



The Implementation of Rewards and Punishment on the Students' Motivation in English Learning at Junior High School of SMPN 7 Mataram Academic Year 2022/2023

Sulis Viana^{1*}, Ahmad Junaidi², Agus Saputra³

^{1,2,3} English Education Department, Faculty of Teacher Training and Education, University of Mataram, Indonesia

Received : November 8, 2023

Revised : December 30, 2023

Accepted : December 30, 2023

Published: December 30, 2023

Corresponding Author

Author Name: Sulis Viana

Email: sulisviana2@gmail.com

DOI: [10.29303/jeef.v3i2.561](https://doi.org/10.29303/jeef.v3i2.561)

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Abstract: This research aimed to find out the implementation of rewards and punishment on the students' motivation in English learning at eighth grade students' of SMPN 7 Mataram in academic year 2022/2023. This study used a descriptive qualitative approach. The sampling technique consisted of purposive sampling, which included 4 English teachers, and 40 students. The data was collected using observations, interviews, and questionnaires. The researcher utilized data collection, data reduction, data display, and conclusion as analysis techniques. The results showed that the teachers respond positively to the students who showed a lack of motivation by conducting monitoring students' behavior and their participation during learning process. Rewards and punishment were applied should be consider the condition and situation occurred in the classroom. Meanwhile, the teachers applied punishment by understanding the characteristics of each student, so they did not feel uncomfortable, or disturbed their psychological. giving rewards made the students more diligent was 70%. 95% students were happy with rewards. Meanwhile, 87.5% students more responsible, and 82.5% students obey the rules and behave well. Therefore, it can be inferred that learning motivation has increased, and the students' undesirable behavior has decreased.

Keywords: motivation, learning, rewards, punishment, perception

INTRODUCTION

Teachers often employ the term "motivation" to characterize the outcomes of learners, as noted by Dornyei (2001). This concept also holds true for educators instructing a foreign or second language. Thohir (2017) defined motivation is an intrinsic impetus that compels individuals to take actions in pursuit of goals. Attaining success necessitates this motivation. In means that someone must have good motivation to push them to work hard to get good achievement and to achieve success.

The students face demanding situation throughout their education journey, both within and beyond the confines of the classroom. These situations rise to a multitude of challenges, including issues such as decreased concentration and lack of focus. According to Mauliya and Rokhyati (2020), there are two main factors that disrupt learning within the classroom setting, which are disturbances originating from external and internal sources, resulting from the students' fragmentation. Concrete examples of external disturbance include difficulty understanding instructions given by teachers, classroom temperature, and the students opting to listen to music instead of interacting or focusing on their lesson. In the meantime, internal disruptions encompass issues coming from students themselves, including lack of motivation, prefer playing with other classmate, and craving to consume food within the classroom.

Based on the information above, the teachers must take quick responds in order to solve lack of motivation of the students in learning English, because it will create poor working condition in which affect the teacher motivation and influence the outcome of process of learning. Therefore, the teachers need manage the classroom better through engaging the students in the process of creating rules, recording these rules, and establishing repercussions for their violation, the

teachers should also recognize and encourage positive conduct while maintaining a constructive dialogue about the students.

According to Good & Brophy (2008), when school activities are naturally inappropriate and unfulfilling, the teachers should establish rules and consequences to encourage the students to participate in these necessary tasks. Dislen (2013) also argued, the lack of students' motivation and have poor academic achievements stem from uninteresting teachers and difficult tasks without a detail explanation from the teacher. Langa (2014) stated that rewards and punishment have the authority within the educational setting. In addition, Ching (2012) stated that the purpose of rewards and punishment is to inspire students to learn English.

Starting from these phenomena, the researcher decided to find out the implementation of rewards and punishment to increase students' motivation in English learning at Junior High School of SMPN 7 Mataram.

RESEARCH METHODS

This research used a descriptive qualitative method which was appropriate because this topic involved complex aspect related to human behavior, the data non-numerical and descriptive in nature, it was easier to explore various perspective and understanding of teachers and students' experience in concerning how they engaged with rewards and punishment. The data were 4 English teachers of SMPN 7 Mataram. The data taken were how the teachers responded to the lack of students' motivation, and how they implemented rewards and punishment to enhance students' motivation. Furthermore, this research involved eight-grade students who were purposively chosen, the total was 40 students.

Data was collected through observations conducted during the teaching-learning process, interviews with teachers during breaks, and the use of questionnaires to assess the students' perceptions of rewards and punishment.

Data analysis involved four steps, i.e., data collection, data reduction, data display, and verification/conclusion. The researcher collected the data through observation, interview, and questionnaire. Subsequently, during the data reduction process, the researcher chose to narrow down and streamlined the data. In this instance, irrelevant or non-supportive information from the research activities was excluded by the researcher. Data display involved presenting the data and showing all the data found. After all the data was processed, it was then made into tables followed by description. The concluding stage of the analysis process signified that the researcher had arrived at a conclusion derived from the data. Moreover, questionnaires were employed to determine students' perceptions of rewards and punishment. The data obtained from the questionnaires underwent analysis using the following formula.

$$P = \frac{F}{N} \times 100\%$$

Whereas:

- P = percentage
- F = frequency of respondents
- N = number of samples
- 100 = constants value

FINDINGS AND DISCUSSION

Finding from Observation and Interview

The first interview was conducted with four English teachers to find out about their respond to lack of motivation of the students. The teachers mentioned that they identified unmotivated students by observing changed in the student participation during the lessons. Additionally, the teachers observed the students' enthusiasm while working on individual or group assignments, and they also noticed a decline in the students' interested in the given topics. They approached the students by taking the time to have personal conversations with them to uncover the root causes of their motivation issues.

Additionally, the teachers expressed that they needed to build strong communication between the teachers and the students so that they could identified areas that needed improvement in the learning process. For example, the teachers could work on creating more engaging and relevant learning materials to enhance the students' learning interest. The teachers also mentioned that, to anticipate and keep the students' enthusiasm alive during the last hours of lessons, the teachers usually created a more enjoyable learning atmosphere, such as learning through games, conducting ice breaking, conducting question-and-answered sessions with the students about the taught material to keep them focused and prevent drowsiness in class. The teachers always provided feedback to the students on every activity they have completed to make them felt appreciated for their achievements.

The second interview was conducted four English teachers, they were asked about how they implemented rewards and punishment to increase the students' motivation in English learning. The teachers stated that the implementation of rewards and punishment should be

adjusted to the situation and conditions in the classroom or aligned with the material being studied. The teachers implement rewards by monitoring and assessing students' behavior and performance in the class. The students eligible for rewards were those actively participating, willing to participate even if they made mistakes, responsive, diligent, or accurate in answering the teacher's questions.

The teachers employed various types of rewards and punishment. The types of rewards and punishment commonly applied by the teachers were such as: applause, adding values, giving sign on students' book, positive feedback, giving verbal reward and nonverbal reward. However, rewards like giving gifts in material form, and rewards in physical touch, the teachers said that they rarely implemented them because it forms could had a negative impact on students and influenced the development of unhealthy motivation. At the same time, various forms of punishment measures were employed by teachers in the classroom, such as: warning, moving students' seat position, underline some words then looking for the meaning and mention it, stand in front of the class to memorize the vocabularies, and giving direction.

Meanwhile, the teachers applied punishment to the students by monitoring their behavior and understood the characteristics of each student. The teachers also needed to be cautious to ensure that students did not feel awkward or uncomfortable. The teachers should pay extra attention to the students who were less motivated. The students who received punishment should stay within reasonable limits and remain focused on the learning process. The categories of the students who received punishment included those who tended to be quiet and inactive, lazy, sleep-in class, disrupt the class, fail to complete assignments, and lack discipline in the class.

Finding from the Questionnaires

The questionnaire data can be displayed and assessed using the subsequent tables:

Table 1. Giving rewards make me more diligent

No	Response	Frequency	Percentage
1	Strongly Agree	11	27.5%
	Agree	17	42.5%
	Neutral	12	30%
	Disagree	0	0%
	Strongly Disagree	0	0%
	Total	40	100%

Table 1 shows that 42.5% of the students agreed with the statement, 27.5% of the students strongly agreed with the statement. This explained the students perceived that the rewards increased students' motivation on learning English. However, 30% of the students were neutral with the statement. This percentage explained that the students be motivated by themselves. While 0% of the students chose disagreed with the statements. It indicated that all of the students have motivation on learning English.

Table 2. I am happy when my teacher provides encouragement like “you are amazing”

No	Response	Frequency	Percentage
2	Strongly Agree	23	57.5%
	Agree	15	37.5%
	Neutral	2	5%
	Disagree	0	0%
	Strongly Disagree	0	0%
	Total	40	100%

Table 2 shows that the most of students 57.5% so happy when the teacher gave praise to the students. In addition, 37.5% of the students strongly agreed with the statement on table 4.2. While the students who were neutral happy received the praise only 5%. It means the teacher often applied rewards in class, so the majority of students were happy with these rewards.

Table 3. Giving rewards are important in the learning English

No	Response	Frequency	Percentage
3	Strongly Agree	5	12.5%
	Agree	8	20%
	Neutral	27	67.5%
	Disagree	0	0%
	Strongly Disagree	0	0%
	Total	40	100%

Table 3 indicated that 67.5% of the students held a neutral stance regarding the statement. 20% of the students expressed agreed with the statement, and 12.5% strongly supported it. This table reflects the internal motivation that driving students to learn English. While the students who disagreed with the statement is 0%. This demonstrates the significance of providing rewards for learning.

Table 4. I am happy when my name is showed on the announcement board in front of the class as outstanding student

No	Response	Frequency	Percentage
4	Strongly Agree	21	52.5%
	Agree	12	30%
	Neutral	7	17.5%
	Disagree	0	0%
	Strongly Disagree	0	0%
	Total	40	100%

Table 4 shows that 52.5% of the students strongly agreed with the statement. 30% of the students agreed with the statement. This reward has a significant impact on the students’ English learning. While 0% of the students disagreed. It was indicated that the majority of the students enthusiastic about learning because of getting the rewards.

Table 5. Giving rewards can increase learning motivation

No	Response	Frequency	Percentage
5	Strongly Agree	10	25%
	Agree	19	47.5%
	Neutral	11	27.5%
	Disagree	0	0%
	Strongly Disagree	0	0%
	Total	40	100%

Table 5 above shows that 47.5% students agreed with the statements. 25% of the students showed strong agreement with the statement, indicating that they were primarily externally motivated when it comes to learning English. This explained the students perceive those rewards can increase their motivation to learn English.

Table 6. Punishment makes me more responsible

No	Response	Frequency	Percentage
6	Strongly Agree	16	40%
	Agree	19	47.5%
	Neutral	5	12.5%
	Disagree	0	0%
	Strongly Disagree	0	0%
	Total	40	100%

Table 6 shows that 47,5% of the students agreed with the statement, 40% of the students strongly agreed with the statement, only 12.5% students were neutral with the statement. While 0% students disagreed with the statement. It means that the majority of the students agreed with the statement. It proven the students perceive that punishment has the potential to transform their personality into more positive and more responsible.

Table 7. Punishment helps creating a more organized classroom

No	Response	Frequency	Percentage
7	Strongly Agree	10	25%
	Agree	21	52.5%
	Neutral	9	22.5%
	Disagree	0	0%
	Strongly Disagree	0	0%
	Total	40	100%

Table 7 shows that 52.5% of the students agreed with the statement, 25% of the students chose strongly agreed. However, 22.5% of the students were neutral about the statement. While 0% students disagreed with the statement. It indicated that the majority of the students agreed with the statement. This explain that students perceive that punishment overcome their problems and it also create a more organized classroom environment.

Table 8. Giving punishment is important in the learning process

No	Response	Frequency	Percentage
8	Strongly Agree	6	15%
	Agree	11	27.5%
	Neutral	23	57.5%
	Disagree	0	0%
	Strongly Disagree	0	0%
	Total	40	100%

Table 8 shows that 57.5% of the students were neutral about the statement. 27.5% students agreed with the statement and 15% students strongly agreed with the statement. While 0% of the students disagreed with the statement. This explain that the students perceive the punishment is important in learning English but sometimes the used of punishment was not always necessary in the process of learning.

Table 9. Giving punishment makes me obey the rules and behave well

No	Response	Frequency	Percentage
9	Strongly Agree	14	35%
	Agree	19	47.5%
	Neutral	7	17.5%
	Disagree	0	0%
	Strongly Disagree	0	0%
	Total	40	100%

The table above shows that 47.5% agreed with the statement, 35% of the students chose strongly agreed, however, 17% the students were neutral about the statement. While 0% of the students disagreed with the statement. It means that the majority of the students agreed with the statement, it also proven that punishment can minimize bad behavior.

Table 10. Giving punishment can increase learning motivation

No	Response	Frequency	Percentage
10	Strongly Agree	6	15%
	Agree	6	15%
	Neutral	25	62.5%
	Disagree	2	5%
	Strongly Disagree	1	2.5%
	Total	40	100%

Table 10 shows that most of the students or 62.5% were neutral with the statement. 15% students chose strongly agreed, 15% chose agreed. While 5% chose disagreed, and only 2.5% strongly disagreed with the statement. It supported with the argument that punishment could weaken some students' enthusiasm in learning. However, this contrasted with the students who already exhibited a high level of eagerness for learning.

Discussion

According to the research findings, it was clear that the teachers respond positively the students who show a lack of motivation when learning English in the classroom. The teachers said that they provided the students with the opportunity to discuss their thoughts about studying English and work together to find solutions. The role of teachers has had an influence on students' motivation as well. Similarity, Barse (2015) highlights those strong relationships and effective communication between the teachers and the students have boosted students' motivation.

In addition, the teachers create exciting and relevant activities for students. According to Ford & Roby (2013), every student is an individual, and different strategies were required for varied students to address their lack of motivation. Additionally, various methods of teaching, such as the application of technology, games, or projects, can enhance students' engagement in English learning. According to Jaya, L. S (2022), it is crucial for teachers to motivate their students since this will increase their enthusiasm in English teaching and learning.

In addition, the rewards that applied by the teachers should be consider the condition and situation that occur in the classroom or the subject matter being given. Langa (2014) said that in the certain situation, the teachers need to use rewards and punishment to shape students' behavior to

the positive strengthening. The teachers employed a variety of rewards to motivate the students to learn. Most of the teachers reported that they utilized applause and provided positive feedback, praise, adding score, and signing students' books.

However, the finding of this research is different from the results of previous study by Widya Ade Gunayu (2021) her study about *The Implementation of Rewards and Punishment in English Learning at Grade VII SMP Negeri 1 Binjai*. The result of previous study indicated that the categories of rewards encompassed praise, physical symbols, and gifts. Meanwhile, this research found that the teachers strongly avoided implementing rewards in form of gifts and physical symbols to the students.

Since punishment has a negative effect on the students, the teacher need consider the class atmosphere, and the condition of the class before deciding how to apply punishment. According to Irawati & Syafei (2016), punishment in the classroom must be handled carefully, it must be explained, and it should never be applied to a single kid. It is crucial to the types of punishment the researcher found.

Based on the questionnaire, the majority of the students were happy with any kind of rewards that the teachers used in the class. This result is consistent with Purwanto's (2011) claimed that giving rewards to the students involves making them happy, enthusiastic, and motivated. The majority of the students believed that rewards could enhance their enthusiasm in learning process as well as their motivation in learning activities. This result is consistent with Aini (2015) said that rewards have a strong enough psychological effect on students to push them on to do good things. Kasyulita & Armelida (2019) asserted that providing rewards to students influences their motivation to learn.

In line with that, the result of the previous study in chapter 2 by Sri Wahyuni (2021), about *The Implementation of Rewards and Punishments on Students in Teaching English of SMP 32 Mukamo* has similarities with the finding on this research. The result of the previous study shows that giving rewards and punishment were effective, it has the potential to boost students' motivation. In addition, the finding of this research shows that the students motivated by giving rewards and punishment. According to Langa (2014), the teachers advocate the utilization of rewards as motivators within the educational process. Furthermore, according to Illegbusi (2013), there is a significant influence of the implementation of rewards and punishment on students' motivation and their educational achievement.

Based on the questionnaire, the students agreed to use punishment in the process of learning English. Santock (2013) noted that consequence like punishment can help prevent the occurrence of undesirable behavior. In addition, According to Sabartiningsih (2018), the goal of punishment is to encourage positive behavior to children and raise their academic performance.

CONCLUSION

The teachers respond positively the students who seem to lack of motivation by conducting monitoring students' behavior, the teachers took time to have personal conversations with the students, create good strategy, and giving positive feedback. Rewards and punishment were

applied by the teachers should be consider the condition and situation that occur in the classroom. There need to be active interaction in the classroom within the teacher and the students. The teacher also avoided giving rewards in form of gifts and physical symbols. Meanwhile, the teachers applied punishment by monitoring students' behavior and understood the characteristics of each student. In addition, the students' perception of rewards and punishment strategy were highly positive. It was proven that giving rewards make the students more diligent, enthusiasm, and happy. Meanwhile, punishment made the students more responsible, and made them obey the rules, and behave well.

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