

**AN ANALYSIS OF CLASSROOM MANAGEMENT IN GIVING SPOKEN
REWARDS AND SPOKEN PUNISHMENTS IN TEACHING ENGLISH AS
FOREIGN LANGUAGE CLASSROOM AT SMP N 17 PADANG**

THESIS

*Submitted as Partial Fulfillment of the Requirements for Obtaining Bachelor
Degree of Education (B.Ed) in English Language Education Program*



By

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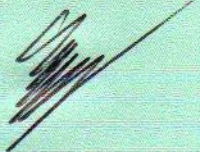
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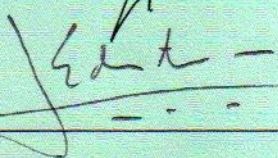
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ABSTRACT

Putri, Nurvauzati. (2020). *An Analysis of Classroom Management in Giving Spoken Rewards and Spoken Punishments in Teaching English as Foreign Language Classroom in Smp n 17 Padang*. Skripsi. Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni, Universitas Negeri Padang.

Classroom management is certainly concerned with behavior to create and maintain an effective learning experience. The effective classroom management includes the give of rewards and punishments. Therefore, giving rewards and punishments is important in order to increase students' motivation in EFL classroom. The purpose of this study is to analyze the types of reward and punishment as well as looking at the possible reasons that use by the teachers. This study employed qualitative research method. The subjects of this research were 3 teachers from Junior high school in Padang. The data were collected through observation sheet and stimulated recall interview (SRI). The finding show that (1) teachers mostly used the type of praise (49%) in giving spoken rewards and also teachers mostly used the type of nonverbal cues (54%) in giving spoken punishments. (2) The reasons that teachers give spoken rewards are to enhance students' enthusiasm in learning English and to increase students' motivates in learning process. Meanwhile, the reasons that teachers give spoken punishments are to change students' behavior and to make students afraid to repeat the same mistakes during learning English. Therefore, it can be concluded that the types of spoken rewards and spoken punishments that mostly used by teachers is the first types are Praise and Use nonverbal cues. As the result, there are several reasons why teachers give spoken rewards and spoken punishments to the students.

Keywords: Teaching as a foreign language, Classroom management, Types of spoken reward, Types of spoken punishment

ABSTRAK

Putri, Nurvauzati. (2020). *An Analysis of Classroom Management in Giving Spoken Rewards and Spoken Punishments in Teaching English as Foreign Language Classroom in Smp n 17 Padang*. Skripsi. Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni, Universitas Negeri Padang.

Manajemen kelas tentunya berhubungan dengan tingkah laku, untuk menciptakan dan mempertahankan pengalaman belajar yang efektif. Manajemen kelas yang efektif termasuk pemberian hadiah dan sanksi. Oleh karena itu, memberikan hadiah dan sanksi juga sangat penting untuk meningkatkan motivasi belajar siswa di kelas. Tujuan dari penelitian ini adalah untuk menganalisis jenis-jenis hadiah dan sanksi yang diberikan oleh guru serta melihat kemungkinan alasan guru menggunakannya. Penelitian ini menggunakan metode penelitian kualitatif. Subjek penelitian ini adalah 3 orang guru SMP di Padang. Data dikumpulkan melalui lembar observasi dan stimulasi recall interview (SRI). Temuan menunjukkan bahwa (1) semua guru paling banyak menggunakan tipe pertama dari semua hadiah yaitu pujian (49%) dan juga semua guru menggunakan tipe sanksi yang paling banyak yaitu bahasa nonverbal (54%); (2) alasan guru memberikan hadiah adalah untuk meningkatkan semangat siswa dalam proses belajar dan untuk meningkatkan motivasi siswa dalam belajar bahasa Inggris, sedangkan alasan guru memberikan sanksi adalah untuk mengubah tingkah laku siswa dan untuk membuat siswa takut agar tidak mengulangi kesalahan yang sama selama proses belajar. Oleh karena itu, dapat disimpulkan bahwa tipe yang pertama dari hadiah dan sanksi adalah tipe yang paling banyak digunakan oleh guru. Sebagai hasilnya, ada beberapa alasan guru memberikan hadiah dan sanksi kepada siswa.

Keywords: Mengajar bahasa Inggris sebagai bahasa asing, Manajemen kelas, Tipe-tipe hadiah, Tipe-tipe sanksi.

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CHAPTER 1

INTRODUCTION

This chapter presents the introduction of the study that explains the reasons for conducting this research. Limitation of the problem is also presented in this chapter. The objectives of the research are also being included in this chapter in order to answer the research questions. This chapter proposes some advantages of this research for both individual and institution that are involved in an educational setting. Furthermore, the definition of key terms defining the variables used in this research is also provided in this chapter. Last, this chapter presents an outline for the entire research.

A. Background of the Problem

The role of the teacher is very crucial in teaching and learning process in the classroom. Brown (2001: 67-168) proposes the following teachers' roles which is conducive to creating an interactive classroom. First, the teacher is as the controller. The teachers determine what the students do when they speak, and what language forms they use. Second, the teacher is the director. This role will enable students eventually to engage in the real-life drama of improvisation as each communicative even bring it is own uniqueness. The third is the teacher as a manager. The teacher is one who plan lessons, modules, and courses, and who structures and manages the classroom. Fourth is the teacher as a facilitator. The teacher makes learning easier for students to help them. The last is the

teacher as a resource. The teacher is available for advice and counsel when the students seek it.

From the explanation of the teacher's role above, the writer draws the conclusion that all the teacher's roles are very important especially the teacher's role as manages of all activities in the classroom. One of the important things that the teacher must do in the classroom is the teacher's ability to manage the classroom, so that all of the teacher's roles will be run smoothly and effectively. Classroom management helps teachers establish and maintain an appropriate environment for the achievement of teaching and learning goals (Weinstein and Novodyorsky, 2011).

Classroom management will be effective if the teachers prepare the materials, control students' behavior and motivate the students. Consequently, the students will be able to get a good grade in exams, manage time effectively, portray positive behavior practices, participates actively in class.

One of the techniques that can be used for effective classroom management is by giving rewards and punishments. A reward is used to getting good behavior to occur more often. On the contrary, punishment is a consequence that decreases the probability that a behavior will occur. Those techniques have a similar purpose in managing the students' behavior to create a good environment for the students in teaching English as a foreign language classroom. This is also a good strategy that could motivate students in learning a language and guidance on how the teachers treat the students during the teaching EFL in the classroom.

According to Marno in Musfirah (2012: 40), the functions of rewards are to improve students' attention, increase students' motivation, to control and to modify students' behavior, and also to develop students' thinking. Meanwhile, the functions of punishments are to reduce and to control students' negative behavior, to keep class more conducive, productive, active, and to make the students' more discipline. It can be concluded that both rewards and punishments can motivate the students and control students' behavior in EFL classroom.

In many areas, the topic of rewards and punishments has been studied by many researchers. Irawati (2016) highlights the use of reward and punishment to increase young learners' motivation in learning English as a foreign language in Indonesia. Jabeen, et al. (2015) conducted the study about punishments and rewards to investigate the impact of reward and punishment on students' learning behavior. As Ilegbusi (2013) did research about "An analysis of the role of rewards and punishments in motivating school learning." He examines these questions in order to discover (uncover, to be more specific) the role which rewards and punishments seem to play in motivating school learning. Sahin, et al. (2016) conducted the study about the persistence of reward and punishment in preschool classrooms. This study aims to determine preschool teachers' beliefs and self-reported practices related to the use of reward and punishment in the classroom. Data were collected from 30 preschool teachers using a semi-structured interview protocol developed by the researchers, and analyzed via the word-lists technique. The main

themes determined were (1) the necessity of reward/punishment, (2) the frequency of reward or punishment use and (3) specific types of reward or punishment. Wahyudi, Refnaldi (2013) conducted the study about an analysis of reinforcement implemented by English teachers at SMAN 1 kecamatan dalam Padang Pariaman regency. The purpose of this study was to determine the type, frequency, time, and reasons for reward and punishment used by English teachers as a strategy in classroom management.

There are two researches that only focus on giving rewards and punishments in the classroom. First is the study that has been studied by Yanti (2016) about: "The Implementation of Rewards and Punishment in the Classroom at English Education Department of Universitas Muhammadiyah Yogyakarta". Second, Ma'rifah (2010) did a research about: "Giving Reward and Punishment in Improving Student' Reading Skill (A classroom action research at VII grade of SMP Dua Mei Ciputat). The aim of this research is to see how the implementation of giving rewards and punishment in reading section process, especially in improving reading skill and also to help English teacher of SMP Dua Mei in managing classroom activities effectively.

From these researchers above, there is only one research focused on the implementation of Rewards and Punishment in the university. Furthermore, there are any researchers who studied about the effectiveness of giving rewards and punishments to promoting discipline and to improving reading skills in junior high school. Based on that, there is no

study about types and reasons of spoken rewards and spoken punishments in teaching English as a foreign language in junior high school. However the gap of this study is analyzing the types and reasons of teachers in giving spoken rewards and spoken punishments in teaching English as foreign language classroom in junior high school.

Based on the researcher's experience in teaching practice at Junior High School in Padang that is SMP N 17 Padang on July until December 2018, the researcher found that sometimes English teachers gave rewards and punishments to motivate their students and also controlling the students' behavior. Some rewards that the English teachers were giving praise such as by saying "yes, very good or excellent" when the students can answer the teacher's question. And also the teachers give applause for the students' performance, an additional point if the student can answer the teacher's question correctly, and so on. While, some of punishments that the teachers were giving a warning to the students who talked or did not focus on the class, giving a question related to the topic if the students did not follow the lessons well, and also giving punishments for the students who came late to the class by asking the student to speak about what their reasons in coming late in English class. So, the types of rewards and punishments given by the teacher during the learning English process are spoken rewards and spoken punishments.

From explanation above, that the teachers still has less understanding about the types on giving spoken rewards and spoken punishments and also the reasons why the teachers gives rewards and

punishments in the teaching EFL in the classroom. Support on that fact the researcher interest to find out the types and reasons of giving spoken rewards and spoken punishments in teaching English as foreign language in the classroom. According all over the statements above the researcher is motivated to do a research with the title *“An analysis of classroom management in giving spoken rewards and spoken punishments in teaching English as foreign language classroom at SMP N 17 Padang.”*

B. Identification of the Problem

From the background above, rewards and punishments are one way that can increase student motivation in learning in English classes and to control students' behavior. There are several ways teachers give rewards and punishments to students either through words or action. For example: If students answer correctly the questions given by the teachers, then the student gets rewards such as the addition of grades given by the teachers. The teachers in giving spoken rewards and spoken punishments can make students understand the material provided. There are many aspects relating to rewards and punishments. The English teachers give spoken rewards and spoken punishments in various ways so that students are interested in answering the teacher's questions and the learning process is not monotonous. The teachers' giving spoken rewards and spoken punishments to students certainly has an effect or influence in the learning process. Every teacher also has reasons for granting rewards and punishments in the learning process. Therefore, the existence of rewards

and punishments can make students motivated in learning and can control their behavior.

C. Limitation of the problem

As mentioned above, there are some rewards and punishments related to the giving rewards and punishments by the English teachers in the classroom. The researcher limits this research on analyzing the types and reasons in giving spoken rewards and spoken punishments by the teachers in English as foreign language classroom.

D. Formulation of the problem

From the background of the research above, the researcher formulates the problems as follows: What are the types and reasons of giving spoken rewards and spoken punishments by the teachers during the teaching and learning process in SMP N 17 Padang?

E. Research Questions

Due to the explanation above, there are problems that can be investigated in this research. The research question specified in the form of the question as stated below:

1. What are the types of spoken rewards that given by teachers in English as a foreign language classroom?
2. What are the reasons of giving spoken rewards by the teachers in English as a foreign language classroom?
3. What are the types of spoken punishments that given by teachers in English as a foreign language classroom?

4. What are the reasons of giving spoken punishments by the teachers in English as a foreign language classroom?

F. Purposes of the Study

Based on the research question, the purpose of this research was to analyze and to find out the types and reasons of giving spoken rewards and spoken punishments in the English as foreign language classroom in SMP N 17 Padang.

G. Significance of the Study

Theoretically, the result of the study hopefully will show the types and reasons of spoken rewards and spoken punishments in teaching English in the classroom. It is expected that it will add to the education theory development. Especially for the students in English education department and English teacher for their references in managing the classroom while teaching English. For the author, this study will be so valuable as the knowledge and sources in managing the classroom. Therefore, the author may apply this knowledge in the future when she becomes an English teacher. For the students, this study will help them to increase their motivation in learning English and be more discipline in the classroom. For the teacher, this study will give them awareness about the significance of rewards and punishments. In addition, the teachers can avoid the use of rewards and punishments instead in order to manage the classroom.

H. Definitions of the Key Terms

1. Teaching English as a foreign language is the teaching of English to people whose first language is not English, especially people from a country where English is not spoken.
2. Classroom management is the action teachers take to create an environment that is respectful, learning, orderly, and productive.
3. Reward is good consequences that can increase the probability of good behavior will occur.
4. Punishment is a consequence that decreases the probability for bad behavior will occur.