CHAPTER I

INTRODUCTION

On this chapter as the introduction of the thesis, the researcher explains the background of the study as the reason of the research, the research question which the researcher will be answered by the study, research objective as the purpose of the study, scope and limitation, significance of the study and keywords definitions.

A. Research Background

In teaching and learning process, the role of teacher is very crucial in the class. One of the most important skills that teachers should have in teaching and learning process is the ability to manage the classroom. Marzano states 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. If teachers cannot properly manage the classrooms, teaching and learning process will not run effectively. An effective classroom teaching depend on the teachers role and responsible in managing classroom that involves goals, time spent, relationship, students choices and freedom, student misbehavior, etc. According to Colin and Robert, effective classroom management is considered through four aspects: management in the

¹ Robert J. Marzano, Classroom Management that Works: Research-Based Strategies for Every Teacher (Virginia USA: Association for Supervision and Curriculum Development, 2003), p. 1.

² Quek Choon Lang and Angela F.L.Wong, *Engaging Beginning Teachers*, 2009th edition (Singapore: Prentice Hall), p. 44.

classroom, mediation with individuals, modification of behavior, and monitoring school discipline.³ In the modification of behavior, the teacher should be able to manage the students' interaction with other student and students with the teacher and controlling students' behavior.

For some teachers, controlling and manage the students behavior in the class is quite hard. Especially for the class that has the variety of the students background that some of them is troublemaker and has problem behavior such as fighting, disrespect, defiance, hostility toward the teacher, damaging school property, refusing to accept sanctions or punishments and so on. Actually, the good learning environment for the students to study is important because an effective classroom teaching means that the learning environment should be orderly and quiet. In this kind of classrooms, the student can have more focus in learning and the teacher can teach the students comfortably.

Not only the teacher, should the students also feel comfortable with the situation of the class. Classes are convenient not only of how nice and neat the classrooms is, but also in terms of the condition and situation where the teacher can manage the students effectively. Classroom behavior problems are considered as one of the factor that determines how well the teacher delivers the lesson. As the evidence, there is a survey of public agenda where 75% of the teachers were able to teach effectively, if there were no disruptive behaviors in classrooms. As the result, the teacher strategy and technique in

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³ Colin J. Smith and Robert Laslet, *Effective Classroom Management*, Second edition (London: Taylor and Francis e-Library, 2002), p. i.

⁴ Muhammad Al-amarat Salem, "The Classroom Problems Faced Teachers at the Public Schools in Tafila Province, and Proposed Solutions". International Journal Education Sci", *International Journal Education Sci*, vol. 3(1) (2011), pp. 37–48.

managing classroom especially in managing student's behavior is urgently needed.

As the teacher, it can be really tiresome and bothersome when to deal with the chaotic class with the misbehavior students. As the result, those behaviors must be minimized for learning to occur effectively. However, it needs to be remembering that not all the students are misbehavior. There are also appropriate and good student's behaviors. For this kind of behavior the teacher also need to make the students maintaining those appropriate behavior. Since the teacher cannot appreciate the students good behavior, the students may feel disappointed and be unmotivated to do the same behavior again especially in following the learning process. In these circumstances the teacher not only need to minimize the student's problem behavior, but also maintaining the appropriate behavior.

One of the techniques that can be used for the classroom management especially in managing student's behavior is by giving the rewards and punishments. 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. Those techniques have the similar purpose in managing the students' behavior to create the good environment for the students.

The theory of rewards and punishments was founds since hundreds years ago. However, in Indonesia and other country giving rewards and

⁵ John W. Santrock, *Educational Psychology: Classroom Update: Preparing for Praxis and Practice* (New York: McGraw-Hill, 2006), p. 216.

punishments to the students become a culture in term of education. Actually, there is a stereotype of punishments in society that in some people opinion, punishments was related with corporal and strictness. For children in many countries, corporal punishment is a regular part of the school experience; it is also a form of child abuse.⁶ However, there are also positive punishments as the extrinsic motivation for the students to learn. Moreover, this kind of punishments might be helpful to educate the students.

Some teachers belief that positive rewards and punishments were used to discipline the students in having the English learning process effectively. One of them is the English teachers in MTs Jabal Noer Geluran. According to the researcher preliminary, research at PPL2, This school condition related to the students environment of Islamic boarding school where rewards and punishments are allowed. Although the students are studying in Islamic boarding school, they have some disruptive students that often make the class in chaos. Because of that, the teacher applies the positive rewards and punishment to manage the student's behavior so that the learning process can run effectively.

To solve those problems and misconception about punishment, the researcher wants to discuss and analyze some kind of the positive rewards and positive punishments used by the English teacher to manage the English classroom at MTs Jabal Noer Geluran. This study also discuss about the right implementation and the way the teachers deliver the rewards and punishment and the impact of positive rewards and educative punishment to the students.

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⁶ UNESCO Asia and Pacific Regional Bureau for Education, *Positive Discipline in the Inclusive, Learning-Friendly Classroom: a Guide for Teachers and Teacher Educators* (Bangkok: UNESCO, 2006).

Moreover, the researcher also is more specific in positive rewards and positive punishment as the alternative of corporal punishment. In addition, the students' response toward the classroom management conducted by the teachers.

This study is the continuing research because there were also some previous study discuss about the rewards and punishment theory in the classroom. Most of the study is about the role of rewards and punishment, and the issue of corporal and the effectiveness of punishment. However, this study has different focus from those previous researches. This research is more specific in positive rewards and punishment, which has the main purpose to educate the students and make them to be more responsible and discipline. While the previous study take place for general subject. This research takes the new idea of investigating the classroom management especially in teaching English classroom. Therefore, that it also explain some rewards and punishment that suitable in English classroom. Hence, the researcher conducts this study to identify the form of positive rewards and positive punishments used by the teacher and to analyze the way the teacher use positive rewards and positive punishments in managing the English classroom at MTs Jabal Noer Geluran.

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⁷ John W. Maag, "Rewarded by Punishment: Reflections on the Disuse of Positive Reinforcement in Schools", *The Council for Exceptional Children*, vol. Vol. 67, No. 2, (2001), p. pp.173–18 6.; Ilegbusi, "An Analysis of The Role of Rewards and Punishment in Motivating School Learning", *Computing, Information Systems & Development Informatics*, vol. 4, no. 1 (2013), pp. 35–8; Claudiu Langa, "Rewards and Punishments Role in Teacher-Student Relationship from the Mentor's Perspective", *Acta Didactica Napocensia*, vol. Volume 7, Number 4 (2014), pp. 7–12; Gregory S. Ching, "Looking into the issues of rewards and punishment in students", *International Journal of Research Studies in Psychology*, vol. Volume 1 Number 2 (2012), pp. 29–38.

B. Research Question

The leading research questions that the researcher proposes to pursue are:

- 1. What kinds of positive rewards and positive punishments does the teacher commonly use in managing the English classroom at MTs Jabal Noer Geluran?
- 2. How do the teacher uses positive rewards and positive punishments in managing the English classroom at MTs Jabal Noer Geluran?
- 3. What are the outcome of positive rewards and punishments in managing the English classroom at MTs Jabal Noer Geluran?

C. Objective of the Study

Based on the background of the study that has been explained above, the research objectives that the writer wants to achieve by this study are:

- To identify the form of positive rewards and positive punishments commonly used by the teacher in managing the English classroom at MTs Jabal Noer Geluran.
- To analyze the way the teacher use positive rewards and positive punishments in managing the English classroom at MTs Jabal Noer Geluran.
- To find out the outcome of positive rewards and positive punishments in managing the English classroom at MTs Jabal Noer Geluran

D. Significance of the Study

Theoretically, the result of the study hopefully will show the function of the use positive rewards and positive punishments in classroom management in teaching English. It is expected that it will add to the education theory development. Especially for the students in English education department and English teacher for their references in managing the classroom while teaching English.

For the author, this study will be so valuable as the knowledge and sources in managing the classroom. Therefore, the author may apply this knowledge in the future when she becomes the English teacher.

For the students, this study will help them to increase their motivation in learning English and be more discipline in the classroom. So that they can learn English effectively and will be more responsible in their role as the students.

For the teacher, this study will give them the awareness about the significant of positive rewards and positive punishments. In addition, they can avoid the use of corporal punishments and negative rewards instead in order to manage the classroom.

E. Scope and Limits of the Study

In this study, there are several aspects as the center of the research. The first aspect is the classroom management. Another aspect is the teacher's strategy to use the theory of rewards and punishments in the student's classroom management. Hence, the researcher will only focus on the use of the positive rewards and positive punishments in the classroom management

by the English teacher at MTs Jabal Noer Geluran. To make the discussion specific, the researcher emphasize the research in the kind of positive rewards and positive punishments, the way to use and the outcome of positive rewards and positive punishments.

The limitation of this study will focused on the students in MTs Jabal Noer Geluran, especially for students in the VII grade year 2015/2016. Here, the researcher chooses this school because the teacher used this strategy as their reference for classroom management. Moreover, the environment of the school that most of the students is in the Islamic boarding school where rewards and punishments are common and allowed.

F. Definition of Key Terms

There are several important keywords to define in this study that help the researcher do the research and understand the concept of the study clearly.

1. Classroom management

The action teachers take to create an environment that is respectful, earning, orderly, and productive. Classroom management support and facilitates both academic and social-emotional learning.⁸ On the other words, classroom management is the way the teachers manage the classroom and the student's behavior in order to create the effective learning process.

2. Rewards and Punishments

Reward and punishment is one of the techniques in classroom management especially in controlling student's behavior aspect.

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⁸ James M. Cooper, *Classroom Teaching skill*, ninth edition (USA: Cengage Learning, 2011), p. 217.

Reward is a consequence that increases the probability for a behavior will occur. It refers to anything that follows a behavior and increases the likelihood of that behavior. In addition, it is assumed after giving the rewards the behavior's of students will happen again.

On the other hand, punishment is a consequence that decreases the probability for a behavior will occur. The teacher may use punishments to educate and discipline the students and give them a moral lesson not to do the same mistake again.

3. Positive rewards

The frequency of a response increases because it is followed by a rewarding stimulus.¹⁰ For the example: the teacher gives the students praise for their excellent score in the test.

4. Positive punishments

A consequence that decreases the probability for a behavior will occur by adding an unpleasant stimulus.¹¹ For the example is when the students cheat in the test the teacher will give the punishments additional assignment

5. The implementation of rewards and punishments

The implementation of reward and punishment is the way the teacher deliver rewards and punishment in order to have the best result such as provide the student with an alternative means of obtaining some

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⁹ Santrock, Educational Psychology: Classroom Update: Preparing for Praxis and Practice, p. 216

¹⁰ Susan Lamke et al., the Well-managed Classroom: Strategies to Create a Productive and Cooperative Social Climate in Your Learning Community, Illustrated edition (Boys Town Press, 2007), p. 45.

¹¹ *Ibid.*, p. 52.

positive reinforcement, punish for being off-task, also reinforce for being on-task, and avoid physical punishment and so on. 12

6. Use of rewards and punishments

In general, the purpose of the rewards and punishments strategy in form of learning is to produce changes in the probability that some behavior will occur.¹³ It means that by giving the rewards and punishments can motivate the students to do better in their learning process by changes the misbehavior or maintaining the appropriate behavior.

G. Systematic of the Study

This thesis systematically consists of five chapters. Here are the short description of its contain:

Chapter one is introduction. On this chapter as the introduction of the thesis, the researcher explain about the background of the study as the reason of the research, the research question which the researcher will be answered by the study, research objective as the purpose of the study, scope and limitation, significance of the study and definitions of key term.

Chapter Two is review of related literature. The literature review chapter explains about some theory that support and review the previous study that has correlation with the topic chosen by the researcher. This chapter focuses on classroom management and its objective, rewards and punishments

Pearson, 2012), p. 337.

Santrock, Educational Psychology: Classroom Update: Preparing for Praxis and Practice, p.

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¹² Robert E. Slavin, *Educational Psychology: Theory and Practice*, Tenth edition (New Jearsey: Pearson, 2012), p. 337.

theory, the implementation and the use of rewards and punishments and about the positive rewards and positive punishments.

Chapter Three is research method. This chapter concern on the methodology and the procedure to develop the study. On the research method, the researcher tries to conduct the valid and reliable research by its method and its analysis. The subtitles of this chapter are approach and research design, subject of the study, data collection technique, data collection instrument and data analysis technique.

Chapter Four is research findings. This chapter concern about the finding and the discussion of the research. It consists of data display and research discussion.

Chapter Five or the last chapter is conclusion and suggestion. It is explain the conclusion about the research and some suggestion for the reader or the teacher.

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