

Chapter Four

Finding and Discussion

This chapter presents the research finding and discussion of reward and punishment implementation given by the lecturer of EED UMY. The data was gathered from research instrument utilized by the researcher. In this case, this research used observation and interview to collect the data. The observation was done in order to answer the first research question, in other hands the interview was also done to answer the second research question.

Did EED UMY Lecturers Implement Reward and Punishment in the Classroom

The observation of the research was divided into three times observation to three lecturers. The observation was done once each participants. The first observation was conducted in March 15th 2016, the second observation was in March 20th 2016 and the third observation was in April 12th 2016. Each of them gave their own way to implemented rewards and punishments in the class.

The rewards that were applied EED of UMY lecturers were approval and high test score. Mostly the rewards applied were delivered by some expression such as: “good job”, “excellent”, “good work”. All participants applied high score test, they gave additional point to students who were active and obey the rules in the class.

On the first observation, it was known that the reward used was approval which kinds of applause and expression such as “good job”, “excellent”, “good work”. The reward used by the second and third participants was also the same as the first observation. Nevertheless the second participant implemented high test score like given additional grade. The lecturer gave quizzes that were displayed at the screen, and then the students were asked to answer those quizzes. Students who correctly answered the question got additional point for their grade.

The punishments that were applied EED of UMY lecturers are “words and sentences” and “stimulus physical punishment”. Two of three participants applied punishment like “word and sentences” to student who did not pay attention and disturb in the class. At the first observation punishment did not exists at this class. When the researcher observed the class, the first participant did not apply punishment. She said that the punishment was attached in the lesson plan, so all the students who made the inappropriate behaviors during the class, did not get the punishment directly. The teacher only wrote down a students names then gave the punishment based on the learning contract. For the example, there was the student who came late, the lecturer did not punish the student directly because the punishment had already been in the learning contract which is every student who came late they will get decrements on his/ her soft skill grade.

Nevertheless, second and third participant applied in a form of “word and sentences” or “direct warning” and also giving question to the students who did not pay attention. Stimulus psychical punishment also implemented, such as “huuuuusssst” for the students who did any other activities when the learning

process, for example make a noise or have a talk with their friends. That was why the participant gave punishment by stimulus psychical punishment.

Why EED UMY Lecturers Gave Rewards and Punishments

The result of the data gathered was also used to answer the second research question about reasons why the lecturers gave reward and punishment to the students. During the data collection, the researcher had asked some questions for participants based on the interview guide. In this case, the researcher asked three lecturers as the sources to collect the data into a transcription in form of table. Based on the finding of the research, the researcher finds that sources explains the reason why the lecturer gave reward and punishment to the students.

The question was given about matters concerning reward and punishment given by the lecturers to students during the teaching learning activity. The implementation of the research was divided into three times interview to three lecturers. Each of them gave their own argument without seeing or listening to the other lecturers. There were the reasons why EED UMY lecturer gave reward: 1. to make students think positively, 2. to make students motivated, 3. to build students' desire, and 4. to create good environment.

To make students think positively. According to the result of the interview, it was known that the reason of the EED UMY teachers provide reward and punishment was because reward and punishments could make the students think positively. It was figured out by Sofia Muller's statement:

“I prefer to give reward because it will make student think positively and it will motivate them (Sofia Muller, 2016)”.

Bagaskoro also conveyed the same idea about giving reward could make student think positively. It is used so that student are motivated with the reward given by lecturer. Reward is utilized by the lecturers in giving score, and based on the discussion, students are able to answer a question from the lecturers. Therefore, with the reward giving, students are able to think positively and be motivated in the teaching learning process in the class. “...when the lecturers give reward, it will give positive mood to students and whey they have positive mood, they will enjoyed the learning process (Bagaskoro, 2016)

To make students motivated. The reward motivated students to be better.the lecturers praise the student in front of the class for several achievements, for example, additional score, earliest submission, excellent work. The rewarding to trigger the praised students motivation and other students intention to be succesfull. If there were students who were active and had good scores.It motivated students to perform optimally. Reward giving in this research showed that by being given a reward, student fell respected by lecturers. Therefore, it was expected that student are more motivated to do the better performance in the future. It could be seen on the interview result by Rianti and Bagaskoro statement : “giving reward is used to push their motivation and performance in the class” (Rianti,2016)

It was supported by Bagaskoro who stated “ in my points of view so psychologically, giving reward is good. I known it is great and even good for students and it motivate the students (Bagaskoro, 2016)

To build students desire. From the interview result, reward applied by EED UMY lecturers enhance students’ will to involve in the teaching learning process. It was figured out by Rianti :

“ ...it builds their desire. Usually people tend to like of being praised. So they fell to be motivated to show their top performance “(Rianti, 2016)

Bagaskoro aggred that by giving reward to build students desire.

“ some activities concerning reward because students to fell respected in the class and build students desire to study better” (Bagaskoro,2016)

To create good environment. Based on the interview result, giving reward to create good environment. When one of the students did something good, then the lecturers give she or he reward, so the other students will fell motivated to performance better in order to also give reward. If there were students who are active and had additional score, it was able to to give effect to other students, and then they became active so they will created a good environment.

“...if there were some students who were activated and have additional score. It is able to give effect to other students. Then they become active, so they create a good environment” (Rianti, 2016)

Based on interview result, there were some reasons why EED UMY lecturers gave rewards first, to make students think positively, second, to motivated students. Third, to builds students desire. Last, to create good environment. It was in line with Soejono's (1980) statement that giving reward by lecturer as educator might have several purposes. First, giving rewards can increase the better norm of student's behavior. Second, giving reward can maintain and expand the student's behavior. Third, giving reward are indicators of increasing competence. And then, reward gives the good situation to student in classroom. Also, giving reward can make the student eager to learn material.

In the teaching learning process at EED UMY, students sometimes make mistake and not focus on the material given by the lecturer. They usually like to talk with their friends and have little attention to the teaching learning process. Punishment is applied in teaching and learning activities certain purpose, most generally to encourage and enforce proper behavior defined in society or family (Ma'arifah,2010). Based on interview result, the reason why the lecturers gave punishment were: 1. to make the class to be conducive, 2. to make student focus, 3. because students perform intolerant action.

To make the class to be conducive. Punishment is sometimes applied when students conduct misbehavior such as disrupting the class.this kind of punishment is expected to maintain the class , so that the students will more focus in teaching learning process and make the class conducive.

“when the lecturer explained certain topic, the students have the discussion related the other topic, instead. If they were not stopped, their discussion will be out of context and will harm the teaching learning process. So, what I did is done in order to keep the class stay conducive” (Rianti, 2016)

To make students focus. Punishment is basically to make students more focus during teaching learning process. Sometimes they have little attention in learning process, lecturers can use word or sentences such as griping, threatening, teasing, and ridiculing as punishment to the students. Lecturer gave punishment to the students to make students focus. Lecturers also use threatening word such as as pressure before the exam, so that the students will try to struggle at their best to avoid the punishment mentioned by the lecturers.

“....the reason is to make the noise class condition keep focus again to the teaching and learning process” (Rianti, 2016)

Because students perform intolerant action. Some of the the students behave inappropriately, consequently, f it happens continuously, they disturb the teaching and learning process. Punishment is one type of approaches that is used by lecturers in order to correct students misbehavior or disruptive behavior in the class.

“ some of the students behavior could be tolerance, but some of them could not. At that time, I could not tolerance their behavior so that is why I gave them punishment” (Bagaskoro, 2016)

Punishment is consequences received for the students negative behavior to be disciplined (Maag, 2001). Flora (2004) stated that that the way to reduce perceived need punishment and the way to reduce illegal and disruptive behavior is to increase reinforcement for achievement. Punishment is to control the undesirable behaviors to desirable ones. Punishment is implemented to make students perform better attitude during learning process. Based on the interview result, there were the reason why lecturers gave punishment to the student 1. to make the class to be conducive, 2. to make student focus, 3. because students perform intolerant action.