

Chapter Two

Literature Review

This chapter presents literature review related to the research that consist of the definition of rewards, the purpose of the rewards, the types of rewards. The definition of punishment, the purpose of punishment, and types of punishment.

Rewards

According to Horner (2009) reward refers to any contingent that may deliver a consequence such as an activity, event or any object. Rewards are important both for encouragement of appropriate behavior and prevention of the encouragement of inappropriate behavior. Reward is defined as action or behavior to regard students' success having good participation and performance, doing the activities well (Slavin, 1991).

According to Smart (1973), students' behavior in classroom is followed behavior from their environment. Sometimes students grow up with less worship and attention. Reward and punishment is usually applied to build students' motivation in learning, especially in English Education Department. The process to apply the reward to increase behavior is called reinforcement; there are two form of reinforcement, positive and negative.

Regarding the teaching and learning process, reward is the thing given to the students for their splendid deeds. According to Hill (1965) reward may be symbolic (gold stars, medals, or honor rolls), material (a piece of candy, a sum of

money or the right to participate in the student activities), or psychological (knowledge of progress, recognition of adequacy or growth toward adequacy).

Purpose of rewards. Using reward in the classroom helps lecturer increase student's motivation. Reward convey information about one's skill or competence when they are linked to actual performance or progress, such as when a lecturer praises students for learning new skill or acquiring new knowledge (Schunk, 2008). Santrock (2004) goes on to point out that classroom reward can be useful. Referring to the statement above, when reward is given by the lecturer, the students can associate acting and behavior in feeling of happiness. Usually, students will do something that trigger reward continuously. Beside, reward has a purpose to make the students do everything more diligently to increase the score. Rewards can be an effective way to encourage students. It can be as tasks or materials that initially motivate students become involved in learning.

According to Soejono (1980), giving rewards by a lecturer as an educator might have several purposes. First, giving rewards can increase the better norm of students' behavior. Second, giving rewards can maintain and expand the students' behavior. Third, giving rewards are indicators of increasing competence. Next, rewards give the good situation to student in the classroom. Also, giving reward can make the student eager to learn material.

Types of rewards. There are many researcher explaining about types of rewards. According to Eggen and Kauchak (2001), although the use of rewards is

controversial, it is still common. Some examples of reward used in classroom include the following explanations

Approval. In approval, lecturers usually praise or being selected as a class monitor. This is to display certain students' personal achievement. The lecturers praise the students in front of public (class) for several achievements –e.g. high score, excellent work, earliest submission. This type of reward is purposed to trigger the praised students' motivation and other students' intention to be success.

Consumable items. It means that lecturers give some consumable items to selected students, such as candy, chocolate, etc. This is done in the same way as approval. The lecturers may give consumable items to students who achieved several objectives. By giving consumable items, or informing the students that reward of consumable items will be given, it is expected that the students will struggle to achieve the objectives.

Entertainment. Reward can be in a form of something entertaining, unique, and playful. This kind of reward is usually given after certain occasion such as test/project is held. To entertain students after working with project is a good way to maintain students' mind. However, the implementation of entertainment as reward is best applied when the majority of the students achieved high achievement on certain objectives.

High test score. High test score means the score obtained by the students after finishing certain assignment/test. In reward context, when the students have

studied quite hard, they may obtain good / high score in certain subjects. Also, high test score can be a motivation for the students to study. Indeed, the lecturers may tell the students that certain score is required to pass the subject. Therefore, the students are expected to strive to get the score.

Lecturer's compliment. It is rather similar to the approval, but the praise or compliment is delivered quietly and individually to the certain person to whom the reward given. This is believed to strengthen personal relationship between students and teacher/lecturer.

Punishment

According to Lester (2001), punishment is applied following a desired action, as when student is punished after coming forward to admit cheating on an examination. The student may also associate the punishment with being honest rather than with the original offense. The result may be that the student learns to tell the truth.

Punishment is consequences received for the students' negative behavior to be disciplined (Maag, 2001). Flora (2004) stated that the way to reduce perceived need punishment and the way to reduce illegal and destructive behavior is to increase reinforcement for achievement. Also, the reinforcement can be committed as punishment. According to Purwanto (1998). Punishment is given caused by someone (parents, lecturer or the others) after mistakes happened. Punishment is the practice of imposing something negative or unpleasant on a person or an animal or a property, usually in response to disobedience, defiance or

behavior deemed morally wrong by individual, governmental, or religious principles.

From the statements above, giving punishment decreases the probability that a misbehavior will occur. Also, punishment might be defined as using force and physical pain to get the students under control in classroom. In classroom activities, negative and positive reinforcements are the consequences that strengthen or increase behaviors. These consequences are called punished and the process of using these consequences to decrease behavior is called punishment.

Purpose of punishment. Punishment should be consistent and applied every time the students engage in the misbehavior. Punishment is applied in teaching and learning activities for certain purpose, most generally to encourage and enforce proper behavior defined in society or family (Ma;rifah, 2010) . When lecturers want to decrease children undesirable behavior (such as teasing and hogging), punishment should be used only as the last resort and always in conjunction with providing the child information about appropriate behavior. Punishment must be given depending on the students' action instead of lecturer's mood. Teacher should give the punishment immediately after misbehavior occurred and make the students understand that wrong doing will have the punishment as its consequence.

Types of punishment. Punishment are not treatment. Types of punishment that will be discussed here are chosen because other methods of

correcting students' misbehavior did not work well. According to Herman (1980), Here, punishment divided into four types.

Psychical punishment. It includes slapping, pinch between forefinger and thumb and striking. This kind of punishment has been applied for centuries mostly in non-education field. In education field, currently, this kind of punishment is now rarely applied. Except for gym classes, this physical is rarely applied. This is actually a good punishment to make students prevent of doing some misbehavior. Also, this punishment may frighten the students to fail in achieving the objectives.

Words and sentences. Lecturers can use word or sentences such as griping, threatening, teasing, and ridiculing as punishment to the students. This is sometimes applied when students conduct misbehavior such as disrupting the class. This kind of punishment is expected to maintain class conduciveness so that the students will be more focus to the study. Also, lecturers may use threatening words such as pressure before the exam so that the students will try to struggle at their best to avoid the punishment mentioned by the lecturers. For example, the lecturer will obligate the students to clean school yard if they fail the exam.

Stimulus psychical punishment. This punishment is usually given directly to the students by the lecturers. In the class, some students may conduct several misbehavior so that the lecturer use stimulus physical punishment such as using slope, open wide of eyes and glum, to threaten (punish) the students for their behaves.

Inconvenient punishment. The lecturers may use this kind of punishment such as telling the students to stand up in front of class, to get out of class, to stand beside the lecturer, to sit down beside the lecturer, or to write a sentence and rewrite for 10 times or more. This is purposed to make the students chary of conducting misbehavior/failure.

Previous Related Study

Several studies has been found related to this current study. Nur (2013) studied the implementation of reward and punishment toward student's motivation in English learning in Universitas Pendidikan Indonesia. She analyzed the kind of reward and punishment that the teacher implemented in motivating the students. She is concerned with the implementation of the strategies toward students' motivation.

Other researchers are Azis and Asrudin(2014) who studied the use of group-work, reward-punishment and visual media as integrated teaching-learning strategy to improve the ELT classroom interaction of the eighth grade students of MTS N Hikmaturahim, Lombok Tengah. They analyzed the implementation of rewards and punishments in the classroom at MTS N Hikmaturahimin by observing and describing the processes and the result of action implemented in improving the ELT classroom interaction. The result found that after implementing the group-work, reward and punishment and visual media, the students were not afraid in speaking. In fact, most students were active in the classroom. The similarity of this finding with the current research is that this

research used similar instrument such as observation and interview to know the implementation of group-work and reward-punishment.

Conceptual Framework

This research is going to investigate lecturers' strategies in applied reward and punishment in their class. The researcher is interested in this topic based on her personal experience of studying at EED UMY. In fact, all EED lecturers apply rewards and punishment in their classes. However, there is no significant differences among the punishment and rewards given by one lecturer to another. Most lecturers seemed to give same form of reward and punishment in their classes. While these applications may seem of being cliché, there are actually five major points of rewards types and four major points of punishment types based on the earlier discussion in this chapter. Therefore, in this research, the EED UMY lecturers are give their opinion or understanding and experiences about those types of reward and punishment. Furthermore, the reason lecturers give certain rewards and punishment is as important to be revealed in this research. Therefore, this research can be framed as follow:



