



Teacher's Reward and Punishment in English Learning Process

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| ARTICLE INFO | ABSTRACT |
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| <p>Article history:</p> <p>Received</p> <p>Accepted</p> <hr/> <p>Keywords:</p> <p>Reward</p> <p>Punishment</p> <p>English Learning process</p> | <p>This research aimed at analyzing the reward and punishment used by the teacher in English learning process. This research was carried out using a descriptive qualitative. The data for this research was gathered from one English teacher and ninth grade students of SMP Negeri 9 Binjai. The data collection techniques encompassed in this research involved observation and interviews. Based on the results of the analysis there were three kinds of rewards that the teacher gave to students such as praise or compliments, tangible rewards or gifts, and non-verbal rewards. However, praise and non-verbal rewards are the most common rewards that the teacher used in class during the learning process. For punishment, there were two kinds that the teacher gave to students, such as a request and a warning. Then, the implementation of rewards and punishments in the English learning process went well, and last, the teacher gave rewards and punishments to students in the English learning process with the main reasons being to create an effective learning environment, manage the class, and support students' development. For English teachers, in giving rewards and punishments to students, it is suggested to maintain a balance between the two, neither more nor less. For further researchers, it is suggested to conduct research with a depth of discussion from various points of view.</p> |
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INTRODUCTION

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.

METHOD

In this study, the researcher used a qualitative descriptive approach. According to Creswell (2014) qualitative descriptive research is an approach that aims to describe and understand social phenomena or human habits in depth. In this research, the researcher collected data through observation and interview. The data of this study were rewards and punishments used by the teacher when teaching English in the class. The data sources were an English teacher and students of class IX-4 in SMP Negeri 9 Binjai.

This approach was very suitable to find out the phenomena that occur in the classroom. The data obtained was subjectively and interpretively analyzed to provide a clear and in-depth overview of the research topic.

FINDINGS

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

- a. Based on the data analysis, the researcher found several kinds of rewards and punishments used by the teacher in the English learning process in the class. The kinds of reward used were praise, non-verbal reward, and gift, while the kinds of punishments used were a request and a warning.
- b. Based on the data analysis, the researcher found that the teacher implemented reward and punishment in English learning process. The teacher implemented reward and punishment by following some guidelines from Slavin (2012). During the observation process for four times, the teacher used rewards and punishments in a good way. The teacher paid attention to each student's attitude in the learning process whether it was good or bad. When students made something that deserved to be rewarded, then the teacher gave it. Rewards can be used to reinforce positive behavior and motivate students to learn well. By giving praise, gifts or other forms of appreciation, the teacher can stimulate students' intrinsic motivation and create a positive classroom environment. On the contrary, when the teacher found students doing something wrong, the teacher gave punishment as well as positive reinforcement in order to make students realize their actions. It can be an effective technique to teach the consequences of negative behavior. In addition, the teacher also avoided administering any physical punishment to the students which would be dangerous in the future. Therefore, the right balance between reward and punishment can help create a balanced and productive learning environment in the class.
- c. Based on the data analysis, the researcher found that the reason the teacher used rewards and punishments was to create a disciplined and productive learning environment. Rewards were given to recognize students' achievements, stimulate their motivation, and reinforce positive behavior. Meanwhile, punishment was used to teach the consequences of inappropriate behavior, increase responsibility, and maintain classroom order. The combination of these two techniques helped the teacher develop good behavior, motivated students to learn, and create a learning environment conducive to their academic and social development.

CONCLUSION

Based on the result of the research, it can be concluded that the researcher found the reward and punishment in English learning process at ninth grade students of SMP Negeri 9 Binjai.

- a. The kinds of rewards and punishments had implemented in English learning process. There were three kinds of rewards that the teacher gave to students such as praise or compliment, tangible rewards or gift, and non-verbal rewards. However, praise and non-verbal rewards are the most common rewards that the teacher used in class

during the learning process. For punishment, there were two kinds that the teacher gave to students, such as a request and a warning.

- b. The implementation of rewards and punishments in the English learning process went well according to the guidelines, but there were several stages that the teacher did not do when giving rewards and punishments. However, the English learning process happened in general, the teacher opened the class and gave directions to the students about the material to be learned. Rewards were given to students who showed positive behavior and participation in the learning process, while punishments were given when students showed negative behavior that disrupted the learning process.
- c. The teacher gave rewards and punishments to students in the classroom with the main reasons being to create an effective learning environment, manage the class and support students' development. Rewards were given to recognize students' achievements and positive behaviors. This can increase their motivation to study hard, follow the rules and actively participate in learning. Rewards also help build students' self-confidence, develop social skills and strengthen the relationship between teachers and students. On the other hand, punishments were given in response to inappropriate or rule-breaking behavior. It aims to provide clear consequences for negative behavior, which can help students understand the consequences of their behavior. Fair and consistent punishment can also maintain classroom discipline, create a safe environment, and teach students about responsibility for their actions.

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