Analysis of Reward and Punishment in EFL Classroom

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Abstract

Classroom management is certainly concerned with behavior to create and maintain an effective learning experience. Therefore, giving rewards and punishments is important in order to increase students' motivation in EFL classroom. The purpose of this study is to analyze (i) teachers' perception (ii) teachers' performance in using reward and punishment, (iii) to find out the kinds of reward and punishment used by the teachers and (iv) to know merit and demerit of reward and punishment.This study employed qualitative research method. The subjects of this research are 5 teachers from Elementary School, 5 teachers of Junior high school and 5 teachers of Senior High School in Parepare. The data were collected through interviews. Then the data was processed based on data reduction techniques, data presentation, and drawing conclusion. The findings showed that (i) reward and punishment is very useful for the teacher in managing the classroom, (ii) the teachers faced some problems in using reward and punishment such as, inconsistent, unfair and make other students jealous. (ii) theteachers used two kinds of reward; instructional reward (exam exemption, task exemption and early break) and non-instructional reward (praise, physical contact, and token reward) and two kinds of punishment; instructional punishment (punishment by action) and non-instructional punishment. (grade, penalty and punishment by words). Therefore, it can be concluded that the types of rewards and punishments that mostly used by teachers are praise and penalty punishment. So reward is good strategy to improve students' motivation and punishment could make the students disciplined.

Keywords: Classroom Management, Reward, Punishment

1. Introduction

Teachers play a pivotal role in classroom management because the teachers conduct a learning teaching process and also they are responsible for creating a well-managed classroom.Dibapile reported that Well-managed classrooms are characterized as safe environments where learning occurs freely. It is supported by Churchill stated that A well-manged classroom and teaching program allows little time or opportunity for misbehavior. In the same line, Marzano also stated that a classroom that is well-managed provides a composed environment for teaching and learning to flourish.

In addition, Teaching and classroom management cannot be separated because effective classroom management is considered as crucial part on thesuccess of students' learning which leads to quality education. As Wong stated that classroom management is related to all of the things that the teachers do to organize students, time, and materials so that students learning can be meaningful. Mumtaz also stated in his research that Effective classroom management, which begins with efficient lesson planning preparation, helps teacher to teach and students to learn. Regina further posited that effective classroom management is the teachers are required to be able in organizingthe classroom and managing behavior problems created by students to attain the educational outcome positively. Thus Scrivener suggested that to build effective classroom management, teachers have to be able to look at and read classroom events as they occur and think of possible options. Furthermorethe teachers are required to have certain organizational skills and techniques in managing multitude of tasks and situations that can occur at any time in the classroom. Therefore, teachers should know how to use and apply strategies that will allow and also help students to learn.

Nowadays, there are many problems related with English teaching and learning process concerning with classroom managementsuch as students' misbehavior.It can be really tiresome and bothersome for the teachers when to deal with the chaotic class with the misbehavior students.Yoncalik argued that students' misbehaviors during the lesson seem to be the most significant factors that hinder instructions, in spite of the effort exerted by the teachers for effective behavioral management. Yoncalik also added the reason for his statement that misbehavior cannot be predicted in advance, even if teachers have some expectation of them while planning the lesson. It was proved by Wedanthiin her research, she found out the misbehaviors of students happened such as students did not bring a book, talked to his friends when the teacher explained the material in front of the class, ignored the material, came late to the classroom, disturbed the others and also there were students who did not perform their assignment.

In addition, Kuranchie, stated that students tend to exhibit disruptive behaviors such as chatting, eating and drinking, noise creation, verbal abuse, intimidating and use of pejorative and derogatory words, among others, which tend to hinder effective flow of teaching and learning.

Regarding with the problems above, Teachers' strategy or technique inmanaging classroom especially in managing student's behavior is urgently needed.One of the strategies that can be used for the classroom management especially in managing student's behavior is by giving the rewards and punishments. Lake claims that the most common classroom management design used in schools focuses on rewards and punishments. Then, Santrock defined that a reward is used for getting a behavior to occur more often. On the contrary, punishment is a consequence that decreases the probability that a behavior will occur. Another opinion stated that reward and punishment are two sides of the same coin. They are both forms of extrinsic motivation which can be rather pernicious in the way it appears to work at the time. Therefore, those techniques have the similar purpose in managing the students' behavior to create the good environment for the students.

Furthermore, Punishmentis simply a word used to describe a consequence that, when supplied, reduces behavior. In daily practice, though, the word is emotionally laden. For many adults there is a blur between punishment for the sake of punishment (retribution, eye-for-an-eye) and punishment for the sake of therapy (behavior reduction). Currently, many parents and teachers keep in their mind the term "punishment" as corporal punishment. Corporal punishment is physical force used with the intention of causing pain, but not injury, in order to correct or control a child's behavior. They come to their opinion based on the reality in Indonesia.

Many teachers use corporal punishment such as paddling, spanking, slapping, shaking, scratching, shoving, pinching, hair pulling, excessive exercise, and so on. Besides corporal punishment there is nonphysical (such as neglecting, using fear of punishment to motivate a child, insulting a child about the quality of his or her work, making a child the butt of the teacher's humor, using sarcasm or put-downs when addressing a child, loss of privileges, detention, and suspension).

In this case, there have been some teachers are jailed because of giving corporal punishment to students but it cannot be denied that students' misbehavior is also as the cause of teachers' decision to give the punishment. So, appropriate punishment leads to appropriate behavior.

Reward has a purpose to make the students do everything more diligently to increase the score. As Spencer argued that Reward is pleasant stimulus that increases the frequency of the behavior it follows. Besides, Rewards can be an effective way to encourage students. It can be as tasks or materials that initially

motivate students become involved in learning. by giving the rewards, the teacher should consider the target behavior that he/she would like to encourage. Robert stated that giving rewards should be given not only for excellent students, but also for low students when they do better. Based on the explanation above,the researcher is interested to do the research to analyzethe way the English teachers use rewards and punishment in EFL classroom.

Classroom management refers to actions taken to create and maintain asuccessful learning environment and effective instruction. Jim Scrivener stated that classroom management is how the way the teacher manages their student's learning by organizing and controlling what happens in the classroom. Jim also added that classroom management is ways of keeping order in class and specifically to discipline-related problems. It is supported by James M. Cooper stated that classroom management refers to the action teachers take to create an environment that is respectful, earning, orderly, and productive. Classroommanagement support and facilitates both academic and social-emotional learning. Regarding to the definitions above, the researcher draws the conclusion that the concept of classroom management can be interpreted as a restatement of the teaching - learning process achieved in the classroom.

The successful of teaching and learning process is depending on the ability of teachers to organize classrooms and manage the behavior of their studentsMarzano stated that the most important role of teachers among the other roles is as a manager. Teachers should be able to manage classes well and provide conditions that enable students to learn in order to obtain the expected results..Gordon Lyons also stated that it is critical necessary of teachers' ability in executing the student behavior and classroom problems strategically.

In the same line Brophypresented that Classroom management refers to actions taken to create and maintain a learning environment conducive to successful instruction (arranging the physical environment, establishing rules and procedures, maintaining students' attention to lessons and engagement in activities.

From all the aspect above, it can be interpreted that effective classroom management is about the teacher ability to manage the students' interaction with other student and students with the teacher and controlling students' behavior. And in modification of behavior aspect, the teacher also should be able to modify the student's behavior to be better in supporting learning process.

Reward and punishment are two learning techniques that are always used in many environments including education, work, and life. Most learning activities in our lives are impacted by these techniques. They have many variations which need to be applied by considering time, place, personality, facilities and several other variables to yield the best results.

The effectiveness of punishment and reward in classroom management is an ongoing issue for education professionals. It is a common belief that schools are not just responsible for imparting basic knowledge and skills, but also plays an important part in helping students develop responsible behaviors. Problems happen in everyday classroom life and should be handled by teachers. Rewards and punishments are two techniques used frequently by teachers in classrooms for controlling behaviors. A reward is used for getting a behavior to occur more often. On the contrary, punishment is a consequence that decreases the probability that a behavior will occur.

The theory of rewards or reinforcement and punishments were founded by BF Skinner cited by John W. Santrock. In Skinner theory responses are controlled by their consequences, Skinner found that a behavior is repeated when followed by a positive consequence and behavior is not repeated when followed by a neutral or negative consequence. Respond and stimulus here are the rewards and punishments. In Skinner theory also explained about the positive and negative of rewards and only one kind of punishments. However, in Susan Lamke book there are some types of rewards and punishments:

a. Positive rewards or positive reinforcement is the frequency of a response increases because it is followed by a rewarding stimulus. For example: the teacher gives the students praise for their excellent score in the test.

b. Negative rewards or negative reinforcement, the frequency of a response increases because it is followed by the removal of unpleasant stimulus. For example: the teacher always nags at the students to do the task and keep nagging so that makes the students stressful.

c. Positive punishment is a consequence that decreases the probability that a behavior will occur by adding an unpleasant stimulus. For the example is when the students cheat in the test the teacher will give the punishments by giving additional assignment

d. Negative punishment is a consequence that decreases the probability that a behavior will occur by withdrawing an unpleasant stimulus. A student is losing part of his free time for not following the teacher's instruction.

In addition, Advantages of reward and punishment in teaching English for learners are:

a. Reward and punishment can be used to motivate students in learning a language. Students can be more active in the class if they get something as the reward.

b. Reward also helps students to prepare for and participate in the class discussion that needs a deep understanding and focus on material. Then, it encourages the students to participate in the class as a person or group.

c. Punishment can help students to be more discipline and change their bad behavior in the class activity.

d. Punishment also reminds other students to not do the same mistake like their friend did.

The use of rewards and reward systems are very common in schools. Originally, the idea came from when a child did somethinggood and received some kind of compensation. In education, the concept of reward has basically the same principles.According to Horner,reward refers to any contingent that may deliver a consequence such as an activity, event or any object. Rewards are important both forencouragement of appropriate behavior and prevention of the encouragement of inappropriate behavior. As we know that students are often make trouble in the classroom and difficult to handle. A teacher who does everything to avoid trouble may still have problem because of students. Student misbehavior can be caused by many things, both from situations outside and inside the classroom.

In addition, the teacher should choose effective reinforces because not all reinforces are the same for every students, make rewards contingent and timely. The teacher must give rewards only after the students perform desirable behavior and it is more effective when they are given in a timely way, as soon as possible. Moreover, it has to be positively reinforcing and educate the students, and be sure to identify the student's behavior. Giving the fair chance for every students and be selective in giving the rewards is the best choice for the teachers to make.

Robert E. Slavin gives some guidelines for the use in implement the rewards to increase desired behavior in the classroom as follows:

a. *Decide what behaviors you want from the students, and reinforce these behaviors when they occur.* For example, praise or rewards for a good work. Do not praise or rewards work that is not up to student's capabilities. It is best to use positive

rewards the least elaborate and tangible rewards that will work. In other words, if praise its self will work, don't use small toys or materials incentives

b. *Tell the students the behavior you want and the reason.* In giving the reason to the student for everything they accomplished is taught them to realize its value and make them to be more motivated.

c. *Reinforce appropriate behavior as soon as possible after it occurs.* Delayed reinforcement is less effective than immediate reinforcement. It is important that students know how they are doing in class. So do not delay their grades, praise or feedback.

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. Teachers should use reward in order to maintain a positive learning environment and to promote appropriate classroom behaviours. Reward for the students should be real but it does not have to be something expensive. In this case, the teacher's creativity is really needed. So, the teacher can make something special for the students. There are some kinds of reward that teacher can use in the class:

Non- verbal reward is a kind of reward in the form of gesture and mimic of the teacher. Gesture can be like applause, two thumbs up, clap students' shoulder, and shaking hands. Mimic can be like smile and gaze. It can increase students' interest in learning and make them become more active to share their ideas.

Compliment or positive feedback from teacher shows that the teacher appreciates students' action and achievement in the class. They are an easy reward to be used by the teacher in the class but it gives the big effect to the students in learning language. As extrinsic motivation, compliment or positive feedback should be given in the right way because they can increase students' spirit and their confident in the class. Here are examples of compliment that teacher can use in the class, the word "great, good for you, excellent, very good, and etc" can be used by the teacher for student who can answer teacher's question and the answer is correct.

Meanwhile, the words "thank you for caring, thanks for helping, you are a good friend" use for students who care of their teacher and their friend. The word "spectacular, outstanding performance, marvelous, and etc" can be used for students' performance in the class, like singing, storytelling, and others.

Point or sticker can be used as a symbol of the students' result in learning. Every student in the class will get different number of point or sticker. If the students had the lowest point in the class, they have to be more active in the class than before to get the

higher point. Teacher can give five points or one start if the students can focus during the learning process, ten points or two stars if they actively participate in the class and fifteen points or three stars if the students can do the task well and correct.

Teacher can give different kind of sticker depends on the level of the students. For kindergarten student, teacher can give sticker which looks like pet, doll, and car. For elementary school student, teacher can give sticker which looks like Barbie, hello kitty, star, and sun for girl students. For boy students, teacher can give sticker which looks like kinds of ball and flag from every country.

Present is a kind of reward in the form of things like candy, pencil, pen, eraser, etc. The present does not have to be something expensive, it can be something that is cheap or the teacher can make it by her own (handmade). Students will feel happy when the teacher gives them a present. They will keep it and tell it to their friends about the present and they will also tell it to their parents about the present from the teacher at home. The present can make students enjoy their learning process and breaking of their stress in the class.

Robert proposes three basic of categories of positive reinforce or positive rewards as follows: Social reinforces such as praise, smiles, hugs, recognition or attention. Activity reinforces such as access games, watching movie, field trip and other fun activity. And the last is "token" or symbolic reinforces such as money, grades, stars, or points. Besides those three basic categories, there are also other example of positive rewards such as call home and privileges. Call home is calling or sending a note to the parents to tell their children excellent behavior. While the example of privileges are games, special roles, allowed to line up first or to have other small privileges.

Table Three basic of positive reward categories

Reward	
Praising words and phrases "That's clever" "Good thinking" "That shows a great deal of work" "You really pay attention" "You should this to your father" "That was very kind of you" "I'm pleased with that"	"Keep up the good work" "I appreciate your help" "Now you've got the hang of it" "That's an interesting point" "You make it look easy" "I like the way you got started on your homework"
Nearness Walking together Sitting together Eating lunch together	Playing games with the student Working after school together
Physical contract Touching Hugging	Shaking hands Holding hands

Expressions	Looking interested
Smiling	Laughing
Winking	
Nodding up and down	
Preferred activities	
Going first	Visiting another class
Running errands	Playing a short games
Getting to sit where he or she wants to	Taking a class pet home
Telling a joke to the class	Being team captain
Having a party	Seeing a movie
Doing artwork related to studies	Reading with a friend
Choosing the game for races	Getting free time in library
Earning an extra or longer races	Being asked what he or she would like
Helping the teacher	to do
Token reinforces	
Money	Points
Grades	Food
Stars	Etc.

Using reward in the classroom helps teacher increase student's motivation. Rewards convey information about one's skill or competence when they are linked to actual performance or progress, such as when a teacher praises students for learning new skill or acquiring new knowledge. Referring to the statement above, when reward is given by the teacher, the students can associate acting and behavior in feeling of happiness. Usually, students will do something that trigger reward continuously.

Besides, reward has a purpose to make the students do everything more diligently to increase the score. Rewards can be an effective way to encourage students. It can be as tasks or materials that initially motivate students become involved in learning.According to Soejono, giving rewards by a teacher as an educator might have several purposes.

a. Giving rewards can increase the better norm of students' behavior.

b. Giving rewards can maintain and expand the students' behavior.

c. Giving rewards are indicators of increasing competence.

d. Rewards give the good situation to student in the classroom.

Holthdefined punishment as a procedure in which certain responses (impropriate action or behavior) have consequences, those responses decrease in frequency, and the decrease in frequency occurs because of the response–consequence relation, and not for some other reason. If a thing can be reducing an impropriate behavior reappeared, then it is meant as punishment. Feldman also stated that punishment is stimulus that decreases the probability that a previous behavior will occur again. In the same line, Lester stated that punishment is the process by which an aversive stimulus decreases the probability of

a response that precedes it. It can be concluded that punishment is stimulus to decrease negative behavior.

Punishment in the classroom is used as a behavior modification technique. While punishment is not a cure-all for poor student behaviors, the advantages of punishment psychology are supported by evidence. Constructive punishment that is focused on natural consequences shapes children' behavior in the desired direction. It can also eliminate or prevent disruptive acting out when students know what the consequences are for their actions. Teachers who set clear expectations for behavior are helping students understand what behaviors and actions to strive for that are positive, as opposed to negative. Children learn that negative behaviors equal punishment and disciplinary measures, while positive behaviors are rewarded.

Punishment is similar to reinforcement in that both are defined by its effects. According to Lefrancois, The main difference between the two, however, is that the effect of punishment involves the suppression of a behavior rather that the strengthen of it as in reinforcement. Punishment also has two types, positive and negative. Positive punishment is when a positive contingency is removed. An example of this could be a penalty. It is also known as removal punishment. Negative punishment is when a negative contingency follows a behavior. This is what most people commonly think of when they think of the term punishment and is sometimesreferred to as presentation punishment.

Punishment must be used carefully because it can sometimes lead to unintended consequences. First, a person may find a way to circumvent the punishment without reducing or changing the behavior. Second, punishment can increase the likelihood of aggressive behavior on the part of the punished students and it will lead them to imitate the punishing behavior in other interactions.. Third, the punished student can get injured. Punishment becomes child abuse when the child damaged physically or psychologically. Fourth, sufficiently severe punishment may result extreme fear. Fifth, even if the behavior is changed, the change may damage the punished person's self-esteem.

Too much punishment can deteriorate the parent-child or student-teacher relationship to such an extent that the elder party is disrespected and trust is lost. The individuals consider each other enemies and try to avoid contact with each other. Sometimes, unnecessary punishments may lead to resistance. For example, consider a student who is constantly and unfairly punished by his/her teacher(s) loses interest in learning and education. Milton stated that there are several conditions that must be met to justify punishment:

1. Punishment must be appropriate to the fault and immediately follow it so that the student understands his fault.

2. Before punishment, the reason for the undesirable behavior should be identified and appropriate guidance must be given. If all else fails, punishment must be resorted to as a last measure.

3. The teacher must make certain that the effect and result of the punishment must justify its application.

4. The teacher must be permitted by the parts to punish the student.

5. The age of the learner must be considered while applying the punishment.

6. Punishment must occur in the presence of authorities and certain delegated individuals

7. The negative reinforcement agent must be identified carefully.

8. Prior to punishment, necessary information regarding possible interventions must be gathered.

Punishment is a consequence following a bad behavior that students do in the class. Punishment in the classroom needs to be implemented with care, should be educated and should never be used to single students. There are some kinds of punishment that can be used by the teacher in the classroom:

Warning is an easy punishment to the students in the class. Teacher can give warning to block students' bad behavior during learning process. Teacher can say "do not disturb your friend! Be quite please! Stop talking please!" By warning the students, they will not disturb the learning process of other students and do not disturb the teacher's concentration. Students will think that the teacher does not like if they are disturbing her during the learning process. They also think that something they had done in the class is not good and breaking the rule in learning. Students will not do it again and focus to their lesson.

Memorizing vocabulary is a kind of educated punishment. Teacher can use this punishment to punish students and to ask them learning new vocabulary. The purpose in giving this punishment is to make the students know that they are wrong and they should get punishment. By memorizing new vocabulary, it can increase students' English vocabulary. Even though they get punishment; they still learn English. It can make the students more discipline in the class and it will make them have many additional vocabularies.

This kind of punishment is not physical punishment, but it also gives the big effect to the students. In reward, students can increase their point when they focus, active, and do

the task well, but in punishment they will decrease their point if they break the rule. Teacher can reduce students' point if they have bad behaviour in the class. The teacher tells to the students if they do not focus and keep talking in the class, they will lose five points. If they do not do their assignment well, they will lose ten points and if they disturb their friend or their teacher, they will lose fifteen points.

Sometimes during the class, students will talk to each other while teacher explains the lesson. It will disturb teacher's concentration and other. Moving students' seat position can be used for the students who always talking in the class during the learning time. This punishment gives positive impact to the students, not only they can think that they wrong, they also will get along with other students in the class. When students move to the other seat, they can learn together with their other friend. It also teaches the students to care to their other friend and widen their social life.

This punishment is very educated for students and easy for teacher to use in the class. Punishment gives to the students to make them wary to do the mistakes. Punishment can be used by the teacher directly when the students do something that is not suitable with the rules of learning in the class. Generally, punishment is necessary; it should be the least restrictive type of punishment. Before using any punishment strategies, it is important to check with the school's policy on appropriate classroom management strategies and what is and is not permitted in your specific school.

2. The Methodology of Research

The researcher useddescriptive qualitative researchdesign for the purpose of this study that was to describe how the teachers use rewards and punishments in EFL Classroom. Qualitative research was used to explore the certain phenomena and describe about events, condition or situation of the present. McMillan and Schumacher stated that qualitative research is defined asprimarily an inductive process of organizing data into categories and identifying patterns (relationships) among categories.

The researcher chose a qualitative method for several reasons. First, this research method could help the researcher to gain insight or information about something in depth. Secondly, this qualitative research method provided complex details about phenomena that are difficult to be measured by statistical method in other words quantitative methods. The last, the researcher collected and recorded data in great detail about matters related to the matter under study. So the researcher produced original and natural data.

In addition, Qualitative research was conducted through intense and/or prolonged contact with participants in a naturalistic setting to investigate the everyday and/or

exceptional live of individuals, groups, societies and organizations. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. Qualitative research was mostly associated with words, language and experiences rather than measurements, statistics and numerical figures.

It was important to the researcher to know, to determine the research, and to limit the time in conducting the research to make the research easier. Basically, there were no certain criteria in determining the research area but it had to be clear where the research was conducted.

During this research process, the location of this research was in Parepare, south Sulawesi. The researcher was interested to do research in Pareparedue to some reasons. The reasons were the researcher work and live in Parepare and it was easy to gain the data because the researcher had known the location. The length duration, then, of this research spent about one month or more included the management of collecting data and the procedure of collecting data.

The research concerned on the teachers' classroom management. The researcher chose the English teachers from elementary school, junior high school and senior high school as the participants and the subject of the research. The subject of this research was at least 3 years of experience in teaching English and they were physically and emotionally healthy.

3. The Results and Findings of Research

In this research, there were two kinds of reward used by the teacher as strategyin managing classroom. They were Instructional reward and non-instructional reward. To show the result of this study conveniently, those findings were categorized based on the kinds of those strategies:

3.1. Instructional Reward

Instructional Reward is reward relates to the teaching process which has direct effect to the students. Based on the result from teachers' interview, the kinds of reward can be illustrated as follow:

a.Exam Exemption

Exam exemptions are a privilege to be earned by students who have demonstrated academic achievement and responsible behavior. The teacher gave exam exemption as reward to the students if they did their task diligently. The result of teacher's interview as follow:

".... Kemudian anak anak yang rajin dalam mengerjakan tugas biasanya ada pembebasan dalam ujian"

(… then the students who did their task diligently, sometimes we give exam exemption)

b.Task Exemption

Another reward used by teacher was task exemption. The students were not required to do the task when they could answer the question correctly or they got good score in the material. This was based on the result of the teacher's interview:

"Saya memberikan reward kepada siswa seperti tidak perlu kerjakan tugas ketika mereka sudah mendapatkan nilai baik pada materi yang diberikan…….)

(I gave reward to students such as the students were not required to do task when they got good score of the given material. ……)

c. Early break

The next example used by the teacher was early break. The teachers gave early break time as reward to the students if they could answer the teacher's question or finish the task earlier.

"Salah satu contoh pemberian reward jika siswa mampu menjawab pertanyaan dengan benar, saya janjikan untuk keluar lebih cepat …….."

(One of examples of giving rewards if students are able to answer questions correctly, I promise to let them have early break…….)

Based on the result of the interview with the teachers, we can conclude instructional reward used by teachers was categorized into three namely exam exemption, task exemption and early break. These rewards could directly give effect to students. This reward should be analyzed by the teachers to know the effect of these rewards. It could be positive or negative effect.

3. 2. Non-Instructional Reward

Non-instructional reward is reward relates to the teaching process which has indirect effect to the students.The teacher gave praise, physical contact and token rewards to the students. It was given for every positive thing that any student did. Based on the result from teachers' interview, the non –instructional reward can be specified into some categories as:

a. Praise

Praise is a form of reward that can be verbal or written.Praise can play a crucial role in motivating students if the teachers have enough information of when and how to use it.The following are teachers' answer from the interview:

"Salah satu contohnya saat saya memberikan pertanyaan kemudian siswa mampu menjawab pertanyaan maka saya berikan pujian……."

(One of example is when I asked questions and students were able to answer questions, so I gave praise…..)

"saya memberikan reward kepada siswa secara verbal dengan menggunakan kata kata sepeti 'bagus,sudah benar, tepat, bagus sekali' seperti itu. ……"

(I gave verbal reward to the students such as 'good, that's right, excellent and etc….)

"Misalnya jika siswa sudah mengerjakan tugas dengan baik. Kemudian dikatakan bravo, amazing, pekerjaanmu kamu sangat baik sekali"

*(*For example, if students did a good assignment. Then I said bravo, amazing, good job).

b. Physical contact

To pat students on the back and to put a hand on their shoulders for multiple reasons, it is a great way to help students direct and maintain attention. Based on the teachers' interview, there were two teachers using this strategy.

"For example the students do something best then kita tepuk pundaknya dan mengatakan hebat kamu nak. Karena kami pernah dapatkan bahwa sentuhan langsung itu kadang membuat sisi psikologis siswa itu berbeda."

(For example the students do something best then we pat their shoulders and say you are great. Because we have found that the direct touch sometimes makes the student's psychological side better).

Pemberian reward bisa berupa Kita berjabat tangan atau menyentuh pundak siswa ketika siswa melakukan hal baik seperti menjawab pertanyaan dengan benar

(Giving rewards can be in the form of us shaking hands or touching students' shoulders when students do good things such as answering questions correctly)

As so many educators and researchers have suggested, the value of supportive, appropriate touch in the classroom is enormous. Holding hands and simply a hand on the shoulder or arm can give the teacher-student relationship an invaluable boost that will physiologically and social-emotionally reward the giver and the receiver, not to mention benefit the student's academics.

c. Gesture

The gesture used by the teacher to give rewards was applause and thumbs up. It was given when the students presented their work perfectly, answered teachers' question completely and correctly.

Contohnya ketika saya memberikan tugas atau pertanyaan ke siswa dan dia bisa kerjakan dengan baik, Saya biasanya berikan reward berupa tepuk tangan

(For example, when I give assignments or questions to students and they can do it well, I usually give rewards in the form of applause)

d. Token Reward

Token rewards are the most frequent reward that the teacher always gives in every meeting. The examples of token rewards are food, money, gift, point, star and etc. This is based on the result of teachers' interview:

kemudian yang berupa benda seperti yang saya lakukan memberikan hadiah kecil kecil seperti pulpen, buku dan sebagainya. (hadiah)

(Rewards in the form of objects like what I do, usually I give small gifts such as pens, books and so on)

Saya memberikan reward berupa benda yang paling mereka butuhkan misalkan pulpen atau plastic yang dapat mengcover buku mereka

(I give rewards in the form of things they need most, for example, pens or plastic that can cover their books)

Contoh penerapanya itu misalnya ketika saya memberikan pertanyaan kemudian ada siswa didalam kelas mampu menjawab pertanyaan maka saya berikan bintang.Kemudian bintangnya dikumpulkan dan bisa ditukar dengan hadiah.

(Example of recipients of the reward is when I ask questions, and then there are students in the class who are able to answer questions, so I give stars. Then the stars are collected and can be exchanged for gifts)

Contoh penerapan pemberian reward itu karena saya menggunakan system poin, jadi jika ada siswa yang menjawab pertanyaan atau memberi pertanyaan ituu akan mendapatkan poin tambahan 10 kemudian siswa yang paling cepat mengumpulkan tugas maka dapat poin plus 20 dan seterusnya). (For example, I use a point system to give rewards. so if there are students who answer the question or give that question; they will get an additional 10 points then the student who is the fastest to collect the assignment will get plus 20 points and so on).

In implementing various kinds of rewards, a teacher must be able to choose the form of reward that is suitable for students and the reward is based on the situation and condition of the students. Teachers provide various types of rewards to students should be based on the results that have been achieved by students.

3. 3. The Use of Punishment as Strategy in Managing the Classroom

Punishment is a consequence given by the teacher in order to reduce the negative behavior of students.Consequently this behavior will not happen again. The punishments given are usually in the form of an unpleasant stimulus. There are two categories of punishment used by the teachers. Those are presented as follow:

a. Instructional Punishment

Instructional Punishment is punishment relates to the teaching process which has direct effect to the students. Based on the result from teachers' interview, the kinds of punishment can be illustrated as follow:

b. Punishment by Action

This punishment was used by the teacher as one of the way to manage student's misbehavior in the classroom. And here is the example of punishment used by the teacher based on the teachers' answer from the interview:

"Contohnya, pada saat pelajaran berlangsung, ada siswa yang tidak mengerjakan tugas atau lalai tidak memperhatikan ketika guru menjelaskan biasanya saya suruh membersihkan papan tulis atau membersihkan kamar mandi, membuang sampah.
(for example, during the lesson, there were students who did not do the assignment or were negligent or did not pay attention when the teacher explained that I usually ordered them to clean the blackboard or clean the bathroom or take out the trash)
Untuk punishment fisik, saya kadang suruh berdiri atau push up misalnya kalau mereka terlambat masuk kelas "alasannya terlambat masuk kelas : "makan bu", ok silahkan dulu lari lari didalam kelas supaya kalorinya terbakar supaya sehat lagi untuk belajar". (For physical punishment, I sometimes tell them to stand up or do push-ups, for example if they are late for class "the reason is that they are late for class:" eat mom ", ok, go ahead and run in class so that the calories burn so that they are healthy again for studying).

From the teachers answer above, It can be concluded thatone of the kinds of instructional punishment was punishment by action. This punishment was used to reduce students' misbehavior in the classroom. This punishment might reduce negative behavior but it did not give contribution to improve students' skill in learning specifically English.

3. 4. Non-Instructional Punishment

Non-instructional punishment is punishment relates to the teaching process which has indirect effect to the students. The punishments were in the form of grade (decreasing score, stars or points), penalty and punishment by words. Based on the result from teachers' interview, the non –instructional punishment can be specified into some categories as:

a. Grade

"……Misalnya jika mereka melanggar saya ambil bintangnya,

(…….For example if they break the rule I take their stars)

"System yang saya pakai adalah system poin jika siswa melanggar itu akan mendapat pengurangan poin"

(The system I use is a point system. So if students violate it, they will get a point deduction).

Punishment for this type is the most widely practiced punishment in schools, especially when students were late to class, did not do homework or late in submitting assignments. For example, a student came late to class, so as a punishment the student got red points or the student's points/stars were deducted from 10 minus 2 for being late.

b. Use a penalty

The most positive punishment that the teacher usually used is fine or penalty such as do the task 2,3 or 5 times with the translation, memorizing some vocabulary, make a summary, do the worksheet, answer/write the task directly to the whiteboard and so on.

"Bagi anak anak yang belum menyelesaikan tugasnya jika memungkinkan biasanya saya suruh tinggal di kelas bersama saya sampai tuganya selesai jika tidak memungkinkan maka saya memberikan tugas tambahan untuk diselesaikan dirumah

(For children who have not completed their assignments, if possible, I usually tell them to stay in the class with me until the task is completed, if not possible, then I give additional assignments to be completed at home).

Contohnya ketika mereka tidak melaksanakan tugas jadi mereka akan diberikan efek jera sesuai kesepakatan misalnya menghafal kosakata, memperkenalkan diri atau melakukan public speaking di depan teman-temannya.

(For example, when they don't carry out a task, they will be given a deterrent effect according to the agreement, for example memorizing vocabulary, introducing them or doing public speaking in front of their friends).

c. Punishment by words

One of the examples of punishment used by the teachers is punishment by words. The example of this punishment is the students must answerteacher's question in English or repeat the teacher's explanation

Contohnya kita suruh diskusi misalkan atau mereka sedang ngobrol maka kita suruh can you tell us what are you talking about in front of the class?

(when the teacher is explaining and they are noisy, then we ask for a discussion or they are chatting, then we tell "can you tell us what are you talking about in front of the class?)

Kalau misalnya ketika saya menjelaskan dan mereka ribut maka hukumannya saya suruh mereka ulang penjelasan saya

(For example, when I explain and they are busy with their business, I will ask them to repeat my explanation)

In this part discussed those findings by reflecting on some theories related the use of reward and punishment as strategy in managing the classroom.

3. 5. The Use of Reward as Strategy in Managing the Classroom.

In this research, there are two kinds of rewards used by the teacher in managing classroom, which are the focus of this research: they are Instructional reward and non-instructional reward as follow:

a. Instructional reward

Instructional Reward is reward relates to the teaching process which has direct effect to the students. There are 3 kinds of instructional reward namely Exam Exemption, task exemption and early break.

Exam exemptions are a privilege to be earned by students who have demonstrated academic achievement and responsible behavior. The teacher gave exam exemption as reward to the students if they did their task diligently. Another reward used by teacher was task exemption. The students were not required to do the task when they could answer the question correctly or they got good score in the material. The next example used by the teacher was early break. The teachers gave early break time as reward to the students if they could answer the teacher's question or finish the task earlier.

b. Non-instructional reward

Non-instructional reward is reward relates to the teaching process which has indirect effect to the students. The teacher gave praise, physical contact, gesture and token rewards to the students. It was given for every positive thing that any student did.

3. 6. The Use of Praise, Gesture and Physical Contact

Based on the research, the rewards that often used by the teacher is praising. While for *physical contact and gesture* are the reward that sometimes used by the teacher. In addition there is one reward that never used by the teacher that is *nearness*. In line with Slavin theory, that expression/gesture, recognition, praise, physical contact and nearness are the example of positive reward to increase the student's behavior. For the discussion,

3 kinds of rewards are ever used by the teacher and the other one is never used. It shows that in this category the teacher used many varieties of reward in managing classroom.

a. Token Rewards

Token rewards are the most frequent reward that the teacher always gives in every meeting. In Slavin theory, he gives some examples of token reinforces, that are money, grades, starts, points, food etc. In line with the theory, the teacher always gives the students, gift, points or score as the kind of reward for every participations in the class.

As the conclusion, the teacher in everyday class used most of all kind of positive reward. There is only two kind of reward never used that are nearness and contracting. In addition, the most commonly reward used by the teacher is token reinforces by giving the students points or score.

3.7. The Use of Punishment as Strategy in Managing the Classroom.

Punishment is a consequence following a bad behavior that students do in the class. Feldman stated that punishment is stimulus that decreases the probability that a previous behavior will occur again. Punishment in the classroom needs to be implemented with care, should be educated and should never be used to single students. There are some kinds of punishment that can be used by the teacher in the classroom:

a. Instructional Punishment

Instructional Punishment is punishment relates to the teaching process which has direct effect to the students. The researcher could say that this kind of punishment was categorized as physical punishment too.

b. Punishment by action

This punishment was in the form of an act. The teachers apply to students who make mistakes by providing activities that are not fun for them. For example, when a student still did not change his bad habits to disturb his classmates, the teacher asked him to clean the classroom, erased the white board, and did push up as a form of punishment. This kind of punishment gave direct effect to the students because it led the students to be discipline but it would not help the students to improve their achievement in learning English.

3.8. Non-instructional punishment

Non-instructional punishment is punishment relates to the teaching process which has indirect effect to the students.

a. Grade

This kind of punishment is not physical punishment, but it also gives the big effect to the students. In reward, students can increase their point/star when they focus, active, and do the task well, but in punishment they will decrease their point if they break the rule.

Teacher can reduce students' point if they have bad behavior in the class. The teacher tells to the students if they do not focus and keep talking in the class, they will lose five points. If they do not do their assignment well, they will lose ten points and if they disturb their friend or their teacher, they will lose fifteen points.

b. Use of Penalty

The most positive punishment that the teacher usually used is fine or penalty. For teaching English this punishment is the most suitable for the students. For the example write vocabulary, memorize some English vocabularies, multiplying the English task, etc. By giving a fine or penalty, it also can improve the English student's skill. Task related punishment is the punishment purposed by Robert that related to students misbehavior so that it can teach the students the consequences in each behavior.

c. Punishment by words

Teacher often give the verbal punishment to the male students rather than female students. Santrock said that if the teacher uses verbal punishment; remember to accompany it with positive feedback. In delivering the verbal punishment, the researcher found that the teacher sometimes giving feedback to the students although it is not always happened.

Thus all efforts or actions made by educators to students such as prohibiting, giving orders, advising, punishing are part of educational work. The form of punishment given must match the form of the mistake. And punishment is carried out in stages so that the punishment given can have educational value and can actually change bad habits as well as not repeat them again. Hence those teaching and learning activities can run in a conducive way.

The teachers have the right and freedom to punish students who violate the rules, but the application of punishment in this study is not carried out arbitrarily because there are already regulations regarding giving punishment to students. Punishment is applied to improve student behavior and morale not to threaten students for the personal gain of a teacher. Besides that it is more educational in nature, it does not cause excessive hatred. Point punishment has been calculated in detail depending on the type of violation committed by the students. Therefore, the punishment is fairer to students and students can take responsibility for their actions sincerely. If punishment is carried out with violence, it does not motivate students to be better but will create fear and hatred which will lead to inner rebellion. In this case, teacher skills are needed in order to the goals will be achieved effectively.

4. Conclusion

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