



## THE IMPLEMENTATION OF REWARD AND PUNISHMENT IN ENGLISH LEARNING AT GRADE VII OF SMP NEGERI 1 BINJAI

Widya Ade Gunayu

Universitas Negeri Medan

**Abstract--**This research dealt with the kinds of reward and punishment which are used by teachers, how the teachers implemented the kinds of reward and punishment and the reasons why the teachers use those kinds of reward and punishment in English learning at grade VII of SMP Negeri 1 Binjai. This study used descriptive qualitative design. The data were collected by following instruments: observing and interviewing. The findings of this study revealed that there were three kinds of reward and two kinds of punishment that found during teaching learning process which used by English teachers, kinds of reward which are: Praise, Physical Symbol and Gift. And kinds of punishment which are: Ignorance and Reprimand, then the teachers implement this technique during the question and answer process, student who have a discipline manner and able to answer the question will get a reward and student who are not able to answer will get punishment and the teacher's reasons use those kinds of reward and punishment are to make the English learning process run well, active and conducive.

**Keyword:** Reward, Punishment, English Learning.

### INTRODUCTION

According to Kurniliawati (2016) classroom techniques play the important role to reach the goal of teaching-learning process, the teachers have to find and use the teaching techniques which are appropriate with the students' characteristics. Technique is something that actually happens in the teaching-learning process in the classroom. Basically, there are many teaching techniques that teachers can apply when managing student behaviour in the classroom. Putri and Refnaldi (2020) states that one of the techniques that can be used for effective classroom management is by giving reward and punishment. According to Istadi (2008), there are various forms of reward and punishment given to students. Broadly, the kinds of reward can be divided into four kinds such as gift, attention, physical and value. Then punishment is divided into three kinds such as ignorance, anger and physicality.

Based on the preliminary observation at SMP Negeri 1 Binjai. In the learning process, the teacher implemented this technique to control student's behavior in their classroom. The researcher found that one of the teachers implemented reward techniques in the English learning process, namely "value". Where the teacher provide added value when one of the students was able to answer questions correctly when the teacher ask students in the learning process. Meanwhile, the teacher also implemented punishment, namely giving direction or advice to rebuke mistakes that have been made by the students, where the teacher gave punishment if students didn't pay attention when the teacher explain the material and also can't answer the teacher's question. However, the researcher has seen that in the English learning process students did not interested. This can be seen through the way student's respond such as being sleepy, talking to their friends, and having a little attention to the teaching-learning process.

Based on the description above, the researcher assumes that this technique does not fail but is only inaccurate in its implementation, where the researcher sees monotony since the researcher did not find other kind in implementation of reward and punishment by the teacher. So, this study focus on how the teachers implement the techniques of reward and punishment in the English learning process, and also this study will investigate the teachers' reasons for using those kinds of reward and punishment in English learning process.



## LITERATURE REVIEW

### Reward

According to Kasyulita and Armelida (2019) 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.

According to Istadi (2008) the reward given is usually something that can make children happy. In more detail, Istadi (2008) explained that reward can be:

a. Gift (things)

Giving gifts in the form of objects is usually manifested by giving money or items that the child likes.

b. Attention

Attention is the kinds of reward in the form of praise, praise is more dominant given to children from an early age until they enter elementary school.

c. Physical

Reward in physical form can be realized by giving a hug, caressing the head, thumbs up or other actions that show expressions of admiration and affection for the child.

d. Rank or value

Providing value as a reward for student work is to make students know how to get a value that proportional to the efforts they do.

According to Lubis (2019) there are several purposes for giving the rewards are as follows:

1. Increase student attention in the teaching and learning process.
2. Generate, maintain and improve student learning motivation.
3. Direct the development of students thinking towards divergent thinking
4. Controlling and modifying the behavior of students who are less positive and encourage the emergence of productive behavior.

### Punishment

Dehkhoda (1994) states that the term punishment is defined as waking up or warning someone. In another sense, it means to penalize or discipline a person. According to Lubis (2019) Punishment is the suffering intentionally given by the teacher after the student make mistake.

According to Istadi (2008) the forms of punishment as follows:

a. Ignorance

According to Istadi (2008) ignorance is to create a feeling of discomfort in children due to the ignorance of people around them.

b. Angry

Angry is a form of punishment that is allowed. However, there are ways to get angry that are right and effective. When angry, educators should not do it emotionally. In addition, educators should be able to determine anger targets so as not to deviate from the purpose of their anger.

c. Physical

Corporal punishment is the last priority after various other subtle and gentle ways to give understanding to children.

According to Misriyah (2015) there are several purposes for giving the punishments are as follows:

1. Punishment is done to create the discipline of the students so that students learn well
2. To protect students from immoral act



3. To scare the offender so that they leave his actions which break the rule.

### **Steps For Implementation Reward And Punishment**

According to Mulyawan (2016) that the steps for implementing reward and punishment are as follows:

- The teacher provides an explanation of the subject matter to students.
- In the middle of explaining the material, the teacher inserts practice questions according to the lesson material provided.
- For students who are active in class, and answer correctly get certain reward according to those given by the teacher.
- Students who make noise in class or are lazy are given answers to answer questions. If student answers correctly they will get a reward. And, if student answer the questions wrongly and makes a commotion in class or is lazy, they will get punishment according to the level of their

### **RESEARCH METHOD**

The researcher uses a qualitative descriptive method. In qualitative research, data collection is carried out on natural conditions, primary data sources, and data collection techniques are more on participant observation and in-depth interviews. According to Catherine and Rossman (2005) the fundamental methods rely on by qualitative researchers for gathering information are, participation in the setting, direct observation, in-depth interviewing, document review. The techniques of collecting data in this research were observation and interview. observation is one of the data collection techniques that are planned and focused on seeing the activities taking place on the object of research. interview is one of the data collection techniques through a minimum conversation between two people which is carried out directly which refers to the objectives that have been set.

### **FINDINGS AND DISCUSSION**

Based on the analysis of the data, the researcher found out some findings as following:

1. In the social category, there are four kinds of rewards as follows; Gift (things), Attention, Physical, and Rank or Value. In terms of recognizing what kinds of reward that seventh- grade English teachers at SMP Negeri 1 Binjai usually use in managing the classroom, researcher need data from class observations.

Teacher 1 used some kinds of reward such as Attention (giving praise), Rank or value and Physical. Attention (giving praise) was given by teacher 1 in English learning process in the form of "Excellent", then the physical was given by teacher 1 in the form of "thumbs up", and also Rank or value was given by the teacher one in the form of "added value". While kinds of punishment such as Ignorance and Angry. Ignorance was given by teacher 1 in English learning process in the form of "ignore students who are late in the learning process", then the angry was given by teacher 1 in the form of "giving warning". Those kinds of reward and punishment used by teacher 1 when question and answer process. (See appendix A) that has shown the transcript observation of the conversation when English teacher 1 at grade VII - 6 implement those kinds of reward and punishment.

Teacher 2 used some kinds of reward such as Attention (giving praise), Rank or value, Gift and Physical. Attention (giving praise) was given by teacher 2 in English learning process in the form of "Good job and Good presentation", then the physical was given by teacher 2 in the form of "thumbs up and applause", and also Rank or value was given by teacher 2 in the form of "added value", last kind was given by the teacher two is gift, the teacher one was



given gift as a reward in the form of “give a credit or 10.000 credit”. Meanwhile, kind of punishment such as angry was given by teacher 2 in the form of “giving warning”. Those kinds of reward and punishment were used by teacher 2 when question and answer process. (See appendix A) that has shown the transcript observation of the conversation when English teacher 2 at grade VII - 3 implement those kinds of reward and punishment.

2. The two English teachers at grade VII of SMP Negeri 1 Binjai implemented the kind of reward to student who are active, obey the rules in classroom and also able to answer when the teacher giving question. While the two English teachers at grade VII of SMP Negeri 1 Binjai implemented the punishment to student who disturb the learning process, did not obey the classroom rules and also cannot answer a question from the teacher.

The implementation of reward and punishment by the two seventh-grade English teacher at SMP Negeri 1 Binjai seems to be going well, and students are more active when the teacher gave reward in between English learning activities. And based on the observation the two seventh-grade English teacher’s classroom going well and conducive, because the teachers can managing the classroom well by implemented this technique.

3. The two English teachers stated that there were several reasons for the implementation of reward and punishment in the English learning process. Where teacher 1 said there were 2 reasons for implementing the kind of reward and 2 reasons for implementing the kind of punishment. While teacher 2 said there were 2 reasons for implementing the kind of reward and 2 reasons for implementing the kind of punishment. (This data interview transcript can be seen in the appendix B.)

According to teacher 1, the reason for using the kind of reward were first to motivate students' enthusiasm in the English learning process, and second can manage the classroom environment conducive or increase student attention so the learning process will be happy and fun. Then teacher 1's reasons for implementing the kinds of punishment were first to make students aware not to make mistakes again and second to make students discipline.

While according to teacher 2, the reasons for using the kind of reward were first to motivate students' enthusiasm in the English learning process and second can manage the classroom environment conducive or increase student attention so the learning process will be happy and fun. Then teacher 2's reason for implementing the kinds of punishment was to make students aware not to make mistakes again.

Based on the research findings, the implementation of reward and punishment can make students have a better attitude in the teaching and learning process. The implementation of rewards is to maintain success and attract students to carry out these activities in the English learning process. while the implementation of punishment is to control unwanted behavior. In the research findings, there are several kinds of reward used in the classroom, the first class VII-6 taught by teacher 1, namely attention or giving a praise, added value and physical or giving gestures such as thumbs up and applause. While the kinds of punishment given by teacher 1 in grade VII-6 in the research findings are Angry or giving warning and ignorance.

And also in the research findings, there are several kinds of reward used in the classroom, the second class VII-3 taught by teacher 2, namely attention or giving a praise, added value, gift, and physical or giving gestures such as thumbs up and applause. While the kinds of punishment given by teacher 2 in grade VII-3 in the research findings are Angry or giving warning.

Based on the results, these kinds of reward and punishment were implemented by the two English teachers during the question and answer session. According to the research findings the implementation of the kinds of reward and punishment can make the classroom more conducive or increase student attention, and also can make students active in the English learning process. This can be seen through the results of interviews that have been



conducted by researcher with the two teachers involved.

Related to previous research by Yanti, stated that the implementation of this technique can motivate students to perform better attitude in teaching learning process. However, there are several studies that have different contexts in their implementation, but the most important thing was that the use of this technique was able to make the English learning process run well, active and conducive. If it is related to this research, it was clear that the teacher know how to implement several kinds of reward and punishment during the teaching and learning process, because it appears that the reason for the implementation of each kinds of reward and punishment is able to make students conducive during learning so the teacher's teaching process can run fluently.

## CONCLUSION

Based on discussion, it can be concluded that:

1. Seventh-grade teachers at SMP Negeri 1 Binjai always implement praise and physical symbols as a reward, but gifts are one kind of reward that is implemented by one of the seventh-grade teachers at SMP Negeri 1 Binjai who has been able to make students more active so the teachers are able to manage the classroom more conducive and active. Meanwhile anger or a reprimand from the teachers are the kinds of punishment that is always given by the seventh-grade English teacher at SMP Negeri 1 Binjai, and the kind of punishment in the form of physical act is the kind that never applied.
2. The implementation of reward and punishment by the seventh-grade teachers at SMP Negeri 1 Binjai. During the question and answer process, the teachers give questions to students. Students who are able to behave in a disciplined manner and are also able to answer questions from the teacher will get a reward, then student who disturb the learning process, did not obey the classroom rules and also cannot answer a question from the teacher will get a punishment.
3. Teacher's reasons in implementing reward and punishment were able to manage the classroom more conducive or increase student attention and make students active in the English learning process. Therefore the teachers said that the reasons of implementing the reward were to make students motivated, to make the class to be conducive or to increase student attention, and to make students happy and fun. Meanwhile, the punishment given by the teacher were to make the class conducive, to make students discipline and to make students aware not to do a mistake again.

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