REWARD AND PUNISHMENT ON STUDENT'S MOTIVATION IN LEARNING ENGLISH AT SMPN 2 JUJUHAN MUARA BUNGO

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui tipe-tipe *reward* dan *punishment* yang digunakan guru dalam pembelajaran bahasa Inggris di SMPN 2 Jujuhan. Pelaksanaan penelitian bertujuan untuk menemukan informasi mengenai jenis *reward* dan *punishment* apa saja yang digunakan guru. Penelitian ini adalah penelitian kualitatif dengan metode deskriptif. Partisipan dalam penelitian ini adalah satu orang guru bahasa Inggris di SMPN 2 Jujuhan dan siswa yang mendapatkan *reward* dan *punishment* dari guru di dalam kelas. Untuk mengumpulkan data peneliti menggunakan instrument yaitu checklist observasi dan interview. Peneliti memperoleh data bagaimana peran guru dalam menggunakan tipe-tipe dari *reward* dan *punishment* di dalam kelas, serta melakukan wawancara dengan siswa yang mendapatkan *reward* dan *punishment* di dalam kelas sebagai partisipan. Berdasarkan analisis data, peneliti menyimpulkan bahwa guru bahasa Inggris di SMPN 2 Jujuhan menggunakan *reward* dan *punishment* selama pembelajaran bahasa Inggris. Dari 4 jenis tipe *reward* dan 2 jenis tipe *punishment* yang diteliti, guru bahasa inggris di SMPN 2 Jujuhan menggunakan tiga tipe *reward* yaitu: *social reward, token reward, material reward,* sedangkan dua tipe *punishment* yang digunakan yaitu: *presentation punishment,* dan *removal punishment.*

Kata kunci: Tipe-tipe reward, Tipe-tipe punishment, Motivasi siswa.

INTRODUCTION

Motivation is an important thing that is needed by students to make them enthusiastic to do something. Some students need motivation in teaching and learning, and also it is an important factor for students to succeed their studies. It is supported by Brophy (2004:4) who states that the motivation is rooted in their subjective experiences, especially those connected to their willingness to

engage in learning activities and the reason for doing so. It means that the teacher should focus on encouraging students to engage in learning activities with motivation in learning. For example, the teacher gives rewards and punishments to the students. In other words, it can make students spiritful in the learning process.

On the other hands, motivation can be defined as all activator energy in the student's self that make them get some spirit to study. Therefore, the purpose of teaching and learning process can be achieved. According to Harmer (2007:98), there are two kinds of motivation: intrinsic motivation and extrinsic motivation. Intrinsic motivation is a kind of motivation that comes from internal to find the interesting and enjoyable in learning such as students need good condition and expectation of success. Meanwhile, extrinsic motivation is a kind of motivation that comes from external or from the people around of the students such as family, teacher, and friends. It can support the students

to do something such as reward and punishment from the teacher who can make the students study hard and have more spirit to study.

In the teaching-learning process, the teacher gives reward to motivate students. A reward is a word that can motivate students in doing or to make something so that students will be satisfied with their work. In the learning process, the reward is needed by students for motivating their effort to study and can be something that makes a class interactive among students. It is supported by Cohen et al (2010:365) "reward is aided to motivate and to a lesser extent classroom management and control". It means that rewards can help students to feel more motivated to make the classroom interactive in the learning process.

Meanwhile, in the teaching-learning process, the teacher needs to punish the students to improve students' attitudes in the class, so that punishment can make the students have motivation in the classroom.

Besides, punishment is the activity in the classroom to give feedback to the students. The teacher needs to punishment when the students make a mistake in the class.

Definition of Reward

Reward is word actions that can motivate students in doing or to make something. By using reward teacher can make students interested during the learning process. There are some definitions of reward that proposed by the experts. According to Dornyei (2001:127), rewards are amazingly versatile and usable; they can be applied in just about any teaching context. It means that rewards can be used to motivate students in the teaching-learning process.

Moreover, Cohen et al (2010:365) state that "rewards as aids to motivation and to a lesser extent classroom management and control". It means that reward can help students to feel enjoyable and motivated in the learning process, and then reward make students have a high desire in the learning process. The teacher can use rewards as a tool for motivation for students in learning. Also, reward can improve students' motivation and makes students never give up in learning English.

In addition, Reward is effective to be applied in the classroom. Then, in using reward need to know when and how use it. It is supported by Brophy (2010:137) reward is important to learn when and how to dispense rewards effectively. Thus, rewards that are used by teachers in learning can be important to motivating students to get good knowledge and students' interest in learning English.

Based on the experts' explanation, the researcher summarizes that reward is one of important points to motivate students in the classroom to study. Then, reward is effective to use in the classroom. Reward is useful for the students to be better in all activities in class. As the result, teachers must know that reward is beneficial in learning English.

Types of Reward

a. Social Reward

According to Cohen et al (2010:366) social reward is social contact and pleasant interaction with other people. It means the teacher can use it in learning English with students, so the interaction with the students more comfortable, this reward likes praise or give applause. For example, when the students' performance of the material in front of the class, the students do social contact with the teacher and their friends and the teacher also do social reward like praise or give applause for the students.

Furthermore, Bull & Solity (2013:112) state that social reward is involves pleasant interactions with other people. It means social rewards can give rewards for the students when students do interaction with other people or friends in the classroom. Social rewards can help teachers to know students' motivation. Also, it is used to determine suitable rewards for the students. For example, the teacher gives praise and applause to the students in learning.

b. Activity Reward

According to Cohen et al (2010:367) activity reward is opportunities for enjoyable activities. It means the teacher can use many activities in the class. For example, the teacher can give some games appropriate to the material. The activity can occur in class if the students felt pleasant and comfortable. Then the teaching-learning process will be successful.

Furthermore, Bull & Solity (2013:112) state that activity reward is involves opportunities for enjoyable activities. For example, the teacher provides a game activity, ask students to clean the whiteboard, give an interesting topic and ask students to choose the free topic.

c. Token Reward

According to Cohen et al (2010:366) token reward is house points and certificates. It means the certificates are useful as teacher appreciation to students' performance

in the class, and also give point to the students as an improvement that they are able in the study. For example, the teacher can use this reward in the classroom by giving students marks or values based on the task. It makes students more diligent in study.

Furthermore, Bull & Solity (2013:112) state that token reward is visual, tangible signs of approval or progress and gives a point for remembering to follow classroom routines. For example, teachers give rewards for students such as stars, points, grades, ticks, and merit cards toward students' achievement in the learning process.

d. Material Reward

According to Cohen et al (2010:367) material reward is tangible and usable items. It means the material reward gives gifts to the students. Teachers can use this reward to students' motivation such as usable items like pens, books, and pencils that are used by students in learning English. For example, when the students can practice in the class the

teacher gives material rewards like a pencil, book, or pens.

Furthermore, Bull & Solity (2013:112) state that material reward is tangible, usable, edible items and giving a prize or presents of all kinds. For example, teachers use this reward by tangible some items in giving the reward. Materials reward includes consumables of all kinds like sweets, trinkets, and others.

From the explanations above, it can be obviously stated that reward is very important to be given by the teachers to the students to motivate them in the classroom activities. Teacher, in addition can choose the appropriate one to give to the students. It might be better if the teacher uses various rewards in the classroom so that the students will be motivated and get much spirit to study.

Definition of Punishment

In giving punishment teachers should consider their punishment is given to students, the punishment should be able to decrease students' bad behavior and it should appropriate

with the students, do not make the punishment make the relationship between students will be bad and create resentment in each other.

According to Shindler (2010:163) punishment may stop unwanted behavior in the short term, which contributes to the illusion that it works, but the lesson learned is not related to the problem behavior and so will not lead to learning or behavior change. The punishment is a lot of high expectations and the implicit message that the teachers believe in the students and will not accept poor behavior. The positive message of caring and validation are having a positive effect. It means that punishment is expected that cause students to change or decrease their misbehavior. Punishments have to balance with the response and result in students' interest in the learning process to make the students have motivated to study.

By giving a punishment it is expected that will cause students will change or less their misbehavior. Through the punishment, teachers will give a correction to students' bad behavior in order to make them get the result from they have made, if they know what they have made they will change it in the future.

Similarly, Muijs & Reynolds (2011:122) punishment is designed to create an avoidance response, in that students should avoid behaviors which result in punishment in future, such punishments usually include taking house points away for misbehavior, making students stay in after school or during play, removing privileges, expelling the students from class or in the worst instances, from school or giving verbal warnings in the classroom. The aim of punishment is to reduce the frequency of repetition of a behavior. It means that punishment can be used by teachers to decrease students' bad behavior and make the students do not repeat the behavior in the future.

Based on the experts' explanation, the researcher summarizes that punishment uses to decrease or reduce students' misbehavior to make the

behavior will not occur in the future. To make it useful for the students, teachers should give punishment appropriately to students. Because inappropriate punishment will not use for the students and it will create a negative effect on the students and teachers.

Types of Punishment

The teacher should know the types of punishment, the students appropriate the punishment. According to Muijs & Reynolds (2011:121) note two types of punishment: First, presentation punishment is the use of unpleasant consequences, for example, the students have to write "I will not do the behavior in the future for 50 times". Second, removal punishment refers to the removal of reinforces, such as when a student must stay in class at break or students that have gotten like symbolic reinforcement teachers cancel to do that.

In addition, Nath & Cohen (2011:371) note there are two basic types of punishment: the first, presentation punishment occurs when a student is given or presented with something that decreases a behavior. Examples include a student getting a verbal reprimand, having to stay late after school, and receiving a bad grade. The second, removal punishment when something is taken away or removed from the student in order to decrease behavior such as the loss of free time, isolation from exiting activity, and taking away recess.

Definition of Motivation

Motivation is an important factor for the students to success in the teaching-learning process. It is one of the instruments in learning and gives a great effect to the students in the teaching-learning and also when the students are motivated in study or learning they get success in study. Besides in the process of learning and teaching, there are many ways for the teacher to make the students have motivation in learning, such as the teacher give rewards and punishments for students based on what the students do. Motivation is also defined as internal and external factors that

stimulate the desire and energy of people to be continually interested.

In addition, Brophy (2004:4) states that the motivation is reflected in the motives and goals students strive to achieve, and rooted in their subjective experiences especially those connected to their willingness to engage in learning activities and their reasons for doing so. It means that the teacher should focus on encouraging students to engage in activities with motivation in learning.

Broussard and Garrison in Filgona (2020:17) state that motivation is defined as the attribute that moves us to do or not to do something. It means that motivation is a desire to do something. Having energy or spirit, and make someone wants to do something or anything. Therefore, the purpose of their action will be achieved.

Based on the experts' explanation, the researcher summarizes that motivation is someone's reason for doing something. Students will get success in the learning process. If the students have good motivation, they can improve their abilities to learn well. Thus, motivation is really important to make someone has the willingness to do something, and also gives it the direction that energizes.

Types of Motivation

a. Intrinsic Motivation

Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. According to Shaikholeslami (2006:814) intrinsic motivation is related to an internal wish to do something. It means students are more likely to experience intrinsic motivation in an environment that promotes the satisfaction of these needs than in the one which neglects them. Intrinsically motivated learning tends to be more valuable than extrinsically oriented one.

Furthermore, Harmer (2007:98) states that intrinsic motivation is comes from within the individual. Thus a person might be motivated by the enjoyment of the learning process itself or by a desire to make

themselves feel better. It means the motivation of students came from themselves if they are interest to do it. Intrinsically motivated students become active in their learning because they see the task as important and enjoyable. They will hard work for their own satisfaction in learning.

Based on the explanation above, it can be concluded that intrinsic motivation is a kind of motivation that comes from the students itself. The students can be said in motivated if they are interesting to do something. Also, they are enjoying doing activities in learning. In other words, intrinsic motivation is self-motivation in learning without have the influence of others.

b. Extrinsic motivation

According to Harmer (2007:98) extrinsic motivation is the result of any number of outside factors. For example, they want to get a reward if do the task well and punishment when they do not involve in the learning task. It can make the students learn because they get the influence from outside. It means extrinsic motivation is the stimulus from outside to do something to get a result and also the strength of the exam.

Furthermore, Wiseman, Denise G.; Hunt (2013:49) state that extrinsic motivation is motivation to become involved in an activity as a means to an end. Extrinsically motivated students, on other hand, become active in their learning because they understand that they will receive something of value in return if they do what the teacher desires or something that they dislike or not.

Based on the explanation above, it can be concluded that extrinsic motivation is the stimulus from the outside that has impact on people to achieve their purpose. Extrinsic motivation has a great influence in the teaching-learning process. And also, extrinsic motivation controls the student's behavior in learning tasks for a while.

RESEARCH METHOD

In this research, the researcher used descriptive research as a method to conduct the research. According to (Gay et al., 2012:183) descriptive research involves collecting data in order to answer the question about the current status of the subject or topic of study. It means that, descriptive research is a research started by reading, collecting, analyzing, and interpreting the data. The participants of this research are only one English teacher and students of the eighth grade of SMPN 2 Jujuhan Muara Bungo. There are three classes: VIIIA, VIIIB, VIIIC with a total of the students is 99. In this research, the researcher collect the data used observation to find the data during research process in the field. There are two instruments in doing observation, they are observation checklist and interview.

In collecting the data, the researcher did some steps. First, the researcher come to SMPN 2 Jujuhan Muara Bungo and asked permission from the headmaster to do the research and collect the data. Then, the researcher prepares observation checklist and interview. After that, the researcher enters the class to observe the teacher and students at the eighth grade of SMPN 2 Jujuhan Muara Bungo. Then, during the learning process, the researcher gives mark checklist to see the type of reward and punishment on students' motivation in learning English. Moreover, the researcher did interviews to English teacher and students at SMPN 2 Jujuhan Muara Bungo. The researcher asks some question related to the research. Last, the research recording and taking a note toward the result in avoiding data.

After the researcher collected the data, the researcher analyzed the data based on instrument gave. The function of technique of data analysis made interpretation about the result of the study in order to answer the research question. In this case the data analysis used to describe the types of reward and punishment that the

teacher used when learning English at eighth grade at SMPN 2 Jujuhan Muara Bungo. According to (Gay et al., 2012:468) there are four steps of analyzing the data: reading/memoing, describing, classifying, and interpreting.

FINDINGS AND DISCUSSION

Referring to the data analysis above, the researcher found the teacher used three type of reward and two type of punishment for students in class VIII at SMPN 2 Jujuhan Muara Bungo, there are three reward and two punishments that teacher used in class:

1. Social reward

The teacher used to give rewards like saying "good and also smile" to the students if the students answered correctly, after the teacher give rewards to the students, the researcher see the students happy and self-confident to hands up in learning English. The teacher gives a reward like saying "very good, nice performance and give applause" to the

students when the student performs the dialogue in front of the class.

2. Token reward

The teacher used token reward; the teacher gives points to the students before the students perform in front of the class. After that, the teacher gave a point to the students who were excited to answer the question and the students feel confident to stand up in front of the class. The teacher gives a score for the students to make every student's enthusiasm in the classroom and increase students stand up in front of the class.

3. Material reward

The teacher used material rewards, the teacher give material rewards from students to give students reward for students to motivate students in the class and give appreciation to the students, teacher give rewards when the students have good performance in front of the class the teacher give candy as a reward.

4. Presentation punishment

The teacher give students' verbal reprimands by giving unpleasant tasks

or disagreeable tasks, because the students forgot to bring textbooks to the learning English in the classroom. The teacher punished the students, because the students make noise and talked away during the lesson with friends and disturbs the learning process. The teacher punished the students to make the negative behavior change in the next learning process.

5. Removal punishment

The teacher took away recess time for the students who always walked through the classroom during the teacher's explanation of the material. The teacher isolated the students from an exciting activity Students who makes noise and always talk with friends during the teacher explains the material. The teacher punished the students through hard rebuke to make the negative behavior change in the next learning process.

CONCLUSION

This research to described teacher reward and punishment in classroom and the effect for students that the

teacher reward and punishment give in classroom at SMPN 2 Jujuhan Muara Bungo. In finding the data the researcher used observation as an instrument which observation checklist and interview. Based on the result of this instrument, the researcher used observation checklist to collect the data and the researcher found the participant used three types of reward and two types of punishment in classroom such as social reward, token reward material reward, presentation punishment, and removal punishment. The researcher found that the teacher used this reward in learning English. Furthermore, next instrument is interviews, the researcher used the instrument to get the data about that the students motivation. Then the results of used interview the researcher know that ten students get reward and punishment from the teacher in classroom when learning English. The students often smile and feel happy if the students get reward and also the students feel sad and embarrassed because get punishment but the

students will be motivated to do something in classroom and do not make same mistakes.

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