CHAPTER II

REVIEW OF RELATED LITERATURE

The literature review chapter will explain about some theory that support and review the previous study that has correlation with the topic chosen by the researcher. This chapter will focus on the classroom management, rewards and punishments theory and review of previous study.

A. Classroom Management

1. Definition of Classroom Management

Classroom management is one of the crucial aspects in teaching and learning process. It is important to create effective teaching and learning process. 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. The successful of teaching and learning process is depending on the ability of teachers to organize classrooms and manage the behavior of their students. James M. Cooper states that classroom management refers to the action teachers take to create an environment that is respectful, earning, orderly, and productive. Classroom

¹ Marzano, Classroom Management that Works: Research-Based Strategies for Every Teacher, p. 1.

management support and facilitates both academic and social-emotional learning.²

Another definition of classroom management, by Jim Scrivener, 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.³ It is supported by Wilford A. Weber definition of classroom management that it is a complex set of behaviors the teacher uses to establish and maintain classroom condition that will enable students to achieve their instructional objective efficiently that will enable them to learn.⁴ From the explanation above, it can be concluded that classroom management is the way the teacher manage the students, environment, and the class in order to have the effective teaching and learning process.

Furthermore, one of the teacher's ability in managing classroom is to be able to controlling students behavior. Gordon Lyons also state that it is critical necessary of teachers' ability in executing the student behavior and classroom problems strategically.⁵ Thus, it needs to maintain effective classroom management that teachers are required to be able in organizing

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² James M. Cooper, *Classroom Teaching skill*, ninth edition edition (USA: Cengage Learning, 2011), p. 217.

³ Jim Scrivener, *Classroom Management Techniques* (Cambridge: Cambridge University Press, 2012), p. 1–2.

⁴ Cooper, Classroom Teaching skill, p. 230.

⁵ Gordon Lyons et al., *Classroom Management*, Third edition (Cengage Learning Australia: Pty Limited, 2011), p. 3.

the classroom and managing behavior problems created by students to attain the educational outcome positively.⁶

According to Colin and Robert, effective classroom management is considered through four aspects:

- a. Management in the classroom: It is related on analyzing classroom organization and reducing sources of friction in the class.
- b. Mediation with individuals: It is refers to knowledge of how to provide the counseling and guidance which some students require, understanding their problems and avoiding damaging confrontations in the classroom.
- c. Modification of behavior: It involves applying learning theory to shaping and changing behavior in ways which are practical and realistic within the routine of the normal classroom
- d. Monitoring school discipline: It considers how schools evaluate the effectiveness of policies on discipline.⁷

From all the aspect above, it can be interpret 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.

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⁶ Regina M. Olive and Daniel J Reschy, *Effective Classroom Management: Teacher Preparation and Professional Development" National Comprehensive Center for Teacher Quality* (Washington DC: 2007), p. 1.

⁷ Smith and Laslet, Effective Classroom Management, p. i.

2. The Objective of Classroom Management

Classroom management is intended to create conducive learning environment for students so that the learning objectives are achieved effectively and efficiently. When the class is interrupted, the teacher must try to overcome them, so that the class condition can be conducive and teaching and learning process can run smoothly. According to Corrie as cited by Hue Ming-tak and Li Wai-Shing, classroom management is a necessary condition for the creation of a supportive, respectful learning environment. Effective teaching and learning can take place only if there is good order and positive learning climate in the classroom, the view that discipline is a crucial dimension of classroom management and is essentially a means to create the necessary condition for learning has been endorsed by various educationalist.⁸

Another objectives of classroom management was also proposed by Jim that good classroom management is the condition where teacher and learners can work together and talk or listen each other in respectful and supportive manner and also it is to do with creating the conditions where such an atmosphere likely to exist. Here, to create the condition of effective classroom management, the role of the teacher as the manager of the class is important.

From the classroom management objectives above, it can be concluded that the objective of classroom management is to create and maintain conditions of class so that the learning process can run well. It is

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⁸ Hue Ming-tak and Li Wai-Shing, *Classroom Management: Creating a Positive Learning Environment* (Hongkong: Hongkong University Press, 2008), p. 5.

⁹ Scrivener, Classroom Management Techniques, p. 2.

mean that the effort made by the teacher is to make the students spirit and enthusiasm in following the classroom activities and to make sure that the students is learning not only listening and following the activities is the class.

3. Controlling Students 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.

Therefore, teachers should have good techniques to control the students' behavior. Haddad states in his book that one of the techniques in managing students' behavior is using positive discipline technique. In addition, the great majority of behavior problems which a teacher must deal are relatively minor disruption, behavior that would be appropriate on the playing field but not in the classroom. Moreover, Edmund and Carolyn divided the student's problem behavior into four categories and one special problem:

a. *Non problem* are common behavior that are not really problems for anyone because they are of brief duration and don't interfere with learning process such as some talk during activities transition, brief inattention and a short pause while working on an assignment.

¹⁰ Caroline Haddad, *Practical Tips for Teaching Large Classes: A Teacher's Guide.* (Bangkok: UNESCO, 2006), p. 18.

- b. *Minor problem* are behaviors that run counter to class procedure or rules but do not disrupt class activities or seriously interfere the learning process such as students calling out, leaving seats without permission, doing unrelated work in class, eating candy and so on.
- c. *Major problem* included behavior that disrupt the learning process but whose occurrence is limited to one or few students only. For the example are students chronically off test, cheating on a test, rarely complete the assignment etc.
- d. *Escalating or spreading problem* are the minor and major problem that has become common place and constitutes treat to the learning environment such as continuously social talking even when the teacher repeatedly ask for quiet. Talking back and refusing to cooperate with the teacher and others.
- e. *Special problems* is some problem occur commonly enough in the class and need to handle it although it is not frequently happened such as fighting, aggressive behavior, chronic avoidance of work, bullying, disrespect, defiance, or hostility towards the teacher and so on.¹¹

As the teacher, its can be really tiresome and bothersome when they deal the chaos 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. According to Edmund T. Emmer, there are two categories of students appropriate behavior.

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¹¹ Edmud T. Emmer and Carolyn M. Evertson, *Classroom Management for Middle and High School Teachers*, eight edition (New Jearsey: Pearson, 2009), p. 172–194.

a. Student involvement in learning process

Student involvement is indicated by many behaviors, including attention during presentation and discussion, progress on seatwork and other assignment etc.

b. Student's compliance with classroom rules and procedures

It is for every student that does all the rule and procedure in the class. It is based on the contract that the teacher and students made before.¹²

In both of categories, the teacher should be able to keep maintaining the student's appropriate behavior. So that they can always stand to be a good students and the learning process can run smoothly. As the result, there are some techniques for the teacher to maintaining the students appropriate behavior and minimalize their misbehavior. One of the techniques is by giving rewards and punishments.

B. Rewards and Punishments

1. Rewards and Punishments Theory

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

¹² *Ibid.*, p. 132.

more often. On the contrary, punishment is a consequence that decreases the probability that a behavior will occur.¹³

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 in here is 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 type of rewards and punishment:

- 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

¹³ Santrock, Educational Psychology: Classroom Update: Preparing for Praxis and Practice, p.

¹⁴ *Ibid.*, p. 215.

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.¹⁵

Strength of Behavior Consequences	ncreases	lecreases
Stimulus is Presented	Positive Reinforcement	Positive Punishment
Stimulus is Removed	Negative Reinforcement	Negative Punishment

Table 2.1 Types of rewards and punishment theory ¹⁶

In addition, ministry of education in Uganda differentiates the punishments between corporal punishments and positive discipline as the positive punishments to help the students decrease their misbehaving in the classroom. ¹⁷ In the positive punishments, the teacher uses punishments to educate the students such as giving another assignment, time out and so on. While in the corporal punishments, it is like giving the students a harm and strictness. Moreover, this kind of punishments is likely to be avoided by the teacher.

¹⁵ Susan Lamke et al., the Well-managed Classroom: Strategies to Create a Productive and Cooperative Social Climate in Your Learning Community, p. 45–54.

¹⁶ Paul Chance, Learning and Behavior: Active Learning Edition (Cengage Learning, 2008), p. 128

¹⁷ Ministry of Education and Sports, *Alternative to Corporal Punishment*, vol. 1 (Uganda: The Republic of Uganda, 2008), p. 45.

4. The Implementation of Rewards and Punishments

As the explanation above that, the main purpose in giving rewards and punishment technique is to maintaining the student's good behavior and minimize the student's misbehavior. However, to implement the rewards and punishment technique is not easy, as it seems. Because the result of the student's behavior also depends on the way the teacher deliver those techniques effectively. Hence, in delivering the rewards and punishment, the teacher need to consider about some criteria and tips in implementing those technique.

In giving the rewards, the teacher should consider the target behavior that he/she would like to encourage. Because giving rewards too easily or too difficult can lose their motivational effect, and the teacher should be careful not to set up the rewards that only the most able students can achieve, but also for improvement, excellent effort, good conduct, and so on. Rewards should be given not only for excellent students, but also for students who usually do less well should be rewarded when they do better. 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

¹⁸ Emmer and Carolyn M. Evertson, *Classroom Management for Middle and High School Teachers*, p. 139.

¹⁹ Slavin, Educational Psychology: Theory and Practice, p. 309.

educate the students, and be sure to identify the student's behavior.²⁰ 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 guideline 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.²¹

On the other hand, there are also some criteria for the effective use of punishment. The punishment should not be given by the teacher arbitrarily, because the punishment is not a free action that has the attention

²⁰ Santrock, Educational Psychology: Classroom Update: Preparing for Praxis and Practice, pp. 218–219.

²¹ Slavin, Educational Psychology: Theory and Practice, pp. 121–123.

and in control by the society and government.²² In those circumstances, O'Leary and O'Leary list some principles for the effective and human use of punishment as follows:

- a. Make it clear to the student why he or she is being punished
- b. Provide the student with an alternative means of obtaining some positive reinforcement
- c. punish for being off-task, also reinforce for being on-task
- d. Avoid physical punishment
- e. Avoid punishing while in a very angry or emotional state
- f. Punish when a behavior starts than when it ends. ²³

In giving positive punishment, it should always in conjunction with providing the child information about appropriate and inappropriate behavior before. Punishment should be delivered immediately after unwanted behavior rather than later and when they are quick and to the point. If the teachers use verbal punishment, remember to accompany it with positive feedback.²⁴ The teacher also cannot deliver the positive punishment with emotion but with calmness and firmness.²⁵ Edmund added that punishment should be dealt with directly but without over action, calm, reasoned tone, and less likely to lead to confrontation. In giving verbal reminders, the teacher should avoid comparative evaluations

²² Ngalim Purwanto, *Ilmu Pendidikan Teoretis dan Praktis*, Second edition (Bandung: Remaja Rosdakarya, 2011), p. 191.

²³ Slavin, *Educational Psychology: Theory and Practice*, p. 337.

²⁴ Santrock, Educational Psychology: Classroom Update: Preparing for Praxis and Practice, pp. 222–225.

²⁵ Bill Rogers, *Classroom Behaviour*, vol. Third (California: Sage Publication, 2011), p. 150.

with other students especially of lower ability students with the higher one, because it can decrease their motivation in learning.²⁶

It is better to give the students "task related" punishment. For the example if the students did not do the homework, they should do it three times. This punishment is positively can motivate the students to learn more. When giving the punishment, the teacher should consider the schools law and rules and keep the respect intact to the students. Moreover, it is better that the consequences emphasize fairness and justice in its implementation.²⁷

The important principles according to Robert in delivering the positive rewards and punishment are contingency, specificity and credibility.²⁸ The teacher also should select reinforces and criteria for rewards, select punishers and criteria for punishment if necessary.²⁹ Keep the balance between positive rewards and punishment, behavior and its consequences is also crucial.³⁰ As the conclusion, not only the form of the rewards and punishment given, but also how to deliver and implement those rewards and punishment, has the important role to make the rewards and punishment be more effective.

5. Use of Rewards and Punishments

In the classroom management, when the teacher use the rewards and punishment, they should know and aware of the function or the

²⁶ Emmer and Carolyn M. Evertson, Classroom Management for Middle and High School *Teachers*, pp. 135–137.

²⁷ Rogers, *Classroom Behaviour*, Third: 146–148.

²⁸ Slavin, Educational Psychology: Theory and Practice, p. 309.

²⁹ *Ibid.*, p. 335.

³⁰ Chance, Learning and Behavior: Active Learning Edition, p. 241.

purpose of those strategy. It is intended to give the awareness for the teacher, when giving some treatment; it has the specific purpose or function why the teacher chooses the strategy. Because every choice the teachers make, it has a meaning behind it. In general, the purpose of the rewards and punishment strategy in form of learning is to produce changes in the probability that some behaviors will occur. As well as the Santroct statement, Robert also said that positive reinforces or reward is the way to strengthen a behavior while positive punishment is the way to weaken behavior, escape from unpleasant situation or preventing something unpleasant from occurring. It means that by giving the rewards and punishment can motivate the students to do better in their learning process by changes the misbehavior or maintaining the appropriate behavior.

Although the main purpose of the rewards and punishment is similar. There are also some different in each concept of purpose or function. Reinforcement means to strengthen or increasing the students desirable behavior in hope that those behavior will occur again.³³ Larson states that by recognizing and rewarding good behavior, teachers provide motivation for the students to improve their social skills.³⁴ As in rewards, Santrock and Edmund also clarify about some uses of rewards.

a. Rewards uses as incentive to engage in task and learning, in which case the goal is to control the student's behavior. For the example the

³¹ Santrock, Educational Psychology: Classroom Update: Preparing for Praxis and Practice, p. 215.

³² Slavin, Educational Psychology: Theory and Practice, pp. 120–121.

³³ Santrock, Educational Psychology: Classroom Update: Preparing for Praxis and Practice, p. 216

³⁴ Mary Jo Larson, *Teaching English As A Foreign Language To Large, Multilevel Classes* (USA: Peace Corps, 1992).

teacher gives the students some rewards if the get the best score on test. This function lead to perception, that the students behavior was caused by external rewards, and not by the students own motivation to be competent.

- b. Rewards used to convey information about students mastery that can increase the students intrinsic motivation by increasing their sense of competence. For the example, the teacher puts a reward system in which the more work students accomplish, the more points the will earn. Here, the students will be motivated and feel competent in their work.³⁵
- c. Reward as an extra motivational tool to encourage students to practice appropriate behavior or to improve participation to under motivated students such as recognition, positive feedback and the satisfaction that accompanies learning and goal attainment.
- d. Convey confident in the student's ability to do well in the classroom. For the example by displaying an encouraging "can do" attitude, that generates student's excitement and self-confidence.³⁶

Positive rewards given by the teacher will be able to improve positive class climate and add interest and excitement to the class. Class climate here means that the students will respond positively to the teacher, and contributing to a mutually supportive pattern of interaction.³⁷ It also can help teacher manage their classroom effectively and can improve some

³⁷ *Ibid.*, pp. 138–139.

³⁵ Santrock, Educational Psychology: Classroom Update: Preparing for Praxis and Practice, p.

³⁶ Edmud T. Emmer and Carolyn M. Evertson, *Classroom Management for Middle and High School Teachers*, eight edition (New Jearsey: Pearson, 2009), p. 124–125.

students conduct.³⁸ In group rewards, it can make the students be more cooperative and cohesive to each other in the class.³⁹ Giving positive rewards for appropriate behavior allows the students who lack skills to observe others being praised for positive behavior.⁴⁰

On the other hand, the purpose of the punishment, there are two kinds, namely in short term and long term goals. The goal in the short term is to stop the misbehavior, whereas in long term goal is to teach and encourage students to be able to stop their own misbehavior. In a pedagogical perspective, punishment is used with the aim to facilitate the way for the achievement of educational goals to be easier.⁴¹

According to Santrock, positive punishment main objective is to decrease the students undesirable behaviors. ⁴² Prompt and time out as the example of positive punishment can help the teacher to prevent the inappropriate behavior or its escalation and to teach the students learn self-control and rethink about their misbehavior in the class. ⁴³ Giving feedback or verbal punishment can change the student's mindset about the connection between behavior and consequences. It also can increase the

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³⁸ Santrock, Educational Psychology: Classroom Update: Preparing for Praxis and Practice, p. 225.

³⁹ Emmer and Carolyn M. Evertson, *Classroom Management for Middle and High School Teachers*, p. 141.

⁴⁰ Slavin, Educational Psychology: Theory and Practice, p. 67.

⁴¹ Ngalim Purwanto, *Ilmu Pendidikan Teoretis dan Praktis*, Second edition (Bandung: Remaja Rosdakarya, 2011), p. 187–188.

⁴² Santrock, Educational Psychology: Classroom Update: Preparing for Praxis and Practice, p. 222.

^{222. &}lt;sup>43</sup> Emmer and Carolyn M. Evertson, *Classroom Management for Middle and High School Teachers*, p. 135.

informational value of the feedback by catching them in the act of being good.⁴⁴

The principle of positive rewards and punishment is that the students should be reinforced for not only within their current capabilities but also stretch and teach them towards new skill and knowledge. ⁴⁵ giving the consequences of the students behavior or positive punishment are an attempt by the teacher to link the wrong behavior of the students to an outcome that hopefully, will emphasize fairness and justice, and may even teach the students about accountability and responsibility. As the result, the students will experience the consequences of their own behavior about what they do and how they treat others. ⁴⁶ However, Paul chance recommended a combination of positive punishment and positive rewards in order to gain the best result of those techniques in managing classroom. ⁴⁷

From the description above, we can draw the conclusion that any theory is not complete yet, because it is only one aspect. Each theory needs each to be the complete theory. In addition, the main use of rewards and punishment is to maintaining the students appropriate behavior and minimize the student's misbehavior.

6. Positive Rewards

One type of rewards is the positive rewards. Positive rewards is the frequency of a response increases because it is followed by a rewarding

⁴⁴ Slavin, Educational Psychology: Theory and Practice, p. 126.

⁴⁵ *Ibid.*, p. 127.

⁴⁶ Rogers, *Classroom Behaviour*, Third: 146.

⁴⁷ Chance, Learning and Behavior: Active Learning Edition, p. 241.

stimulus, as in the example in which the teacher's positive comments increased the students writing behavior. In addition, it is assumed after giving the positive rewards the behaviors of students will happen again. Edmud and Carolyn explained some example of positive rewards that can be used for the teacher in managing classroom.

- a. Grades and other symbols, In this strategy, the teachers use some grade such as A+, excellent, 100 etc., and other symbols such as star, table marking, sticker, etc. to appreciate the student's behavior or achievement in the class.
- b. Recognition, Recognition in here means of giving attention to the student. For the example: by praising them in fronts of the class, awarding a certificate for achievement, or displaying the students work or project.
- c. Competition, The teacher held a competition for the student and chooses the best students of the class are one way to create the rewards activity. It can make the students have a high motivation to do the assignment.
- d. Activities as rewards, The example of activities as rewards are work with a friend, free computer or reading time, visit the school library, watch an English movie in the class or another activity that support the students learning process.
- e. *Material incentives*, it includes the awarding of objects of value to the students. For the example are food, pen, books, games and other

⁴⁸ Santrock, Educational Psychology: Classroom Update: Preparing for Praxis and Practice, p. 216.

materials. And it will better that this rewards is correlated to the student's assignment.⁴⁹

Social reinforces			
Praising words and phrases			
"That's clever"	"Keep up the good work"		
"Good thinking"	"I appreciate your help"		
"That shows a great deal of work"	"Now you've got the hang of it"		
"You really pay attention"	"That's an interesting point"		
"You should this to your father"	"You make it look easy"		
"That was very kind of you"	"I like the way you got started on your		
"I'm pleased with that"	homework"		
P 1 m 1 m 1 m			
Nearness			
Walking together	Playing games with the student		
Sitting together	Working after school together		
Eating lunch together			
Physical contract			
Touching	Shaking hands		
Hugging	Holding hands		
Expressions			
Smiling	Looking interested		
Winking	Laughing		
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 to		
Helping the teacher	do		
	Planning a class trip or project		
Token reinforces			
Money	Points		
Grades	Food		
Stars	Etc.		

Table 2.2 Three basic of positive reinforce categories Source: Vernon F. Jones and Louise S. Jones, 1995. Comprehensive Classroom Management (4th ed.), p.363 cited by Robert Slavin

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⁴⁹ Edmud T. Emmer and Carolyn M. Evertson, *Classroom Management for Middle and High School Teachers*, eight edition (New Jearsey: Pearson, 2009), p. 139–141.

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.

In increasing desirable behaviors, Santrock also give some kind of rewards. There are contracting, prompts and shaping. Contracting is giving the rewards by write a contract with the students beforehand. Prompt is the promise or an added stimulus or cue that the teacher give just before a response and increases the likehood the response will occur. While, shaping is the rewards that involves teaching new behaviors by reinforcing successive approximations to desirable behavior. In addition, shaping used only when contracting and prompts is not working because it needs patient and period. Group rewards is also one of the examples of positive rewards. This reward can be used for entire class. For the example: if the main score of this class increased in the test, we will watch English movie next 2 week. This reward also has the benefit to teach the

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⁵⁰ Slavin, Educational Psychology: Theory and Practice, pp. 120–123.

students class cooperation and togetherness.⁵¹ In addition, there are also verbal rewards such as praise and giving feedback to enhance students motivation.⁵²

As the summary, there are many kinds or form of the positive rewards. As three basic categories of rewards there are social reinforces, preferred activities and token reinforces. Group rewards, recognition, competition, contracting, prompts, shaping also some of their form of positive rewards.

7. Positive Punishments

In Indonesia society there is a stereotype of punishments that in some people opinion, punishments was related to corporal and strictness. However, there are also positive punishments as the extrinsic motivation for the students to learn and the alternative of corporal punishment in classroom. The Ministry of Education and Sports in Uganda define the positive discipline or positive punishment is a different way of guiding students by paying attention to their emotional and psychological needs and it is includes nonviolent consequences for misbehavior. Moreover, this kind of punishments might be helpful to educate the students because it helps students learn self-discipline without fear.

In the positive punishments, the teacher uses punishments to educate the students such as giving another assignment, time out and so on. In the book of classroom management for middle and high school teachers by

⁵¹ Santrock, Educational Psychology: Classroom Update: Preparing for Praxis and Practice, pp. 219–222.

⁵² *Ibid.*, p. 421.

⁵³ Ministry of Education and Sports, *Alternative to Corporal Punishment*, 1: 27.

Edmund and Carolyn examine some example of positive punishments that did not harm the students.

- a. Use nonverbal cues. This punishment is for the minor intervention problems. The teacher can punish the students by giving a signal such as a finger to the lips, a headshake (no-no!), and making eye contact to the students, slightly touching a student and so on.
- b. Use a fine or penalty. For teaching English this punishment is the most suitable for the students. By giving a fine or penalty, it also can improve the English student's skill. For the example write verb conjunction, memorize some English vocabulary, multiplying the English task, etc.
- c. Use proximity. Move closer to the students and combine proximity and nonverbal cues to stop inappropriate behavior without interrupting instruction.
- d. Assign detention or time out. Time out and assign detention is used for the students to help the students learn self-control and rethink about their misbehavior in the class. The student should move out the class and permitted to enter the class only after making a commitment to change the behavior.
- e. Design an individual contract with the students. The teacher will discuss the problem and the solution with the students and try to understand the student's perspective. Hence, the teacher and the students can make the contract in the paper to avoid the misbehavior

again. For the example, if i (john) did not do the homework, i will have to do it again twice.⁵⁴

In decreasing undesirable behaviors, Santrock has two techniques of punishment, there are times out and respond cost. As the same of Edmund theory, time out is giving some time for the students to rethink about their mistake while respond cost is the same as fine or penalty. Santrock also suggest some reprimand or verbal punishment as the positive punishment to decrease the student's undesirable behaviors. Robert also purposes some example of positive punishment that can be used such as verbal reminders, repeated reminders and applying consequences for decreasing the student misbehavior. 56

As the summary, there are many kinds or form of the positive punishment such as nonverbal punishment, verbal punishment/ reminders, repeated reminders, fine or penalty, detention or time out, individual contract, applying consequences and task-based punishment.

C. Review of Previous Studies

Many researchers have carried out the study related to this topic. In this part, the researcher reviews some of previous study for other researcher that has similar focus with this study. There are some researchers that have similar focus on rewards and punishment topic such as, "Rewarded by Punishment: Reflections on the Disuse of Positive Reinforcement in Schools" by John W. Maag University of Nebraska-

⁵⁴ *Ibid.*, p. 174–184.

⁵⁵ Santrock, Educational Psychology: Classroom Update: Preparing for Praxis and Practice, pp. 222–224

⁵⁶ Slavin, Educational Psychology: Theory and Practice, pp. 331–332.

Lincoln. This study is about the positive rewards and their reflection of the effectiveness and the misprejudice of the punishments in school. In addition, it examines the reason why some school chooses punishments rather than the positive rewards. This article also argues for educators to plan the occurrence of positive reinforcement to increase appropriate behaviors rather than running the risk of it. Theory that found from this research can be additional resources for the writer. ⁵⁷ His research is only focus on the punishment that has the opinion that punishment is better than rewards. However, this research has the same balance between rewards and punishment in the class.

Another research was conducted by Ilegbusi under the title of An Analysis of The Role of Rewards and Punishment in Motivating School Learning. This research also study about the rewards and punishment used for motivating the students in the class. To be more specific it is answered some question about whether rewards and punishment facilitate or hinder learning and to what extent, how they operate to increase. In addition, his study also different with the researcher study because the term of punishment in here is indicating the harmful punishment and it is focus only on the role of rewards and punishment. Whereas this study in not only focus on the role but also the impact and some kind of positive rewards and positive punishment that not harmful for the students.

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⁵⁷ 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.173–186.

⁵⁸ Ilegbusi, "An Analysis of The Role of Rewards and Punishment in Motivating School Learning", *Computing, Information Systems & Development Informatics*, vol. 4, no. 1 (2013), p. 35–38.

Other past research comes from Gregory S Ching under the title looking into the issues of rewards and punishment in students. This study is concerned with the way in which rewards and penalties, may or may not, motivate students to engage in learning and change their behavior. And as the result the his research that the positive discipline approach by rewards and punishment in practice often appeared to be on penalties for bad behavior rather than enhancing engagement and motivation. ⁵⁹ Unbalancing between rewards and punishment in his study makes the students often afraid to the teacher and the difference with this study is that it did not tell the way to deliver the rewards and punishment in the class.

The research by Pamela Oliver under the title Rewards and Punishments as Selective Incentives for Collective Action: Theoretical Investigations is about positive and negative selective incentives. To be more specific it is discuss about the importance of selective incentives, the difference between individual and collective incentive and the dynamics of positive and negative selective. However, it is difference with this study because his study only focus on the giving selective as reward and punishment rather that delivering and the impact of the reward and punishment.

Other study is from Claudia Langa, with the title Rewards and Punishments Role in Teacher-Student Relationship from the Mentor's Perspective. The purpose of his study is to identify the most efficient

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⁵⁹ Ching, "Looking into the issues of rewards and punishment in students".

⁶⁰ Pamela Oliver, "Rewards and Punishments as Selective Incentives for Collective Action: Theoretical Investigations", *American Journal of Sociology*, vol. Volume 85 Number 6 (1980), pp. 1356–75.

modalities of intervening on the child's disturbing behavior applying the punishment-reward duet. There are also some suggestions for improving pupils' conduct by applying the most adequate modalities of reducing their undesirable actions in the school environment. In managing classroom, behavior between children and teenager is different. Moreover, this study subject is in secondary high school so that the student's behavior is different with the children.

Another research was conducted by Lutfiana from UIN Sunan Ampel Surabaya under the title of "Problem Implementasi Educative Punishment Untuk Anak Didik Usia Dini dan Upaya Solusinya di TK Zainul Hasan Probolinggo". This research also studies the educative punishment for the children in kindergarten and its solution. ⁶² In addition, it is also different with the researcher study because educative punishment for children and high school students is different. In addition, it is for the English classroom management that might be able to improve their English skill.

From the previous study above, the researcher concludes that those all previous study have the similarities and the difference with this research. However, this research focuses on analyzing some kind of positive reward and positive punishment, the implementation and the way the teachers deliver the reward and punishment and the impact of positive

⁶¹ Langa, "Rewards and Punishments Role in Teacher-Student Relationship from the Mentor's Perspective".

⁶² Lutfiana, "Problem Implementasi Educative Punishment untuk Anak Didik Usia Dini dan Upaya Solusinya di TK Zainul Hasan Probolinggo" (UIN Sunan Ampel Surabaya, 2013).

reward and educative punishment to the students. Moreover, the researcher also is more specific in positive reward and positive punishment as the alternative of corporal punishment.

