

CHAPTER 1

INTRODUCTION

A. The Background of the Study

In the English learning process, students are placed in an engaging and interactive setting that promotes the development of language skills and fluency. The classroom acts as a hub for discovery and practice, offering opportunities for students to enhance their listening, speaking, reading, and writing abilities through diverse activities. It is a space enclosed by four walls where students come together to take part in the learning experience. As such, creating a comfortable and supportive classroom environment is essential to encourage active student participation and concentration.

Classroom management refers to the strategies and techniques teachers use to foster a positive and effective learning environment for students. It focuses on creating conditions that facilitate learning (Shellard, 2005). This involves setting clear expectations, rules, and routines to encourage student engagement and reduce disruptions.

Effective classroom management includes various elements, such as building rapport with students, employing suitable behaviour management techniques, nurturing a sense of community, and adapting instruction to meet diverse learning needs. According to Weinstein and

Novodyorsky (2011), effective classroom management helps teachers create and maintain an environment conducive to achieving educational goals. This indicates that by managing the classroom well, teachers can enhance student learning, promote academic progress, and cultivate a supportive and inclusive atmosphere where students feel motivated, respected, and empowered to achieve their full potential.

According to Marmoah and Denmar (2017), teachers play a vital role in the learning process, significantly affecting students' progress and their ability to achieve desired learning outcomes. This viewpoint is supported by Putri and Refnaldi (2020), who emphasize that teachers must effectively manage the classroom to ensure successful learning. One effective strategy for classroom management involves the use of rewards and punishments.

Chen (2023) noted that rewards and punishments are commonly utilized strategies in schools. Rewards are techniques designed to enhance student interest and motivation in the classroom, contributing to their success (Sidin, 2021). They serve as positive reinforcement for student behavior, promoting continuous growth and development throughout the learning process (Yuningsih and Sunaryo, 2022). In contrast, punishment is a consequence imposed on students for their mistakes, aimed at preventing them from repeating those behaviors (Anggraini, Siswanto, and Sukanto, 2019).

When teacher encounter students who confidently answer

questions, ask inquiries, or show strong curiosity about the lesson, a wise and skilled educator responds with appropriate recognition. The teacher acknowledges these students' efforts to actively participate in the learning process by offering rewards. Additionally, the teacher fosters an open environment by listening attentively and providing constructive feedback, encouraging students to share their thoughts and knowledge. This approach helps cultivate a positive classroom atmosphere, motivating students to continue expressing their opinions and exploring new ideas.

On the other hand, teachers often face challenges related to student behavior, which is common in educational settings. One frequent issue is noise that disrupts concentration during lessons. Distractions from students—such as talking, laughing, or engaging in unrelated activities—can interfere with the instruction being delivered. When the classroom is noisy, it becomes more challenging for teachers to capture students' attention and effectively communicate the material. This can hinder students' comprehension and reduce the overall effectiveness of the learning process.

Moreover, when students create noise in the classroom, it can lead to an environment that is not conducive to learning. The resulting distractions can impede students' ability to concentrate and disrupt those who are trying to focus on their studies. If left unaddressed, this situation can foster an undisciplined atmosphere and set a poor example

for other students. To manage such disorder, teachers can implement consequences in a constructive and positive way, focusing on responses that are directly related to the behavior while minimizing physical punishment. By prioritizing learning and providing opportunities for students to rectify their mistakes, teachers can more effectively encourage desired behaviors and nurture a positive learning environment.

In reality, not all teachers apply rewards and punishments with careful consideration of the classroom context. This observation aligns with the findings of Restiani, Nurhasanah, Alvionita, and Mubarak (2021), who noted that many teachers do not fully understand the purpose and function of rewards and punishments, leading to inappropriate implementations. Excessive rewards can create a reliance on external incentives, diminishing students' intrinsic motivation to learn. Similarly, some teachers still resort to physical punishment, such as hitting or humiliating students, as a means of controlling behavior, which can instill unhealthy fear and anxiety among students and hinder effective learning.

The researcher made observations to obtain preliminary data and obtained the following data:

This observation was conducted in Grade VIII-I at MTsN 2 Medan. During the learning process, the teacher asked each student to read a short message independently within a given time limit. To foster

students' confidence, the teacher allowed volunteers to read aloud in front of the class. One student took the initiative to read, and the teacher applauded their effort. Although the student made some pronunciation mistakes, the teacher smiled and praised the attempt. This demonstrates that the teacher used forms of rewards such as compliments, positive gestures, and smiles to build student confidence.

While the lesson was ongoing and the teacher was delivering material at the front of the class, several students began whispering to each other, which eventually led to loud laughter. The teacher responded with a gentle reprimand, encouraged the students to refocus through discussion, and rearranged the seating of one student to restore a more conducive learning environment. This action illustrates that the teacher applied disciplinary measures through verbal requests and seating adjustments to manage classroom behavior effectively.

An interview with the English teacher of Grade VIII-I at MTsN 2 Medan reinforced these observations. The teacher explained that the use of rewards and punishments in the classroom is essential, especially for teenagers who often seek recognition. Rewards can motivate unenthusiastic students to become more diligent and help those lacking confidence to become braver. On the other hand, punishments make students aware of their mistakes, allowing them to correct their behavior and improve. The teacher also emphasized the importance of adjusting rewards and punishments according to the situation, ensuring

they are neither excessive nor insufficient.

Furthermore, the teacher shared that when students repeatedly misbehave, she reflects on her teaching methods. She acknowledged that boredom with the material could influence students' behavior, prompting her to improve how she delivers the content and encourages student participation.

From the issues described above, it is evident that teaching and learning activities in the classroom do not always proceed as expected. Various unforeseen situations may arise, and teachers must be prepared to deal with different student behaviors. One effective strategy for maintaining a productive learning environment and achieving educational goals is the implementation of rewards and punishments. Although this method is not new in education, it remains a crucial tool in managing both positive and negative student behaviors. Additionally, each teacher brings their own experiences and approaches in applying these strategies, adapting them to suit the needs and dynamics of their classroom.

Given this context, the researcher is interested in conducting a study on the use of rewards and punishments by teacher in the English learning classes.

B. The Problems of the Study

Based on the study's background, the researcher has formulated the following questions:

1. What types of rewards and punishments are used by teacher in English learning process?
2. How are these rewards and punishments implemented by teacher in English learning process?
3. Why are the rewards and Punishments by teacher in English learning process?

C. The Objectives of the Study

The objectives of the study, based on the research questions, are as follows:

1. To analyze the types of rewards and punishments used by teacher in English learning process.
2. To explain how teacher implementation rewards and punishments in English Learning process.
3. To elaborate on the reason for reason using rewards and punishments by teacher in English learning process.

D. The Scope of the Study

This research focuses on analyzing the implement of rewards and punishments by teacher in English learning process. It examines how these strategies are implement, their impact on student motivation and learning outcomes, and students' perceptions of their effectiveness. The study is conduct among eighth-grade students at MTs Negeri 2 Medan, considering various types of rewards and punishments.

E. The Significance of the Study

The significance of this study is outlined in both theoretical and practical aspects as follows:

1. Theoretically

a) This research aims to provide comprehensive information regarding the application of rewards and punishments in the English language learning process.

b) This research can be a valuable reference for future researchers who are interested in similar research, especially those related to students behavior.

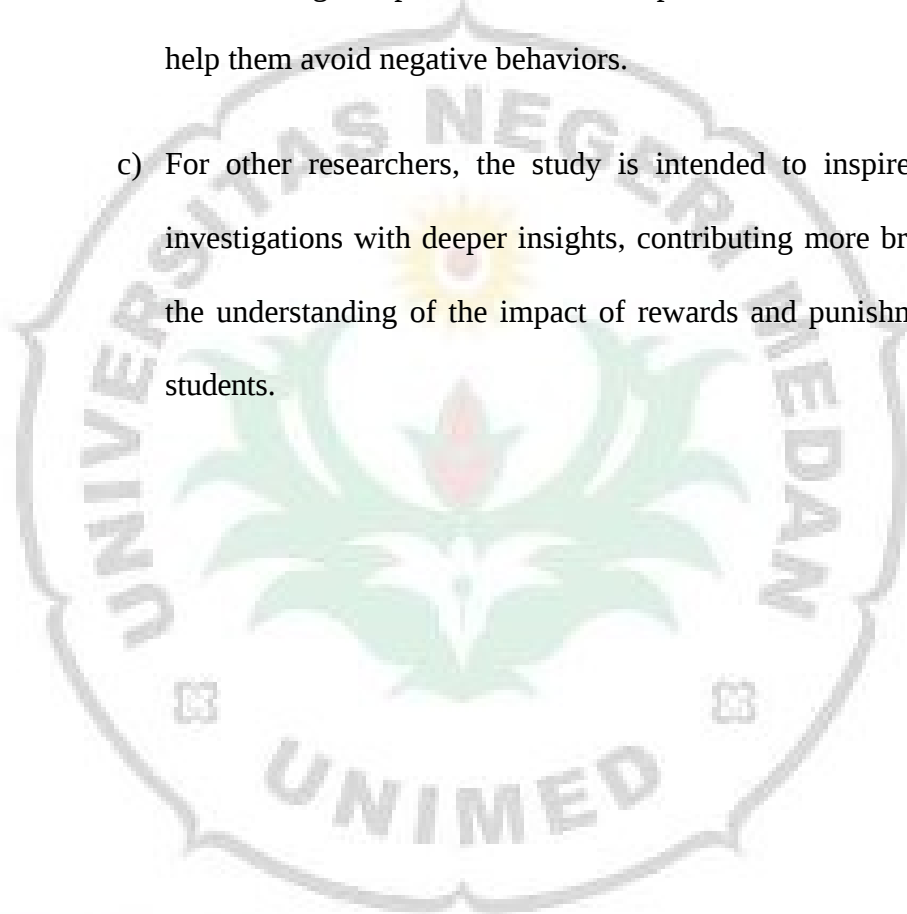
2. Practically

a) For teachers, the findings are expected to assist in utilizing these strategies effectively during teaching and learning activities to create a more comfortable and conducive classroom

environment, while considering situational factors.

b) For students, this study is anticipated to boost their motivation to learn English, promote better discipline in the classroom, and help them avoid negative behaviors.

c) For other researchers, the study is intended to inspire further investigations with deeper insights, contributing more broadly to the understanding of the impact of rewards and punishments on students.



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