

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

Mar'ah Chaninah Lillah<sup>1</sup>, Siti Aisyah<sup>2</sup>, Lailatul Musyarofah<sup>3</sup>

Universitas PGRI Delta Sidoarjo, Indonesia

<sup>1</sup> nina010003@gmail.com, <sup>2</sup> siti.aisyah.yes@gmail.com, <sup>3</sup> ibulaila7810@gmail.com

## 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 descriptive qualitative study on the implementation of reward and punishment in English learning in a vocational high school, namely SMKN 1 Jabon. The researchers used observation and questionnaires as instruments to collect data. The participants in this study were an English teacher and 36 students. The researchers implemented three types of rewards and one type of punishment: social reward, token reward, material reward, and presentation punishment. The results of the questionnaire indicate that the students have agreed and accepted well the rewards and punishments implemented by the teacher. They feel happy with the praise given by the teacher with good words such as good job, amazing, great, and happy when given gifts, congratulations, and extra points as rewards. Therefore, they become enthusiastic and compete in learning English. In addition, they also agree with the punishments given to students, such as being given advice, and warnings, standing in front of the class, cleaning the class, running around the field, and others. Therefore, they are discouraged and do not want to repeat their mistakes.

**Keywords:** English Learning; Types of Reward; Types of 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 rewards 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. Muijs & Reynolds (2011:121) differentiated between two categories of punishments. Presenting children with unpleasant consequences, like making them write "I will not do the behavior in the future" 50 times, is known as presentation 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) differentiate between two forms of punishment. First, there is presentation punishment, which is providing the student with something that detracts from their behavior. A verbal rebuke, arriving home late from school, or getting a poor grade are a few examples. 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.

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 teachers to students in English learning for vocational high school students. Based on the background of the problems previously described, the researchers formulates the problems in this paper as follows: (1) What are types of reward and punishment implemented by teachers 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 teachers in English learning at 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 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 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.

## RESULTS AND DISCUSSION

### Results

#### 1. Observation

Table 1. Classification of Reward implemented by teacher for 10th grade of DKV 1 at SMKN 1 Jabon

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.

Table 2. Classification of Punishment implemented by teacher for 10th grade of DKV 1 at SMKN 1 Jabon

No	Types of Punishment	Statements
1	Presentation Punishment	The students are given a reminder if they don't pay attention to the lesson delivered by the teacher.
		The students are given a reminder if they disturb their friends while learning.
		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 are told to stand in front of the class when they don't do the assignment.
		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.

Based on the data presentation above, the researchers discovered that the teacher used three types of rewards and one type of punishment 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 rewards; 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 student's motivation in learning English in the class.

3. Material reward

The teacher used material rewards; 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.

4. Presentation punishment

Teachers verbally reprimand students such as giving a stern warning when students do not pay attention to the lessons delivered by the teacher and disturb their friends. Teachers also punish students by giving unpleasant tasks or tasks that are not good, such



as making students stand in front of the class during learning when not doing assignments and making students clean the classroom. Teachers punish students so that this negative behavior does not recur in the next learning process.

## 2. Questionnaire

Table 3. Percentage of students respond to rewards implemented by teacher

No	Statements	Positive	Negative
1	The teacher praises the students with good words such as "good job" and "amazing".	92%	8%
2	The teacher rewards the students by giving applause.	86%	14%
3	The teacher rewards the students with attention.	75%	25%
4	The teacher congratulates the students who get the best score.	81%	19%
5	The teacher gives thumbs up when the students are fluent in memorizing vocabulary.	89%	11%
6	The teacher gives extra points to the students who take complete notes on the lesson material.	86%	14%
7	The teacher gives extra points when the students submit the assignment on time.	83%	17%
8	The teacher gives pen to the students who perform very well.	83%	17%
9	The teacher gives candy to the students who can do the questions on the board.	86%	14%
10	The teacher awards toy medals or snacks to the three students who get the most points at the end of the semester.	89%	11%

Table 4. Percentage of students respond to punishments implemented by teacher

No	Statements	Positive	Negative
1	The students are given a reminder if they don't pay attention to the lesson delivered by the teacher.	81%	19%
2	The students are given a reminder if they disturb their friends while learning.	78%	22%
3	The students are given extra work at home if they don't take notes.	67%	33%
4	The students get a sour face from the teacher if they play around during the learning process.	81%	19%
5	The students are told to pick up trash if they are playing around while studying.	72%	28%
6	The students are told to clean the class yard if they don't do the assignment.	75%	25%
7	The students are told to run around the field if they are late for class.	75%	25%

<b>8</b>	The students are told to stand in front of the class when they don't do the assignment.	75%	25%
<b>9</b>	The students get angry if they don't pay attention to the lesson.	69%	31%
<b>10</b>	The students are asked to explain the lesson again when daydreaming during the lesson.	56%	44%

Based on the data above, the researchers concluded that most of the students answered "positive" on the statement of reward and punishment implemented by the teacher in the English learning. This is evidenced by the positive percentage which is higher than the negative percentage on each statement about rewards and punishments. This indicates that students of 10th grade of DKV 1 at SMKN 1 Jabon have agreed and accepted well the rewards and punishments implemented by the teacher in English learning class.

### Discussion

Based on the data presentation above, it can be seen that the teacher implemented three types of rewards and one type of punishment, namely social reward, token reward, material reward, and presentation punishment in English learning at 10th grade of DKV 1 at SMKN 1 Jabon. From the explanation above, most students answered "positive" to the statements given to them. This provides information that most students agreed and accepted well to rewards and punishments implemented by the teacher in English learning. They feel happy with the praise given by the teacher with good words such as good job, amazing, great, and happy when given gifts, congratulations, and extra points as rewards. With that, they become enthusiastic and compete in learning English. In addition, they also agree with the punishments given to students, such as being given advice, and warnings, standing in front of the class, cleaning the class, running around the field, and others. Therefore, they are discouraged and do not want to repeat their mistakes.

### CONCLUSION

From the explanation of the previous data, the researchers concludes that there are three types of rewards and one type of punishment implemented by the teacher for 10th grade of DKV 1 at SMKN 1 Jabon, namely social reward, token reward, material reward, and presentation punishment. All types can be implemented and it would be a good idea for the teachers to explore classroom management. While the students responded to rewards and punishments implemented by the teacher in English learning for 10th grade of DKV 1 at SMKN 1 Jabon was well-accepted by the students. From the results of the questionnaire, the majority of the students answer "positive" to the questionnaire statements. This means that students agree and accept well the rewards and punishments implemented by the teacher in English learning. They feel happy with the praise given by the teacher with good words such as good job, amazing, great, and happy when given gifts, congratulations, and extra points as rewards. With that, they become enthusiastic and compete in learning English. In addition, they also agree with the punishments given to students, such as being given advice, warnings, standing in front of the class, cleaning the class, running around the field, and others. Therefore, they are discouraged and do not want to repeat their mistakes.

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