



INNOVATIVE: Journal Of Social Science Research

Volume 4 Nomor 3 Tahun 2024 Page 10092-10097

E-ISSN 2807-4238 and P-ISSN 2807-4246

Website: <https://j-innovative.org/index.php/Innovative>

Exploring Teacher's Rewards and Punishments in English Teaching

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Abstrak

Tujuan dari penelitian ini adalah untuk mendeskripsikan jenis reward dan punishment yang diberikan guru dalam pembelajaran bahasa Inggris dan mendeskripsikan bagaimana respon siswa terhadap reward dan punishment yang diberikan guru dalam pembelajaran bahasa Inggris. Penelitian ini menggunakan pendekatan kualitatif dengan studi kasus. Peneliti menggunakan dua instrumen. Yaitu observasi dan wawancara. Populasinya berjumlah 37 siswa dan dipilih dengan menggunakan teknik purposive sampling. Sampelnya terdiri dari 6 siswa dan 1 guru. Berdasarkan temuan penelitian ditemukan bahwa guru menerapkan beberapa macam reward dan punishment. Bentuk reward yang diterapkan guru adalah Non-verbal Reward (memberi tepuk tangan dan senyuman kepada siswa), Present (memberi permen), pujian atau feedback positif (bagus!), dan Point atau Sticker (skor kehadiran) sedangkan jenis hukuman yang diberikan. yang dilakukan guru adalah Stimulus hukuman psikis (ekspresi marah), Hukuman Tidak Nyaman (meminta mereka maju di depan kelas, dan memberi nasehat, kemudian meminta siswa laki-laki untuk push up dan menyanyikan lagu untuk siswa perempuan). Kemudian respon siswa terhadap reward yang diberikan guru bersifat positif, dan respon siswa terhadap hukuman yang diberikan guru bersifat positif dan negatif. Dapat disimpulkan bahwa guru telah menerapkan berbagai macam reward dan punishment yang diberikan kepada siswa selama proses belajar mengajar bahasa Inggris, dan siswa mempunyai respon positif dan negatif terhadap reward dan punishment yang diberikan oleh guru.

Kata Kunci: *Reward, Punishment, Pengajaran Bahasa Inggris*

Abstract

The purpose of this study is to describe the kinds of rewards and punishments given by the teacher in teaching English and to describe how students' responses toward reward and punishment given by the teacher in learning English. This research used a qualitative approach with the case study. The researchers used two instruments. They were observation and interview. The population were 37 students and they were selected by using purposive sampling techniques. The sample consisted of 6 students and 1 teacher. Based on the finding of the research, it was found that the teacher applied several kinds of rewards and punishments. Kinds of rewards applied by teacher were Non-verbal Reward (giving applause and smile to students), Present (giving candy), compliment or positive feedback (great!), and Point or Sticker (score in attendance) while the kinds of punishments given by teacher were Stimulus psychical punishment (expressions angry), Inconvenient Punishment (asked them forward in front of class, and gave them advice, then asked male students to push up and sang a song for female students). Then, the students' responses toward the reward given by the teacher were positive, and students' responses toward punishments given by the teacher were positive and negative. It can be concluded that the teacher has applied several kinds of rewards and punishments given to the students during teaching and learning English, and the students have positive and negative responses toward the rewards and punishment given by the teacher.

Keywords: Reward, Punishment, Teaching English

INTRODUCTION

A teacher is one of the main components in a teaching and learning process. That's why teacher should know how to manage the classroom activity such as use media, strategy or method to support teaching and learning process. The teaching strategy has a positive effect on student learning (Rajagopalan, 2019). As professional educators, the teacher is in full control during learning, apart from the teacher's task of compiling lesson plans, the teacher also has control over how to manage students and inspire them to learn EFL so that classes will run well. To manage the classroom effectively, teachers can use rewards and punishments as motivators for their students. Rewards are used to encourage positive actions or behavior during the learning process.

Reward and punishment are strategies known by behavioristic learning theory, a theory that explains if students in the learning stage related to stimulus and responses. Giving rewards to students will stimulate students to be more active in the learning process and also will make students more motivated to study well outside the classroom (Nurhuda et al., 2021).

Based on the article written by Irawati & Syafei (2016), There are 4 kinds of rewards namely, non-verbal reward, Compliment or positive feedback, Point or Sticker and Present. Each kind of reward can be used by the teacher based on situation and condition in the classroom and students.

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Then, in addition to the teachers having to give appreciation for learning in the classroom, they also need to give appropriate punishment. According to Fadjar (2005), punishment is an educational instrument that can have an impact on the difficulties of students. From that, with the existence of punishment for students, children can get encouragement and effort so that children can fulfill and do learning tasks. The purpose of giving punishment is to change and encourage students to compete to avoid the predetermined punishment (Yuningsih, 2021). According to the article written by Sidin (2021) there are 4 kinds of punishments namely, Psychological punishments, Words and sentences, Stimulus psychological punishment and Inconvenient punishment.

There are some previous studies have discussed about rewards and punishment given by teachers and also students responses toward rewards and punishment given by teachers such as Melinda & Susanto, (2018).; Heru, (2019); A. H. Prasetyo et al., (2019); Silaban et al.,(2020); Subakti & Prasetya,(2020) and Asmawati,(2020). The studies focused on giving rewards and punishments given by teachers to students in teaching Math, Islamic studies and civic education. The researchers have not found yet a study that focused on rewards and punishments given by the teacher to students in teaching English. So, the researchers think that it is necessary to conduct the research about rewards and punishments given by teachers to students in teaching English.

Furthermore, the researchers also found problems of students in learning English based on a preliminary research done at one of junior high school in Indonesia, The researchers found several problems. There were still many students in the class when learning English looked confused, lacked of motivation. Only some students who dared to

point their hands, and answered the questions. The researchers were interested in exploring what rewards and punishments given by the teacher to the students and how students' responses toward the rewards and punishment given by the teacher.

RESEARCH METHOD

This study used qualitative descriptive, with a case study. Cited from an article written by Mohajan (2018), qualitative research is a form of social action that stresses on the way of people interpret, and make sense of their experiences to understand the social reality of individuals. It makes the use of interviews, diaries, journals, classroom observations and immersions; and open-ended questionnaires to obtain, analyze, and interpret the data content analysis of visual and textual materials, and oral history [Zohrabi, 2013]. The population in this study were the teacher and the IX 3 students at one of junior high school in Indonesia. They consisted of 37 students and sample in this research were 6 students and 1 teacher. To choose the sample the researchers used a purposive sampling.

To collect the data, the researchers used observation and interview. For the observation the researchers did twice with unstructured observation, and for interview the researchers used semi-structured interview. The researchers did this instrument directly and in depth to find detail information related to the problem. To have the data validity the researchers used triangulation technique and analyzed the data used by using a model taken from Miles and Hubberman.

RESULT AND DISCUSSION

The finding of the research described kinds of rewards and punishments that the teacher used in teaching English and students' responses toward rewards and punishments given by the teacher. Based on the two observations made by the researchers, it can be concluded that the teacher applied several kinds of rewards and punishments when teaching English in class. The kinds of rewards given include Non-verbal Reward (giving applause and smile to students), Present (giving candy), compliment or positive feedback (word great!), and Point or Sticker (score in attendance). The teachers applied several kinds of punishments when learning English in class that consisted of Stimulus psychological punishment (expressions angry), Inconvenient Punishment (asked them forward in front of class, gave them advice then asked them push up for boy and sing for girl).

Based on the interview with the teacher, the researchers analyzed kinds of rewards and punishments teacher applied when teaching English. Based on the teachers' statement

she applied several kinds of rewards and punishments such as Non-verbal reward (giving applause and gesture) and Compliment or positive feedback (speech or word) also for punishments she applied giving advice. As the teacher said "*kalau reward yang sering mam gunakan itu seperti mengucapkan kata good, excellent, give applause, atau mengacungkan jempol itu yang mam berikan kepada siswa kalau punishment mam berikan nasehat supaya tidak mengulang kesalahannya lagi*". After the researchers adjusted the classroom observations during the learning process, it turned out that the teacher applied more than statements related to the kinds of rewards and punishments applied.

The students' responses toward rewards and punishments given by the teacher were based on the researchers' interview with the students. Based on the interview, most of the students gave positive response of rewards given by the teacher in teaching English. The result shows the students have positive responses (happy, motivated, proud and feel appreciated). Meanwhile, the students' responses toward the punishments, it was found that the students had two responses, positive and negative. For positive the students feel responsible, motivated and active and for negative responses they feel upset and disappointed.

The researchers discussed the research findings based on the observation and interview. Based on the findings obtained by the researchers, the researchers found that the kinds of rewards and punishments applied by teachers when teaching in class varied, which were adjusted to the situation and conditions of the students. The kinds of rewards applied include Non-verbal Reward (giving applause and smile to students), Present (giving candy), compliment or positive feedback (word great!), and Point or Sticker (score in attendance). The teacher applied several kinds of punishments when teaching English in class. They were Stimulus psychical punishment (expressions angry), Inconvenient Punishment (asked them forward in front of class, gave them advice then asked them to push up for boys and sang a song for girls). Furthermore, the researchers also found that the responses given by the students when given rewards were positive, namely they felt happy and motivated and felt proud and appreciated. Then the students' responses related to punishments were positive and negative. They had positive responses because the students realized their mistakes, they dared to take responsibility, be motivated not to do mistakes again and be disciplined. While the negative response was that they felt upset and disappointed when given punishment by their teachers.

CONCLUSION

Based on the finding of the research, it was found that the teacher applied several kinds of rewards and punishments. Kinds of rewards applied by teacher were Non-verbal Reward (giving applause and smile to students), Present (giving candy), compliment or positive feedback (great!), and Point or Sticker (score in attendance) while the kinds of punishments given by teacher were Stimulus psychological punishment (expressions angry), Inconvenient Punishment (asked them forward in front of class, and gave them advice, then asked male students to push up and sang a song for female students). Then, the students' responses toward the reward given by the teacher were positive, and students' responses toward punishments given by the teacher were positive and negative. So, it can be concluded that the teacher has applied several kinds of rewards and punishments given to the students during teaching and learning English, and the students have positive and negative responses toward the rewards and punishment given by the teacher.

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