IMPLEMENTATION OF REWARD AND PUNISHMENT IN ENGLISH LEARNING FOR 10TH GRADE STUDENTS AT SMKN 1 JABON

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Abstract

English is one of the main subjects that must be mastered by students to keep up with the development of science and technology. To anticipate the development of science and technology, it is necessary to improve English language skills in vocational high school students. This paper presents a reasearch on the implementation of rewards and punishments in English learning for vocational high school students. The aimed of this research is to provide insights into the types of rewards and punishments that are most effective in motivating vocational high school students to improve their English language skills, thereby contributing to the broader field of educational research and practical pedagogical strategies. The researchers employed a descriptive qualitative methodology. The participants in this study were an English teacher and 36 students. The research used observation field notes and questionnaires as instruments to collect data. The researcher used table to presented the result of data. The results showed that a teacher implemented three types of reward and two types of punishment such as social reward, token reward, material reward, presentation punishment, and removal punishment. Based on the results of the questionnaire, most students answered "positive" on the statements of reward and punishment. This is evidenced by the positive percentage is high. This indicates that students of 10th grade of DKV 1 at SMKN 1 Jabon agreed the rewards and punishments implemented by a teacher in English learning. Students become more active and interested in the teaching and learning process if the teacher gave rewards in the classroom. They also became more responsible in learning if the teacher gave punishment based on their mistakes. Based on the explanation above, it can be concluded that rewards and punishments can be implemented in the teaching and learning process because they can motivate students and make them diligent and disciplined in English learning.

Keywords: English Learning; Reward; Punishment

INTRODUCTION

English is one of the main subjects that must be mastered by students to keep up with the development of science and technology. To anticipate the development of science and technology, it is necessary to improve English language skills in vocational high school students. According to Handayani (2016), every individual is required to be skilled in the field of English communication for mastery of technology and communication. English is the main language of instruction in international communication which is often needed in the world of work. Therefore, good English language skills allow vocational high school students to interact and communicate well to be ready to work. Ubaedillah, et al (2020) argue that mastery of English today has certainly become one of the benchmarks of the ability of graduates who are ready to work. English learning strategies in the classroom cannot be underestimated, because the right strategy can increase learning effectiveness and help

students achieve the expected competencies. There are many challenges that teachers find in teaching English, one of which is the challenge of fostering student motivation. This is corroborated by Brophy (2010), who contends that motivation is a necessary component of teaching and learning for certain kids and that it is also necessary for students to achieve academically. Therefore, teachers must have strategies for teaching English, one of which uses the approach of giving rewards and punishments. Using rewards and punishments strategy in English language learning can help students stay motivated, reinforce good conduct, and address bad behavior.

Reward is a word that can encourage the students to do or make something so that they feel satisfied with their work. Rewarding students will encourage them to participate more actively in their education and will increase their desire to learn outside of the classroom (Nurhuda et al., 2021). Students require rewards during the learning process to motivate them in their efforts and to encourage student interaction in the classroom. In addition, to enhance student attitudes in the classroom and motivate students, teachers must use punishment as part of the teaching and learning process. Punishment is another action used in the classroom to provide students with feedback. Punishment is one of the instructional tools that might influence a student's challenges, claims Fadjar (2005). As a result, through punishment, students can be motivated to work hard and complete learning assignments. Punishment is intended to effect change and motivate students to compete to escape the designated punishment (Yuningsih, 2021).

The following are the types of reward in English learning:
a. Social Reward

   Cohen et al. (2010:366) define social pleasure as pleasurable interactions and social connections with other people. It implies that the instructor can utilize it to help students learn English and that it will facilitate more comfortable interactions with the students by rewarding them with praise or applause. For instance, when students perform a lesson in front of the class, they interact socially with the teacher and their peers, and the teacher reciprocates by praising or applauding the pupils.

   Moreover, Bull & Solity (2013:112) assert that social gain entails enjoyable interactions with other individuals. It implies that social rewards can be used to encourage pupils to engage with peers or other individuals in the classroom. Social rewards can assist teachers in understanding students' motivation. It is also utilized to decide on suitable rewards for students. Teachers, for instance, commend and applaud their students as they learn.

b. Activity Reward

   Activity reward are described by Cohen et al. (2010:367) as chances to engage in enjoyable activities. This makes it possible for teachers to use a range of activities in the classroom. Games that are relevant to the lessons topic can be provided by the teacher. If students find the exercise engaging and comfortable, they are welcome to participate in it in class. There will be a successful teaching-learning process. Activity reward is defined by Bull & Solity (2013:112) as the chance to partake in enjoyable activities. For example, a teacher might provide a game assignment, instruct students to clean up the whiteboard, present an interesting subject, and then let them select any topic they want.

c. Token Reward

   Token rewards were described as home points and certificates by Cohen et al. (2010:366). Certificates are given by teachers to express gratitude for their student's academic accomplishments and to give them suggestions on how they might improve. Teachers can implement this reward system in the classroom by assigning marks or

values to the accomplishment of tasks. It enhances students' methods of studying. Token rewards, according to Bull & Solity (2013:112), are tactile and visual cues of approval or advancement that motivate students to follow classroom rules. Teachers utilize a variety of awards, including stars, points, ticks, grades, and merit cards, to acknowledge students' academic accomplishments.

d. Material reward

Cohen et al. (2010:367) define material rewards as physical, useable goods. The material reward provides gifts to students. Teachers might utilize tangible rewards, such as pens, books, and pencils, to motivate kids to learn English. When students practice in class, the teacher may provide material rewards such as pencils, books, or pens. According to Bull & Solity (2013:112), material rewards include tangible, useable, and delicious goods, as well as various types of prizes or gifts. Teachers, for example, utilize tangible goods to award students. Materials rewards include various consumables, such as chocolates and trinkets.

The teacher should understand the different types of punishment and should be able to use them appropriately. The following are the types of punishment in English learning:

a. Presentation Punishment

Mujis & Reynolds (2011:121) define presentation punishment as presenting children with unpleasant consequences, like making them write down "I will not do the behavior in the future" 50 times. According to Choiroh & Marwantika (2021) The use of unwanted or unpleasant consequences, such as slapping, yelling, or asking students to write "I will not disturb the class," is known as presentation punishment. This type is also known as negative punishment. Syarifuddin & Zulfah (2021) stated that negative punishment is when a behavior is followed by a bad circumstance. When most people think of punishment, they typically think of this, which is also known as presentation punishment.

b. Removal Punishment

When teachers cancel symbolic reinforcement events or order students to stay in class during breaks, they are implementing removal punishment. Nath and Cohen (2011:371) state that removal is the second kind of punishment, where the student is stripped of something to modify their behavior. Examples losing recess, being cut off from activities, and losing leisure time. This type is also known as positive punishment. According to Syarifuddin & Zulfah (2021), Positive punishment is when a positive circumstance is eliminated. Penalties are one instance of this. It's sometimes referred to as removal punishment.

Both rewards and punishment are primarily employed for instructional purposes. Teachers choose them on purpose to make the learning process more successful. It also tries to improve students' learning outcomes. Choosing appropriate rewards and punishments improves students' learning outcomes.

Several previous studies have been identified that focus on the application of rewards and punishments in different level contexts, such as Nurhuda et al. (2021), Akramah (2021), Lubis et al. (2022), Putri et al. (2023), Fitri et al. (2024). These studies focused on rewards and punishments used by teachers when teaching English to junior and senior high school students. However, research on rewards and punishments in English language learning for vocational high school students appears limited. This gap is significant given the unique

challenges and requirements of vocational education, especially in improving English language proficiency to meet the demands of the modern workforce.

By addressing this gap, the study aims to provide insights into the types of rewards and punishments that are most effective in motivating vocational high school students to improve their English language skills, thereby contributing to the broader field of educational research and practical pedagogical strategies. Therefore, researchers need to examine the rewards and punishments given by teacher to students in English learning for vocational high school students.

Based on the background of the problems previously described, the researchers formulate the problems in this paper as follows: (1) What are the types of rewards and punishments implemented by a teacher in English learning for 10th grade of DKV 1 at SMKN 1 Jabon?, and (2) How do students respond to rewards and punishments implemented by a teacher in English learning for 10th grade of DKV 1 at SMKN 1 Jabon??.
This research will present a study on the implementation of reward and punishment in English learning in a vocational high school, namely SMKN 1 Jabon.

METHOD

In this study, the researchers employed a descriptive qualitative methodology. By the objectives of the study, this methodology is considered appropriate because it describes or analyzes research findings rather than drawing wider conclusions (Sugiyono, 2005 cited in Apsari, 2017). In other words, descriptive qualitative research uses methods for finding, categorizing, and examining naturally occurring events.

The researchers used observation field notes and questionnaires as instruments to collect data. The participants in this research were an English teacher and 36 students of 10th grade of DKV 1 in 2023/2024 school year at SMKN 1 Jabon Sidoarjo. The observation was conducted while the teacher was teaching the class, meanwhile, the questionnaire was collected after the teacher taught the class. The questionnaire contained 20 statements that differentiated between statements about reward and punishment. The statements were given in English and also translated into Indonesian to make it convenient for the students to comprehend and address the questions. In the questionnaires, the students were asked to address the questions by selecting two categories, namely: Positive and Negative. Each student was asked to answer the statements according to their opinions and feelings. The questionnaire was distributed to 36 students via google form and the researchers gave students 15-20 minutes to complete the questionnaire. The researcher used table analysis to present the data.

RESULTS AND DISCUSSION

Results

1. Reward

Table 1. Types of Reward

No	Types of Reward	Statements
1	Social Reward	The teacher praises the students with good words such as "good job" and "amazing".
		The teacher rewards the students by giving applause.

		The teacher rewards the students with attention.
		The teacher congratulates the students who get the best score.
		The teacher gives thumbs up when the students are fluent in memorizing vocabulary.
2	Token Reward	The teacher gives extra points to the students who take complete notes on the lesson material.
		The teacher gives extra points when the students submit the assignment on time.
3	Material Reward	The teacher gives pen to the students who perform very well.
		The teacher gives candy to the students who can do the questions on the board.
		The teacher awards toy medals or snacks to the three students who get the most points at the end of the semester.

Based on the data above, the researchers discovered that the teacher used three types of reward for 10th grade of DKV 1 at SMKN 1 Jabon, namely:

1. Social Reward

   The teacher used social reward; the teacher gave praise such as "good job" and "amazing", giving applause or attention to the students if they answered correctly, and congratulating the students who got the best score. Also, the researchers sees that the teacher gives thumbs up when the students are fluent in memorizing vocabulary.

2. Token Reward

   The teacher used token reward; the teacher gave extra points to the students when they collected the assignments on time and when they made complete notes on the subject matter. The teacher gives extra points to the students to increase the enthusiasm of every student in the class and increase the students' motivation in learning English.

3. Material Reward

   The teacher used material reward; the teacher gave material rewards to motivate the students in class and to give appreciation. The teacher gave gifts such as candies, pens, snacks, and toy medals for their achievements while learning English in class.

Table 2. Students respond to reward

No	Statements	Positive
1	The teacher praises the students with good words such as "good job" and "amazing".	92%
2	The teacher rewards the students by giving applause.	86%
3	The teacher rewards the students with attention.	75%
4	The teacher congratulates the students who get the best score.	81%
5	The teacher gives thumbs up when the students are fluent in memorizing vocabulary.	89%

6	The teacher gives extra points to the students who take complete notes on the lesson material.	86%
7	The teacher gives extra points when the students submit the assignment on time.	83%
8	The teacher gives pen to the studets who perform very well.	83%
9	The teacher gives candy to the students who can do the questions on the board.	86%
10	The teacher awards toy medals or snacks to the three students who get the most points at the end of the semester.	89%

Based on the data above, it can be seen that most students answered " positive" on the statements of reward. This is evidenced by the positive percentage is high. It indicated that students of 10th grade of DKV 1 at SMKN 1 Jabon agreed the the rewards implemented by a teacher in English learning. Students become more active and interested in the teaching and learning process if the teacher gives rewards in the classroom. Therefore, implementing rewards in English learning can motivate students to learn English and study hard.

2. Punishment

Table 3. Types of Punishment

No	Types of Punishment	Statements
1	Presentation Punishment	The students are given extra work at home if they don't take notes.
		The students get a sour face from the teacher if they play around during the learning process.
		The students are told to pick up trash if they are playing around while studying.
		The students are told to clean the class yard if they don't do the assignment.
		The students are told to run around the field if they are late for class.
		The students get angry if they don't pay attention to the lesson.
		The students are asked to explain the lesson again when daydreaming during the lesson.
2	Removal Punishment	The students are given a reminder if they don't pay attention to the lesson delivered by teacher.
		The students are given a reminder if they disturb their friends while learning.
		The students are told to stand in front of the class when they don't do the assignment.

Based on the data above, the researchers discovered that a teacher used two types of punishment for 10th grade of DKV 1 at SMKN 1 Jabon, namely:

1. Presentation Punishment

    The Teacher used presentation punishment; a teacher punished students by giving unpleasant tasks or poor tasks as a consequence of students' poor behavior, such as giving extra work at home if they don't take notes, getting a sour face from the teacher if they play around during the learning process, told to pick up trash if they are playing around while studying, told to clean the class yard if they don't do the assignment, told to run around the field if they are late for class, get angry if they don't pay attention to the lesson, asked to explain the lesson again when daydreaming during the lesson. The teacher gives this punishment to make students realize that they have made mistakes or violated the rules that have been set.

2. Removal Punishment

    The Teacher used removal punishment; the teacher punished students by giving a penalty or a reminder if they didn't pay attention to the lesson delivered by the teacher and if they disturbed their friends while learning. Also, the Teacher punished students by removing positive circumstances such as they were told to stand in front of the class when they didn't do the assignment. The teacher punished the student so that the negative behavior would not be repeated in the next learning process.

Table 4. Students respond to punishment

No	Statements	Positive
1	The students are given a reminder if they don't pay attention to the lesson delivered by the teacher.	81%
2	The students are given a reminder if they disturb their friends while learning.	78%
3	The students are given extra work at home if they don't take notes.	67%
4	The students get a sour face from the teacher if they play around during the learning process.	81%
5	The students are told to pick up trash if they are playing around while studying.	72%
6	The students are told to clean the class yard if they don't do the assignment.	75%
7	The students are told to run around the field if they are late for class.	75%
8	The students are told to stand in front of the class when they don't do the assignment.	75%
9	The students get angry if they don't pay attention to the lesson.	69%
10	The students are asked to explain the lesson again when daydreaming during the lesson.	56%

Based on the data above, it can be seen that most students answered "positive" on the statements of punishment. This is evidenced by the positive percentage is high. It indicated that students of 10th grade of DKV 1 at SMKN 1 Jabon accepted the punishments implemented by a teacher in English learning. Students become more responsible for doing something in the teaching and learning process if the teacher gives punishments in the

classroom. Therefore, the implementation of punishments has a good effect on English learning for vocational high schools, particularly to motivate them to study harder and also to prevent them from making their mistakes.

Discussion

Based on the data above about the implementation of reward and punishment in English learning for 10th grade of DKV 1 at SMKN 1 Jabon. To answer the research questions in this research, the researcher has presented several significant aspects of this part. The following will be the explanation:

The first research question is about the types of reward and punishment implemented by a teacher in English learning for 10th grade of DKV 1 at SMKN 1 Jabon. The results showed that a teacher implemented three types of rewards such as social reward, token reward, and material reward. The teacher implemented social rewards in the form of praising such as "good job" and "amazing", giving applause or attention to the students if they answered correctly, congratulating the students who got the best score, and giving thumbs up when they were fluent in memorizing vocabulary. The teacher implemented a token reward in the form of giving extra points to the students when they completed notes on the subject matter and submitted the assignments on time. The teacher implemented material rewards in the form of gifts such as giving pens to students who performed very well, candies to the students who could do the question on the board, and toy medals or snacks for the three students who got the most points at the end of the semester. The result also showed that a teacher implemented two types of punishment such as presentation punishment and removal punishment. Teacher implemented presentation punishment in the form of giving unpleasant tasks or poor tasks as a consequence of students' poor behavior, such as giving extra work at home if they don't take notes, getting a sour face from the teacher if they play around during the learning process, told to pick up trash if they are playing around while studying, told to clean the class yard if they don't do the assignment, told to run around the field if they are late for class, get angry if they don't pay attention to the lesson and asked to explain the lesson again when daydreaming during the lesson. A teacher implemented removal punishment in the form of giving a penalty or a reminder if they didn't pay attention to the lesson delivered by a teacher and if they disturbed their friends while learning, and removing positive circumstances such as being told to stand in front of the class when they didn't do the assignment.

The second research question is about students respond to rewards and punishments implemented by a teacher in English learning for 10th grade of DKV 1 at SMKN 1 Jabon. In students respond about the implementation of rewards showed that most of the students answered " positive" on the statements of reward. This evidenced by the positive percentage is high. It indicated that accepted the rewards implemented by a teacher in English learning. Students became more active and interested in teaching and learning process if the teacher gives rewards in the classroom. Therefore, implementation rewards in English learning can motivate students to learn English and study hard. While, in students respond about the punishments showed that most of students answer "positive" on the statements of punishment. This evidenced by the positive percentage is high. It indicated that students accepted the punishments implemented by a teacher in English learning. Students became more responsible for doing something in the teaching and learning process if the teacher gives punishment in the classroom. Therefore, implementation of punishments has a good effect on English learning for vocational high schools, particularly to motivate them to study harder and also to prevent them from making their mistakes.

CONCLUSION

From the previous data, It can concluded that there were three types of reward and two types of punishment implemented by a teacher in English learning for 10th grade of DKV 1 at SMKN 1 Jabon such as social reward, token reward, material reward, presentation punishment and removal punishment. Based on the results of questionnaire, most students answered "positive" on the statements of reward and punishment. This is evidenced by the positive percentage is high. It indicated that students of 10th grade of DKV 1 at SMKN 1 Jabon agreed the rewards and punishments implemented by a teacher in English learning. Students become more active and interested in the teaching and learning process if the teacher gives rewards in the classroom. They also became more responsible in learning if the teacher gave punishment based on their mistakes. Based on the explanation above, it can be concluded that rewards and punishments can be implemented in the teaching and learning process because they can motivate students and make them diligent and disciplined in English learning.

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