## **CHAPTER IV**

#### FINDINGS AND DISCUSSION

This chapter describes and analyzes the data, which are obtained during the research. In this chapter, include the display of the result of observation and interview and discussion about the answer of the research problem.

## A. Research Findings

Based on the result of conducting observation and interview of teacher and students in the use of positive reward and punishments at MTs Jabal Noer Geluran, and then obtained the following result:

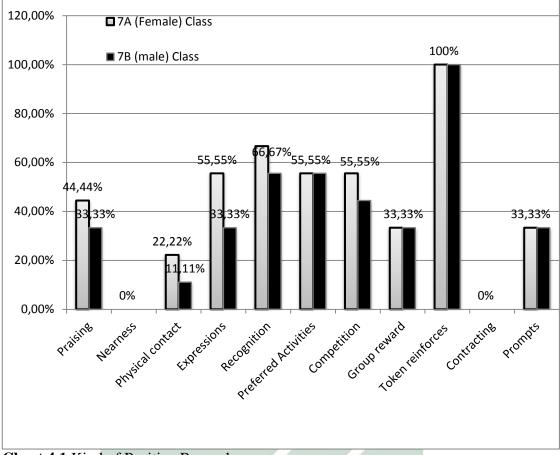
# 1. Kind of Positive Rewards and Punishments in Managing Classroom by the English Teacher at MTs Jabal Noer Geluran.

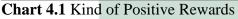
In this research, there are two kinds of techniques used by the teacher in managing classroom, which are the focus of this research: they are positive reward and positive punishment. To show the result of this study conveniently, those findings are categorized based on the kind of those techniques:

### a. Positive Rewards

In term of recognizing what kind of positive reward that the teachers commonly used in managing classroom, the researcher needs the data from classroom observation. According the result of classroom observation in 7A and 7B class the researcher tabulated and transformed the data of positive reward form, which were obtained from observation checklist (*see appendix 5*). Then, the researcher displayed those data of

positive reward using percentage to make the readers easily interpreted the data in chart below:





As seen in chart 4.1, there are 9 forms of positive reward that the teacher commonly used in the class. However, there are only one kind of positive reward which were 100% occurred in every meeting, that is token reinforce. And the second positive reward that often occurred are expression, recognition, competition, and preferred activities that has percentages more than 50%. The kind of reward that sometimes the teachers uses and have percentages less than 50% are praising, physical contact, group reward and prompts. Moreover, the rest kind of positive

reward, which was not occurred in the classroom, is nearness and contracting.

Those somewhat positive reward can be specified into some categories as social reinforces, preferred activities, token reinforces and other categories. To make the detail findings of each categories, those kind of positive reward are described in each categories as follows:

### 1) Category 1: Social Reinforces

In the social categories, there are five kind of reward as follows; praising words and praise, nearness, physical contact, expressions, and recognition. Based on the chart 4.1 that kind of reward is described in details as follows:

Praising Words and Praise

Based on the classroom observation, the teacher sometimes used praise in the everyday class. The praise that the teacher used such as good! good job! Excellent! Good presentation and so on. In addition, the frequency of the teacher giving praise between female and male class is also different. According to the observation, the teacher gives more praise in female class 44, 4% and male class 33, 3%. When the researcher interviewing the teacher about this matter. The teacher said that the praise given to the students was depending on the student's attitude. The data shows that female have more praise than boy's means that in the female class the students is more active and discipline that have a right to be praised. This statement was supported to the male students answer in their interview that their class is difficult to handle. As the result, the teacher rarely gives them praise. (*See appendix 6*).

• Physical Contact

In the classroom, the teachers actually rarely do physical contact to the students. The teacher rarely gave physical contact to the students about once in one meeting. On the second observation, the teacher shows physical contact on on of students shoulder to shows the recognition of the students achievemet in answering the teacher question. Based on the observation, the female class got 22.2% of physical contact and male class got 11.1%. Here, the teacher stated that sometimes she did not shy to give the students a little physical contact such as gives light blow to the student's shoulder even hugging. However, it is for female students, because of the school environment, did not allow the teacher gives over physical contact to the male students.

• Expressions

Based on the observation, the teacher often gives the students reward in form of expression such as, smiling, noodling up and down and looking interested or satisfied to the student's presentation or answer in the class. The data shows that female class got 55,5% and male class got 33,3%. Here, the teacher admits that she actually did not give too much attention on her facial expression in teaching so that it came out naturally. • Recognition

Recognition is the best second of positive reward that the teacher commonly used after token reinforces with the 66,67% and 55,5% percentages. Based on the observation the recognition form that occurred is praising them in front of the class, giving feedback and give applause after the students accomplishing some desirable behavior. In addition, according to three students in 7A class, the teacher ever gives call home. They tells the researcher that the teacher ever praise the students to their parents.

### 2) Category 2: Preferred Activities

In the preferred activities category, the teacher has the balance between male and female class with the frequency of 55,5%. The form of preferred activities that the teacher commonly used based on the observation are going first in having score, helping the teacher, playing a short game while learning English or singing the English song as like in the third observation. The students also said that the teacher sometimes telling a joke to the students to make the class more interesting or as the reward for their participation in the class.

### 3) Category 3: Token Reinforces

Token reinforces are the most frequent reward that the teacher always gives in every meeting with the 100% percentages. The teacher always gives the students points or score and write them on their notebook for every participation in the class. For the example if the students bravely can answer the teacher's question, they will get an excellent mark in their notebook. The degree of teachers token reinforces is best, excellent and good. In addition, in the end of the semester the teacher will look out the mark on the student's notebook as the additional or task score for their rapport.

### 4) Category 4: Others

Other rewards that the teacher commonly used are competition, group reward, and prompts, which described in detail as follows:

• Competition

In managing classroom, the teacher also held some competition to facilitate the students for getting reward. for the example in the first observation the teacher held competition to choose the representation of the group that will deliver their presentation, the second and the third meeting teacher also give the teacher some question so that the students will compete to each other. According to some students in 7A, most of the students really enthusiasm to do the completion.

• Group Rewards

The teacher also sometimes gives the students group reward such as after having group presentation. The teacher gives the group reward only in the first observation, so that the frequencies of group reward only 33,3% percentages. The group reward from are score and point that can add their final test score. • Prompts

As the same as group reward, the frequency of prompt is 33,3%. It means that the teacher rarely gives prompts to the students. Based on the teacher interview, the prompt that teacher tell to the students are additional score to their rapport, token reinforces or other privileges activity.

#### **b.** Positive Punishments

Positive punishment is one of the techniques that the teacher used in managing classroom. Besides the positive reward explained above, as well as the positive reward, punishment data was collected by classroom observation and teacher-students interview as the supported data. The researcher displayed those data of positive punishment using percentage to make the readers easily interpret the data in chart below:

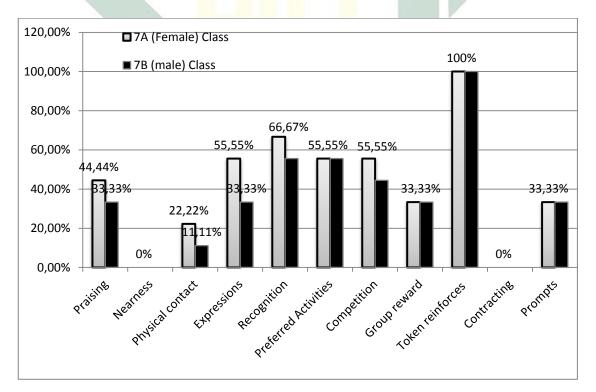


Chart 4.2 Kind of Positive Punishments

As seen in chart 4.1, there are 8 form of positive reward that the teachers commonly used in the class. The most frequency of positive punishment form is the fine or penalty in male class that has 100% percentages. Other form of positive punishment that the teacher often used with more than 50% percentages are verbal punishment, fine or penalty, time out and task related punishment. The rest kind of positive reward that has less than 50% percentages are nonverbal punishment, repeated reminders, individual contract and applying consequences. To make the detail findings of each kind of positive punishment, they are described as follows:

1) Non Verbal Punishment

The teacher sometimes, using nonverbal punishment to the students as the first step to give the students punishment such as making eye contact to the students, slightly touching to the students, or a headshake. In this punishment, there are no differences between female and male class because of the same frequency about 22,22%. The teacher stated that to deal with female students, using eye contact is enough to give them a warning to be more discipline.

2) Verbal Punishment/ Reminders

In this kind of positive punishment, verbal reminders have a high different frequency between female and male class. The teacher used verbal reminders more often to the male class (88, 89%) than female class (33, 33%). In the last observation, the teacher gave male students verbal punishment because the class was very noisy and many students did not do

the homework given. On the other hand because the female students was discipline enough and only one students who did not do the homework so the teacher rarely give them verbal punishment. According to the teacher, it is because the male class is more difficult to handle and using non-verbal punishment is not enough to stop their misbehavior. The students in the male class also agree to the teacher statements. They say that their friends is very noisy in the class so that the teacher often give them verbal punishment or penalty.

3) Repeated Reminders

According to the observation, the teacher sometimes gives the repeated reminders to the male class and rarely gives it to the female class. Teacher said that if the male class did not change their misbehavior, she would directly give them fine or penalty. Since repeated reminders is not effective. It is supported by the data from observation that shows percentages of 11, 11% for female class and for 22, 22% male class.

4) Fine or 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. The teacher said that this kind of punishment is the most effective for the students. It is also has a good impact so that the students can learn English more at home. Although the teacher said that she gave the same penalty to both of class, but the researcher found that the frequency is quite different. Female class get 88,89% and male class get 100% percentages. In addition, as the same reason, the female class more discipline than male class so that they get less penalty. Both of female and male students interview also support the teacher opinion.

5) Detention or Time Out

Before the teacher gives the fine or penalty the teacher always, ask the students to go in front of the class and make them realize their mistake by their own. If the students did not do the homework, the teacher also gives them time out to do it outside or in front/back of the class. The frequency of time out in female class is 55,55%, while the male class is 77,78%. The teacher and students said that frequency depend on the students behavior.

6) Individual Contract

According to the observation, the teacher sometimes gives the individual contract to the male class and rarely gives it to the female class. Teacher said that if the male class did not change their misbehavior, in some meeting the teacher make individual contract to the students such as give a mark to their name and in the end of semester, the teacher will minus their score. It is supported by the data from observation that shows percentages of 11,11% for female class and 22,22% for male class.

7) Applying Consequences

The teacher rarely gives the applying consequences. Based on the data both of female and male class has 11,11% of applying consequences. The consequences that the teacher used is the prompt such as if any students noisy they should go forward and help their friends that have a punishment.

8) Task-Related Punishments

The researcher found that task related punishment and penalty that the teacher used is quite same and related to each other. Based on the data both of female and male class has 77,78% of task related punishment. In addition the form of the task are redo 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. The teacher said that this kind of punishment is the most effective for the students. It is also has a good impact so that the students can learn English more at home.

## 2. Implementation of Positive Rewards and Punishments in Managing Classroom by the English Teacher at MTs Jabal Noer Geluran

In using positive reward and punishment techniques effectively, the teacher needs to consider about how the way in implementing those technique. Therefore, this part will explain the teachers' way in implementing the positive reward and punishment in everyday class. To gain the result of the data the researcher needs to do classroom observation and interview. As the interview, the researcher also used two points of view, the first is by the teacher's responds and the second is by the students responds of the way their teacher implement those techniques. Therefore, The details implementation as follow:

a. Positive Rewards

In positive reward, there are eight criteria for good implementation. There are giving the reward timely and immediately, Select reinforces and criteria for reward identify the student's behavior, the reward for not only excellent students, giving the information beforehand to the students, giving the reward fairly, the reward difficulty degree and tangible reward. As for the four of them the researcher obtained the data by doing classroom observation (*see table 4.3 and appendix 5*). Whereas, for the rest criteria the researcher used teacher-students interview to get the data (*see appendix 6*). To more detail information, the researcher will describe each of criteria as follow:

ITEM	FREQUENCY	
Teacher gives the information beforehand to the students	Sometimes	
Teacher identify the students behavior	Sometimes	
Teacher gives the rewards not only for excellent students	Often	
Teacher gives the rewards timely and immediately	Always	
Teacher gives the rewards fairly	Always	

Table 4.3 the implementation of positive rewards by observation checklist

1) Providing the Information Beforehand to the Students

According to the observation, the frequency of teacher's providing the information beforehand show that teacher rarely gives

that. For the example if teacher ask some question, the students already know that if they will got token reward if they can answer the question correctly. So that it did not need to providing information frequently, When the researcher asks the teacher the reason, the teacher said that in the first meeting she has been telling the students about the rule and reward punishment system so that student has known the consequences of each behavior they do.

In addition, students have been familiar with the teachers teaching method. However, Teacher rarely tells the time when she will give the reward so that Students do the task or behave selflessly and sincerely. In addition, all the students response from female (8 students) and male (9 students) class stated that the teacher sometimes providing the information before.

### 2) Identify the Students Behavior

The students sometimes identify the student's behavior. From the observation, the researcher found that it is become habits and teachers teaching style so that the students was used to that. Although the teacher did not identify the student's behavior, they realized it by his or her own. The result of the teachers-students interview also said the same reason.

## 3) The Reward not only for Excellent Students

Teacher try to be fair so that the reward not only for excellent students. From the observation, in the first meeting the teacher asks the students to go forward to answer the question, but it only limits to those students who were rarely active in the class. It shows that for not only the active students but shy and passive students also has a change to get the rewards. In addition, in the last meeting the students that ever got the punishment that day have the right to get the praise and reward after he got the right answer. In addition, that situation is the evidence that the teacher gives the reward not only for excellent students but also for all who deserve it.

### 4) Giving the Rewards Timely and Immediately

Based on the classroom observation, after the students answer the question, teacher always immediately write the token reward (excellent) to the students notebook. It is an evidence that teacher always gives the reward immediately to the students. In addition, there are no differentiations between female and male students; the frequency degree is shows that are always happened.

Based on the interview, the teacher claims that some of the reward delivered immediately, and some of them timely such as giving the additional score for their final and middle test. In addition, it depends on the task difficulty. Teacher added that she do not give reward every day to make the reward more valuable. In addition, all the students' response from female and male class stated that the teacher always gives the reward immediately.

### 5) Giving the Rewards Fairly

Based on the classroom observation, teacher gives the reward not only for the excellent students but to all students that deserve get the reward. It is an evidence that teacher always gives the reward fairly to the students. In addition, there are no differentiations between female and male students; the frequency degree shows that it is always happened.

Moreover, based on the interview, the teacher claims that she gives reward depends on the difficulty of the task and give them to every students fairly. Teacher added that she always try to be fair to every students in giving reward or punishment. In addition, all the students response from female (8 students) and male (9 students) class stated that the teacher always gives the reward immediately.

When the researcher interviewing the 8 female students, all of them stated that they ever got the reward from teacher especially token reward. While from 9 male students, 7 of them stated that they ever got the token reward from the students. They also explained that most of their friends in their class have the same change and ever got the reward.

#### 6) Select Reinforces and Criteria for Rewards

In selecting reinforces and criteria for reward, the teacher explain that she select reinforce not only for the excellent students or the smart one but also all the students that shows improvement, excellent effort, good conduct, responsible, discipline, think highly to their knowledge etc. On the other word, the teacher gives reward not only for excellent students but also for all who deserve the reward.

### 7) The Rewards Difficulty Degree

In obtaining the reward difficulty degree, the researcher held some interview to the teacher and students. According to the teacher, the reward degree depends on the difficulty of the task. If the task is easy so the quality of the reward is low, but if the task is difficult such as the students got the right answer from the question that never have been explained before, the reward quality is high.

According to the female student's response, 5 of them said that it was easy, and 3 of them said that it is difficult because it is competitive to get it. While according to the male students responds, 7 of the, said it depends of the task. Sometimes difficult sometimes easy and 2 of them said that it is difficult because he is not good in English.

### 8) Choose the Least Elaborate and Tangible Reward.

Based on the teacher explanation, she said that if token reward is the least elaborate reward and strong enough to motivate the students, she did not give the higher reward quality. From those explanation, the teacher choose the least elaborate and tangible reward.

### b. Positive Punishments

In positive punishment, there are thirteen criteria for good implementation. (1)There are providing the information before, (2)delivered immediately, (3)give positive feedback after using verbal punishment without over action or emotions, (4)with calmness, firmness, reasoned tone, (5)"Task related" punishment, (6)emphasize fairness and justice, (7)avoid cooperative evaluations, (8)consider the schools law and rules, (9) select punishers and criteria for punishment, (10)keep the respect intact to the students, (11)avoid physical punishment, (12)make it clear to the student why he or she is being punished, (13)balancing between positive reward and punishment. For the eleventh of them, the researcher obtained the data by doing classroom observation (*see chart 4.4*) and interview. Whereas, for the rest criteria the researcher used teacher-students interview to get the data (*see appendix 6*). To more detail information, the researcher will describe each of criteria as follow:

ITEM	FREQUENCY
Teacher gives the information beforehand to the students	Always
Teacher gives punishment related to the students misbehavior	Often
Teacher gives punishment without over action or emotions	Sometimes
Teacher gives punishment with calmness and firmness	Sometimes
Teacher gives punishment with reasoned tone	Sometimes
Teachers keeps the respect intact to the students	Often
Teacher gives the reward immediately	Always
Teachers gives positive feedback after using verbal punishment	Sometimes
Teacher tells the reason to the student why he or she is being punished	Often
Teacher gives the punishment fairly	Always
Teacher keeps balance between positive rewards and punishments	Sometimes

Table 4.4 the implementation of positive punishment by observation checklist

# 1) Providing the Information Before

Different with giving the reward, the teacher always provide the information beforehand. For the example, before giving fine or penalty to the students, teacher would remain the students by giving them verbal punishment or repeated reminders. According to the observation, the frequency of teacher's providing the information beforehand is 9 from 9, which has a meaning that teacher, always, gives that. The teacher gives the information about the punishment by giving them a warning or verbal punishment such as "if you are noisy, you should stood in for your friends who get the punishment or help your friends to." When the researcher asks the teacher the reason, the teacher said

that in the first meeting she has been telling the students about the rule and reward punishment system so that student has known the consequences of each behavior they do. In addition, students have been familiar with the teachers teaching method. In addition, all the students response from female (8 students) and male (9 students) class stated that the teacher always providing the information before.

## 2) "Task Related" Punishment

Based on the observation, the frequency of teacher gives punishment related to the student's misbehavior shows that teacher often does that. Teacher claim that it is for teach the student about consequences, discipline and responsibility with their own duty. Some of task related punishment ever given is do the exercise, translation, memorizing past material, summary etc. In addition, all the students response from female (8 students) and male (9 students) class stated that the teacher often give them punishment that related to their mistake.

# 3) Delivering the Punishment with Calmness Firmness, Reasoned Tone and Without Emotion

The frequency of teacher delivering the punishment with calmness firmness, reasoned tone and without emotion from classroom observation shows that teacher sometimes gives that. Teacher said, she always try to be calm without emotional and over action but still with discipline and firmness. In the class teacher gives the punishment sometimes with a smile and give them a feedback or advice to do better in the future calmly. It is supported by the student's response as follow: all of female students said that their teacher gives reward with the reasoned tone firmly and discipline but it is good for them. All of male students also said the something but 5 of them added that sometimes teacher did not deliver it with reasoned tone.

### 4) Keep the respect intact to the students

In delivering the punishment, teacher not only should avoid over action or emotion, but also they still need to keep the respect intact to the students. From the classroom observation, it shows that the teacher often do that. The frequency degree is 5 to 7 from 9 that means it is often happened. As the evidence, the teacher never badmouths her students although they did wrong and keep considering them as the students. The teacher claims that she always remembers them as her students that need more guidance. In addition, all the students response from 8 from 8 female students and 8 from 9 male students stated that the teacher often keep the respect intact to the students.

### 5) Delivered Immediately

Based on the classroom observation, after the students misbehave, teacher always immediately give them a warning, but when they still the same, teacher will give them the penalty immediately. It is an evidence that teacher always gives the reward immediately to the students. In addition, there are no differentiations between female and male students; the frequency degree is 9 from 9 that mean it is always happened. According to the teacher interview, she said that punishment become more effective if it is delivered immediately after the misbehavior to show them that all the action has its consequences. In addition, all the students response from female (8 students) and male (9 students) class stated that the teacher always delivered the punishment immediately.

#### 6) Give Positive Feedback after Using Verbal Punishments

According to the observation, the frequency of teacher gives positive feedback after using verbal punishment is 3 to 5 from 9 that has a meaning that teacher sometimes gives that. In the interview, teacher said that positive feedback has the role to support the effectiveness of punishment and to make students change their misbehavior by their self. According to the female student's response, all of them agree that teacher gives positive feedback. According to the male students responds, 6 of 9 students agree while the rest 3 of them stated that teacher rarely gives positive feedback.

## 7) Make it clear to the student why he or she is being punished

As well as providing the information before, the teacher also often tells the reason why the students got the punishment. The frequency degree is 7 to 8 from 9 that means it is often happened. However, from the observation, the researcher found that the teachers tell the students indirectly by asking them why he/she did it. Teacher also stated that she did not tell directly to students but make students realize the reason by their own to make the students has the self-introspection. In addition, all the students response from female (8 students) and male (9 students) class stated that the teacher often tell the reason of being punished indirectly.

## 8) Emphasize Fairness and Justice

As well as the reward, based on the classroom observation, teacher gives the punishment not only for the excellent students but to all students that deserve get them. It is an evidence that teacher always gives the punishment fairly to the students. In addition, there are no differentiations between female and male students; the frequency degree is 9 from 9 that mean it is always happened.

Moreover, based on the interview, the teacher claims that she gives punishment to all students depend on the mistake degree. It is supported by the student's response that both of female and male despondence agree that teacher gives the punishment to everyone who was wrong or deserve to get the punishent, and the quality depend on the mistake.

### 9) Avoid Cooperative Evaluations

In obtaining the data of comparative evolution, the researcher does the teacher-students interview that shows the result as follow: the teacher said that she rarely avoids comparative evaluations in delivering punishment. As the reason, if she uses comparative evaluations is to make the other students has the right and the wrong example. Whereas from the students point of view, 4 female students said that their teacher avoid comparative evaluation, 2 male students said that their teacher often used comparative evaluation and 4 female and 7 male students stated that their teacher rarely avoid comparative evaluation.

## 10) Avoid Physical Punishments

In obtaining the data of physical punishment, the researcher does the teacher-students interview. The teacher said that she was agreeing to avoid physical punishment in the class. However, teacher added that the school law also said that punishment should not be corporal or physically but mentally. In addition, all the students response from female (8 students) and male (9 students) class stated that the teacher never do physical punishment to them. In addition, from the observation, the teacher really avoids the physical punishment.

11) Consider the Schools Law and Rules

From the explanation above the teacher not only avoid physical punishment, but also considering the schools law and rules. The students respond also supported the teacher explanation.

12) Select Punishers and Criteria for Punishments

In selecting reinforces and criteria for punishment, the teacher explain that she select reinforce that did not make S afraid, can make the students has the self-control and rethink about their misbehavior, can educate the students be more discipline and responsible. On the other word, the teacher would rather give punishment that has the positive impact to their students.

#### 13) Balancing Between Positive Rewards and Punishments

According to Paul Chance recommended a combination of positive punishment and positive reward in order to gain the best result of those techniques in managing classroom.<sup>1</sup> However, from the observation, the researcher found that between reward and punishment quite different and unbalancing. On the female class shows that the reward frequency is 51,85% higher than punishment that is 37,50%. Whereas on the male class the punishment (52,77%) is higher than the reward (44,44%).

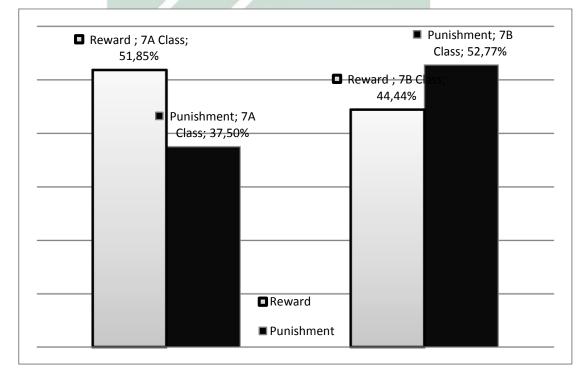


Chart 4.5 Balancing Rewards and Punishments by Classroom Observation

In the interview, teacher said that she has been tried in balancing the reward and punishment fairly but in everyday class, it depends on the class situation and students behavior. In addition, from the student's

<sup>&</sup>lt;sup>1</sup> Chance, *Learning and Behavior: Active Learning Edition*, p. 241.

interview, all of 8 female students said that the reward more often and all of the students wants to get reward so that the class becomes more competitive. 3 male students stated that the teacher keep balance the reward and punishment while 6 male students said that the punishment is more often.

## **3.** Outcome of Positive Reward and Punishments in Managing Classroom by the English Teacher at MTs Jabal Noer Geluran

The teacher purpose in using positive reward and punishment technique it can be seen by the outcome of the teacher and students fells and the chance of student's behavior in the learning process. Hence, this part will explain the outcome in using the positive reward and punishment in everyday class. To gain the result of the data the researcher needs to do classroom observation and interview. Therefore, the details of the outcome as follow:

### a. Tangible

The classroom observation has the function to see and found the chance of student's behavior that can be seen physically or tangible. Therefore, that in this part the researcher will try to describe the result of classroom observation. To more details of each outcome are described as follow:

ITEM	FREQUENCY
Students desirable/undesirable behavior	Always
increased/decreased	
Students participation in the class improved	Sometimes
It can help to manage the classroom effectively	Often
Reinforces can be a model for other students.	Often

The punishment help to manage the classroom effectively	Often
Table 1 ( Derward and Durishment Outcomes	

**Table 4.6** Reward and Punishment Outcomes

1) Students desirable/undesirable behavior increased/decreased

The first outcome of positive reward is the student's desirable behavior often increased. From the classroom observation, the researcher found that in the male class, the students be more have participation in the class activity and the volunteers in answering teacher's question are increased. In addition, in the female class the researcher found that most of all students raise their hand to get the teacher attention in answering the question. Those behaviors are some of the evidence that the reward punishment often increased the student's desirable behavior.

As well as the rewards, the positive punishment also can make students undesirable behaviors decreased. As the evidence, in each day observation, after male class getting verbal reminders, the students be more silent and discipline. Moreover, in the female class there are rarely found the disruptive students that need fine punishment.

## 2) Students participation in the class improved

The second outcome of positive rewards is students participation in the class improved; it can be seen by the student's behavior that shows most of all students volunteering their self in order to get the reward better than the first round. In addition, in the female class, the students be more enthusiast and competitive to each other. Even in the second meeting, there is a fight in getting the board marker so that they can answer the question.

As in positive punishment, rather than the beginning of the meeting, the students be more discipline and conducive can be seen in both of male and female class. Even in the female, class the disruptive students that have been punished, she volunteering her self in answering the student's punishment in the end. Those are some indication that the student's participation was increased although they got some punishment.

# 3) It can help to manage the classroom effectively

The reward and punishment can help to manage the classroom effectively. Activity by activity, in the male class, the students is more conducive and the learning process becomes more effective. In female class, also the students become more active in the class activity.

In the female class, because the disruptive students has been punished so that it can prevent the escalation. In the male class, sometimes there are also noisy students when the teacher leaves them a minute. From those situations, it means that punishment can prevent the inappropriate behavior and its escalation although it is depend on the individual. Because the fact that in the male class there are also disruptive students that difficult to manage by the teacher.

### 4) Reinforces can be a model for other students

As in positive reward, it can be a model for other students. Although the class can be more active and effective in classroom management, but there are also students that did not volunteering their self like the others. In the female class, there still a little number of shy students that did not raise their hand. However, after one two activity the volunteer was increased.

#### 5) The punishment help to manage the classroom effectively

The last outcome is the punishment help to manage the classroom effectively. From the frequency that shows, degree 5 from 9 has a meaning that sometimes it can help to manage the class, but it depends on the individual. However, in female class, because the students were discipline enough so that there is less punishment. In the third meeting, only two students did not discipline and got the punishment. It means that the positive punishment is effective in managing female classroom.

### b. Intangible

When tangible finding are about the student's behavior changes, mentally will focus on the students respond or mentally changes. The interview is to analyze the teachers and students response of those techniques mentally or intangible. As the interview, the researcher also used two points of view, the first is by the teacher's response and the second is by the student's responds of positive reward and punishment outcome (*see appendix 6*). From the interview, it shows that there are the most 5 outcomes and others outcome found by positive reward and punishment, as follow:

#### 1) Teach students towards new skill and knowledge especially in English

As the result of female student's interview, 8 students agree that the positive reward could teach students towards new skill and knowledge especially in English. In addition, all the male students said the same as famele students. they said since the teacher often give them task related punishment, it force them to study more in English such as make a summary, memorizing and do English assignment.

### 2) Motivate students to be better in behave and also in learning

Based on the interview, all of the female and male students explain that the positive reward and punishment also can motivate students to be better in behave and in learning. The students added that because they know the consequences, they would do better in behave.

## 3) Encourage students to got used doing appropriate behavior

The third outcome that has all the support of students is it can encourage students to got used doing appropriate behavior. Since the students aware of the reward and benefit by doing appropriate behavior, they will do it. The teacher also said that the purpose of reward and punishment is to make them to got used doing appropriate behavior, and make it their habit for their own benefit and future.

### 4) Teach the students about discipline and reasonability

In the interview all the students from female and male class said that they aware of the use of reward and punishment given to make them be more discipline and responsible all of their own behavior. The teacher also always gives them feedback and explains the important of discipline and reasonability of all they have done in each meeting.

### 5) Can teach students self-control and rethink about their misbehavior

All of female students said that reward and punishment could teach them self-control and rethink about their misbehavior. However, only 8 male students agree of it and one student said that his self-control is different depend on the individual and their situation.

6) Others outcome founded

There are 4 outcomes founded by the student's teacher interview that has different opinion between male and female students. There are to convey confident in the students ability, to make students be more cooperative and cohesive to each other, to encourage students to be able to stop their own misbehavior and to improve positive class.

The first is rewards as incentive to convey confident in the students ability. Only 4 of 8 female students agree that the positive reward can convey confident in the students ability, and the rest 3 students did not because sometimes they are shy to be more active in the class. While, 7 of male students agree that it can convey confident in the students ability, but the rest 2 did not because they are never got the reward so that it can not convey their confident.

Second is to make students be more cooperative and cohesive to each other. All of female students said it can make the class be more cooperative but only 4 of female students agree with the female students because it depends on the individual and situation. The third outcome is to encourage students to be able to stop their own misbehavior. There are 5 female students agree that it can encourage students to be able to stop their own misbehavior, although the rest 3 of them said it is only sometimes and they convey the same reason that it depends on the student itself. In addition, 7 of 9 students agree that it can encourage them to be able to stop their own misbehavior.

The last outcomes are to improve positive class. Based on the teacher-students interview, there are different opinions of positive class climax. All female students said that it improve the positive class climate while all male students convey that it is not really improved.

Besides, those four outcomes, the teacher added other outcomes for the teacher itself. The teacher said that reward and punishment also could convey information about students and facilitate the way for the achievement of educational goals to be easier so that the teacher know the active-passive students and the student's knowledge as part of evaluation.

#### **B.** Discussion

In this discussion, this part discuss those findings by reflecting on some theories related for each problems that are the kind, the implementation and the outcome of positive reward and punishment.

#### 1. Common Positive Rewards and Punishments

In this research, there are two kinds of techniques used by the teacher in managing classroom, which are the focus of this research: they are positive reward and positive punishment as follow:

### a. Positive Rewards

Positive reward can be specified into some categories as social reinforces, preferred activities, token reinforces and other categories. To make the detail findings of each categories, those kind of positive reward are described in each categories as follows:

### 1) Category 1: Social Reinforces

Based on the research, the social rewards that often used by the teacher is *expression* and *recognition*. While for *praising* and *physical contact* are the social reinforcing that sometimes used by the teacher. In addition there is one of social reinforce that never used by the teacher that is *nearness*. In line with Slavin theory, that expression, recognition, praise, physical contact and nearness are the example of positive reward to increase the student's behavior.<sup>2</sup> For the discussion, 4 kind of 5 social reinforces are ever used by the teacher and the other one is never used. It shows that in this category the teacher used many variety of reward in managing classroom.

### 2) Category 2 : Preferred Activities

In the classroom, the teachers often give preferred activities to the students such as going first in having score, helping the teacher, playing a short game while learning English or singing the English song as like in the third observation. Slavin also suggested some activates such as going first, running errands, getting to sit where he or she wants to, telling a joke to the class, doing artwork related to studies, choosing the

<sup>&</sup>lt;sup>2</sup> Slavin, Educational Psychology: Theory and Practice, pp. 120–123.

game for races and so on.<sup>3</sup> So that the preferred activities that the teachers give is related to the theory.

## 3) Category 3: Token Reinforces

Token reinforces are the most frequent reward that the teacher always gives in every meeting. In Slavin theory, he gives some example of token reinforces, that are money, grades, starts, points, food etc. <sup>4</sup> In line with the theory, the teacher always gives the students points or score as one kind of token reinforces and write them on their notebook for every participations in the class.

## 4) Category 4: Others

Other rewards that the teacher commonly used are competition, group reward, contracting and prompts. Based on Edmund and others, competition is the kinds of positive reward that can make the students have a high motivation to do the assignment. In-group reward, this reward can make the students be more cooperative and cohesive to each other in the class. Prompt is the promise given by the teacher to motivate the students in learning and behave. <sup>5</sup> While Contracting is giving the rewards by write a contract with the students beforehand. .<sup>6</sup> Although the teacher used all the kind of other rewards, but the frequency are different. The teacher used competition more often than group reward and prompts. Moreover, she never used contracting. It was also has the

<sup>&</sup>lt;sup>3</sup> Slavin, Educational Psychology: Theory and Practice, pp. 120–123.

<sup>&</sup>lt;sup>4</sup> Slavin, Educational Psychology: Theory and Practice, pp. 120–123.

<sup>&</sup>lt;sup>5</sup> Edmud T. Emmer and Carolyn M. Evertson, *Classroom Management for Middle and High School Teachers*, eight edition (New Jearsey: Pearson, 2009), p. 139–141.

<sup>&</sup>lt;sup>6</sup> *Ibid.*, p. 421.

same theory by Santroct that contracting is the last alternative, if prompts did not work to the students.

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.

## **b.** Positive Punishments

In the positive punishments, teacher used all eight kind of punishment. However, each kind of punishment has different frequency. In this discussion, the researcher put the punishments on the right order based on the frequency, as follow:

#### 1) Fine or Penalty

The most positive punishment that the teacher usually used is fine or penalty. According to Slavin theory that token reinforces such as grades, score, excellent star and so on are the example of positive reward to increase the students behavior. <sup>7</sup> For teaching English this punishment is the most suitable for the students. <sup>8</sup> For the example write verb conjunction, memorize some English vocabulary, multiplying the English task, etc. By giving a fine or penalty, it also can improve the English student's skill.

2) Task Related Punishment

<sup>&</sup>lt;sup>7</sup> Slavin, Educational Psychology: Theory and Practice, pp. 120–123.

<sup>&</sup>lt;sup>8</sup> Edmud T. Emmer and Carolyn M. Evertson, *Classroom Management for Middle and High* 

School Teachers, eight edition (New Jearsey: Pearson, 2009), p. 139–141.

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.<sup>9</sup>

## 3) Detention or Time Out

Detention or time out is used for the students to help the students learn self-control and rethink about their misbehavior in the class. <sup>10</sup> Before the teacher gives the fine or penalty the teacher always, ask the students to go in front of the class and make them realize their mistake by their own. So that the teacher often gives time out to the students.

4) Verbal Punishment

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.<sup>11</sup> In delivering the verbal punishment, the researcher found that the teacher sometimes giving feedback to the students although it is not always happened.

### 5) Nonverbal Punishment

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. <sup>12</sup> The teacher sometimes, using nonverbal punishment to the students as the first step to give the students punishment

<sup>&</sup>lt;sup>9</sup> Rogers, *Classroom Behaviour*, Third: 146–148.

<sup>&</sup>lt;sup>10</sup> ibid.

<sup>&</sup>lt;sup>11</sup> Santrock, *Educational Psychology: Classroom Update: Preparing for Praxis and Practice*, pp. 222–225.

<sup>&</sup>lt;sup>12</sup> *Ibid.*, p. 174–184.

such as making eye contact to the students, slightly touching to the students, or a headshake.

## 6) Repeated Reminders

In line with Robert purposes some example of positive punishment that can be used such as verbal reminders, repeated reminders and applying consequences for decreasing the student misbehavior.<sup>13</sup> The teacher sometimes gives the repeated reminders to the male class and rarely gives it to the female class.

# 7) Applying Consequences

The teacher rarely gives the applying consequences. Applying consequences is one of the examples proposed by Robert for decreasing the student misbehavior after the teachers give verbal and repeated reminders beforehand.<sup>14</sup> Hence, it is the next level of punishment when verbal punishment did not work to the students. So that the teacher rarely give this kind of punishment.

### 8) Individual Contract

The teacher sometimes gives the individual contract to the male class and rarely gives it to the female class. In individual contact, teacher will discuss the problem and the solution with the students and try to understand the student's perspective. As the result, the teacher and the students can make the contract in the paper or verbally to avoid the

<sup>&</sup>lt;sup>13</sup> Slavin, Educational Psychology: Theory and Practice, pp. 331–332.

<sup>&</sup>lt;sup>14</sup> ibid.

misbehavior again.<sup>15</sup> According to the teacher, this punishment is the least elaborate punishment for students that really difficult to handle.

## 2. Six Common Ways to Implement Positive Reward and Punishment

According to the findings, from some way to implement positive reward and punishment, there are five commonly way teachers used in managing classroom as follow:

# 1) Related to the students behavior

The third is teacher gives punishment or reward related to the student's behavior. In this way there are three aspects, the first is relating to students behavior, the reward difficulty degree and give the information beforehand. According to Rogers, 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.

In addition, the second aspect that had shown in teacher classroom management is considering the reward and punishment difficulty degree. In line with Emmer and Carolyn, theory that in giving the rewards, the teacher should consider the target behavior that he/she would like to encourage. Since giving reward too easily or too difficult can lose their motivational effect. <sup>16</sup> In addition, the teacher actually consider and aware of the difficulty degree in getting the reward.

<sup>&</sup>lt;sup>15</sup> *Ibid.*, p. 174–184.

<sup>&</sup>lt;sup>16</sup> Emmer and Carolyn M. Evertson, *Classroom Management for Middle and High School Teachers*, p. 139.

The last is giving the information before hand in giving positive punishment; it should always in conjunction with providing the child information about appropriate and inappropriate behavior before. <sup>17</sup> In the first meeting the teacher have told the students about the rules and teachers classroom management style so that the students always know and aware of all the consequences of their behavior.

2) Select reinforces/punishment and criteria for reinforces/punisher

Besides selecting reinforces/punishment and criteria for reinforces /punisher, there are three other way used by the teacher in implementing reward and punishment. That are chooses the least elaborate and tangible reward, not only for excellent students, avoid corporal punishment and consider the school law and rules. Slavin added that select reinforces and criteria for reward, select punishers and criteria for punishment if necessary.<sup>18</sup>

The teacher also gives the reward and punishment to every student who deserve. Edmund suggest that teacher should be careful not to set up the reward that only the most able students can achieve, but also for improvement, excellent effort, good conduct, and so on.<sup>19</sup> When giving the punishment, the teacher also should consider the schools law and rules and keep the respect intact to the students.<sup>20</sup> Here, the teacher never used

<sup>&</sup>lt;sup>17</sup> Santrock, *Educational Psychology: Classroom Update: Preparing for Praxis and Practice*, pp. 222–225.

<sup>&</sup>lt;sup>18</sup> *Ibid.*, p. 335.

<sup>&</sup>lt;sup>19</sup> Emmer and Carolyn M. Evertson, *Classroom Management for Middle and High School Teachers*, p. 139.

<sup>&</sup>lt;sup>20</sup> Rogers, *Classroom Behaviour*, Third: 146–148.

corporal punishment to the students because she also considers the school law.

## 3) Give reward and punishment timely and immediately

The first is teacher always give the reward or punishment timely and immediately. According to Santrock, the teacher must give reward only after the students perform desirable behavior and it is more effective when they are given in a timely way, as soon as possible.<sup>21</sup> Robert also supported the Santrock statement that reward should be given immediately.<sup>22</sup> As the evidence, teacher always give the students the reward at that moment when the students do the desirable behavior.

As well as the reward, the teacher also always give the punishment immediately right after the undesirable behavior. Santrock added that punishment should be delivered immediately after unwanted behavior rather than later and when they are quick and to the point. If the teacher uses verbal punishment, remember to accompany it with positive feedback.<sup>23</sup> So that based on the finding of the teacher always give the reward and punishment immediately and it is good for the students and learning process.

## 4) Give positive reward and punishment fairly

Based on the findings, the teacher also gives the reward and punishment fairly to every student and the consequences is depending on the student's behavior. Roger suggests that it is better that the

<sup>&</sup>lt;sup>21</sup> Santrock, *Educational Psychology: Classroom Update: Preparing for Praxis and Practice*, pp. 218–219.

<sup>&</sup>lt;sup>22</sup> Slavin, Educational Psychology: Theory and Practice, pp. 121–123.

<sup>&</sup>lt;sup>23</sup> Santrock, Educational Psychology: Classroom Update: Preparing for Praxis and Practice, pp. 222–225.

consequences emphasize fairness and justice in its implementation. <sup>24</sup> 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

### 5) Teacher way in giving punishment

The researcher found another way that the teacher used in implementing reward and punishment that different with the theory. That are she always gives the punishment with firmness and discipline and gives the reason why he or she being punished indirectly. Whereas the theory by Rogers stated that in delivering the punishment the teacher should give it with calmness, firmness and reasoned tone. Rogers also suggest that when delivering the punishment, teacher need tells the reason.<sup>25</sup> Although it is similar with the theory, actually it is slightly different.

## 6) balancing between rewards and punishments

In addition, as the balancing between reward and punishment the findings shows that are quite different between female and male class. In the female class, the teacher gives reward more often than the punishment. Whereas in male class it is the opposite reward is more often given. From the teacher-students interview, the reason is it depends on the student's individual and behavior.

<sup>&</sup>lt;sup>24</sup> Rogers, *Classroom Behaviour*, Third: 146–148.

<sup>&</sup>lt;sup>25</sup> Rogers, Classroom Behaviour, Third: 146–148.

### 3. Five Outcomes In Students Behavior and Classroom Management

The outcome of positive reward and punishments, based on the findings, are showing some changes in student's behavior and responds in classroom management in form of tangible and intangible finding as follow:

## a. Tangible

Based on finding, five outcomes commonly show by giving positive rewards and punishments in student's behavior aspect. The first outcome is increasing/decreasing desirable or undesirable behavior. According to Santrock, the punishment is one of the ways to decrease undesirable behavior while reward is to increase desirable behavior.<sup>26</sup>

The second outcome is in line with Edmund and Santrock theory that reward as an extra motivational tool to encourage students to practice appropriate behavior or to improve participation to under motivated students.<sup>27</sup> These were related to Slavin theory that says giving positive reward for appropriate behavior allows the students who lack skills to observe others being praised for positive behavior.<sup>28</sup> Therefore, that reward and punishment also can be a model for other students.

In addition, positive punishment can help the teacher to prevent the inappropriate behavior or its escalation and to teach the students learn self-

<sup>&</sup>lt;sup>26</sup> Santrock, Educational Psychology: Classroom Update: Preparing for Praxis and Practice, p. 217.

<sup>&</sup>lt;sup>27</sup> Edmud T. Emmer and Carolyn M. Evertson, *Classroom Management for Middle and High* School Teachers, eight edition (New Jearsey: Pearson, 2009), p. 124-125.

<sup>&</sup>lt;sup>28</sup> Slavin, Educational Psychology: Theory and Practice, p. 67.

control and rethink about their misbehavior in the class.<sup>29</sup> So that, the students will experience the consequences of their own behavior about what they do and how they treat others.<sup>30</sup> As the conclusion, reward and punishment can manage the student's behavior to be better and be more discipline.

## b. Intangible

Based on finding, five outcomes commonly show by giving positive rewards and punishments in student's behavior aspect. There are students participation in the class improved, the reward can help to manage the classroom effectively, it can be a model for other students, and it can teach students towards new skill and knowledge especially in English. Paul chance also recommended a combination of positive punishment and positive reward in order to gain the best result of those techniques in managing classroom.<sup>31</sup> In line with Edmund theory that the principle of positive reward 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.<sup>32</sup>

Moreover, based on the teacher-students interview, there are different opinions of positive class climax. Positive reward 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

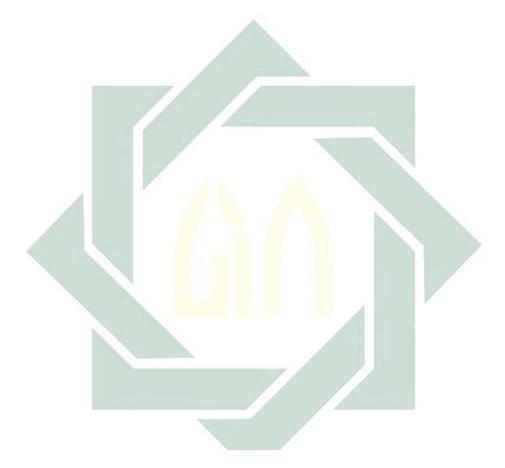
<sup>&</sup>lt;sup>29</sup> Emmer and Carolyn M. Evertson, *Classroom Management for Middle and High School Teachers*, p. 135.

<sup>&</sup>lt;sup>30</sup> Rogers, *Classroom Behaviour*, Third: 146.

<sup>&</sup>lt;sup>31</sup> Chance, *Learning and Behavior: Active Learning Edition*, p. 241.

<sup>&</sup>lt;sup>32</sup> Slavin, Educational Psychology: Theory and Practice, p. 127.

supportive pattern of interaction.<sup>33</sup> Rogers added reward uses as incentive to engage in task and learning, in which case the goal is to control the student's behavior.<sup>34</sup> According to the finding, reward and punishment can motivate them to be better in behave and also in learning and can encourage students to got used doing appropriate behavior.



 <sup>&</sup>lt;sup>33</sup> Ibid., pp. 138–139.
 <sup>34</sup> Santrock, Educational Psychology: Classroom Update: Preparing for Praxis and Practice, p. 421.