


## REWARDS AND PUNISHMENTS GIVEN BY THE TEACHER TO MOTIVATE STUDENTS IN LEARNING ENGLISH AT UPT SMP NEGERI 2 BARANTI

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ARTICLE INFO	ABSTRACT
<p><b>Article history:</b>                      Received: December 21, 2020                      Revised: January 26, 2021                      Accepted: January 26, 2021                      Published: December 25, 2021</p> <p><b>Keywords:</b>                      Rewards                      Punishments                      Motivation                      Learning English</p>	<p>This study intended to investigate (1) The kinds of Reward used by teacher to motivate the students in learning English at UPT SMP Negeri 2 Baranti, (2) The kinds of punishment used by teacher to motivate the students in learning English at UPT SMP Negeri 2 Baranti, (3) The obstacles faced by teacher in motivating students using reward and punishment. This study used a descriptive qualitative method. One of English teacher who teaches in the 8th grade was a participant in this study. The data obtained through an interview consisting of 35 questions, 17 questions about reward and 18 questions about punishment. The Data analysis was carried out by reducing the data, then presenting the data, and after that drawing conclusions and verification. The results have shown that the kinds of reward used by teacher are praise, respect, and sign of appreciation, while the kinds of punishment used by teacher are punishment by action, punishment by word, and corporal punishment. In addition, the obstacles faced by teacher in applying reward was sometimes teacher made mistakes in giving rewards to students causing students protest, while the obstacles that faced by teachers in giving punishment were sometimes difficult determining who was the student who committed the offense, students did not do the punishment well, and students did not pay attention what the teacher said when only given reprimand and if giving punishment too harsh is not allowed.</p> <p style="text-align: right;"><i>This is an open access article under the <a href="#">CC BY-SA</a> license.</i></p> <div style="text-align: right;">  </div>
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### INTRODUCTION

English is a very useful language for people to learn in their mother tongue since English is a global language. As a foreign language, English is used as a way of interacting with individuals and others around the globe. In Indonesia, learning English has been extended from primary school to university level. It reminds us that it is really important to study English. Teaching English to young students is somewhat different from that of adult students. They like to practice, and they like to have fun learning. Conversely, if they don't

like it, they just mess around and don't concentrate on studying. As a result, students lack desire to study and become indifferent.

The issue of student motivation for learning comes not only from the students themselves, but also from the teachers themselves. Some teachers do not know and it's hard to get the enthusiasm of students. According to Mulyasa (2003), motivation is the motivational factor or puller that triggers action against a certain purpose. With the motivation of the students, they would be forced to think. As a result, the teacher has a very important role to play in student encouragement. Teachers must build a situation that will boost the motivation of students to continue studying so that learning problems can be solved. One of the forms that teachers typically do is by providing students with rewards and punishments. Rewards and punishments are some of the instructional resources that are helpful for encouraging students to develop or strengthen the successes that are or have been made that can improve student-learning interests, so they can be an initiative to strengthen learning skills and achievements.

The aim of reward is to encourage students to be more interested in attempting to increase their achievement. In addition, offering rewards will help students more satisfied when their actions or work are rewarded and there is a sense of having to repeat it. On the other hand, Djwandono (2008), the meaning of punishment is to discourage negative behavior and to remind students to not do something wrong. Knowing well how interpret the rewards and punishments that the teacher gives for learning English is a very important component. This will be a guide for those who would apply rewards and punishments to encourage students to learn English. Therefore, the researcher need to do for collecting the data information and look for kinds of rewards and punishments used by teachers and also find the obstacles in motivating students in learning English by implementing rewards and punishments.

## RESEARCH METHOD

In this study the researcher used descriptive qualitative. Qualitative analysis is designed to investigate the processes that occur around humans. This study has been performed at UPT SMP Negeri 2 Baranti. It's located in Sidenreng Rappang. One of English teacher who teaches in the 8th grade was a participant in this study. The researcher used the Indonesian language in interviews. The instrument used was interview guidelines and recording device. Interview guidelines used as a researcher guide in interviewing teacher. There were 35 questions given to the teacher, 17 questions about reward and 18 questions about. The procedures in collecting data were prepared the interview guide then the researcher asked the teacher and recorded, and then the researcher transcribes the findings of interview. The researcher requires some steps in the analysis of the results, such as data reduction, data display, conclusion and verification (Sugiyono, 2010).

## RESULT AND DISCUSSION

The interview was done in order to answer the first, second and the third problem statement. The Interview questions consisted of 35 questions. There are 17 questions about reward and 18 questions about punishment. The researcher did the interview at the English teacher who teaches in class eight of UPT SMP Negeri 2 Baranti on Wednesday, October 21, 2020 from 09.00- 10.00 am and on Friday, October 23, 2020 from 10.00- 10.30 am.

### **The Kinds of Reward Used by the Teacher to Motivate the Students in Learning English.**

The researcher asked questions about examples of the kinds of reward based on the theory in Chapter 2. According to Djamarah (2008), there are four kinds of rewards, depending on the kind of rewards awarded, namely praise, respect, gift and sign of appreciation. The researcher gave 7 questions related to the kinds of reward. From the results of the interview, the researcher found that the kinds of reward used by the teacher at UPT SMP Negeri 2 Baranti are praise, respect, and sign of appreciation. The teacher did not use gifts as a kind of reward given to students.

Based on interview, praise in the form of words and the English teacher who taught in eighth grade used a gesture. Examples of praise in the form of words that the teacher gave such as Yes, good, excellent, and very good, while praise through gestures, the teacher gave a thumbs up and applause. As shown in the table below:

No	Questions	Answer
1.	Have you ever given praise in words? How about examples of praise you gave?	Yes. Good, excellent, very good good. I think that's the usual given.
2.	Do you also give praise through body gestures? What are examples of praise given?	Yes Give it thumbs up. It can also be applause.

Moreover, the researcher found that the respect in the form of coronation and giving the power to do something. The teacher showed the students in front of their classmates and announced it at a morning ceremony so that member of school sees all of them. The teachers usually take is choosing a discussion group leader with consideration. As shown in the table below:

No	Questions	Answer
3.	If there are students who succeed, do you declare it and show it to classmates or even to one school?	Yes, sometimes. If indeed the children have good achievements, they will be displayed even in the ceremony, and they can be given directions so that they can imitate their friends who achievement.

4.	Are there certain considerations in choosing a discussion group leader or did you just choose him randomly?	I think to choose a group leader, of course I choose the one who can teach his friends or those who are more than his friends .
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From the interview, it was also known that the teacher did not use gifts as a kind of reward given to students. As shown in the table below:

No	Question	Answer
5.	What about offering reward in the form of goods to students in learning English have you ever given them?	So far, I remember that I have never given anything to learn English. When the task is completed or there is work completed, the reward is in the form of words, or body gestures such as thumbs up, good, nice, excellent, giving points, and score. That's the reward that is often given in learning.

In addition, the teacher also gave praise in the form of a sign of appreciation. The teacher never gives student a charter as a reward but if there is a competition in English, the student ever given charter from the school. The sign of appreciation usually given are giving point and plus sign. The teacher gives the assignment then promises students who can do the assignment well will be given point or a plus sign in the attendance list. As shown in the table below:

No	Questions	Answer
6.	Have you ever given a reward in the form of a charter?	For myself, I never gave it, but from school there was. It is usually given when there is a competition.
7.	Have you ever given a point system to students who succeed?	Yes, usually when students are given assignments in class, I promise if anyone can do it then I give them a point or a plus sign in their absence.

### The Kinds of Punishment used by the Teacher to Motivate the Students in Learning English

The researcher asked questions about examples of the kinds of punishment based on the theory in Chapter 2. Ermayanti (2008), the kinds of punishment split into four parts, namely punishment by sign, punishment by action, punishment by word, and corporal punishment. The researcher gave 7 questions related to the kinds of punishment. Based on interview, the teacher found four kinds of punishment. From the results of the interview, the researcher found the kinds of punishment used by the teacher in motivating students at UPT

SMP Negeri 2 Baranti are punishment by sign, punishment by action, punishment by word, and corporal punishment.

From the research results, we know that teacher often give a sign as punishment to students by gesture of the body and through facial expressions. As shown in the table below:

No	Question	Answer
1.	Have you ever given punishment through body gestures or facial expressions to students?	I often give facial expressions, and scolding with words.

From the interview results, the researcher found that the teacher also gave punishment in the form of action. An example of the action given was taking students to the counseling teacher. The teacher gave a punishment if studying students just play around in the classroom so they are expelled and then reported to the counseling teacher to be given follow-up there and also the teacher giving additional assignments to students. When students are given the task of memorizing five words, and when the time arrives to ask the teacher, the students are not yet memorized or ready, the teacher applies more memorization. As shown in the table below:

No	Questions	Answer
2.	Have you ever reported students to the Counseling Guidance (BK) teacher or took them out of the classroom during learning? If so, what deeds did he do?	Yes, I have. If while studying he was just playing around in class. I took it out and then reported it to the BK teacher to be given a follow-up there.
3.	What about offering a lot of extra assignments as punishment, did you do that?	Yes, sometimes. Students are told to memorize words, for example, they are told to memorize 5 words. If he / she is not memorized or not ready then the teacher adds words to memorize.

Moreover, punishment by word also use by the teacher. The kinds of punishment is in the form of the words used, namely reprimand, advice, and threats. The teacher threatens that students who do not finish doing the task will be added again or students are threatened with standing in front of the class. Besides that, the teacher is also providing advice to students. If students eat during the learning process, sleep in class, and make a fuss when the teacher explains, the teacher will be reprimanded first if they have been reprimanded many times and it's still like that, they will be immediately expelled. As shown in the table below:

No	Questions	Answer
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4.	Have you ever threatened a student who committed an offense? What is an example?	Yes, I have threatened it. Examples of my threat words are those who don't finish their assignments then add more or usually stand in front of the class if they don't finish their assignments.
5.	Do you also give advice to students when they commit offense?	Yes I give advice, I advise him if he offense.
6.	What punishment do you give students if : a. Eat during the learning process. b. Sleep during the learning process c. Making a fuss when the teacher explains.	Reprimand Reprimand Reprimand. If the student has been reprimanded many times and still ignores it.

In addition, the researcher found that the teacher also imposed corporal punishment but it was very rarely enforced and it was just a light pinching. As shown in the table below:

No	Question	Answer
7.	What about corporal punishment, Do you give it to students too? What the example?	Rarely. Even thrn if given corporal punishment only pinch a little.

### **The obstacles faced by the teacher in motivating students using reward and punishment**

#### **The obstacles faced by the teacher in motivating students using reward**

The researcher asked questions about the obstacles faced by teacher using reward based on the theory in Chapter 2. Nurmisdaramayani (2017) in her thesis, the obstacles faced in applying rewards at MTs Al-Banna Pulau Banyak are internal constraints, it has not been applied fairly, and Funding. While based on the findings of Mursalim (2019) in his thesis, he discovered the obstacles faced by teachers in applying rewards at Al-Falah Islamic high are rewards in the form of goods or materials requires costs or funds, students always hope for rewards or learning and do something good just to get material rewards, caused social jealousy for students who do not get rewards, students who are not achieving and who do not get a reward are increasingly lazy to learn.

The researcher gave 10 questions related to the obstacles faced by teacher in motivating students using rewards. From the results of the interview, the researcher found that the obstacle faced by the teacher in applying reward at UPT SMP Negeri 2 Baranti was sometimes the teacher made mistakes in giving rewards to students so that students protested. Students who do their job well are rewarded. In the end, there are other students whose work

is fine, but the teacher does not see it, so they're not awarded. So that, it causes students to protest to the teacher to get rewards and also ask why they are not given too. As shown in the table below:

No	Question	Answer
1.	Have there been students felt jealous of other students and protested because their friend received a reward but he was not given it even though he felt he was doing the same thing?	Obviously his friend was jealous that his teacher was unfair. Some students are given and other students are not given. I think there has been but maybe because I was wrong or something so he protested and said "I do this too, my job is good too". That is if I am wrong, but if he protests then his assignment or job is not the same, I can give reasons to the students why they don't give it. I also have my own judgment.

From the results of the interview, the researcher found that the issue of funding is not the reason why the teacher does not offer rewards in the form of goods to students, but the teacher is only afraid of the students' habit of having to be offered goods and only hopes that the goods are not the desired information. In addition, the school also offers funding for high-achieving students, such as when there is a match, the headmaster offers to give prizes to students who take 1st, 2nd, and 3rd place. Examples of rewards typically offered in the form of money, dictionaries and books. The teacher also gives reward to students who used to commit offenses but then achievement. The teacher does not give rewards only to students who previously performed but also to students who often offense and then achievement in order to become motivation for him to always succeed. The teacher also gives rewards fairly regardless of their social closeness to these students.

From the interview results we also know that the teacher has no difficulty in determining which students should be rewarded. It can be seen from his personality and his diligence in completing the task. In fact, other students also accepted and felt that the teacher gave rewards to other students that should have been given, it was deserved. The rewards may inspire students. Other students who have not been rewarded are still happy to get them as their friends, who want to be the same as their friends who have been rewarded. When an award is offered to the teacher, the students accept it and are thankful for not asking for more presents.

### **The obstacles faced by the teacher in motivating students using punishment**

The researcher asked questions about the obstacles faced by teacher using reward based on the theory in Chapter 2. Nurmisdaramayani (2017) in her thesis, the obstacles faced

in applying punishment at MTs Al-Banna Pulau Banyak are Weak affirmation from teachers to supervise students, a misunderstanding between parents and teachers in giving punishment, the teachers who sometimes have not been able to adjust the attitude they should apply to students even with other teachers. While according to Mursalim (2019) in his thesis, he discovered the obstacles faced by teachers in applying punishment at Al- Falah Islamic high school are if the punishment given is too harsh, the student will be angry with the teacher and even no longer like the teacher's lesson, Giving punishment can also cause social jealousy, Punishment in the form of physical beatings is not allowed because it would conflict with human rights issues and there is a lack of cooperation between teachers and parents.

The researcher gave 11 questions related to the obstacles faced by teacher in motivating students using rewards. The obstacle that the researchers found from the interview results that the teacher sometimes difficulty determining who was the student who committed the offense, and the teacher hard to believe when students complain because the teachers are afraid that students are just lying to them. As shown in the table below:

No	Question	Answer
1.	Do you have difficulty determining who the student committed the offense so that it is difficult for you to punish him?	It is really difficult if there are students who are not honest. Sometimes when no one is looking, students point at each other. It is very difficult to determine if students are not honest, after being interrogated, the teacher finds out. However, if you get an honest one, you will know right away.

The other obstacles are some students do not do the punishment well, for example, when the teacher gives additional assignments but students do not complete them on time so that the teacher gives additional assignments. As shown in the table below:

No	Question	Answer
2.	If you give punishment, for example giving assignments, does student do it or not?	Sometimes there are students who don't do it. If the violation is like that, students are asked to stand in front of the class or even add their assignments. If it is not done, the punishment will increase again. From small punishment until to big punishment. If they are often told and do not implement it, they are eventually taken to the counseling teacher.



The teacher also sometimes makes mistakes in applying punishment, there have been students who commit offense and then the teacher gives punishment but in the past there were other student who do offense, the teacher did not give punishment. This made students who get punishment protest because the teacher gave him punishment. This happened because of the teacher's ignorance when other student offense so he was not punished. As shown in the table below:

No	Question	Answer
3.	Have there any students who felt jealous and protested because a friend had committed an offense and you did not give punishment, but when he did, you gave him punishment?	Ever. If I don't see it and don't know that this student has committed an offense. When I only punished students who I knew offense, the students usually protested and said "why wasn't he punished when he violated?" and that's because I don't see it.

In addition, students did not pay attention to what the teacher says when only being reprimanded will repeat the offense. Different from the student who already knew that it was not good when he was reprimanded once, he did not do it anymore. As shown in the table below:

No	Question	Answer
4.	Are there any obstacles that you have encountered in the application of punishment other than those previously mentioned?	That is the problem if students are only reprimanded, reprimanded now and violate again tomorrow. Students forget the punishment they were given, but if a student is good, he only reprimands it once and knows that it cannot be done. So, if it is a student whose character doesn't care about it then they commit another offense.

Giving punishments that are too harsh is not allowed for violating human rights. It is enough to provide punishment in the form of advice or light physical punishment. As shown in the table below:

No	Question	Answer
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5.	Usually if students are only reprimanded, advised, or given small punishment, the students still commit offense. How about giving harsh corporal punishment to have a deterrent effect on students? Why don't you apply it?	It violates Human Rights. Corporal punishment should not be given to students with severe punishment. It would violate the law. It is enough to be given advice. If it doesn't change, students are ordered to stand, dry in the sun, and run. Students running frogs are also a form of corporal punishment.
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From the interview results, we also found that teachers gave punishment without prioritizing social closeness. Even though they have a close relationship with the teacher, the teacher still gives it fairly. The other teacher also helps in disciplining and supervising students who receive punishment. When students have performed well and then violated, the teacher still punishes them as per the level of the violation.

In addition, teachers rarely apply corporal punishment so that the actions of the teacher do not receive a warning from other teachers, headmaster, and do not create conflicts with the parents of students. Corporal punishment is given in its proper form. In the interview process, the researcher asked the teacher are there an angry student that even hated the teacher after giving a punishment and showing outstanding his discussion to the teacher and the researcher found that no student shows a public discussion of the teacher, they continue following the learning after a punishment. The teacher doesn't know what to be abused but says the student stays in the classroom when learning.

## CONCLUSION

Based on the result of the research, it can be concluded that the researcher found the kinds of reward and punishment used by teacher to motivate the students in learning English at UPT SMP NEGERI 2 Baranti and the obstacles faced by the teacher in motivating students using rewards and punishments

1. The kinds of reward used by teacher to motivate the students in learning English are praise, respects, and sign of appreciation.
2. The kinds the punishment used by teacher to motivate the students in learning English are punishment by sign, punishment by action, punishment by word, and corporal punishment.
3. The obstacles faced by the teacher in motivating students using reward was sometimes teacher made mistakes in giving rewards to students causing students to protest, while the obstacles that faced by teachers in giving punishment were sometimes difficult determining who was the student who committed the offense, students who did not do the punishment well, students did not pay attention to what the teacher says when only being reprimanded and giving punishments too harsh is not allowed.

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