البيانات من خلال المقابلات. ثم تتم معالجة البيانات بناءً على تقنيات تقليل البيانات وعرض البيانات واستخلاص النتائج

أظهرت النتائج أن (١) المكافأة والعقاب مفيدة جدًا للمعلمين في إدارة الفصل ، (٢) يواجه المعلمون عدة عقبات في استخدام الثواب والعقاب مثل التناقض والظلم وإثارة غيرة التلاميذ الآخرين. (٢) يستخدم المعلمون نوعين من المكافآت ؛ المكافآت التعليمية (الإعفاء من الاختبارات ، والإعفاء من الخدمة والراحة المبكرة) والمكافآت غير التعليمية (الثناء ، والاتصال الجسدي ، والمكافآت الرمزية) ونوعان من العقوبة ؛ العقوبة التعليمية (العقوبة بالعمل) والعقاب غير التعليمي. (القيمة والعقاب بالكلمات). لذلك ،

يمكن الاستنتاج أن أنواع المكافآت والعقوبات الأكثر استخدامًا من قبل المعلمين هي
المديح والعقوبات لتقليل النقاط أو الدرجات. لذا فإن المكافأة هي إستراتيجية جيدة لزيادة
الخافز والعقاب يمكن أن يجعل التلاميذ منضبطين.

الكلمات الرئيسية: إدارة الصف ، المكافآت ، والعقاب.

إتفق عليها :



TABLE OF CONTENTS

TITLE	
APPROVAL OF CONSULTANT COMMISSION	
DECLARATION OF AUTHENTICITY OF THESIS.....	ii
ACKNOWLEDGMENTS	iii
ASBTRACT	iv
TABLE OF CONTENTS.....	ix
LIST APPENDICES.....	xii
CHAPTER I INTRODUCTION	
A. Background.....	1
B. Research Questions	5
C. The Objective of the Research.....	6
D. Significance of the Research	6
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Some Previous Related Findings	7
B. Some Pertinent Ideas.....	9
a. Classroom Management	9
b. Rewards and Punishments	12
1. Reward.....	14
2. Kinds of Reward.....	16
3. Function of Reward	20
4. Punishment.....	21
5. Kinds of Punishment.....	23
6. Function of Punishment	26
C. Conceptual Framework	27

CHAPTER III METHODOLOGY OF THE RESEARCH

A. The Research Design.....	29
B. Research Setting.....	30
C. Subject of the Research	30
D. Data Collection Technique	31
E. Instruments of the Research.....	31
F. Techniques of Analysis Data	33

CHAPTER IV FINDINGS AND DISCUSSIONS

A. Findings	36
B. Discussions	58

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion.....	68
B. Suggestion	72

BIBLIOGRAPHY.....	73
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APPENDICES	76
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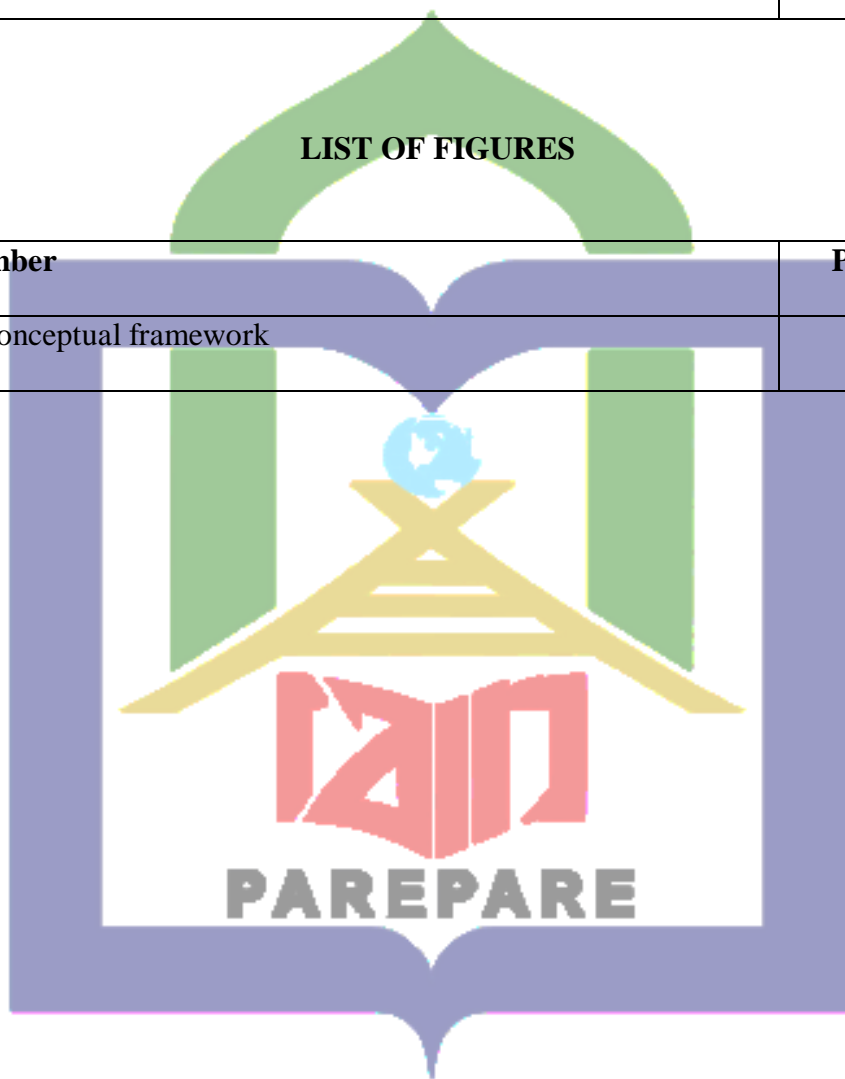
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LIST OF TABLE

Number	Page
1. Table 2.1 Three basic of positive reward categories	19

LIST OF FIGURES

Number	Page
1. Conceptual framework	27



LIST OF APPENDICES

Number	Page
1. Interview Guide	77
2. Interview Transcription	79
3. Letters	120
6. Curriculum Vitae	123



CHAPTER 1

INTRODUCTION

A. Background

Teachers play a pivotal role in classroom management because the teachers conduct a learning teaching process and also they are responsible for creating a well-managed classroom. Dibapile reported that Well-managed classrooms are characterized as safe environments where learning occurs freely.¹ It is supported by Churchill stated that A well-managed classroom and teaching program allows little time or opportunity for misbehavior.² In the same line, Marzano also stated that a classroom that is well-managed provides a composed environment for teaching and learning to flourish.³

In addition, Teaching and classroom management cannot be separated because effective classroom management is considered as crucial part on the success of students' learning which leads to quality education. As Wong stated that classroom management is related to all of the things that the teachers do to organize students, time, and materials so that students learning can be meaningful.⁴ Mumtaz also stated in his research that Effective classroom management, which begins with efficient lesson planning preparation, helps

¹Dibapile, W. T. S. (). *A review of literature on teacher efficacy and classroom management*. Journal of College Teaching & Learning, 9(2), 2012, 79-91. Retrieved from <http://www.cluteinstitute.com>

²Churchill, Ferguson, *Teaching Making a Difference*, (Australia : John Wiley & Sons, Inc., 2011), P. 341

³Robert J. Marzano, *Classroom Management that Works: Research-Based Strategies for Every Teacher* (Virginia USA: Association for Supervision and Curriculum Development, 2003), P.

⁴Wong, H.K., & Wong R.T. *The First Days Of School: how to be an effective teacher*. (Mountain View, CA: Harry K. Wong Publications, 2009), P. 83

teacher to teach and students to learn.⁵ Regina further posited that effective classroom management is the teachers are required to be able in organizing the classroom and managing behavior problems created by students to attain the educational outcome positively.⁶ Thus Scrivener suggested that to build effective classroom management, teachers have to be able to look at and read classroom events as they occur and think of possible options. Furthermore the teachers are required to have certain organizational skills and techniques in managing multitude of tasks and situations that can occur at any time in the classroom.⁷ Therefore, teachers should know how to use and apply strategies that will allow and also help students to learn.

Nowadays, there are many problems related with English teaching and learning process concerning with classroom management such as students' misbehavior. It can be really tiresome and bothersome for the teachers when to deal with the chaotic class with the misbehavior students. Yoncalik argued that students' misbehaviors during the lesson seem to be the most significant factors that hinder instructions, in spite of the effort exerted by the teachers for effective behavioral management. Yoncalik also added the reason for his statement that misbehavior cannot be predicted in advance, even if teachers have some expectation of them while planning the lesson.⁸ It was proved by Wedanthi in her

⁵Mumtaz Ahmad, *Application of classroom management strategies in public and private sector at school level in Pakistan*, International Journal of Library and Information Science Vol. 2(9), pp. 177-183, December 2010, <http://www.academicjournals.org/ijlis>

⁶Regina M. Olive and Daniel J Reschy, *Effective Classroom Management: Teacher Preparation and Professional Development" National Comprehensive Center for Teacher Quality* (Washington DC: 2007), p. 1.

⁷Scrivener, J. *Learning Teaching: A guidebook for English Language Teachers*, 2nd ed., (Oxford : Macmillan, 2005), P.79-80

⁸Yoncalik, O. (2010). Students' misbehavior in physical education lesson: A sample from

research, she found out the misbehaviors of students happened such as students did not bring a book, talked to his friends when the teacher explained the material in front of the class, ignored the material, came late to the classroom, disturbed the others and also there were students who did not perform their assignment.⁹

In addition, Kuranchie, stated that students tend to exhibit disruptive behaviors such as chatting, eating and drinking, noise creation, verbal abuse, intimidating and use of pejorative and derogatory words, among others, which tend to hinder effective flow of teaching and learning.¹⁰

Regarding with the problems above, Teachers' strategy or technique in managing classroom especially in managing students' behavior is urgently needed. One of the strategies that can be used for the classroom management especially in managing students' behavior is by giving the rewards and punishments. Lake claims that the most common classroom management design used in schools focuses on rewards and punishments.¹¹ Then, Santrock defined that a reward is used for getting a behavior to occur more often. On the contrary, punishment is a consequence that decreases the probability that a behavior will occur.¹² Another opinion stated that reward and punishment are two sides of the same coin. They are both forms of extrinsic motivation which can be rather

Turkey. *Electronic Journal of Research in Education Psychology*, 8(1), 59-86. Retrieved on June 27, 2019

⁹Wedhanti, N.K. *an analysis of classroom students' misbehaviors in mechanical engineering department class of grade xi in smk negeri 3 singaraja*, English Education Department, Ganesha University of Education. (International Journal of Language and Literature) Vol.1, No.1, February 2017, ISSN: 2549-4287

¹⁰Kuranchie, A. *The educator's guide*. (Kumasi: Bookworm Publications. 2015).

¹¹Lake, V. E..Ante up: reconsidering classroom management philosophies so every child is a winner. *Early Child Development and Care*, 2004, 174(6), 565-57.

¹²Santrock, *Educational Psychology: Classroom Update: Preparing for Praxis and Practice*, p. 216.

pernicious in the way it appears to work at the time.¹³ Therefore, those techniques have the similar purpose in managing the students' behavior to create the good environment for the students.

Furthermore, Punishment is simply a word used to describe a consequence that, when supplied, reduces behavior. In daily practice, though, the word is emotionally laden. For many adults there is a blur between punishment for the sake of punishment (retribution, eye-for-an-eye) and punishment for the sake of therapy (behavior reduction).¹⁴ Currently, many parents and teachers keep in their mind the term "punishment" as corporal punishment. Corporal punishment is physical force used with the intention of causing pain, but not injury, in order to correct or control a child's behavior.¹⁵ They come to their opinion based on the reality in Indonesia.

Many teachers use corporal punishment such as paddling, spanking, slapping, shaking, scratching, shoving, pinching, hair pulling, excessive exercise, and so on. Besides corporal punishment there is nonphysical (such as neglecting, using fear of punishment to motivate a child, insulting a child about the quality of his or her work, making a child the butt of the teacher's humor, using sarcasm or put-downs when addressing a child, loss of privileges, detention, and suspension).

In this case, there have been some teachers are jailed because of giving corporal punishment to students but it cannot be denied that students' misbehavior

¹³http://changingminds.org/disciplines/warfare/secret_teachings/secret_teachings_1.11.htm. Retrieved on June 27, 2019

¹⁴Robert T. Tauber, *Classroom management: Sound Theory and Effective Practice*, Fourth Edition (USA : An imprint of Greenwood Publishing Group, Inc 2007), p. 67

¹⁵ (The) spanking debate. *Harvard Mental Health Letter*, 2002, 19(2):1

is also as the cause of teachers' decision to give the punishment. So, appropriate punishment leads to appropriate behavior.

Reward has a purpose to make the students do everything more diligently to increase the score. As Spencer argued that Reward is pleasant stimulus that increases the frequency of the behavior it follows.¹⁶ Besides, Rewards can be an effective way to encourage students. It can be as tasks or materials that initially motivate students become involved in learning. by giving the rewards, the teacher should consider the target behavior that he/she would like to encourage. Robert stated that giving rewards should be given not only for excellent students, but also for low students when they do better.¹⁷ Based on the explanation above, the researcher is interested to do the research to analyze the way the English teachers use rewards and punishment in EFL classroom.

B. Research Questions

1. What are the EFL teachers' perception towards reward and punishment as strategy in managing classroom?
2. How is EFL teachers' performance towards reward and punishment as strategy in managing classroom?
3. What are the kinds of reward and punishment used by the teachers as strategy in managing classroom?
4. What are the merit and demerit of using reward and punishment as strategy in managing classroom?

¹⁶ Rathus Spencer, *Psychology, Concepts and Connections, Brief Version, Eighth Edition*. (United States of America : Thomson Wadsworth, 2007), p. 223

¹⁷ Robert E. Slavin, *Educational Psychology: Theory and Practice*, (Tenth edition, New Jearsey: Pearson, 2012), p. 309

C. Objective of the Research

Based on the background of the research that has been explained above, the objectives of the research are:

1. To know the EFL teachers' perception towards reward and punishment as strategy in managing classroom
2. To find out how teachers' performance towards reward and punishment as strategy in managing classroom
3. To find out the kinds of reward and punishment used by the teachers as strategy in managing classroom
4. To know the merit and demerit of using reward and punishment as strategy in managing classroom?

D. Significance of the Research

Theoretically, the result of the research will show the function of the use rewards and punishments in classroom management in teaching English. It is expected that it will add to the education theory development.

For the researcher, this research will be so valuable as the knowledge and sources in managing the classroom. Therefore, the researcher may apply this knowledge in the future when she becomes the English teacher.

For the students, this research will help them to increase their motivation in learning English and be more discipline in the classroom. So that they can learn English effectively and will be more responsible in their role as the students.

For the teacher, this research will give them the awareness about the significant of rewards and punishments. In addition, they can avoid the use of corporal punishments and negative rewards instead of order to manage the classroom.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of previous related research findings, some pertinent ideas and conceptual framework.

A. Previous Related Research Findings

The researcher will show the previous research that is in line with this research by Gregory Ching. This study is concerned with the way in which rewards and penalties, may or may not, motivate students to engage in learning and change their behavior. This study also aims to explore the characteristics of systems of rewards and sanctions in four schools in the Philippines, and students' perceptions of the effectiveness of systems currently in use. Participants were graduating high school and college freshmen students of Chinese ethnicity. Questionnaires, interviews and observations were used to collect information regarding the students' engagement with learning, social control, and rewards and penalties policies. Results showed that although school policies tended to link their rewards and penalties system with a positive discipline approach the emphasis in practice often appeared to be on penalties for bad behavior rather than enhancing engagement and motivation. Students tended to perceive rewards to be strongly linked to work and penalties to behavior.¹⁸

The second related research is written by Irene Pajarillo-Aquino, the title is “The Effects of Rewards and Punishments on the Academic Performance of

¹⁸Gregory Ching. *Looking into the issues of rewards and punishment in students Looking into the issues of rewards and punishment in students*. (2012). International Journal of Research Studies in Psychology. 1. 10.5861/ijrsp.2012.v1i2.44.

Students of the College of Teacher Education” this study aimed to determine the effects of rewards and punishment on the academic performance of students of the College of Teacher Education. The descriptive correlational research method was used in the study to determine the effects of rewards and punishments on the academic performance of the pupils. The respondents of the study were 130 students of the College of Teacher Education and two regular faculty members who were chosen purposively for the conduct of this study. A questionnaire patterned from the study of Marilou J. Catolos, was utilized as the main data gathering tool for the study. The grades of the student-respondents in the most recent semester (First Semester SY 2017-2018) were also utilized for this study. It can be concluded that rewards and punishment leads to a change in the behavior of the students specially affecting their academic performance and this study proved that it has resulted to the better performance of the students in their courses. Therefore, it is recommended that teachers should always make the appropriate remarks and appreciation for every act or deed that students do or perform in the class.¹⁹

The last related research is written by Irawati one of students of English department of faculty of languages and arts state university of Padang. The title of the research is “the use of reward and punishment to increase young learners’ motivation in learning English as foreign language adapted to Indonesian context”. This paper explains about the use of reward and punishment to increase

¹⁹ Irene Pajarillo-Aquino. *The Effects of Rewards and Punishments on the Academic Performance of Students of the College of Teacher Education*. International Journal of Advanced Research in Management and Social Sciences. ISSN: 2278-6236 Impact Factor: 7.065 Vol. 8 | No. 6 | June 2019

young learners' motivation in learning English as foreign language in Indonesia. The writer discusses about procedure and advantages of reward and punishment. In conclusion, this research can state that Reward and punishment can be given through verbal and non- verbal form (action). Kinds of reward are mimic, gesture, compliment or positive feedback, point or sticker, and present. Kinds of punishment are warning, memorizing vocabulary, decreasing students' point, and moving students' seat. Besides to motivate student, reward and punishment also make the students become more discipline and study harder than before.²⁰

Based on the previous researches above, the researcher concluded that the all previous researchers focused on the effects of rewards and punishments on students' performance and motivation in learning. Thus, this research was different with the previous researches because the researcher observed English teachers from elementary school up to senior high school. So the result of this study deeply unearthed the use of rewards and punishments by the teachers in EFL classroom.

B. Some Pertinent Ideas

a) Classroom Management

Classroom management refers to actions taken to create and maintain a successful learning environment and effective instruction. Jim Scrivener stated that classroom management is how the way the teacher manages their student's learning by organizing and controlling what happens in the classroom. Jim also

²⁰Irawati, *The Use of Reward and Punishment to Increase Young Learners' Motivation in Learning English as Foreign Language Adapted to Indonesian Context*. Journal of English Language Teaching Volume 5 No. 1 Seri D September 2016 ISSN 2302-3198 Published by English Language Teaching Study Program of FBS Universitas Negeri Padang available at <http://ejournal.unp.ac.id/index.php/jelt>

added that classroom management is ways of keeping order in class and specifically to discipline-related problems.²¹ It is supported by James M. Cooper stated that classroom management refers to the action teachers take to create an environment that is respectful, earning, orderly, and productive. Classroom management support and facilitates both academic and social-emotional learning.²² Regarding to the definitions above, the researcher draws the conclusion that the concept of classroom management can be interpreted as a restatement of the teaching - learning process achieved in the classroom

The successful of teaching and learning process is depending on the ability of teachers to organize classrooms and manage the behavior of their students Marzano stated that the most important role of teachers among the other roles is as a manager. Teachers should be able to manage classes well and provide conditions that enable students to learn in order to obtain the expected results.²³ Gordon Lyons also stated that it is critical necessary of teachers' ability in executing the student behavior and classroom problems strategically.²⁴

According to Colin and Robert, effective classroom management is considered through four aspects:

- a) Management in the classroom: It is related on analyzing classroom organization and reducing sources of friction in the class.

²¹Jim Scrivener, *Classroom Management Techniques* (Cambridge: Cambridge University Press, 2012), p. 1–2.

²²James M. Cooper, *Classroom Teaching skill*, ninth edition edition (USA: Cengage Learning, 2011), p. 217.

²³Robert J. Marzano, *Classroom Management that Works: Research-Based Strategies for Every Teacher* (Virginia USA: Association for Supervision and Curriculum Development, 2003), p.1.

²⁴Gordon Lyons et al., *Classroom Management*, Third edition (Cengage Learning Australia: Pty Limited, 2011), p. 3.

- b) Mediation with individuals: It refers to knowledge of how to provide the counseling and guidance which some students require, understanding their problems and avoiding damaging confrontations in the classroom.
- c) Modification of behavior: It involves applying learning theory to shaping and changing behavior in ways which are practical and realistic within the routine of the normal classroom
- d) Monitoring school discipline: It considers how schools evaluate the effectiveness of policies on discipline.²⁵

Current research indicates five components of effective, comprehensive classroom management:

- a) Understanding students' personal and psychological needs
- b) Creating an affirmative classroom climate and a community of support by establishing positive teacher-student and peer relationships and maintaining constructive involvement with students' caregivers
- c) Involving students in developing and committing to behavior standards that promote on-task behavior and help support a calm, safe learning environment
- d) Using instructional methods that facilitate optimal learning by responding to the academic needs of individual students and the classroom group
- e) Implementing responses to unproductive student behavior that treat students respectfully and help them develop skills for working effectively in the classroom and school settings²⁶

²⁵Smith, Colin J. and Robert Laslett, *Effective Classroom Management*, Second edition, (London: Taylor and Francis e-Library, 2002).P. i

²⁶Omoruyi Kenneth Igbino, *the impact of classroom management on students'*

In the same line Brophy presented that Classroom management refers to actions taken to create and maintain a learning environment conducive to successful instruction (arranging the physical environment, establishing rules and procedures, maintaining students' attention to lessons and engagement in activities).²⁷

From all the aspect above, it can be interpreted that effective classroom management is about the teacher ability to manage the students' interaction with other student and students with the teacher and controlling students' behavior. And in modification of behavior aspect, the teacher also should be able to modify the student's behavior to be better in supporting learning process.

b). Rewards and Punishments

Reward and punishment are two learning techniques that are always used in many environments including education, work, and life. Most learning activities in our lives are impacted by these techniques. They have many variations which need to be applied by considering time, place, personality, facilities and several other variables to yield the best results.

The effectiveness of punishment and reward in classroom management is an ongoing issue for education professionals. It is a common belief that schools are not just responsible for imparting basic knowledge and skills, but also plays an important part in helping students develop responsible behaviors. Problems happen in everyday classroom life and should be handled by teachers. Rewards

academic performance in selected junior secondary schools in municipal area council, Abuja
International Journal of Education and Research, Vol. 3 No. 9 September 2011. P.143-144

²⁷J. Brophy. History of Research on Classroom Management. In C. M. Evertson & C. S. Weinstein (Eds.), Handbook of classroom management. Research, practice, and contemporary issues. Mahwah, NJ: Lawrence Erlbaum Associates, (2006), P.17

and punishments are two techniques used frequently by teachers in classrooms for controlling behaviors. A reward is used for getting a behavior to occur more often. On the contrary, punishment is a consequence that decreases the probability that a behavior will occur.²⁸

The theory of rewards or reinforcement and punishments were founded by BF Skinner cited by John W. Santrock. In Skinner theory responses are controlled by their consequences, Skinner found that a behavior is repeated when followed by a positive consequence and behavior is not repeated when followed by a neutral or negative consequence.²⁹ Respond and stimulus here are the rewards and punishments. In Skinner theory also explained about the positive and negative of rewards and only one kind of punishments. However, in Susan Lamke book there are some types of rewards and punishments:

- a. Positive rewards or positive reinforcement is the frequency of a response increases because it is followed by a rewarding stimulus. For example: the teacher gives the students praise for their excellent score in the test.
- b. Negative rewards or negative reinforcement, the frequency of a response increases because it is followed by the removal of unpleasant stimulus. For example: the teacher always nags at the students to do the task and keep nagging so that makes the students stressful.
- c. Positive punishment is a consequence that decreases the probability that a behavior will occur by adding an unpleasant stimulus. For the example is

²⁸Santrock, *Educational Psychology: Classroom Update: Preparing for Praxis and Practice*, (New York: McGraw-Hill, 2006), P. 216.

²⁹Santrock, *Educational Psychology: Classroom Update: Preparing for Praxis and Practice*, (New York: McGraw-Hill, 2006), p. 215.

when the students cheat in the test the teacher will give the punishments by giving additional assignment

- d. Negative punishment is a consequence that decreases the probability that a behavior will occur by withdrawing an unpleasant stimulus. A student is losing part of his free time for not following the teacher's instruction.³⁰

In addition, Advantages of reward and punishment in teaching English for learners are:

- a. Reward and punishment can be used to motivate students in learning a language. Students can be more active in the class if they get something as the reward
- b. Reward also helps students to prepare for and participate in the class discussion that needs a deep understanding and focus on material. Then, it encourages the students to participate in the class as a person or group.
- c. Punishment can help students to be more discipline and change their bad behavior in the class activity.
- d. Punishment also reminds other students to not do the same mistake like their friend did

1). Reward

The use of rewards and reward systems are very common in schools. Originally, the idea came from when a child did something good and received some kind of compensation. In education, the concept of reward has basically the same principles. According to Horner, reward refers to any contingent that may

³⁰Susan Lamke et al., *the Well-managed Classroom: Strategies to Create a Productive and Cooperative Social Climate in Your Learning Community*, p. 45–54.

deliver a consequence such as an activity, event or any object. Rewards are important both for encouragement of appropriate behavior and prevention of the encouragement of inappropriate behavior.³¹ As we know that students are often make trouble in the classroom and difficult to handle. A teacher who does everything to avoid trouble may still have problem because of students. Student misbehavior can be caused by many things, both from situations outside and inside the classroom.

In addition, the teacher should choose effective reinforcers because not all reinforcers are the same for every students, make rewards contingent and timely. The teacher must give rewards only after the students perform desirable behavior and it is more effective when they are given in a timely way, as soon as possible. Moreover, it has to be positively reinforcing and educate the students, and be sure to identify the student's behavior.³² Giving the fair chance for every students and be selective in giving the rewards is the best choice for the teachers to make.

Robert E. Slavin gives some guidelines for the use in implement the rewards to increase desired behavior in the classroom as follows:

- a. *Decide what behaviors you want from the students, and reinforce these behaviors when they occur.* For example, praise or rewards for a good work. Do not praise or rewards work that is not up to student's capabilities. It is best to use positive rewards the least elaborate and

³¹Horner, R. The *Impact of Rewards on Intrinsic Motivation*. 2009. P.1. <http://international.journal.of.education.and.research.com/The-Impact-of-Rewards-on-Intrinsic-Motivation.html>.

³²Santrock, *Educational Psychology: Classroom Update: Preparing for Praxis and Practice*, (New York: McGraw-Hill, 2006), P.218-219

tangible rewards that will work. In other words, if praise its self will work, don't use small toys or materials incentives

- b. *Tell the students the behavior you want and the reason.* In giving the reason to the student for everything they accomplished is taught them to realize its value and make them to be more motivated.
- c. *Reinforce appropriate behavior as soon as possible after it occurs.*

Delayed reinforcement is less effective than immediate reinforcement. It is important that students know how they are doing in class. So do not delay their grades, praise or feedback.³³

a). **Kinds of rewards**

Reward is an educational strategy which can be used to make the students feel happy in learning a language and also can be used to give motivation to the students for learning better. Teachers should use reward in order to maintain a positive learning environment and to promote appropriate classroom behaviours. Reward for the students should be real but it does not have to be something expensive. In this case, the teacher's creativity is really needed. So, the teacher can make something special for the students. There are some kinds of reward that teacher can use in the class:

a. Non – verbal reward

Non- verbal reward is a kind of reward in the form of gesture and mimic of the teacher. Gesture can be like applause, two thumbs up, clap students' shoulder, and shaking hands. Mimic can be like smile and gaze. It can increase

³³Robert E. Slavin, *Educational Psychology: Theory and Practice*, (Tenth edition, New Jearsey: Pearson, 2012), p. 121–123.

students' interest in learning and make them become more active to share their ideas.

b. Compliment or positive feedback

Compliment or positive feedback from teacher shows that the teacher appreciates students' action and achievement in the class. They are an easy reward to be used by the teacher in the class but it gives the big effect to the students in learning language. As extrinsic motivation, compliment or positive feedback should be given in the right way because they can increase students' spirit and their confident in the class. Here are examples of compliment that teacher can use in the class, the word "great, good for you, excellent, very good, and etc" can be used by the teacher for student who can answer teacher's question and the answer is correct.

Meanwhile, the words "thank you for caring, thanks for helping, you are a good friend" use for students who care of their teacher and their friend. The word "spectacular, outstanding performance, marvelous, and etc" can be used for students' performance in the class, like singing, storytelling, and others.

c. Point or sticker

Point or sticker can be used as a symbol of the students' result in learning. Every student in the class will get different number of point or sticker. If the students had the lowest point in the class, they have to be more active in the class than before to get the higher point. Teacher can give five points or one star if the students can focus during the learning process, ten points or two stars if they actively participate in the class and fifteen points or three stars if the students can

do the task well and correct.

Teacher can give different kind of sticker depends on the level of the students. For kindergarten student, teacher can give sticker which looks like pet, doll, and car. For elementary school student, teacher can give sticker which looks like Barbie, hello kitty, star, and sun for girl students. For boy students, teacher can give sticker which looks like kinds of ball and flag from every country.

d. Present

Present is a kind of reward in the form of things like candy, pencil, pen, eraser, etc. The present does not have to be something expensive, it can be something that is cheap or the teacher can make it by her own (handmade). Students will feel happy when the teacher gives them a present. They will keep it and tell it to their friends about the present and they will also tell it to their parents about the present from the teacher at home. The present can make students enjoy their learning process and breaking of their stress in the class.

Robert proposes three basic of categories of positive reinforce or positive rewards as follows: Social reinforces such as praise, smiles, hugs, recognition or attention. Activity reinforces such as access games, watching movie, field trip and other fun activity. And the last is “token” or symbolic reinforces such as money, grades, stars, or points. Besides those three basic categories, there are also other example of positive rewards such as call home and privileges. Call home is calling or sending a note to the parents to tell their children excellent behavior. While the example of privileges are games, special roles, allowed to line up first or to have other small privileges.

Reward	
<i>Praising words and phrases</i> “That’s clever” “Good thinking” “That shows a great deal of work” “You really pay attention” “You should this to your father” “That was very kind of you” “I’m pleased with that”	“Keep up the good work” “I appreciate your help” “Now you’ve got the hang of it” “That’s an interesting point” “You make it look easy” “I like the way you got started on your homework”
<i>Nearness</i> Walking together Sitting together Eating lunch together	Playing games with the student Working after school together
<i>Physical contract</i> Touching Hugging	Shaking hands Holding hands
<i>Expressions</i> Smiling Winking Nodding up and down	Looking interested Laughing
Preferred activities	
Going first Running errands Getting to sit where he or she wants to Telling a joke to the class Having a party Doing artwork related to studies Choosing the game for races Earning an extra or longer races Helping the teacher	Visiting another class Playing a short games Taking a class pet home Being team captain Seeing a movie Reading with a friend Getting free time in library Being asked what he or she would like to do
Token reinforces	
Money Grades Stars	Points Food Etc.

Table 2.2 Three basic of positive reward categories

Source: Vernon F. Jones and Louise S. Jones, 1995. Comprehensive Classroom Management (4th ed.), p.363 cited by Robert Slavin

b). Function of Reward

Using reward in the classroom helps teacher increase student's motivation. Rewards convey information about one's skill or competence when they are linked to actual performance or progress, such as when a teacher praises students for learning new skill or acquiring new knowledge. Referring to the statement above, when reward is given by the teacher, the students can associate acting and behavior in feeling of happiness. Usually, students will do something that trigger reward continuously.

Besides, reward has a purpose to make the students do everything more diligently to increase the score. Rewards can be an effective way to encourage students. It can be as tasks or materials that initially motivate students become involved in learning. According to Soejono, giving rewards by a teacher as an educator might have several purposes.

- a. Giving rewards can increase the better norm of students' behavior.
- b. Giving rewards can maintain and expand the students' behavior.
- c. Giving rewards are indicators of increasing competence.
- d. Rewards give the good situation to student in the classroom.³⁴

2). Punishment

Holth defined punishment as a procedure in which certain responses (improprate action or behavior) have consequences, those responses decrease in frequency, and the decrease in frequency occurs because of the response–consequence relation, and not for some other reason. If a thing can be reducing an

³⁴Soejono, A. *Pendahuluan ilmu pendidikan umum*. (Bandung: CV Ilmu. 1980), P.161.

improper behavior reappeared, then it is meant as punishment.³⁵ Feldman also stated that punishment is stimulus that decreases the probability that a previous behavior will occur again.³⁶ In the same line, Lester stated that punishment is the process by which an aversive stimulus decreases the probability of a response that precedes it.³⁷ It can be concluded that punishment is stimulus to decrease negative behavior.

Punishment in the classroom is used as a behavior modification technique. While punishment is not a cure-all for poor student behaviors, the advantages of punishment psychology are supported by evidence. Constructive punishment that is focused on natural consequences shapes children's behavior in the desired direction. It can also eliminate or prevent disruptive acting out when students know what the consequences are for their actions. Teachers who set clear expectations for behavior are helping students understand what behaviors and actions to strive for that are positive, as opposed to negative. Children learn that negative behaviors equal punishment and disciplinary measures, while positive behaviors are rewarded.

Punishment is similar to reinforcement in that both are defined by its effects. According to Lefrancois, The main difference between the two, however, is that the effect of punishment involves the suppression of a behavior rather than

³⁵Holth, P. Two definitions of punishment. *The Behavior Analyst Today*, 6(1). 2005.P. 43

³⁶Robert S. Feldman, understanding Psychology, twelfth Edition. New York. McGraw-Hill Education. 2015. P.190

³⁷Lester M. Sidorow, psychology, fifth edition. New York. McGraw-Hill Higher Education. 2002.P 226

the strengthen of it as in reinforcement.³⁸ Punishment also has two types, positive and negative. Positive punishment is when a positive contingency is removed. An example of this could be a penalty. It is also known as removal punishment. Negative punishment is when a negative contingency follows a behavior. This is what most people commonly think of when they think of the term punishment and is sometimes referred to as presentation punishment.

Punishment must be used carefully because it can sometimes lead to unintended consequences. First, a person may find a way to circumvent the punishment without reducing or changing the behavior. Second, punishment can increase the likelihood of aggressive behavior on the part of the punished students and it will lead them to imitate the punishing behavior in other interactions.. Third, the punished student can get injured. Punishment becomes child abuse when the child damaged physically or psychologically. Fourth, sufficiently severe punishment may result extreme fear. Fifth, even if the behavior is changed, the change may damage the punished person's self-esteem.

Too much punishment can deteriorate the parent-child or student-teacher relationship to such an extent that the elder party is disrespected and trust is lost. The individuals consider each other enemies and try to avoid contact with each other. Sometimes, unnecessary punishments may lead to resistance. For example, consider a student who is constantly and unfairly punished by his/her teacher(s) loses interest in learning and education. Milton stated that there are several conditions that must be met to justify punishment:

³⁸ G.R.Lefrancois. *Theories of human learning: What the old woman said*. Alberta, (Canada: Thomson Wadsworth. 2006.), P. 40

1. Punishment must be appropriate to the fault and immediately follow it so that the student understands his fault.
2. Before punishment, the reason for the undesirable behavior should be identified and appropriate guidance must be given. If all else fails, punishment must be resorted to as a last measure.
3. The teacher must make certain that the effect and result of the punishment must justify its application.
4. The teacher must be permitted by the parts to punish the student.
5. The age of the learner must be considered while applying the punishment.
6. Punishment must occur in the presence of authorities and certain delegated individuals
7. The negative reinforcement agent must be identified carefully.
8. Prior to punishment, necessary information regarding possible interventions must be gathered.³⁹

a). Kinds of Punishment

Punishment is a consequence following a bad behavior that students do in the class. Punishment in the classroom needs to be implemented with care, should be educated and should never be used to single students. There are some kinds of punishment that can be used by the teacher in the classroom:

a. Warning

Warning is an easy punishment to the students in the class. Teacher can give warning to block students' bad behavior during learning process. Teacher can say "do not disturb your friend! Be quite please! Stop talking please!" By warning the students, they will not disturb the learning process of other students and do not disturb the teacher's concentration. Students will think that the teacher does not like if they are disturbing her during the learning process. They also think that something they had done in the class is not good and breaking the rule in learning. Students will not do it again and focus to their lesson.

³⁹R. Milton.. *Methods of Behavior Change*, Translated by Fathi, Azimi, Samt Publications, Tehran, Center for Developing Human Studies. 2014

b. Memorizing vocabulary

Memorizing vocabulary is a kind of educated punishment. Teacher can use this punishment to punish students and to ask them learning new vocabulary. The purpose in giving this punishment is to make the students know that they are wrong and they should get punishment. By memorizing new vocabulary, it can increase students' English vocabulary. Even though they get punishment; they still learn English. It can make the students more discipline in the class and it will make them have many additional vocabularies.

c. Decreasing students' point

This kind of punishment is not physical punishment, but it also gives the big effect to the students. In reward, students can increase their point when they focus, active, and do the task well, but in punishment they will decrease their point if they break the rule. Teacher can reduce students' point if they have bad behaviour in the class. The teacher tells to the students if they do not focus and keep talking in the class, they will lose five points. If they do not do their assignment well, they will lose ten points and if they disturb their friend or their teacher, they will lose fifteen points.

d. Moving students seat position

Sometimes during the class, students will talk to each other while teacher explains the lesson. It will disturb teacher's concentration and other. Moving students' seat position can be used for the students who always talking in the class during the learning time. This punishment gives positive impact to the students, not only they can think that they wrong, they also will get along with other

students in the class. When students move to the other seat, they can learn together with their other friend. It also teaches the students to care to their other friend and widen their social life.

This punishment is very educated for students and easy for teacher to use in the class. Punishment gives to the students to make them wary to do the mistakes. Punishment can be used by the teacher directly when the students do something that is not suitable with the rules of learning in the class. Generally, punishment is necessary; it should be the least restrictive type of punishment. Before using any punishment strategies, it is important to check with the school's policy on appropriate classroom management strategies and what is and is not permitted in your specific school

In addition, Herman divided the kinds of punishment into four:

a. **Psychical punishment**

It includes slapping, pinch between forefinger and thumb and striking. This kind of punishment has been applied for centuries mostly in non-education field. In education field, currently, this kind of punishment is now rarely applied. Except for gym classes, this physical is rarely applied. This is actually a good punishment to make students prevent of doing some misbehavior. Also, this punishment may frighten the students to fail in achieving the objectives.

b. **Words and sentences**

Teachers can use word or sentences such as griping, threatening, teasing, and ridiculing as punishment to the students. This is sometimes

applied when students conduct misbehavior such as disrupting the class. This kind of punishment is expected to maintain class conduciveness so that the students will be more focus to the research. Also, teachers may use threatening words such as pressure before the exam so that the students will try to struggle at their best to avoid the punishment mentioned by the teachers.

c. Stimulus psychical punishment

This punishment is usually given directly to the students by the teachers. In the class, some students may conduct several misbehavior so that the lecturer use stimulus physical punishment such as using slope, open wide of eyes and glum, to threaten (punish) the students for their behaves.

d. Inconvenient punishment

The lecturers may use this kind of punishment such as telling the students to stand up in front of class, to get out of class, to stand beside the teachers, to sit down beside the teacher, or to write a sentence and rewrite for 10 times or more. This is purposed to make the students chary of conducting misbehavior.⁴⁰

b). Function of Punishment

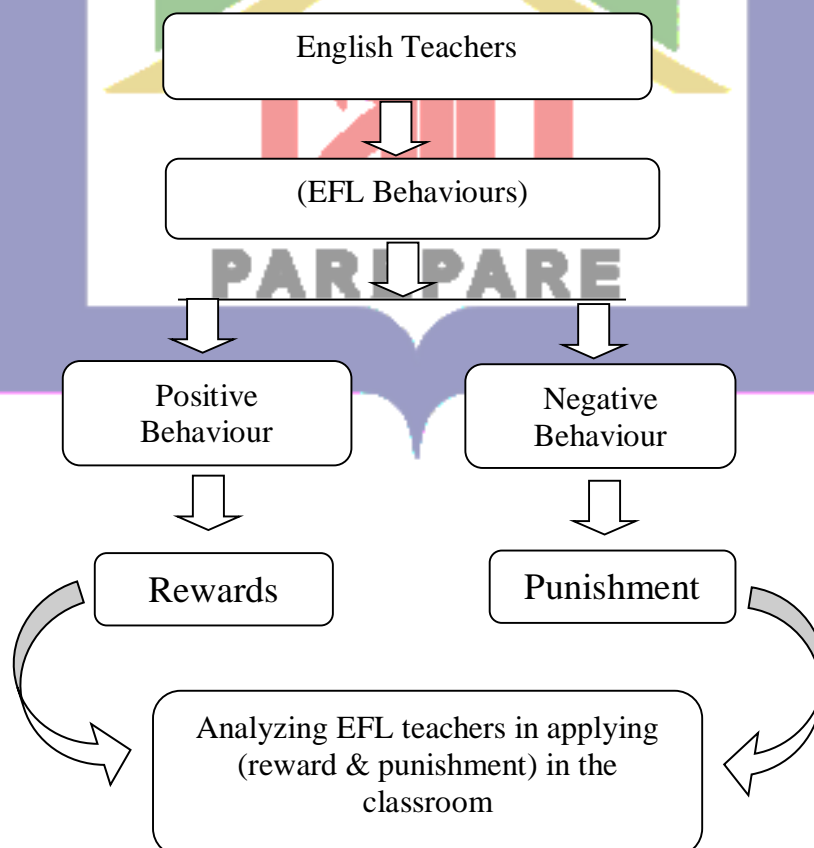
Punishment should be consistent and applied every time the students engage in the misbehavior. Punishment is applied in teaching and learning activities for certain purpose, most generally to encourage and enforce proper

⁴⁰Herman, L. *Interaksi dan motivasi belajar mengajar*. (Rajawali Pers: Jakarta Barat.1980).P.61

behavior defined in society or family. Punishment must be given depending on the students' action instead of lecturer's mood. Teacher should give the punishment immediately after misbehavior occurred and make the students understand that wrong doing will have the punishment as its consequence.

Moreover, some people think of discipline only in terms of punishment and that actually is just a small part of effective guidance. From this, it can be seen that punishments should be used when necessary. This is because children cannot be forced to act according to adult standards. If the teachers need to punish the students, they should use punishments such as encouraging appropriate behavior, setting a good example, telling what is expected, praising appropriate behavior and offering choices.

C. Conceptual Framework



In English teaching and learning process, English teacher are demanded to play her/his best role as educator. One of the teachers' roles is to pay attention students' behaviors. Marzano stated that the effective teacher performs three major roles: (1) making wise choices about the most effective instructional strategies to employ, (2) designing classroom curriculum to facilitate student learning and (3) making effective use of classroom management techniques.⁴¹

In conjunction to the teachers' role, the teacher should know how to manage students' behavior for the sake of making effective classroom situation. There are two kinds of students' behavior in the classroom. They are positive behavior and negative behavior. The students will be given rewards if the students do positive behavior and the student will be given punishment if they do the negative behavior. But this case needs to be proven that EFL teachers use this kind of strategy in their classroom. Therefore, the researcher is interested to analyze how EFL teachers from elementary school up to senior high school in Sidrap use reward and punishment in their classroom.

⁴¹ Robert J. Marzano, *Classroom Management that Works: Research-Based Strategies for Every Teacher*. Virginia USA: Association for Supervision and Curriculum Development, 2003), P. 3

CHAPTER III

METHODOLOGY OF THE RESEARCH

A Research Method

The researcher used descriptive qualitative research design for the purpose of this study that was to describe how the teachers use rewards and punishments in EFL Classroom. Qualitative research was used to explore the certain phenomena and describe about events, condition or situation of the present. McMillan and Schumacher stated that qualitative research is defined as primarily an inductive process of organizing data into categories and identifying patterns (relationships) among categories.⁴²

The researcher chose a qualitative method for several reasons. First, this research method could help the researcher to gain insight or information about something in depth. Secondly, this qualitative research method provided complex details about phenomena that are difficult to be measured by statistical method in other words quantitative methods. The last, the researcher collected and recorded data in great detail about matters related to the matter under study. So the researcher produced original and natural data.

In addition, Qualitative research was conducted through intense and/or prolonged contact with participants in a naturalistic setting to investigate the everyday and/or exceptional live of individuals, groups, societies and organizations.⁴³ This means that qualitative researchers study things in their natural settings, attempting to

⁴²McMillan , J.H. & Schumacher, S. *Research in Education: A conceptual understanding*. New York : HapperCollins. 1993), P.479

⁴³M.B. Miles and A.M. Huberman, *Qualitative Data Analyiss: A Sourcebook of New Methods* (California: Sage Publications, Inc, 2014), P.9

make sense of, or interpret, phenomena in terms of the meanings people bring to them. Qualitative research was mostly associated with words, language and experiences rather than measurements, statistics and numerical figures.

1) Setting of the Research

It was important to the researcher to know, to determine the research, and to limit the time in conducting the research to make the research easier. Basically, there were no certain criteria in determining the research area but it had to be clear where the research was conducted

a). Place and the duration of Research

During this research process, the location of this research was in Parepare, south Sulawesi. The researcher was interested to do research in Parepare due to some reasons. The reasons were the researcher work and live in Parepare and it was easy to gain the data because the researcher had known the location. The length duration, then, of this research spent about one month or more included the management of collecting data and the procedure of collecting data.

2). Subject of the Research

The research concerned on the teachers' classroom management. The researcher chose the English teachers 5 from elementary school, 5 teachers of junior high school and 5 teachers of senior high school as the participants and the subject of the research. The subject of this research was at least 3 years of experience in teaching English and they were physically and emotionally healthy.

3). Data Collection Technique

a). Interview

One of the most popular techniques for obtaining information in research by asking respondent orally is interview. According Esterberg, interview is a meeting of two persons to exchange information and idea through questions and responses result in communication and join construction of meaning about particular topic.⁴⁴ Interview is an appropriate method to get deeper information in qualitative research. Moreover, interview was conducted in order to get in-depth information from the participant.

The interview was conducted in a form of semi-structured interview since there might be some possibilities from the teacher to answer the question out of the context. The semi-structured interview was also called an in-depth interview where the questions were prepared before the interview but there are possibilities for new questions to come up during the interview. In an in-depth interview, people who did the research could gain more information about the topic than the structured interview. The interview consisted of several questions the teacher about rewards and punishment.

4) Research Instrument

The instruments was used in this study include classroom interview guidelines and audio/video recording.

a). Interview Guidelines

Interview was used to collect the data. In this reasearch, the main source of

⁴⁴ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif*. (Bandung: Alfabeta. 2013) ,P. 72

the data was the teachers. To do the interview, the researcher used the interview guidelines consisted of some questions and informant identity.

b). Audio Recording

The last instrument that the researcher used was the audio/video recording to help the researcher in doing the interview. There will be tape-recorder, hand phone and some documentation as the note taking. In addition, The tape recorder would be useful to be the evidence of the interview. While the researcher interviewing the teacher, the researcher will also record it as one of the data.

5) Trustworthiness

In qualitative analysis, there are several ways to test the validity of the data including credibility, transferability, dependability, and conformability. Maxwell in Denzin & Lincoln has written of the needs for thinking of validity separately for descriptions, interpretations, theories, generalizations, and evaluating judgments.⁴⁵

According to Denzin defines triangulation is a combination of the various methods used to study phenomena that have different perspectives. The Denzin's concept is used by qualitative research in various fields. Triangulation includes four kinds: method triangulation, inter-researcher triangulation, data sources triangulation and theory triangulation. The followings are the description of the four types of triangulation: *method triangulation* is done by comparing the information or data in different ways. As is known in qualitative research, the researcher obtains data from interviews, observations, and documents to obtain

⁴⁵ Denzin, N.K. & Lincoln, Y.S., Eds. *Handbook of qualitative research*. Thousand Oaks, CA: Sage. 1994 P. 241

valid data. *Inter-researcher triangulation* is done by using more than one researcher in data collection. This technique is recognized to enrich the in-depth knowledge. *Data sources triangulation* is seeing certain information through various sources of data. For example, besides using interview and observation, researcher can use participant observation, written documents, historical document and image or photo. *Theory triangulation* is comparing the formulation of the information/ thesis statement of relevant theoretical perspectives to avoid individual bias of the researcher on the finding or conclusion generated.⁴⁶ In addition, theory triangulation can increase the depth of understanding if the research data are able to dig deep theoretical knowledge on the results of the data obtained.

5). Technique of Analyzing Data

Analyzing data refers to processing the data that have been collected by the researcher. It can ease the reader to understand the essential meaning and important parts of the data. According to Miles and Huberman in Denzin & Lincoln, analyzing the data, the researcher needs through some steps namely data reduction, data display, conclusion drawing and verification.⁴⁷ These processes occur before data collection, during research design and planning; during data collection as interim and early analyses were carried out; and after data collection as final products were approached and completed.

a). Data reduction

⁴⁶ Denzin, N.K. & Lincoln, Y.S., Eds. *Handbook of qualitative research*. Thousand Oaks, CA: Sage. 1994 P. 279

⁴⁷ Denzin, N.K. & Lincoln, Y.S., Eds. *Handbook of qualitative research*. Thousand Oaks, (CA: Sage. 1994), P. 429

Data reduction means summarizing the data, choosing the subject matters, focusing on the important things, and look for themes and patterns.⁴⁸ Data reduction helped the researchers identify patterns in data. The information obtained was reduced to classify the data that were really appropriate to the purpose of the research so that the research questions can be answered. In the data reduction step, the data from classroom observation was selectively analyzed to find the important points related to the study. Meanwhile, the data from the interview were transcribed to find out the teachers' responses.

To reduce data in this research, the researcher coded data as follows:

- a. Categorizing the form or kinds of rewards and punishments found from classroom observation.
- b. Categorizing how the teachers implement the reward and punishment found from classroom observation and teacher-students interview.
- c. Categorizing the effect of reward and punishment physically and mentally found from classroom observation and teacher-students interview.

b). Data display

Display of the data is a description of the data. Data display has been considered an important step during the qualitative data analysis or the writing up stages. Data display in a graphic format is a way of portraying information succinctly and efficiently. Seeking the meaning in data is made easier by displaying data visually. Research data are displayed using charts, graphs, diagrams, tables, matrices, and any other devices, such as drawings, that

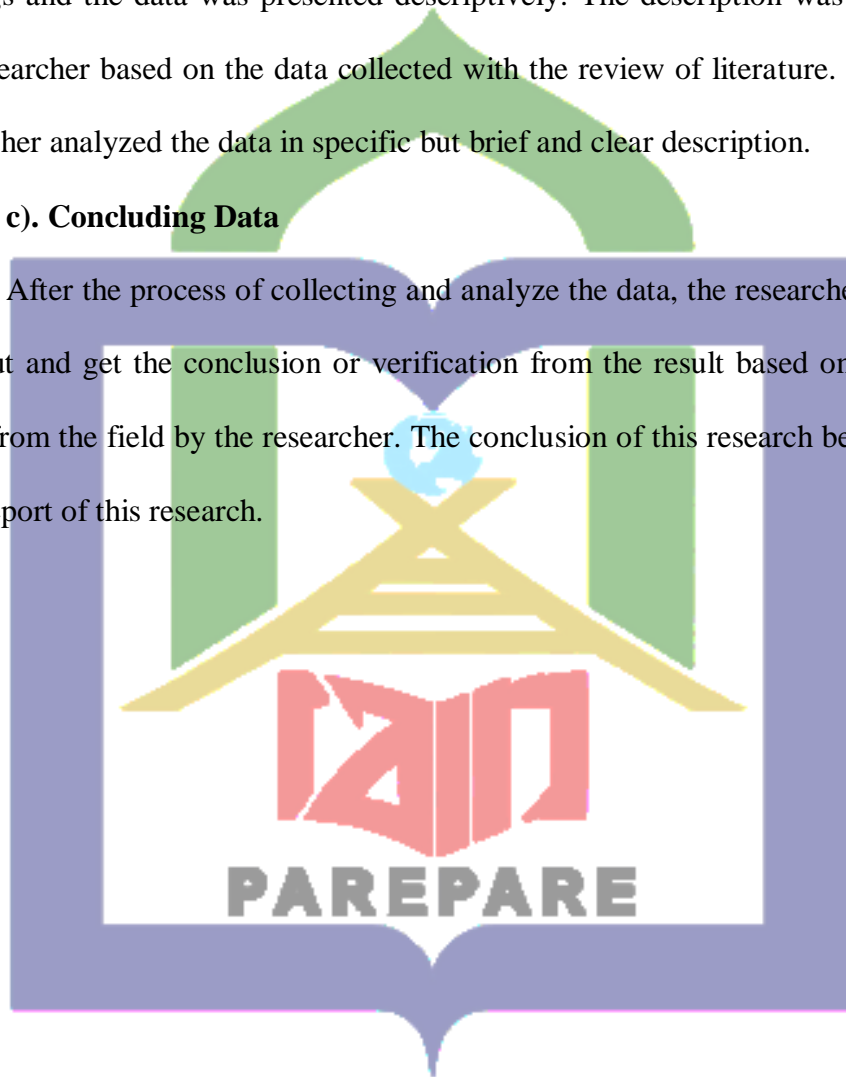
⁴⁸M.B. Miles and A.M. Huberman, *Qualitative Data Analyiss: A Sourcebook of New Methods* (California: Sage Publications, Inc, 2014), p. 21.

researchers devise. Frequency tables are typically developed for categories of coded behaviors.

When the data had been analyzed, the researcher started to describe the findings and the data was presented descriptively. The description was made by the researcher based on the data collected with the review of literature. Then, the researcher analyzed the data in specific but brief and clear description.

c). Concluding Data

After the process of collecting and analyze the data, the researcher tried to find out and get the conclusion or verification from the result based on the data taken from the field by the researcher. The conclusion of this research became the final report of this research.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter deals with the findings of the research and discussion of the findings. The findings are arranged in line with the problem statements outlined in introduction part. In the discussion section, arguments and further interpretation of the findings are given

A. Research Findings

The findings are based on interview that had been conducted by interviewing 15 teachers from different school. 15 teachers consisted of 5 teachers of Elementary school, 5 teachers of junior high school and 5 teachers of senior high school. The interview aimed to find out how the teachers' perception and performance in using reward and punishment as strategy managing EFL classroom and find out the kinds, merit and demerit of in using reward and punishment as strategy managing EFL classroom. The data can be seen as follows:

1. Teachers' Perception Towards Reward and Punishment as Strategy in Managing the Classroom

a. Teachers' Perception Towards Reward

This part discusses about the teachers' perceptions towards reward as the strategy in managing the classroom. The first questions related to teacher's point of view about reward in English learning process. Their answers as follows:

"Giving reward to students is very good. Because it can increase learning motivation for students"⁴⁹

⁴⁹ Mrs. SLM. (English Teacher), interviewed July 2020 in Parepare.

(SLM stated that reward is very good to increase students' motivation in learning English)

“Reward in English learning process is important because we know that English is difficult for some students, so it is to make them happy in learning. Rewards also provoke student interest and curiosity”⁵⁰

(ELM stated that due to English as a foreign language, the teachers need to find best way to increase their interest. In this case, reward is important to be used in teaching English.)

“Reward is very useful in learning English because reward is as an appreciation for their performance or the results of their efforts in the learning process. With this reward, it can motivate students to improve their skills in English”⁵¹

(EFR stated that reward is useful to appreciate students' performance. It hopes that it can improve students' motivation in learning English)

From the opinion expressed by the teacher above, it can be concluded that,

reward is considered important and very good to be used as an alternative in terms of increasing student interest and curiosity as well as motivation of students in the learning process of English.

For further information, the researcher asked about the teachers' reason to know their purpose using reward in English learning process. The following are teachers' answer:

“There are several reasons for giving rewards to students. The first one awakens and stimulates the lazy and weak children's learning method and then other reasons so that they can increase their enthusiasm for learning”⁵²

(REN stated that there are some reasons the teachers give rewards to students namely to awakens and stimulus the lazy students to be diligent.)

“The reasons for giving rewards are firstly to give, arouse, and motivate students to be even more enthusiastic in the learning process. Then the second is to appreciate the results of their work, their tasks or their attitudes during learning English”⁵³

(MBR stated that reward is used to make the students spirit and to appreciate their effort in learning English)

⁵⁰ Mrs. ELM. (English Teacher), interviewed July 2020 in Parepare.

⁵¹ Mr. EFR. (English Teacher), interviewed July 2020 in Parepare.

⁵² Mr. REN. (English Teacher), interviewed July 2020 in Parepare

⁵³ Mrs. MBR. (English Teacher), interviewed July 2020 in Parepare

“For some students, they think that English is difficult because English as a foreign language that is different from their mother tongue. So by giving this reward, we are able to attract and motivate students so that they can be enthusiastic in learning English.”⁵⁴

(MSR stated reward is used to catch students attention and motivation to learn English which is as foreign language for them.)

From the teachers’ statements above, it can be concluded that the reason

for using rewards to students is to arouse and increase the enthusiasm of students, especially those who are lazy and weak in completing tasks and also to motivate students to be even more active in learning. So that with the reward students can get good Achievement in English Lesson.

b. Teachers’ Perception Towards Punishment

This part discusses about the teachers’ perceptions towards punishment in managing students’ behavior in English classroom. The first questions related to teacher’s point of view about punishment in English learning process. Their answers as follows:

“In my opinion, punishment is a type of warning. So the reprimand should not hurt feelings and not physically hurt students. Because the purpose of punishment is indeed to correct mistakes”⁵⁵

(AWL stated Punishment as warning for bad behavior should not hurt students’ feeling and physic.)

“In my opinion, punishment has a positive and negative impact. Which is the positive impact, namely students motivate themselves to learn so as not to get punished while the negative is to give fear to some students who are less interested in learning English.”⁵⁶

(ELM stated there are two sides of punishment. It has positive side if it can improve the students’ motivation in learning English. And it has negative side if the punishment makes the students feel afraid.)

“The same goes for giving rewards. Giving punishment is also important for students in order to minimize mistakes or misbehavior in

⁵⁴ Mrs. MSR. (English Teacher), interviewed July 2020 in Parepare

⁵⁵ Mr. AWL. (English Teacher), interviewed July 2020 in Parepare

⁵⁶ Mrs. ELM. (English Teacher), interviewed July 2020 in Parepare

the learning process, especially learning English.”⁵⁷

(MSR stated that punishment is helpful for the teachers to control the students’ misbehavior in the classroom)

Based on the teachers’ perception above, punishment in the English learning process is important because it is a medium or reinforcement for students so they don't repeat the same mistakes. But in giving punishment, it is not permissible to hurt the feelings of the students, especially the students physically. Because punishment aims to make students educated and disciplined in learning

For further information, the researcher asked about the teachers’ reason to know their purpose using punishment in English learning process. The following are teachers’ answer:

“The reason I give punishment to students is when students make mistakes that are not appropriate or disobey the agreed rules. Hence, the importance of giving punishment is that their mistakes do not happen again. By the hope that the punishment given is still educational but it is able to change negative things to positive things.”⁵⁸

(SLM stated that he gave punishment to the student if they make mistakes such as disobeying the rule. So it is hoped the punishment given will make them not to repeat the same mistake. But the punishment should be educational punishment)

“The reason for giving punishment to students is to provide a deterrent effect and character improvement”⁵⁹

(ALM stated that punishment is used to improve students’ character from the bad to good)

“The reason of giving punishment to students is to make them discipline s so that students are on time in joining the class and collect assignments.”⁶⁰

(SLD stated that punishment is used to make the students discipline such as they are on time to join the class and collect the task)

According to the teacher's perception about it can be concluded that the reasons for giving punishment because students commit violations so that

⁵⁷ Mrs. MSR. (English Teacher), interviewed July 2020 in Parepare

⁵⁸ Mrs. SLM. (English Teacher), interviewed July 2020 in Parepare

⁵⁹ Mr. ALM. (English Teacher), interviewed July 2020 in Parepare

⁶⁰ Mr. SLD. (English Teacher), interviewed July 2020 in Parepare

punishment needs to be given in educating students to be more disciplined, not repeating the same mistakes and being able to change negative things to positive things.

2. Teachers' Performance Towards Reward and Punishment as Strategy in Managing the Classroom

a. Teachers' Performance in Using Reward

This part will deal with teacher's performance in using reward in English learning process. The first is related to the teachers' planning of using reward, the researcher asked whether they plan to give reward or not and when or what situation they usually give reward to students. Here are their answers:

"Yes, I planned it from the beginning. The first is when the student is active in the lesson or in answering the given questions. Then I give the reward when the child is adept at doing his job."⁶¹

(REN stated that he planned to give reward such as when the students are active and answer the question. So they are rewarded by the teachers)

"Sometimes I plan to give rewards and sometimes I don't. an example of a planned reward, I said "if your score gets 90 or above 90, you will get a dictionary", and for reward that is not planned, for example when in the learning process I ask questions and the students are not eager to give feedback so I say "who can answer my question then may rest first". When I give rewards like that they are competing to answer. Although the answer is not necessarily correct, at least it motivates students to provide feedback on what I ask"⁶²

(MBR has two ways in giving reward they are planned and unplanned reward. For planned reward such as giving additional score or give present as reward. And unplanned reward is when the students can answer the question, the teacher let the students to take a rest earlier.)

"We as teachers divide rewards in two ways. First, direct reward means without any prior preparation such as give them prize (praise). For example, students answer questions or are active in class or do things that we think are very helpful in the learning process such as helping a friend in translating the meaning. We usually give direct praise. I personally

⁶¹ Mr. REN. (English Teacher), interviewed July 2020 in Parepare

⁶² Mrs. MBR. (English Teacher), interviewed July 2020 in Parepare

sometimes give rewards to students in the form of souvenirs if there is preparation. For example, we plan a lesson in which the learning process we hope the students are really active and we think that the activity can be memorable for students. So we prepare special rewards like souvenirs. Sometimes I go out of the area then I find something interesting that I prepare for my students for the next meeting in the classroom.”⁶³

(RSD stated that she has two ways of giving reward. Those are prepared reward such as giving souvenir and unprepared reward such as praising them when they answer correctly or do something good.)

According to the teachers, there were two ways of giving rewards, namely planned and unplanned rewards. An example of a planned reward was that the teacher prepared rewards in the form of gifts or souvenirs to students. And students could get it if they could meet the requirements imposed by the teacher. And examples of unplanned rewards were students were active and able to answer the question. Other examples when the students did a given assignment properly. Then the teacher gave a reward in the form of praise, applause. Etc.

The second is related to obstacle that might teachers face when using reward as strategy in managing English classroom. To quote, the teachers said:

“The problem is if students want rewards in the form of objects or money.”⁶⁴

(AWL stated that he found the students asked reward in the form of things. So it becomes one the teachers’ problem in giving reward.)

“The obstacle is that it seems that it is not so orderly and it is rather difficult to be more objective because sometimes teachers have feelings of pity for students who have tried to answer very well even though the answer is not correct, but it seems we have to give appreciation. So sometimes there may be an inconsistency in giving rewards.”⁶⁵

(HTB stated that the obstacle of using reward is the teachers cannot be objective. Sometimes they use their feeling)

“There are no obstacles in giving rewards such as praise because we convey it orally. Maybe the impact will be on other students. For

⁶³ Mrs. RSD. (English Teacher), interviewed July 2020 in Parepare

⁶⁴ Mr. AWL. (English Teacher), interviewed July 2020 in Parepare

⁶⁵ Mrs. HTB. (English Teacher), interviewed July 2020 in Parepare

example, we give them prize, excellent, you are great. It is possible for other students to feel jealous but of course some are motivated too.”⁶⁶

(RSD said that giving reward can make other students feel jealous if they do not get reward from the teacher)

According to teacher observations when teaching, the obstacles faced by the teacher in applying the reward were other students who were not rewarded feeling jealous and feeling inferior. Then another obstacle faced by teachers is that they are sometimes less objective in providing rewards. Besides, students sometimes ask for rewards in the form of objects or money so that the teacher must be able to understand the character of students by determining the right form of reward.

The next question related to how the implementation of reward runs as strategy in managing their English classroom. There were some teachers' explanations, as follow:

“Alhamdulillah, during my experience in teaching, the effect is good on students. Students are happy with the giving of rewards. Students are also motivated to learn English”⁶⁷

(HRS stated during his experience in teaching he found reward as good strategy to motivate the students to study English)

“The implementation of the reward system has a significant impact.”⁶⁸
(ELM said that the reward has good effect to students' performance)

“In terms of implementation, the reward is very good. It is very influential when a student is given a reward with one that is not given a reward. It is very much different when the student is assessed, evaluated and guided then given a reward so that the student is more motivated to do the assignments given by the teacher. In the sense of the students do their task flexibly, fast and precisely.”⁶⁹

(EFR stated that the implementation of reward can make the students motivated in learning English)

From the teacher's experience, the teachers assumed that so far the

⁶⁶ Mrs. RSD. (English Teacher), interviewed July 2020 in Parepare

⁶⁷ Mr. HRS. (English Teacher), interviewed July 2020 in Parepare

⁶⁸ Mrs. ELM. (English Teacher), interviewed July 2020 in Parepare

⁶⁹ Mr. EFR. (English Teacher), interviewed July 2020 in Parepare

implementation of rewards had run smoothly and effectively in helping lazy students to be enthusiastic and motivated in doing task and learning English. In addition, rewards had significant impact to make the students happy in the classroom.

b. Teachers' Performance in Using Punishment

This part will deal with teacher's performance in using punishment in English learning process. The first is related to the teachers' planning of using punishment, the researcher asked whether they plan to give punishment or not and when or what situation they usually give punishment to students. Here are their answers:

“Actually, in the learning process it is not planned to give punishment to students but when the learning process takes place suddenly there are students who commit misbehavior or disobey the rule then automatically we will have to give punishment.”⁷⁰

(REN stated that he does not plan to give punishment but he will give punishment if the students disobey the rule)

“Yes, I plan to give punishment to students, when the student does not do the assignment given or the student disobey the rules agreed upon in the study contract”⁷¹

(ELM stated that she plan to give punishment because she has made contract with the students. if they disobey the rule, they will be given punishment.)

“For attitude assessment, it is planned and we are required to create learning scenarios in which there is an attitude assessment. Among how to guide this attitude, there is reward and punishment, so the hope is that student punishment is more focused. For example, before the initial learning process of the meeting, we made commitments with students regarding the learning procedures in English. For example, students do not attend the last meeting, then the punishment will be in the form of learning. They have to explain the reasons why it is not present in English form.”⁷²

⁷⁰ Mr. REN. (English Teacher), interviewed July 2020 in Parepare

⁷¹ Mrs. ELM. (English Teacher), interviewed July 2020 in Parepare

⁷² Mrs. RSD. (English Teacher), interviewed July 2020 in Parepare

(RSD stated that she has commitment if the students do not obey the rule, they should be punished such the students do not collect the task, come late and so forth)

Based on the teacher's answer from the interview, the researcher can conclude that there were two forms of punishment, namely unplanned and planned punishment. Examples of unplanned punishment was when in the learning process there were students who do not pay attention when the teacher explained or students were sleepy in the class, then they were given a punishment in the form of explaining in English about what they were discussing or standing in the classroom for 5-10 minutes. And an example of giving planned punishment was when students disobey the rules that had been agreed upon the learning contact.

The second question is related to obstacle that might teachers face when using punishment in managing students' behavior in English classroom. To quote, the teachers said:

"Initially the teacher must have had a lot of consideration when the teacher wanted to give punishment to students. Especially as now there is a child protection law. The considerations for carrying out the punishment are heavy, but if students allow them to commit violations it will have an impact like that. So here the teacher can be clever and coordinate with parents and the school on how to follow up if there is a violation so that the penalty can be accepted by the teacher, students and parents."⁷³

(REN stated that the problem faced by the teacher to use punishment is the parents sometimes complain and join their children's problem in school)

"The obstacle is sometimes from me. I am sometimes inconsistent if they don't do homework. "Students who don't do homework, Stand by the wall first for 10-15 minutes." But after only 5 minutes of feeling sorry for the students, I told them to sit down. In the end, students take such punishment as normal. So I think it's ineffective because it

⁷³ Mr. REN. (English Teacher), interviewed July 2020 in Parepare

involves feelings. So I am looking for a punishment that can educate them and does not involve feelings.”⁷⁴

(RSD stated that her problem in using punishment is she cannot be consistent to the students because sometimes she uses her feeling)

“The obstacle is that many teachers do not yet know about what punishment they think is appropriate for these students. Because the character of the students is not the same, some want to be abused and some do not. so it must be known the character of the students first because not all contents of the brain and the contents of the students' thoughts are the same. lest the punishment given will disturb him psychologically.”⁷⁵

(EFR stated that he should know students' character first to give appropriate punishment. So it is one of the problem to choose right punishment)

According to teacher observations when teaching, the constraints of giving punishment came from the teachers themselves who could not be objective and consistent. And some teachers did not know the exact punishment that was still educational and in accordance with the characteristics of students and student violations. In this case the teacher was challenged to find a punishment system that was appropriate. Not only educating, in accordance with the violations committed but also the punishment given which was able to improve students' English skills.

The next question related to how the implementation of punishment runs in managing students' behavior in English classroom. There were some teachers' explanations, as follow:

“I have rarely given the punishment system to students. But there were some students who were lazy, so I told them to write down some vocabularies.”⁷⁶

(HRS stated that he gave punishment to the students such as writing vocabularies)

⁷⁴ Mrs. RSD. (English Teacher), interviewed July 2020 in Parepare

⁷⁵ Mr. EFR. (English Teacher), interviewed July 2020 in Parepare

⁷⁶ Mr. HRS. (English Teacher), interviewed July 2020 in Parepare

“Not bad, Alhamdulillah. But I rarely apply punishment. Later the students were at a level above that was too much, so I applied the punishment. So I prefer to give rewards rather than punishment. About 70% reward and 30% punishment.”⁷⁷

(MBR stated that she seldom use punishment to the students because she prefer to use reward than punishment)

“Good and even if I saw the punishment I gave, there were students who had memorized them and were already fluent with the reason "I didn't come last meeting because I was sick" whereas there could be other reasons. This is for students whose vocabulary levels are low”⁷⁸

(RSD stated that punishment given to the students can improve the way they speak even though they only memorize the sentence)

Based on the teachers' answer in interview, it described that the punishment was seldom used by the teachers. In the other hand, punishment could help the teacher to control the students' behavior in the classroom.

3. Kinds of Reward and Punishment as Strategy in Managing Classroom

a. Kinds of Reward

In this research, there were two kinds of reward used by the teacher as strategy in managing classroom. They were Instructional reward and non-instructional reward. The findings were categorized based on the kinds of strategies:

1) Instructional Reward

Instructional Reward is reward relates to the teaching process which has direct effect to the students. Based on the result from teachers' interview, the kinds of reward can be illustrated as follow:

a) Exam Exemption

Exam exemptions are a privilege to be earned by students who have

⁷⁷ Mrs. MBR. (English Teacher), interviewed July 2020 in Parepare

⁷⁸ Mrs. RSD. (English Teacher), interviewed July 2020 in Parepare

demonstrated academic achievement and responsible behavior. The teacher gave exam exemption as reward to the students if they did their task diligently. The result of teacher's interview as follow:

“.... Kemudian anak-anak yang rajin dalam mengerjakan tugas biasanya ada pembebasan dalam ujian”

(... then the students who did their task diligently, sometimes we give exam exemption)⁷⁹

b) Task Exemption

Another reward used by teacher was task exemption. The students were not required to do the task when they could answer the question correctly or they got good score in the material. This was based on the result of the teacher's interview:

“Saya memberikan reward kepada siswa seperti tidak perlu mengerjakan tugas ketika mereka sudah mendapatkan nilai baik pada materi yang diberikan.....”

(I gave reward to students such as the students were not required to do task when they got good score of the given material.)⁸⁰

c) Early break

The next example used by the teacher was early break. The teachers gave early break time as reward to the students if they could answer the teacher's question or finish the task earlier.

“Salah satu contoh pemberian reward jika siswa mampu menjawab pertanyaan dengan benar, saya janjikan untuk keluar lebih cepat”

(One of examples of giving rewards if students are able to answer questions correctly, I promise to let them have early break.....)⁸¹

Based on the result of the interview with the teachers, we can conclude instructional reward used by teachers was categorized into three namely exam

⁷⁹Mrs. SLM. (English Teacher), interviewed July 2020 in Parepare

⁸⁰Mr. HRS. (English Teacher), interviewed July 2020 in Parepare

⁸¹Mrs. MBR. (English Teacher), interviewed July 2020 in Parepare

exemption, task exemption and early break. These rewards could directly give effect to students. This reward should be analyzed by the teachers to know the effect of these rewards. It could be positive or negative effect.

2) Non-Instructional Reward

Non-instructional reward is reward relates to the teaching process which has indirect effect to the students. The teacher gave praise, physical contact and token rewards to the students. It was given for every positive thing that any student did. Based on the result from teachers' interview, the non –instructional reward can be specified into some categories as:

a) Praise

Praise is a form of reward that can be verbal or written. Praise can play a crucial role in motivating students if the teachers have enough information of when and how to use it. The following are teachers' answer from the interview:

“Salah satu contohnya saat saya memberikan pertanyaan kemudian siswa mampu menjawab pertanyaan maka saya berikan pujian.....”

(One of example is when I asked questions and students were able to answer questions, so I gave praise.....)⁸²

“saya memberikan reward kepada siswa secara verbal dengan menggunakan kata kata seperti ‘bagus,sudah benar, tepat, bagus sekali’ seperti itu.”

(I gave verbal reward to the students such as ‘good, that’s right, excellent and etc....)⁸³

“Misalnya jika siswa sudah mengerjakan tugas dengan baik. Kemudian dikatakan bravo, amazing, pekerjaanmu kamu sangat baik sekali”

(For example, if students did a good assignment. Then I said bravo, amazing, good job)⁸⁴

⁸²Mr. AWL, MRS. HTB, & MRS. RSD. (English Teacher), interviewed July 2020 in Parepare

⁸³Mr. REN. (English Teacher), interviewed July 2020 in Parepare

⁸⁴Mr. EFR. (English Teacher), interviewed July 2020 in Parepare

b) Physical contact

To pat students on the back and to put a hand on their shoulders for multiple reasons, it is a great way to help students direct and maintain attention.

Based on the teachers' interview, there were two teachers using this strategy.

"For example the students do something best then kita tepuk pundaknya dan mengatakan hebat kamu nak. Karena kami pernah dapatkan bahwa sentuhan langsung itu kadang membuat sisi psikologis siswa itu berbeda."

(For example the students do something best then we pat their shoulders and say you are great. Because we have found that the direct touch sometimes makes the student's psychological side better)⁸⁵

Pemberian reward bisa berupa Kita berjabat tangan atau menyentuh pundak siswa ketika siswa melakukan hal baik seperti menjawab pertanyaan dengan benar

(Giving rewards can be in the form of us shaking hands or touching students' shoulders when students do good things such as answering questions correctly)⁸⁶

As so many educators and researchers have suggested, the value of supportive, appropriate touch in the classroom is enormous. Holding hands and simply a hand on the shoulder or arm can give the teacher-student relationship an invaluable boost that will physiologically and social-emotionally reward the giver and the receiver, not to mention benefit the student's academics

c) Gesture

The gesture used by the teacher to give rewards was applause and thumbs up. It was given when the students presented their work perfectly, answered teachers' question completely and correctly.

Contohnya ketika saya memberikan tugas atau pertanyaan ke siswa dan dia bisa kerjakan dengan baik, Saya biasanya berikan reward berupa tepuk tangan

(For example, when I give assignments or questions to students and they can do it well, I usually give rewards in the form of applause)⁸⁷

⁸⁵Mrs. RSD. (English Teacher), interviewed July 2020 in Parepare

⁸⁶Mr. REN. (English Teacher), interviewed July 2020 in Parepare

⁸⁷Mr. SLD. (English Teacher), interviewed July 2020 in Parepare

d) Token Reward

Token rewards are the most frequent reward that the teacher always gives in every meeting. The examples of token rewards are food, money, gift, point, star and etc. This is based on the result of teachers' interview:

Kemudian yang berupa benda seperti yang saya lakukan memberikan hadiah kecil kecil seperti pulpen, buku dan sebagainya. (hadiah)

(Rewards in the form of objects like what I do, usually I give small gifts such as pens, books and so on)⁸⁸

Saya memberikan reward berupa benda yang paling mereka butuhkan misalkan pulpen atau plastic yang dapat mengcover buku mereka

(I give rewards in the form of things they need most, for example, pens or plastic that can cover their books)⁸⁹

Contoh penerapannya itu misalnya ketika saya memberikan pertanyaan kemudian ada siswa didalam kelas mampu menjawab pertanyaan maka saya berikan bintang. Kemudian bintangnya dikumpulkan dan bisa ditukar dengan hadiah.

(Example of recipients of the reward is when I ask questions, and then there are students in the class who are able to answer questions, so I give stars. Then the stars are collected and can be exchanged for gifts)⁹⁰

Contoh penerapan pemberian reward itu karena saya menggunakan system poin, jadi jika ada siswa yang menjawab pertanyaan atau memberi pertanyaan ituu akan mendapatkan poin tambahan 10 kemudian siswa yang paling cepat mengumpulkan tugas maka dapat poin plus 20 dan seterusnya)

(For example, I use a point system to give rewards. so if there are students who answer the question or give that question; they will get an additional 10 points then the student who is the fastest to collect the assignment will get plus 20 points and so on)⁹¹

In implementing various kinds of rewards, a teacher must be able to choose the form of reward that is suitable for students and the reward is based on the situation and condition of the students. Teachers provide various types of

⁸⁸Mr. REN. (English Teacher), interviewed July 2020 in Parepare

⁸⁹Mrs. HTB. (English Teacher), interviewed July 2020 in Parepare

⁹⁰Mrs. DIJ. (English Teacher), interviewed July 2020 in Parepare

⁹¹Mr. RHM. (English Teacher), interviewed July 2020 in Parepare

rewards to students should be based on the results that have been achieved by students.

b. Kinds of Punishment

Punishment is a consequence given by the teacher in order to reduce the negative behavior of students. Consequently this behavior will not happen again. The punishments given are usually in the form of an unpleasant stimulus. There are two categories of punishment used by the teachers. Those are presented as follow:

1) Instructional Punishment

Instructional Punishment is punishment relates to the teaching process which has direct effect to the students. Based on the result from teachers' interview, the kinds of punishment can be illustrated as follow:

a) Punishment by Action

This punishment was used by the teacher as one of the way to manage student's misbehavior in the classroom. And here is the example of punishment used by the teacher based on the teachers' answer from the interview:

“Contohnya, pada saat pelajaran berlangsung, ada siswa yang tidak mengerjakan tugas atau lalai tidak memperhatikan ketika guru menjelaskan biasanya saya suruh membersihkan papan tulis atau membersihkan kamar mandi, membuang sampah.

(for example, during the lesson, there were students who did not do the assignment or were negligent or did not pay attention when the teacher explained that I usually ordered them to clean the blackboard or clean the bathroom or take out the trash)⁹²

Untuk punishment fisik, saya kadang suruh berdiri atau push up misalnya kalau mereka terlambat masuk kelas “alasannya terlambat masuk kelas : “makan bu”, ok silahkan dulu lari lari didalam kelas supaya kalornya terbakar supaya sehat lagi untuk belajar”

⁹²Mr. REN. (English Teacher), interviewed July 2020 in Parepare

(For physical punishment, I sometimes tell them to stand up or do push-ups, for example if they are late for class "the reason is that they are late for class:" eat mom ", ok, go ahead and run in class so that the calories burn so that they are healthy again for studying)⁹³

From the teachers answer above, It can be concluded that one of the kinds of instructional punishment was punishment by action. This punishment was used to reduce students' misbehavior in the classroom. This punishment might reduce negative behavior but it did not give contribution to improve students' skill in learning specifically English.

2) Non-Instructional Punishment

Non-instructional punishment is punishment relates to the teaching process which has indirect effect to the students. The punishments were in the form of grade (decreasing score, stars or points), penalty and punishment by words. Based on the result from teachers' interview, the non –instructional punishment can be specified into some categories as:

a) Grade

This kind of punishment is not physical punishment but the punishment is in the form of decreasing scores, points, or stars.

".....Misalnya jika mereka melanggar saya ambil bintangnya,
(.....For example if they break the rule I take their stars)⁹⁴

"System yang saya pakai adalah system poin jika siswa melanggar itu akan mendapat pengurangan poin"

(The system I use is a point system. So if students violate it, they will get a point deduction.)⁹⁵

Punishment for this type is the most widely practiced punishment in

⁹³Mrs. MBR. (English Teacher), interviewed July 2020 in Parepare

⁹⁴Mrs. DIJ. (English Teacher), interviewed July 2020 in Parepar

⁹⁵Mr. RHM. (English Teacher), interviewed July 2020 in Parepare

schools, especially when students were late to class, did not do homework or late in submitting assignments. For example, a student came late to class, so as a punishment the student got red points or the student's points/stars were deducted from 10 minus 2 for being late.

b) Use a penalty

The most positive punishment that the teacher usually used is fine or penalty such as do the task 2,3 or 5 times with the translation, memorizing some vocabulary, make a summary, do the worksheet, answer/write the task directly to the whiteboard and so on.

“Bagi anak anak yang belum menyelesaikan tugasnya jika memungkinkan biasanya saya suruh tinggal di kelas bersama saya sampai tugasnya selesai jika tidak memungkinkan maka saya memberikan tugas tambahan untuk diselesaikan dirumah

(For children who have not completed their assignments, if possible, I usually tell them to stay in the class with me until the task is completed, if not possible, then I give additional assignments to be completed at home)⁹⁶

Contohnya ketika mereka tidak melaksanakan tugas jadi mereka akan diberikan efek jera sesuai kesepakatan misalnya menghafal kosakata, memperkenalkan diri atau melakukan public speaking di depan teman-temannya.

(For example, when they don't carry out a task, they will be given a deterrent effect according to the agreement, for example memorizing vocabulary, introducing them or doing public speaking in front of their friends.)⁹⁷

c) Punishment by words

One of the examples of punishment used by the teachers is punishment by words. The example of this punishment is the students must answer teacher's question in English or repeat the teacher's explanation

Contohnya kita suruh diskusi misalkan atau mereka sedang ngobrol maka kita suruh can you tell us what are you talking about in front of the class?

⁹⁶ Mr. AWL. (English Teacher), interviewed July 2020 in Parepare

⁹⁷ Mr. ALM. (English Teacher), interviewed July 2020 in Parepare

(when the teacher is explaining and they are noisy, then we ask for a discussion or they are chatting, then we tell "can you tell us what are you talking about in front of the class?)"⁹⁸

Kalau misalnya ketika saya menjelaskan dan mereka ribut maka hukumannya saya suruh mereka ulang penjelasan saya
(For example, when I explain and they are busy with their business, I will ask them to repeat my explanation)⁹⁹

4. Merit and Demerit of Reward and Punishment as Strategy in Managing Classroom

a. Merit and Demerit of Reward

Moving to the next part is related to merit and demerit of using reward as strategy in managing English classroom. The first question about what the advantage the teachers obtain of using reward. The following are teachers' perception:

"The advantage in the process of implementing the reward is students are motivated. And also it enables to increase students' interest in learning English"¹⁰⁰

(HRS stated that reward has positive effect that is to improve students' motivation in learning English)

"The advantage when I implement the reward system is that students are more active than before I implemented the reward. Then the second student is more focused or the student's focus is not too divided because they expect to get this reward if they can answer the teacher's question correctly. Then the third, of course, increases student motivation in learning, especially learning English"¹⁰¹

(RHM stated that the advantage of using reward in teaching is it can help the teacher to take their attraction in learning English)

"The first advantage is that students' motivation increases in the learning process of English. The second is the relationship between teacher and student that will be seen when he goes to college maybe he will remember "oh I got a reward from a teacher" maybe as a memento one day and can

⁹⁸ Mrs. RSD. (English Teacher), interviewed July 2020 in Parepare

⁹⁹ Mr. EFR. (English Teacher), interviewed July 2020 in Parepare

¹⁰⁰ Mr. HRS. (English Teacher), interviewed July 2020 in Parepare

¹⁰¹ Mr. RHM. (English Teacher), interviewed July 2020 in Parepare

be a very memorable thing.”¹⁰²

(EFR stated that reward can make the relation between teacher and students are good and the effect will be until in the future)

Based on the teacher's assessment, the merit of using reward were making students more motivated in learning English, such as being enthusiastic in answering questions and encouraging students to always behave well. In the other hand, the merit of rewards would have very good effect between students and teachers in the future because the reward that they got from the teacher became memorable thing.

The next question is about the demerit of using reward as strategy in managing English classroom. The following are teachers' point of view:

“Negative effects or disadvantage when we always give rewards to students, students usually have an arrogant attitude because they feel smarter or better than their friends in lessons”¹⁰³

(REN stated that giving reward has negative effect too. It can make the students be arrogant)

“The drawback is when giving too much of a reward, children will feel dependent on rewards. and in the end they want to do something because they only focus on the reward, not on their material”¹⁰⁴

(ALM stated that giving reward too much will make the students addicted and they will only do something if they are promised reward)

“The downside is that it usually costs extra to prepare a gift. And then usually this reward is only focused and effective or successful for active students”¹⁰⁵

(MSR stated that the disadvantage of reward is only focus on the active students)

From the teacher's assessment of the demerit of rewards, it can be concluded that not all students in the class could get rewards so that students who

¹⁰² Mr. EFR. (English Teacher), interviewed July 2020 in Parepare

¹⁰³ Mr. REN. (English Teacher), interviewed July 2020 in Parepare

¹⁰⁴ Mr. ALM. (English Teacher), interviewed July 2020 in Parepare

¹⁰⁵ Mrs. MSR. (English Teacher), interviewed July 2020 in Parepare

always got rewards usually have an arrogant attitude because they feel smarter or better than their friends. Then the teachers were worried that giving excessive rewards could cause addiction so that students only wanted to do something if the reward was promised. Another drawback, if students liked to ask for rewards in the form of objects, the teacher had to prepare budget to meet the desires of these students.

b. Merit & Demerit of using punishment

Moving to the next part is related to merit and demerit of using punishment as in managing students' behavior in English classroom. The first question was about the advantage of using punishment in English classroom. The following are teachers' perception:

“In my opinion, the advantages are in terms of responsibility, children are no longer underestimating the tasks that are given, if in terms of behavior, they train children to be disciplined”¹⁰⁶

(AWL stated that by giving punishment the students are trained to be disciplined)

“In my opinion, the first advantage of punishment is motivating students to learn, the second is motivating students not to break the rules and the third is motivating students to always carry out their duties and responsibilities as a student”¹⁰⁷

(ELM stated that giving punishment will not disobey the rule and they will do their duties as students)

“From being conveyed by students directly to me, Advantage of the punishment given during this time, their vocabulary increases and they dare to speak English a little bit.”¹⁰⁸

(RSD stated that the advantage of punishment is it can increase the stuents' vocabulary)

Based on the results of teacher interviews, it can be concluded that there

were several merits to the use of punishment such as motivating students to learn

¹⁰⁶ Mr. AWL. (English Teacher), interviewed July 2020 in Parepare

¹⁰⁷ Mrs. ELM. (English Teacher), interviewed July 2020 in Parepare

¹⁰⁸ Mrs. RSD. (English Teacher), interviewed July 2020 in Parepare

and to be responsible for completing assignments given by the teacher. Students' misbehavior in the classroom can be minimized by providing educational punishments and punishments in the form of writing and memorizing vocabulary. It was very good punishment because it could improve students vocabulary so it is useful to help students speak English.

The next question is about the disadvantage of using punishment in managing students' behavior in English classroom. The following are teachers' point of view:

"The drawback is that when we give punishment to students, usually students will think that the teacher who gives punishment is fierce or the teacher is angry. Then usually when the teacher gives punishment to students, usually the students will take a grudge against the teacher and are a little afraid of the teacher. And usually parents also interfere with the problem."¹⁰⁹

(REN state that the demerit of punishment is it will make the students feel afraid to the teacher)

"So far, what I see, there are shortcomings in the punishment implementation process. Usually there is an injustice by the teacher in giving punishment in the sense that sometimes the teacher is not objective in giving punishment. If the teacher knows the student, the punishment is usually not heavy. But if you are not close to the student, the punishment is usually heavy"¹¹⁰

(MSR said that giving punishment is unfair sometimes if the students make mistakes but they are not punished the same while they did the same mistake)

"The drawback is if the punishment given by the teacher is in the form of students have to explain in English while students lack of vocabulary or not confidence to speak English. But I still give the way out, for example, if they are categorized as low in English, I say "it doesn't matter open your dictionary or you may open google. In essence, you want to talk and search the sentence you are going to say and say it in English. Later, we fix it again with the pronunciation"¹¹¹

(RSD stated that the punishment in form of speaking english is difficult

¹⁰⁹ Mr. REN. (English Teacher), interviewed July 2020 in Parepare

¹¹⁰ Mrs. MSR. (English Teacher), interviewed July 2020 in Parepare

¹¹¹ Mrs. RSD. (English Teacher), interviewed July 2020 in Parepare

because they lack of vocabularies)

From the results of the teacher's assessment in giving punishment to students, there were demerits in the process of applying punishment. Usually there was an injustice by the teacher in giving punishment in the sense that sometimes the teacher was not objective in giving punishment. So that the students' perceptions emerged that teachers A and B were unfair, fierce and angry. On the other hand, students became afraid of expressing their opinions to those teachers.

B. Discussion

In this part discussed those findings by reflecting on some theories related to the teachers' perception and performance in using reward and punishment as strategy managing EFL classroom and the kinds of reward and punishment used by the teachers as well as merit and demerit of using reward and punishment as strategy managing EFL classroom.

1. Teachers' Perception towards reward and punishment as strategy in managing classroom

a. Teachers' Perception towards Reward as Strategy in Managing Classroom

The findings of this research shows that reward is considered important and very good to be used as an alternative in terms of increasing student interest and curiosity as well as motivation of students in the learning process of English. In line with this

The reason for using rewards to students is to arouse and increase the enthusiasm of students, especially those who are lazy and weak in

completing tasks and also to motivate students to be even more active in learning. So that with the reward students can get good Achievement in English Lesson.

b. Teachers' Perception towards Reward as Strategy in Managing Classroom

Punishment in the English learning process is important because it is a medium or reinforcement for students so they don't repeat the same mistakes. But in giving punishment, it is not permissible to hurt the feelings of the students, especially the students physically. Because punishment aims to make students educated and disciplined in learning

The reasons for giving punishment because students commit violations so that punishment needs to be given in educating students to be more disciplined, not repeating the same mistakes and being able to change negative things to positive things

2. Teachers' Performance towards reward and punishment as strategy in managing classroom

a. Teachers' Performance towards reward as strategy in managing classroom

According to the teachers, there were two ways of giving rewards, namely planned and unplanned rewards. An example of a planned reward was that the teacher prepared rewards in the form of gifts or souvenirs to students. And students could get it if they could meet the requirements imposed by the teacher. And examples of unplanned

rewards were students were active and able to answer the question. Other examples when the students did a given assignment properly. Then the teacher gave a reward in the form of praise, applause. Etc

According to teacher observations when teaching, the obstacles faced by the teacher in applying the reward were other students who were not rewarded feeling jealous and feeling inferior. Then another obstacle faced by teachers is that they are sometimes less objective in providing rewards. Besides, students sometimes ask for rewards in the form of objects or money so that the teacher must be able to understand the character of students by determining the right form of reward

From the teacher's experience, the teachers assumed that so far the implementation of rewards had run smoothly and effectively in helping lazy students to be enthusiastic and motivated in doing task and learning English. In addition, rewards had significant impact to make the students happy in the classroom

b. Teachers' Performance towards reward as strategy in managing classroom

Based on the teacher's answer from the interview, the researcher can conclude that there were two forms of punishment, namely unplanned and planned punishment. Examples of unplanned punishment was when in the learning process there were students who do not pay attention when the teacher explained or students were

sleepy in the class, then they were given a punishment in the form of explaining in English about what they were discussing or standing in the classroom for 5-10 minutes. And an example of giving planned punishment was when students disobey the rules that had been agreed upon the learning contact.

According to teacher observations when teaching, the constraints of giving punishment came from the teachers themselves who could not be objective and consistent. And some teachers did not know the exact punishment that was still educational and in accordance with the characteristics of students and student violations. In this case the teacher was challenged to find a punishment system that was appropriate. Not only educating, in accordance with the violations committed but also the punishment given which was able to improve students' English skills

Based on the teachers' answer in interview, it described that the punishment was seldom used by the teachers. In the other hand, punishment could help the teacher to control the students' behavior in the classroom

3. The Kinds of Reward and Punishment used by the teachers as Strategy in Managing the Classroom.

a. The Kinds of Reward and used by the teachers as Strategy in Managing the Classroom

In this research, there are two kinds of rewards used by the teacher in

managing classroom, which are the focus of this research: they are Instructional reward and non-instructional reward as follow:

a. Instructional reward

Instructional Reward is reward relates to the teaching process which has direct effect to the students. There are 3 kinds of instructional reward namely Exam Exemption, task exemption and early break.

Exam exemptions are a privilege to be earned by students who have demonstrated academic achievement and responsible behavior. The teacher gave exam exemption as reward to the students if they did their task diligently. Another reward used by teacher was task exemption. The students were not required to do the task when they could answer the question correctly or they got good score in the material. The next example used by the teacher was early break. The teachers gave early break time as reward to the students if they could answer the teacher's question or finish the task earlier.

b. Non-instructional reward

Non-instructional reward is reward relates to the teaching process which has indirect effect to the students. The teacher gave praise, physical contact, gesture and token rewards to the students. It was given for every positive thing that any student did.

1. The Use of Praise, Gesture and Physical Contact

Based on the research, the rewards that often used by the teacher is praising. While for *physical contact and gesture* are the reward that sometimes used by the teacher. In addition there is one reward that never used by the teacher

that is *nearness*. In line with Slavin theory, that expression/gesture, recognition, praise, physical contact and nearness are the example of positive reward to increase the student's behavior.¹¹² For the discussion, 3 kinds of rewards are ever used by the teacher and the other one is never used. It shows that in this category the teacher used many varieties of reward in managing classroom.

2. *Token Rewards*

Token rewards are the most frequent reward that the teacher always gives in every meeting. In Slavin theory, he gives some examples of token reinforces, that are money, grades, stars, points, food etc.¹¹³ In line with the theory, the teacher always gives the students, gift, points or score as the kind of reward for every participations in the class.

As the conclusion, the teacher in everyday class used most of all kind of positive reward. There is only two kind of reward never used that are nearness and contracting. In addition, the most commonly reward used by the teacher is token reinforces by giving the students points or score.

c. **The Use of Punishment as Strategy in Managing the Classroom.**

Punishment is a consequence following a bad behavior that students do in the class. Feldman stated that punishment is stimulus that decreases the probability that a previous behavior will occur again.¹¹⁴ Punishment in the classroom needs to be implemented with care, should be educated and should

¹¹²Robert E., Slavin, *Educational Psychology: Theory and Practice*, Tenth edition, New Jearsey: Pearson, 2012. P. 120-123

¹¹³Robert E., Slavin, *Educational Psychology: Theory and Practice*, Tenth edition, New Jearsey: Pearson, 2012. P. 120-123

¹¹⁴Robert S. Feldman, *understanding Psychology*, twelfth Edition. New york. MCgAW-Hill education. 2015. P.190

never be used to single students. There are some kinds of punishment that can be used by the teacher in the classroom:

a. Instructional Punishment

Instructional Punishment is punishment relates to the teaching process which has direct effect to the students. The researcher could say that this kind of punishment was categorized as physical punishment too.

1. Punishment by action

This punishment was in the form of an act. The teachers apply to students who make mistakes by providing activities that are not fun for them. For example, when a student still did not change his bad habits to disturb his classmates, the teacher asked him to clean the classroom, erased the white board, and did push up as a form of punishment. This kind of punishment gave direct effect to the students because it led the students to be discipline but it would not help the students to improve their achievement in learning English.

b. Non-instructional punishment

Non-instructional punishment is punishment relates to the teaching process which has indirect effect to the students.

1. Grade

This kind of punishment is not physical punishment, but it also gives the big effect to the students. In reward, students can increase their point/star when they focus, active, and do the task well, but in punishment they will decrease their point if they break the rule. Teacher can reduce students' point if they have bad behavior in the class. The teacher tells to the students if they do not focus and

keep talking in the class, they will lose five points. If they do not do their assignment well, they will lose ten points and if they disturb their friend or their teacher, they will lose fifteen points.

2. Use of Penalty

The most positive punishment that the teacher usually used is fine or penalty. For teaching English this punishment is the most suitable for the students.¹¹⁵ For the example write vocabulary, memorize some English vocabularies, multiplying the English task, etc. By giving a fine or penalty, it also can improve the English student's skill. Task related punishment is the punishment purposed by Robert that related to students misbehavior so that it can teach the students the consequences in each behavior.¹¹⁶

3. Punishment by words

Teacher often give the verbal punishment to the male students rather than female students. Santrock said that if the teacher uses verbal punishment; remember to accompany it with positive feedback.¹¹⁷ In delivering the verbal punishment, the researcher found that the teacher sometimes giving feedback to the students although it is not always happened.

Thus all efforts or actions made by educators to students such as prohibiting, giving orders, advising, punishing are part of educational work. The form of punishment given must match the form of the mistake. And punishment is

¹¹⁵Edmud T. Emmer and Carolyn M. Evertson, *Classroom Management for Middle and High School Teachers*, eight edition (New Jearsey: Pearson, 2009), p. 139–141

¹¹⁶Bill, Rogers, *Classroom Behaviour*, vol. Third, California: Sage Publication, 2011. P. 146–148

¹¹⁷ Santrock, *Educational Psychology: Classroom Update: Preparing for Praxis and Practice*, pp. 222–225.

carried out in stages so that the punishment given can have educational value and can actually change bad habits as well as not repeat them again. Hence those teaching and learning activities can run in a conducive way

The teachers have the right and freedom to punish students who violate the rules, but the application of punishment in this study is not carried out arbitrarily because there are already regulations regarding giving punishment to students. Punishment is applied to improve student behavior and morale not to threaten students for the personal gain of a teacher. Besides that it is more educational in nature, it does not cause excessive hatred. Point punishment has been calculated in detail depending on the type of violation committed by the students. Therefore, the punishment is fairer to students and students can take responsibility for their actions sincerely. If punishment is carried out with violence, it does not motivate students to be better but will create fear and hatred which will lead to inner rebellion. In this case, teacher skills are needed in order to the goals will be achieved effectively.

4. Merit and Demerit of using Reward and Punishment as strategy in managing the Class

a. Merit and Demerit of using Reward as strategy in managing the Class

Based on the teacher's assessment, the merit of using reward were making students more motivated in learning English, such as being enthusiastic in answering questions and encouraging students to always behave well. In the other hand, the merit of rewards would have very good effect between students and teachers in the future because the reward that

they got from the teacher became memorable thing.

From the teacher's assessment of the demerit of rewards, it can be concluded that not all students in the class could get rewards so that students who always got rewards usually have an arrogant attitude because they feel smarter or better than their friends. Then the teachers were worried that giving excessive rewards could cause addiction so that students only wanted to do something if the reward was promised. Another drawback, if students liked to ask for rewards in the form of objects, the teacher had to prepare budget to meet the desires of these students.

c. Merit & Demerit of using punishment

Based on the results of teacher interviews, it can be concluded that there were several merits to the use of punishment such as motivating students to learn and to be responsible for completing assignments given by the teacher. Students' misbehavior in the classroom can be minimized by providing educational punishments and punishments in the form of writing and memorizing vocabulary. It was very good punishment because it could improve students vocabulary so it is useful to help students speak English.

From the results of the teacher's assessment in giving punishment to students, there were demerits in the process of applying punishment. Usually there was an injustice by the teacher in giving punishment in the sense that sometimes the teacher was not objective in giving punishment. So that the students' perceptions emerged that teachers A and B were unfair, fierce and angry. On the other hand, students became afraid of expressing their opinions to those teachers.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestions related to the research findings.

A. CONCLUSION

The results of the research are the teacher's perception and performance towards rewards reward and punishment, the kinds of rewards and punishments used by the teachers as strategy in managing classroom and the merit and demerit of reward and punishment. The conclusion of the research results can be explained as follow:

1. Teacher's perception towards reward and punishment

This research showed that reward is considered important and very good to be used as an alternative in terms of increasing student interest and curiosity as well as motivation of students in the learning process of English.

Punishment in the English learning process is important because it is a medium or reinforcement for students so they don't repeat the same mistakes. But in giving punishment, it is not permissible to hurt the feelings of the students, especially the students physically. Because punishment aims to make students educated and disciplined in learning

2. Teachers' Performance towards reward and punishment as strategy in managing classroom

The teachers assumed that so far the implementation of rewards had run smoothly and effectively in helping lazy students to be enthusiastic and motivated

in doing task and learning English. In addition, rewards had significant impact to make the students happy in the classroom

Based on the teachers' answer in interview, it described that the punishment was seldom used by the teachers. In the other hand, punishment could help the teacher to control the students' behavior in the classroom

3. The Kinds of reward and punishment as strategy in managing the classroom

a. The kinds of Reward as strategy in managing the classroom

Based on the findings, rewards were categorized into two namely instructional reward and non-instructional reward.

a. Instructional Reward

Instructional Reward is reward relates to the teaching process which has direct effect to the students. There are 3 kinds of instructional reward namely Exam Exemption, task exemption and early break

b. Non-Instructional Reward

Non-instructional reward is reward relates to the teaching process which has indirect effect to the students. The teacher gave praise, physical contact and token rewards to the students. It was given for every positive thing that any student did.

Giving rewards to students will lead to good deeds. Therefore, the reward given should have three important roles to educate students in their behavior, namely:

- 1). Rewards have educational value.

2). Reward serves as motivation to repeat good deeds.

3). Reward serves to reinforce better behavior

b. The kinds of Punishment as strategy in managing the classroom

Based on the findings, punishments were categorized into two namely instructional punishment and non-instructional punishment.

a. Instructional Punishment

Instructional Punishment is punishment relates to the teaching process which has direct effect to the students. The kind of this punishment was Punishment by action. This punishment was in the form of an act. The teachers apply to students who make mistakes by providing activities that are not fun for them. For example, when a student still did not change his bad habits to disturb his classmates, the teacher asked him to clean the classroom, erased the white board, and did push up as a form of punishment.

b. Non-Instructional Punishment

Non-instructional punishment is punishment relates to the teaching process which has indirect effect to the students. The punishments were in the form of grade (decreasing score, stars or points), penalty (memorizing the vocabulary) and punishment by words (repeating the teachers' explanation in English)

Some teachers sometimes just give punishment to their students without taking into account the merits of the punishment given to these students. Giving inappropriate punishment will have a negative impact. The student will rebel if they do not feel comfortable with the punishment given. The students sometimes feel the punishment is excessive (unfair) because it could be due to accident,

ignorance, or negligence. The impact of giving wrong and uneducated punishment is the student learning outcomes will decrease and can cause student dislike of teachers who give punishment. Subsequently students are lazy to learn and their learning outcomes will definitely be bad.

Basically, reward and punishment are both needed to stimulate students to improve their performance. Punishments are for bad deeds and rewards are for good deeds. Punishment and reward are caused by the efforts of the teachers to improve the behavior and character of the students. Seeing from its function, it seems that the two are opposite, but in essence. The aim is students become better, more qualified and responsible for the task given.

4. Merit and Demerit of using Reward and Punishment as strategy in managing the Class

a. Merit and Demerit of using Reward as strategy in managing the Class

Based on the teacher's assessment, the merit of using reward were making students more motivated in learning English, such as being enthusiastic in answering questions and encouraging students to always behave well. In the other hand, the merit of rewards would have very good effect between students and teachers in the future because the reward that they got from the teacher became memorable thing.

From the teacher's assessment of the demerit of rewards, it can be concluded that not all students in the class could get rewards so that students who always got rewards usually have an arrogant attitude because they feel smarter or better than their friends.

b. Merit & Demerit of using punishment

Based on the results of teacher interviews, it can be concluded that there were several merits to the use of punishment such as motivating students to learn and to be responsible for completing assignments given by the teacher. Students' misbehavior in the classroom can be minimized by providing educational punishments and punishments in the form of writing and memorizing vocabulary. It was very good punishment because it could improve students vocabulary so it is useful to help students speak English.

From the results of the teacher's assessment in giving punishment to students, there were demerits in the process of applying punishment. Usually there was an injustice by the teacher in giving punishment in the sense that sometimes the teacher was not objective in giving punishment. So that the students' perceptions emerged that teachers A and B were unfair, fierce and angry. On the other

B. Suggestion

The writer would like to offer few suggestions related to this study:

1. The respondents in this research are limited to 5 EFL teachers elementary school, junior high school and senior high school in Parepare. More data from various teachers will be able to enhance the arguments and present more diverse facts.
2. For upcoming research, it is strongly suggested that the research is not only limited to the teachers' view point but it can also be done to analyze the viewpoint among students.

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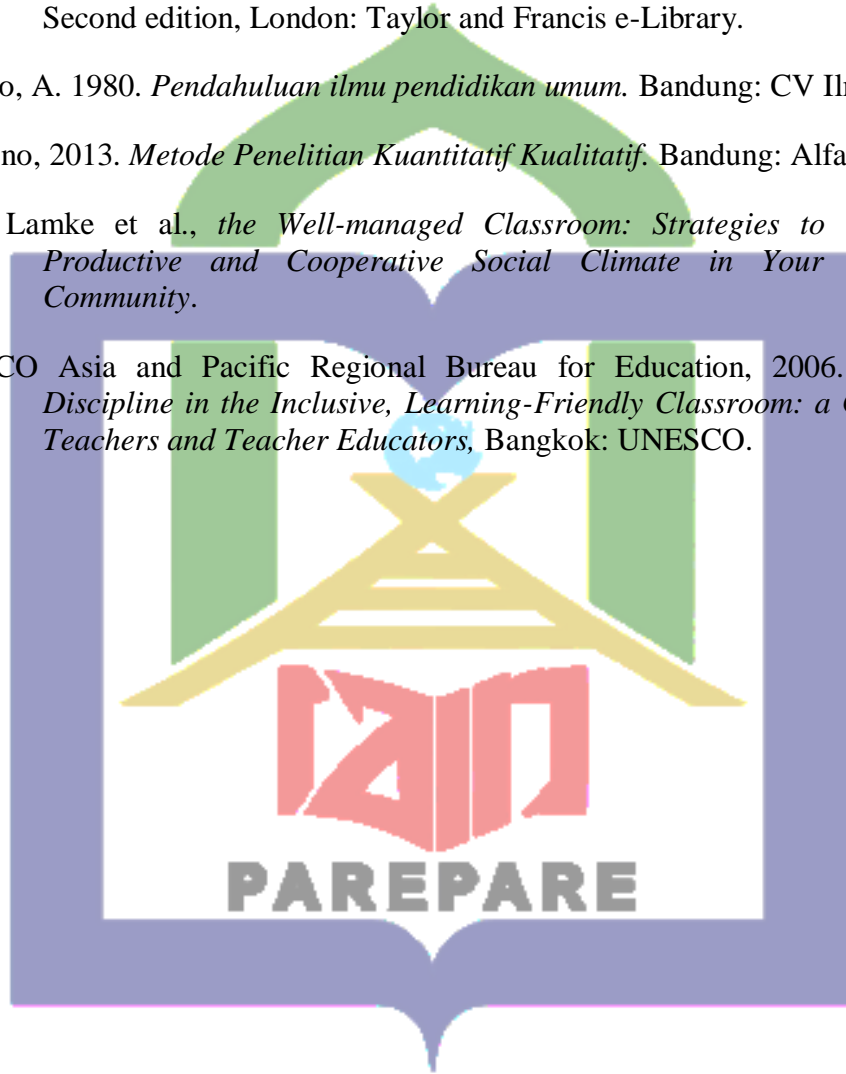
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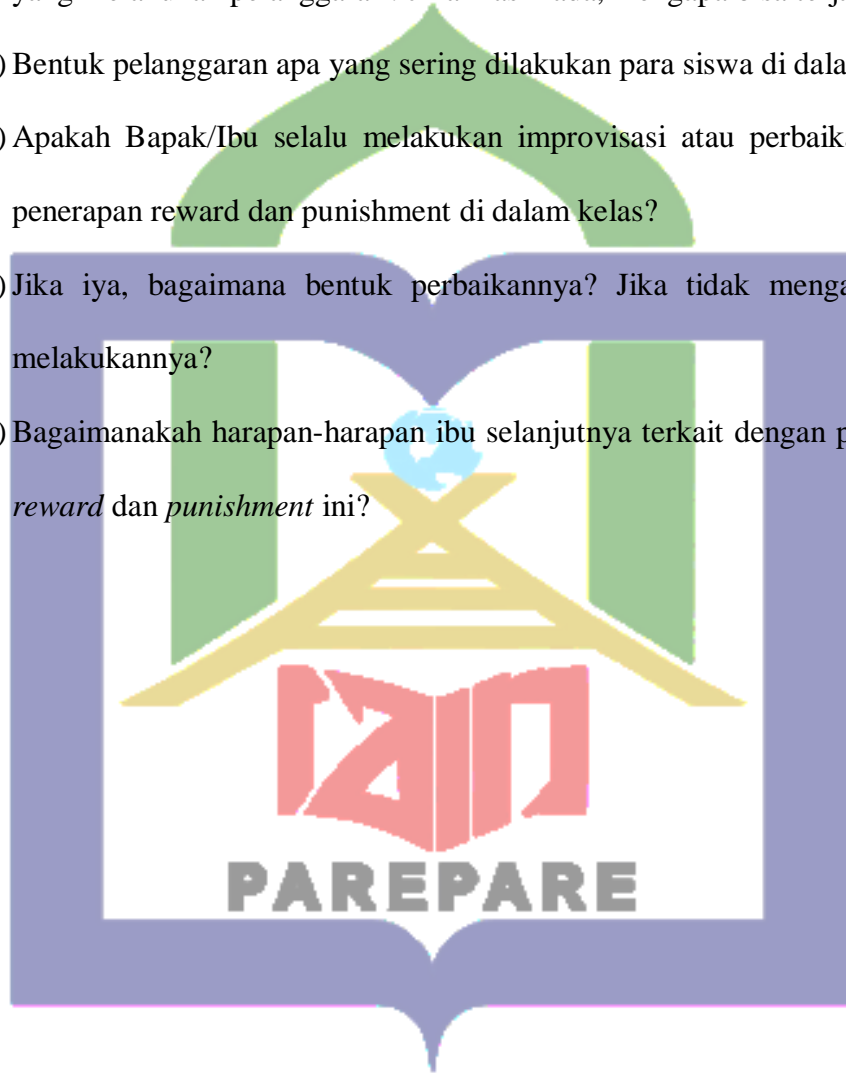
Appendix 1

LIST OF INTERVIEW

Interview for the teacher

- 1) Apa pendapat ibu/bapak tentang *reward* dalam proses pembelajaran khususnya pembelajaran bahasa inggris?
- 2) Apa alasan Bapak/Ibu memberikan *reward* kepada siswa?
- 3) Apakah Bapak/Ibu merencanakan mengenai pemberian *reward* ?
- 4) Jika iya, kapan pemberian *reward* itu dilaksanakan?
- 5) Apa kendala pertama kali dalam menerapkan sistem *reward*?
- 6) Sejauh ini bagaimana pelaksanaan penerapan sistem *reward*?
- 7) Apa sajakah kelebihan yang ada dalam proses pelaksanaan *reward*?
- 8) Apa sajakah kekurangan yang ada dalam proses pelaksanaan *reward*?
- 9) Bagaimana contoh dari penerapan *reward* pada saat kegiatan belajar mengajar?
- 10) Apa pendapat ibu/bapak tentang *punishment* dalam proses pembelajaran khususnya pembelajaran bahasa inggris?
- 11) Apa alasan Bapak/Ibu memberikan *punishment* kepada siswa?
- 12) Apakah Bapak/Ibu merencanakan mengenai pemberian *punishment* ini?
Jika iya, kapan pemberian *punishment* itu dilaksanakan?
- 13) Apa kendala pertama kali dalam menerapkan sistem *punishment*?
- 14) Sejauh ini bagaimana pelaksanaan penerapan sistem *punishment*?
- 15) Apa sajakah kelebihan yang ada dalam proses pelaksanaan *punishment*?
- 16) Apa sajakah kekurangan yang ada dalam proses pelaksanaan *punishment*?

- 17) Bagaimana contoh dari penerapan *punishment* pada saat kegiatan belajar mengajar?
- 18) Dengan adanya *reward* dan *punishment*, apakah para siswa masih ada yang melakukan pelanggaran? Jika masih ada, mengapa bisa terjadi?
- 19) Bentuk pelanggaran apa yang sering dilakukan para siswa di dalam kelas?
- 20) Apakah Bapak/Ibu selalu melakukan improvisasi atau perbaikan dalam penerapan *reward* dan *punishment* di dalam kelas?
- 21) Jika iya, bagaimana bentuk perbaikannya? Jika tidak mengapa tidak melakukannya?
- 22) Bagaimanakah harapan-harapan ibu selanjutnya terkait dengan penerapan *reward* dan *punishment* ini?



CURRICULUM VITAE



Sri Wahyuni Syarifuddin was born on March 24th 1993. Her parents are Syarifuddin and Hj.Ramlah, she began studying at TK Darmawanita Tangkoli. She continued studying at SDN 6 Benteng and graduated in 2005. She enrolled in Junior high school namely MTSN Baranti. She finished her middle school in 2008. Then, she continued to register in senior high school namely MAN Baranti. Finally, she decided to continue her study in English department of State Islamic College of Parepare (STAIN) 2011 and she graduated in 2015. And her recent master degree at State Islamic Institute (IAIN) of Parepare.

During her study, she experienced some achievements such as gained the local scholarship from the campus. Besides, she joined some youth and students' organization. Now she is active as business woman while finishing her study in magister program.