CHAPTER I

INTRODUCTION

A. The Background of the Study

In an English learning process, students are immersed in a dynamic, interactive environment that encourages language acquisition and proficiency. The classroom serves as a center for exploration and practice, where students engage in various activities to develop listening, speaking, reading, and writing skills. A classroom is a room bounded by four walls where many students gather to follow the learning process. Therefore, a conducive and comfortable classroom is created for students so that they actively participate and focus on learning.

Classroom management refers to the set of strategies and techniques employed by the teachers to create a positive and conducive learning environment for students. Classroom management is about providing an environment in which students can learn (Shellard, 2005). It involves establishing clear expectations, rules, and routines to promote student engagement and minimize disruptions.

Effective classroom management encompasses various aspects such as establishing rapport with students, implementing appropriate behavior management techniques, fostering a sense of community, and differentiating instruction to cater to diverse learning needs. According to Weinstein and Novodyorsky (2011), classroom management aids teachers in creating and sustaining a conducive environment for the accomplishment of teaching and learning purposes. It reveals that by managing the classroom effectively, teachers

can optimize student learning, promote academic growth, and foster a supportive and inclusive atmosphere where students feel motivated, respected, and empowered to reach their full potential.

According to Marmoah and Denmar (2017), teachers are crucial in the learning process. They greatly influence students in terms of progress or lack to achieve the desired learning outcomes. This opinion is supported by Putri and Refnaldi (2020) said that during the teaching and learning process in classroom, teachers must be able to manage the classroom to achieve the success of learning. One of the ways that teachers can manage the classroom is by providing rewards and punishments.

Chen (2023) revealed that in schools, reward and punishment are strategies that are widely used in schools. The reward is simply an approach or technique to increase student interest and motivation in the classroom to achieve success (Sidin, 2021). To get positive reinforcement of student behavior so that it continues to grow and develop during the learning process (Yuningsih and Sunaryo, 2022). Meanwhile, punishment is a consequence that students receive for their mistakes so that they do not repeat again (Anggraini, Siswanto, and Sukamto, 2019).

When faced with students who dare to answer questions, are not afraid to ask questions, or have high curiosity about the lesson, the action of a wise and skillful teacher is to give proper appreciation. The teacher will recognize students' efforts in actively participating in the learning process by giving rewards. In addition, the teacher will also provide opportunities for students to share their

thoughts and knowledge by listening carefully and providing constructive responses. Thus, teachers create a pleasant learning environment in the classroom and encourage students to continue to express their opinions and try new things.

On the contrary, when teachers teach in the classroom, they often face challenges involving student behavior. This is a common condition in the educational environment. One that often occurs is the state of noise that disrupts learning concentration. Noise caused by students can disrupt the flow of the lesson being taught. Students may be engaged in chatter, laughter, or other activities. When the class is noisy, it is harder for the teacher to maintain students' attention and deliver the material. This can hinder student understanding and make the learning process less effective.

In addition, when students make noise in class, it can create an atmosphere that is not conducive to learning. The noise and chaos caused can make students distracted and difficult to concentrate. It can also disrupt other students trying to focus and learn well. If the situation is addressed, it can create an undisciplined environment in the classroom and set a positive example for other students. In overcoming such chaos or disorder, teachers can provide punishment with a more constructive and positive approach, such as providing punishment that is directly related to the violation by avoiding physical punishment as much as possible, focusing on learning and providing opportunities to correct mistakes, more influential in shaping the desired behavior and creating a positive learning environment.

In the reality, not all the teachers apply rewards and punishments by considering the classroom's terms and conditions. This statement is in line with the views of Restiani, Nurhasanah, Alvionita, and Mubarak (2021) in their research, namely that many teachers do not understand the purpose, and function of giving rewards and punishments so the implementation cannot be said to be appropriate. Giving excessive rewards can trigger dependence on external rewards, reducing students' intrinsic motivation to learn. Likewise, with punishment, some teachers still apply physical punishment, such as hitting or making students embarrassed, as a means to control student behavior so that it can create unhealthy fear and anxiety among students, hindering optimal learning.

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

Teacher: I have given you an announcement text, each student has one. So, I will give you 10 minutes to read and understand the text independently first.

Students: Yes, maam.

Teacher: The reading time is over. Who among you would like to come forward to read the text in front of the class.

Student: Me, maam.

Teacher: Okay, go ahead. Give a clap to your friend, let's listen together and understand what the text means.

Teacher: Good job, Diaz. Thank you for your courage.

The teacher instructed each student to read the announcement text independently by giving a time limit. The teacher gave students the opportunity to read in front of the class to practice their courage to try, there was one student who came forward. The teacher gave a hand clap. After the student completed the reading even though there were mistakes in pronunciation, the teacher gave a smile and praise for his efforts to try. It captured that the teacher used rewards in the kind of praise and hand gestures and smiles to students.

> Teacher: Are you bored of learning already? I see you two are chatting away. I'm sad, I'm explaining the material but you're not paying attention.
>
> Students: Sorry, maam.
>
> Teacher: It's okay, I'd like to ask you in a minute that the English hour is over. Do you want to wait for me to explain a little more?
>
> Students: Yes, maam.

During the teaching and learning process. The teacher was explaining the material in front of the class. Some students were involved in conversations such as whispering. However, the whispers turned into loud laughter. The teacher then gave a small reprimand, invited the student to negotiate with the student, and switched the student's seat to another seat mate to remain conducive. The concentration of other students was maintained. It captured that the teacher used punishments in the kind of request and moving student's seat.

To support the observation, the researcher interviewed the English teacher of class IX-4 at SMP Negeri 9 Binjai.

Researcher: Why did you give rewards and punishments in the classroom learning process? And when was the appropriate time for students to receive them?

Teacher: Rewards were given to students because they encourage, and motivate, those who were lazy to become diligent, and those who were not brave become brave. Punishments were given to students to help them realize their wrong attitudes and behavior so that they realize and become good in the future. In addition, I have to adjust the conditions and situations in giving rewards and punishments to students. Reward and punishment must be done according to the level, not more and less.

Based on the interview with the teacher, she said that giving rewards and punishments in the classroom is needed. Because a teenage child needs an recognition. Rewards were given to students because they encourage and motivate them. Those who were lazy become diligent, and those who were not brave become brave. Suppose punishments were given to students to help them realize their wrong attitudes and behavior so that they realize and become good in the future. In addition, she also said that must adjust the conditions and situations in giving rewards and punishments to students. Reward and punishment should be done according to the problem, no more or less. The teacher added a statement for students who made noise several times, and she introspected herself and the learning that she brought to the class. Students might feel bored when she

provided material because she need to gain more in attracting their attention, motivation, and enthusiasm for learning to participate in learning activities.

Based on the problems above, the teaching and learning activities in the classroom not always go as well as expected. Many unexpected things can happen in the classroom. Teachers who had to deal with each different student's behavior require teachers to find ways to maintain the learning atmosphere to achieve their goals. One of them was needed by giving reward and punishment. Although rewards and punishments were not new techniques in teaching, in order to manage the classroom and the desired and undesired behavior of students, the teachers need to use these techniques in the classroom. In addition, the teacher would certainly have her own experience and skills when using rewards and punishments for students.

Based on the background above, the researcher was interested in conducting a study on reward and punishment used by teacher in English learning process.

B. The Problems of the Study

Based on the background of the study, the researcher formulated the problem of the study are as follows:

1. What kinds of the rewards and punishments were used by teacher in English learning process?

2. How were the rewards and punishments implemented by teacher in English learning process?

3. Why were the rewards and punishments used by teacher as the way they were?

C. The Objectives of the Study

Based on the problem of the study, the objectives of the research were as follows:

1. To analyze the kinds of rewards and punishments by teacher in English learning process.

2. To describe the implementation of reward and punishment by teacher in English learning process.

3. To elaborate on the reason for using rewards and punishments by teacher in English learning process.

D. The Scope of the Study

This study focused on analyzing rewards and punishments used by teacher in the English learning process. This research conducted in the ninth grade students of SMP Negeri 9 Binjai.

E. The Significance of the Study

The significance of this study was written both theoretically and practically as follows:

1. Theoretically

- This study was to give complete information about reward and punishment in the English learning process.

- This study could be a reference for anyone who wants to conduct a similar research, which was helpful for students' behaviour.

2. Practically

- For the teachers, it was hoped that this technique could be used for students in teaching and learning activities to create a comfortable and conducive class by paying attention to conditions and situations.

- For the students, it was expected that they would be more motivated to learn English and be more disciplined in the classroom and avoid bad behavior.

- For other researchers, it was hoped that it would inspire them to conduct research with in-depth discussions and more beneficial for students about reward and punishment.