REWARDS AND PUNISHMENTS GIVEN BY THE TEACHER IN TEACHING ENGLISH AS FOREIGN LANGUAGE IN INDONESIAN CONTEXT

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Abstract

Classroom management is certainly concerned with behaviour to create and maintain an effective learning experience. The effective classroom management includes the give of rewards and punishments. Therefore, giving rewards and punishments is important in order to increase students' motivation in EFL classroom. The purpose of this study is to analyze the types of reward and punishment as well as looking at the possible reasons that use by the teachers. This study employed qualitative research method. The subjects of this research are 3 teachers from Junior high school in Padang. The data were collected through observation sheet and stimulated recall interview (SRI). The finding show that (1) teachers mostly used the type of praise (49%) in giving spoken rewards and also teachers mostly used the type of nonverbal cues (54%) in giving spoken punishments. (2) The reasons that teachers give spoken rewards are to enhance students' enthusiasm in learning English and to increase students' motivates in learning process. Meanwhile, the reasons that teachers give spoken punishments are to change students' behaviour and to make students afraid to repeat the same mistakes during learning English. Therefore, it can be conclude that the types of spoken rewards and spoken punishments that mostly used by teachers is the first types are Praise and Use nonverbal cues. As the result, there are several reasons teachers give spoken rewards and spoken punishments to the students.

Keywords: Teaching as a foreign language, Classroom management, Types of spoken reward, Types of spoken punishment

A. INTRODUCTION

The role of the teacher is very essential in teaching and learning process in the classroom. Brown (2001: 67-168) proposes the following teachers' roles which is conducive to creating an interactive classroom. One of teachers' roles is manager. The teacher is one who plan lessons, modules, and courses, and who structures and manages the classroom. So, one of the important things that the

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teacher must do in the classroom is the teacher's ability to manage the classroom, so that all of the teacher's roles will be run smoothly and effectively. Classroom management helps teachers establish and maintain an appropriate environment for the achievement of teaching and learning goals (Weinstein and Novodyorsky, 2011).

Classroom management will be effective class if the teachers prepare the materials, control students' behavior and motivate the students during learning EFL. Therefore, the students will be able to get a good scores in exams, manage their time effectively, show positive behavior practices, participates enthusiastically in class. One of the techniques that can be used for effective classroom management is by giving rewards and punishments. A reward is used to getting good activities or behavior to occur more often during learning process. On the contrary, punishment is a consequence that decreases the probability that a behavior will occur. Those techniques have a similar purpose in managing the students' behavior to create a good environment to the students in teaching English as a foreign language classroom. This is also a good strategy that could motivate students in learning English and guidance on howthe teachers treat the students during the teaching EFL in the classroom.

According to Marno in Musfirah (2012: 40), the functions of rewards are to improve students' attention, increase students' motivation, to control and to modify students' behavior, and also to develop students' thinking during learning process. Meanwhile, the functions of punishments are to reduce and to control students' negative behavior, to keep class more conductive, productive, active, and to make the students' more discipline. It can be concluded that both rewards and punishments can motivate the students and control students' behaviorin EFL classroom.

In many areas, the topic of rewards and punishments has been studied by many researchers. Irawati (2016) highlights the use of reward and punishment to increase young learners' motivation in learning English as a foreign language in Indonesia. The writer discusses about procedure and advantages of reward and punishment. Reward is an appreciation given by the teacher to the students who can follow the lesson well and finishing the assignment. Meanwhile, punishment is a bad treatment that is given to the students who do not focus in learning process, do not care of their assignment, and have bad habit during the class. Reward and punishment can be given through verbal and non- verbal form (action). Kinds of reward are mimic, gesture, compliment or positive feedback, point or sticker, and present. Kinds of punishment are warning, memorizing vocabulary, decreasing students' point, and moving students' seat. Besides to motivate student, reward and punishment also make the students become more discipline and study harder than before. Jabeen, et al. (2015) conducted the study about punishments and rewards to investigate the impact of reward and punishment on students' learning behaviour. As Ilegbusi (2013) did research about "An analysis of the role of rewards and punishments in motivating school learning." He examines these questions in order to discover (uncover, to be more specific) the role which rewards and punishments seem to play in motivating school learning. Sahin, et al. (2016) conducted the study about the persistence of reward and punishment in preschool classrooms. This study aims to determine preschool teachers' beliefs and self-reported practices related to the use of reward

and punishment in the classroom. Data were collected from 30 preschool teachers using a semi-structured interview protocol developed by the researchers, and analyzed via the word-lists technique. The main themes determined were (1) the necessity of reward/punishment, (2) the frequency of reward or punishment use and (3) specific types of reward or punishment. Wahyudi, Refnaldi (2013) conducted the study about an analysis of reinforcement implemented by English teachers at SMAN 1 kecamatan dalam Padang Pariaman regency. The purpose of this study was to determine the type, frequency, time, and reasons for reward and punishment used by English teachers as a strategy in classroom management.

Next, Ma'rifah (2010) did a research about:"Giving Reward and Punishment in Improving Student' Reading Skill (A classroom action research at VII grade of SMP Dua Mei Ciputat). The aim of this research is to see how the implementation of giving rewards and punishment in reading section process, especially in improving reading skill and also to help English teacher of SMP Dua Mei in managing classroom activities effectively. And then, the study that has been done by Yanti (2016) about"the Implementation of Rewards and Punishment in the Classroom at English Education Department of Universitas Muhammadiyah Yogyakarta". This study has two aims. First, it aims to reveal how the EED UMY lecturers implement reward and punishment in the classroom. Second, it aims to know the reasons why EED UMY lecturers give reward and punishment. To answer the two research questions, the researcher designed this research as qualitative by descriptive qualitative research as the approach of this research. Observation and semi-structured interview were done to gather the data. The participants were three teachers of EED UMY. The participants were chosen using purposive sampling.

The last, the research conducted by Wahyudi, Refnaldi (2013) about an analysis of reinforcement implemented by English teachers at SMAN 1 Kecamatan Vkotokampungdalam Padang pariaman regency. The purpose of this study was to determine the type, frequency, time, and reasons for reward and punishment used by English teachers as a strategy in classroom management.

From explanation above, there are several functions of rewards and punishments. Not only the reward and punishment have several functions, but also the reward and punishment have several types. There are many types of reward and punishment. The types of rewards and punishments are very useful to the teachers. The teachers can gives the reward to students when they get a good achievement and also gives the punishments when they makes a noisy or they did not focus during learning process. The teachers still has less understanding about the types on giving spoken rewards and spoken punishments and also the reasons why the teachers give rewards and punishments in the teaching EFL in the classroom.

Based on information above, the researcher was interested to find out the types and reasons of giving spoken rewards and spoken punishments in teaching English as foreign language in the classroom. Accordingly all over the statements above the researcher was motivated to do research which entitled"An analysis of classroom management in giving spoken rewards and spoken punishments in teaching English as foreign language classroom in SMP N 17 Padang."

B.   RESEARCH METHOD

The design of this research is descriptive qualitative. According to Arikunto (2013), descriptive research means looking into or to describe something like situations, conditions, events, activities in which the result of the study can be exposed in a research report.Creswell (2012) also argued that qualitative research would be appropriate to be employed when it would identify research participants' opinion, believe, or even perception.

There some English teachers at SMP N 17 Padang as the object or participants of this research. There are three English teachers who are teaching in different grade at SMP 17 Padang. They are teaching in grade VII, VIII and IX. In this research the researcher investigates all of them when they are teaching in the class.

The instruments were used in this study are observation sheet and interview guidelines. According to Arikunto (2013), observation is an effective ways to complete the research with observation form as an instrument.In this case, the observation sheet is used to see the types of spoken rewards and spoken punishments used during teaching English as a foreign language classroom. Therefore, the researcherhelped by the video recording. According to Loizos (2008), video recording is necessary whenever any set of human actions is complex and difficult to be comprehensively described by one observer as it unfolds.

SRI (Stimulated Recall Interview) was used in order to answer the research questions of this research. Stimulated Recall is an introspective research instrument used to gather information about participants' action (Gassin Zainil, 2015); such a data collection method is usually carried out by presenting the participants with an audio or visual recording of them doing an activity in the classroom. The questions in the interview are based on the needs of the research itself.They are from the observation through video recording during the teaching activities. It aims to see the reasons why teachers given spoken reward and punishment. To find out the which one the types of reward and punishment are mostly used in the teaching and learning process the researcher use the formulation to calculate the data, as follows:

$$P = \frac{f}{N} \times 100$$

Source: Sugiyono(2010)

P: The percentages of each type of spoken rewards and punishments
F: The frequency of each type of rewards and punishments
N: The total types of spoken rewards or punishments each teacher

Moreover, researcher analyzed the data from the interview to get more information about teachers' reason in giving spoken rewards and spoken punishments in EFL classroom.

C.   RESULT AND DISCUSSION

1. Result

The data has been collected, from 3 teachers there were 137 types of spoken rewards that were used by teachers and also there were 44 types of spoken

punishments that were used by teachers. The researcher analyzed and classified all of the types for each teacher into two meetings. Firstly, there are six types of spoken rewards; they are praise, symbolic reward, tokens reward, tangible reward, and activity reward. The following table will present the total and the percentage ofeach type of spoken rewards.

No	Name of Teacher	G	School	Types of Spoken Rewards				
				P	SR	TR	TGR	AR
1	Teacher A	VII	SMP N 17 Padang	32	0	0	15	0
2	Teacher B	VIII	SMP N 17 Padang	27	4	3	9	0
3	Teacher C	IX	SMP N 17 Padang	13	23	7	4	0
Total of spoken rewards in each types				62	27	10	28	0
Total all types				137				
Rewards percentage of each types				45.26	19.71	7.30	20.44	0

Note: G   : Grade
       P   : Praise
       SR   : Symbolic Reward
       TR   : Token Reward
       TGR : Tangible Reward
       AR   : Activity Reward

The table shows the percentages of spoken rewards. The percentage of spoken rewards in identifying praise amounted 62 data or 45.26%. In identifying symbolic reward, amounted 27 data or 19.71%. In identifying token rewards, amounted 10 data or 7.30 %. In identifying, tangible reward amounted 28 data or 20.44%. In identifying activity reward amounted o data or 0%.

It can be seen that 49% of the total types were the types of spoken rewards include types of praise, which is as the types of spoken rewards mostly used by teachers. Then, activity of reward found as the types of spoken reward that never used by teachers with 0% of the total types. Next, there was only 22% of the types were the types of tangible rewards. The data percentages can be seen in pie chart below:

Types of Spoken Reward
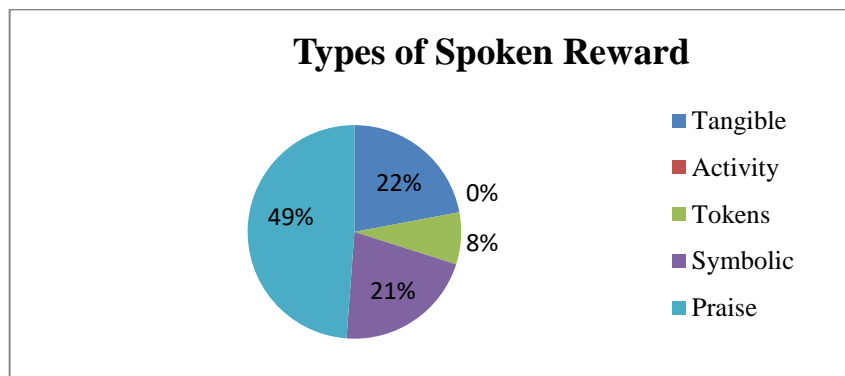
The data analysis and findings showed that most of all the teachers rarely used the types of spoken rewards such as: symbolic reward, tokens reward, and tangible reward. Therefore, SRI (Stimulated Recall Interview) had been done to investigate teachers' reasons in giving spoken rewards. In this case, the researcher interviews 3 teachers to investigate the reasons in giving spoken rewards during learning process. Based on the SRI transcriptions, it found that most of the teachers gave spoken rewards during learning EFL is to motivate students in learning English and enhance students' enthusiasm for learning English. The data can be seen in the table below:

No	The reasons of spoken reward	Teacher A	Teacher B	Teacher C
1	To enhance student enthusiasm for learning	√	√	√
2	To increase the students' motivation	√	√	√
3	To convey students' confidence		√	√
4	To enhance students' attention	√	√	

From the table above, it can be seen that that the reasons of teachers give spoken rewards to the students and researcher analyze most of the teachers gave spoken rewards during learning EFL is to motivate students in learning English and enhance students' enthusiasm for learning English.

Secondly, the researcher analyzed and classified all of the types of spoken punishments for each teacher into two meetings. There are seven types of spoken punishments; they are use nonverbal cues, use a penalty, assign detention or time out, design an individual contract, punishment by word, punishment by action, and physical punishment.The following table will present the total and the percentage of each type of spoken punishments.

No	Name of Teachers	G	School	Types of Spoken Punishment						
				USC	UP	TO	DIC	PW	PA	PP
1	Teacher A	VII	SMP N 17 Padang	11	2	1	0	0	2	5
2	Teacher B	VIII	SMP N 17 Padang	4	2	0	0	3	0	1
3	Teacher C	IX	SMP N 17 Padang	9	0	1	0	0	2	1
Total of spoken punishment in each types				24	4	2	0	3	4	7
Total all types				44						
Punishments percentage of each types				54.55	9.09	4.55	0	6.82	9.09	15.91

Note: **G** : Grade
USC : Use nonverbal cues
UP : Use a penalty
TO : Time out or Assign detention
DIC : Design an individual contract with students
PW : Punishment by words
PA : Punishment by action
PP : Physical punishment

The table shows the percentages of spoken punishments. The percentage of spoken punishments in identifying use nonverbal cues amounted 24 data or 54.55%. In identifying use a penalty amounted 4 data or 9.09%. In identifying assign detention or time out amounted 2 data or 4.55 %. In identifying design an individual contract amounted 0 data or 0%. In identifying punishment by word amounted 3data or 6.82%. In identifying punishment by action amounted 4 data or 9.09%, and the last in identifying physical punishment amounted 7 data or 15.91%.

It can be seen that 54% of the total types were the types of spoken punishments include types of use nonverbal cues, which is as the types of spoken punishments mostly used by teachers. Then, design an individual contract with students found as the types of spoken punishment that never used by teachers with 0% of the total types. Next, there was only 16% of the types were the types of physical punishment. Most of all the teachers' rarelythe types of spoken punishments such as: Use a penalty, assign detention, punishment by words, punishment by action, and also physical punishment. The data percentages can be seen in pie chart below:
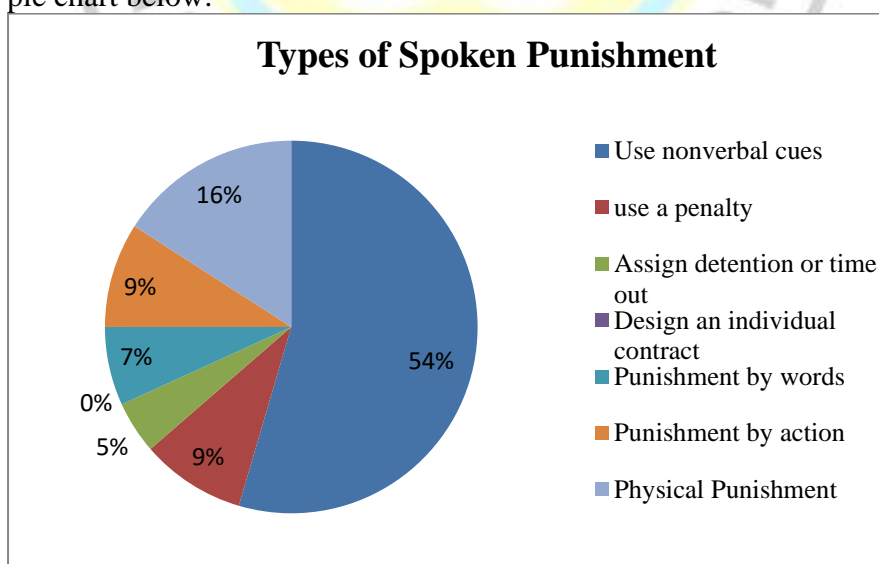
Therefore, SRI (Stimulated Recall Interview) had been done to investigate teachers' reasons in giving spoken punishments. In this case, researcher interview three teachers to investigate the reasons of giving spoken punishments by teacher in EFL classroom.Based on the SRI transcriptions, it found that most of the teachers gave spoken punishments during learning EFL is to change students'

behaviour and to make students afraid to repeat the same mistakes in learning English. The data can be seen in the table below:

No	The reasons of spoken Punishment	Teacher A	Teacher B	Teacher C
1	To change students' behavior	√	√	√
2	To improve students' abilities	√	√	
3	To make students afraid to repeat the same mistakes	√	√	√
4	To reprimand students to be more attentive when teacher give the lesson	√		√
5	To improve students' awareness toward class cleanliness			√

From the table above, it can be seen that the reasons of teachers give spoken punishments to the students and researcher analyze most of the teachers gave spoken punishments during learning EFL is to change students' behavior and to make the student afraid to repeat the same mistakes during EFL classroom.The others of teachers' reasons in giving spoken punishments are to reprimand students to be more attentive when teachers give the lesson and to improve students' awareness toward class cleanliness.

2. Discussion

Based on the finding, there five types of spoken rewards. The most common types of spoken rewards that teacher given to the students is the type of praise with 49%. Thus, the common types of spoken punishments that teacher given to the students is the type of use nonverbal cues with 54%. Moreover, there are some reasons that teachers give spoken rewards and spoken punishments to the students. The reasons of the teachers are given the spoken rewards to the students are to enhance the enthusiasms of students in learning process and also to motivates the students and the last to improve the students attention during EFL classroom. Meanwhile, the reasons of the teachers are given the spoken punishments to the students are to change students' behaviour, to improve students' abilities, to makes students afraid to repeat the same mistake in order to make they will more focus on learning materials and the classroom environment will conducive.

It was parallel with the research finding of Yanti (2016). Rewards are given by lecturers as positive feedback to students who conduct teaching learning process well without ruction. Reward is given at English Education Department in Universitas Muhammadiyah Yogyakartya (EED UMY) because to make students thinking positively, to make students motivated, to make students feel respected, to build students desire, and to create good environment. Punishment is given by lecturers at EED UMY are coordinate the class to be conducive, to make student

more focused on what is discussed. All of the participants utilized in this research, one lecturer does not given a punishment.

Next, the research finding of Amaliya (2016) also had a similar result with this research about the types of reward and punishments in the school. Then, Amaliya's research also focuses on the kind of positive reward and positive punishments. As the outcomes of positive reward and punishment, the study shows that it gives many outcomes to students and the learning process. Some of the outcomes are positive reward and punishment could make the students be more discipline, responsible and motivated in learning English. Meanwhile, this research is to find out the all of types of spoken rewards and spoken punishments and the reasons of the teachers are given the rewards and punishments to the students. The reasons of the teachers are given the spoken rewards to the students are to enhance the enthusiasms of students in learning process and also to motivates the students and the last to improve the students attention during EFL classroom. Meanwhile, the reasons of the teachers are given the spoken punishments to the students are to change students' behaviour, to improve students' abilities, to makes students afraid to repeat the same mistake in order to make they will more focus on learning materials and the classroom environment will conducive.

Furthermore, the research conducted by Wahyudi, Refnaldi (2013) about an analysis of reinforcement implemented by English teachers at SMAN 1 Kecamatan V koto kampong dalam Padang Pariaman regency. The purpose of this study was to determine the type, frequency, time, and reasons for reward and punishment used by English teachers as a strategy in classroom management. The research finding showed that English teachers only use intrinsic rewards and positive punishment types. The frequency of using reward is 128 times, while the frequency of using positive punishment is 29 times. The teacher uses reward and punishment at the beginning, core, and end of learning activities. Furthermore, teachers have several reasons for using rewards, including; 1) meet student academic achievement, 2) successfully achieve learning goals, 3) help students improve behaviour, 4) create an orderly class, 5) improve student concentration on the task, 6) create a peaceful interaction between teacher and students, and 7) supervise student behaviour. In addition, teachers also have several reasons for using punishment, including; 1) ensuring students' interest in learning, 2) warning students to behave appropriately, 3) creating a quiet classroom atmosphere, 4) creating discipline in the classroom, 5) preventing negative behaviour, and 6) obeying school rules.

The last, this research was different with the research conducted by Ma'rifah (2010), the result of the teachers giving rewards and punishments to improve the students' skill in reading and then it will encourage the students' behaviour to increase their score in learning of reading skills. The result of this research is the teacher giving the rewards and punishments to increase all of skills in learning English in order to improve the students' achievement and to motivate the students in learning English and also to change the students' behavior.

Based on the finding of the research and the related previous study about this topic, it can be concluded that there are several types of rewards and punishments that teachers given to the students during learning EFL classroom. According to Amaliya (2016), the data analysis of her research that teachers' used

the positive rewards and positive punishments to the students in order to make the students be more disciplined, responsible and motivated in learning English. While, this research found that the teachers used spoken reward and spoken punishment to improve students' enthusiasm, students' motivated, and also students' attention of learning materials from teachers in EFL classroom.

D.   Conclusion and Suggestion

Based on the findings and discussion above, the common types of spoken rewards those are given by teachers in SMP N 17 Kota Padang are type of praise. Thus, the common types of spoken punishments that are given by teachers SMP N 17 Kota Padang is type of use nonverbal cues.

Furthermore, there were several reasons of giving spoken rewards by teacher in EFL classroom such as to enhance student enthusiasm for learning, to increase the students' motivation, to convey students' confidence, and to enhance students' attention. Meanwhile, there were several reasons of giving spoken punishments by teacher in EFL classroom such as to change students' behavior, to improve student abilities, to make student afraid to repeat the same mistakes, to reprimand students to be more attentive when teacher give the lesson, and to improve student' awareness toward class cleanliness.

Based on the findings and the conclusion of the research, there are some suggestions offered. First, the researcher hopes that the teachers could improve their knowledge about the types of spoken rewards and spoken punishments, so they can give the spoken rewards and spoken punishments in the variety types. Second, researcher hopes teachers can arrange the strategy to give reward and punishment properly toward classroom in orderto improve students' motivation and to change the students' behaviour. For other researcher, it would be valuable to study about the types and reasons of spoken rewards and spoken punishments in EFL classroom.

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