

Chapter One

Introduction

This chapter presents several points related to the main problem of this research. This chapter also elaborates the reason this research is taken and the scope of this research. The objectives of the research are also be 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 educational setting. The last, this chapter present the outline for the entire research.

Research Background

Reward is the one of system that appears in some colleges. Reward is usually given by some teachers to increase student's motivation. Brown (2000) gives examples of extrinsic motivation, such as, rewards. Jones (2001) says that rewards are one proven way to motivate students to put forth efforts. Giving reward can give a good situation to student in classroom as rewards can maintain and expand the students' behavior. Deporteret al (2000) explains that rewarding students could support them having the best condition and can motivate them to solve the problem and repeat their success. Indeed, teacher gives rewards to the students by using many gifts, such as applause and big score.

During the learning process, students might experience several misbehavior. In fact, students sometimes disturb the class; they usually like to talk to their friends and have little attention to the teaching-learning process. Feeling

bored with the class, the students try to come late to class and try to find a way to go out of the class. In the teaching learning process, students also usually ask for permission to go to the toilet though they are not really want it. If these behaviors are frequently happened, it will influence the success of teaching-learning process.

Punishment is one of the ways taken by teacher to control their student when they make some of those misbehavior's. Punishment can be a kind of reinforcement for the students who do not behave appropriately. Brown (2000) writes that punishment could be either the withdrawal of positive reinforces or the presentation of an subversive stimulus. Levin (1988) adds that punishment is important to overcome the subversive or unpleasant response.

Punishment is implemented to make students perform better attitude during learning process. Smith and Laslett (1993) argue that punishment works well if it can change the behavior of the students. It is similar to Ching (2012, p.30) who states that positive punishment “should promote positive behavior and regular attendance”. Both positive behavior and regular attendance are required to create more creative atmosphere in teaching and learning.

From the explanation above, it can be said that both rewards and punishment can motivate students to performance better attitude in teaching-learning process. A reward is to maintain the success and attract students to do the activity. Punishment is to control the undesirable behaviors to desirable ones. Therefore, students may be motivated to repeat the same action or other actions which are more cooperative in the class; as the get rid their disruptive action.

In EED UMY, English language is it considered as the most important skill to be mastered properly (Ma'arifah, 2010). Sometimes they did not follow the lesson well especially when the lecturer explained grammatical structure. Some students were discouraged to do tasks and they had no interest in learning because sometimes some lecturers taught boring learning. This is in line with Good and Brophy (1986) who state that if school activities are inherently boring and unrewarding, reward and punishment with a view to forcing students to engage in unpleasant tasks.

Based on the researcher, EED lecturers have given several kinds of rewards and punishment. They would like to give direct praise to the students who did great job. Also, sometimes lectures gave rewards in form of foods or beverages to the group that won the game in the class. For the punishment, lecturers at EED UMY usually disallowed students who were being late to sign the presence list. Also, there were point reduction as punishment for the students who were late in submitting assignment.

Previous research on the implementation of rewards and punishment more likely focuses on students' perception. Hence, a research on teachers' perception toward the implementation of rewards and punishment is very important to be conducted. This research were conducted in English Education Department (EED) in Universitas Muhammadiyah Yogyakarta (UMY). This research is going to find out reward and punishment in classroom learning activities. Based on the discussion above, the researcher wants to seek the implementation of reward and punishment in EED UMY.

Statement of the Problem

In EED UMY, as it is observed by the researcher during her study over there, the lecturers frequently apply the reward and punishment method. It is believed to force students' participation in teaching and learning process. Sometimes, based on researcher's experience, the lecturers give reward in a form of mild snack to the students or group who are able to answer or fulfill the lecturer's question. Beside, some lecturers also give punishment in a form of score reduction to students who are late in submitting assignment. This method felt monotonous since the researcher does not find other way to implement reward and punishment by the lecturers. Derived from the researcher's awareness towards lecturers' responses to students' action, the researcher is interested to explore the implementation of rewards and punishment in EED UMY.

Limitation of the Problem

There are many ways to manage and motivate students' misbehavior. Reward and punishment are one of the methods employed in the classroom to deal with students' misbehavior. However, in this research, the researcher only focus on revealing the implementation of reward and punishment in the classroom and finding the reasons why lecturer gives reward and punishment. The researcher will only limit the research on reward and punishment which is implemented by the lecturers in English Education Department in Universitas Muhammadiyah Yogyakarta.

Formulation of the Problem

Based on the background of the research that has been stated, the researcher formulates two research question as follow:

1. How does EED UMY lecturers implement reward and punishment in the classroom?
2. What are EED UMY lecturers' reasons in giving reward and punishment?

The Objective of the Research

In line with the formulation of the problems above, the objectives of this study are as follow:

1. To reveal how the EED UMY lecturers implement reward and punishment in the classroom.
2. To know the reason why EED UMY lecturers give reward and punishment.

Significance of the Research

This research is expected to give contributions for lecturers of English Education Department in Universitas Muhammadiyah Yogyakarta in both theoretical and practical side.

Theoretically. This research is conducted to give some understanding on reward and punishments strategies implemented in teaching and learning process. Also, this research can be used as additional sources for other future related research.

Practically. This research will help the lecturers in arranging the strategy toward classroom at EED (English Education Department).

Outline of the Research

This research is organized into five chapters consisting of introduction, literature review, methodology, finding and discussion, and conclusion and recommendation.

Chapter one contains background of the problem, limitation of the problem, research questions, objectives of the research and outline of the research.

Chapter two provides literature review of the research. Theoretical frameworks that are relevant to the implementation of reward and punishments is presented. Also, this chapter presents several previous related study supporting the arrangement of this research.

Chapter three consists of research methodology including research design, research setting, data collection method, and data analysis.

Chapter four discusses the finding and discussion. This chapter explains the findings of the research question in detail.

Chapter five discusses the conclusion and recommendation. This chapter consist of 2 sub-chapters which are conclusion and recommendation to obtain the solution.

