

Chapter One

Introduction

This chapter explains why this study is conducted. This chapter includes background of the study, statement and limitation of the problem, research question, purpose of the study, and significance of the study.

Background

A connection among reward, punishment and learning is presented at Behaviorism theory. Behaviorism presents an idea that learning takes place as the result of a response that follows a specific stimulus and a reinforcer that follows-up to the stimulus (Chen, 2011). It is as if a stimulus is given to trigger an action or a behavior, and a reinforcer is given to shape or strengthen the action or the behavior (Chen, 2011). Mowrer as cited in Ilegbusi (2013) pointed out that an action that is strengthened by reward, which is followed by punishment, produces certain stimuli for the organism, and then, the action starts to repeat. In other words, reward and punishment certainly is linked to Behaviorism in terms of stimulus and reinforcement as the supporting tools in learning.

Reward can be defined as a thing or prize given to appreciate someone, and punishment is not just giving someone a penalty for his or her mistake. Skinner in Chen (2011) explained that reward or positive reinforcement is anything that reinforces the wanted response when a behavior or an action is made. According to Skinner, Good and Brophy, “punishment is anything or any way that is given toward an inappropriate behavior to suppress the behavior, and make it reduced” (as cited in Chen, 2011). Therefore, reward is any kind of things or treatment that increases the frequency of behavior and punishment.

There has been numerous research studying the effects of reward and punishment in learning. According to Banko, Cameron, and Pierce, the effects of reward and punishment can increase students' achievement level as a benefit for their success (as cited in Matera, 2010). On the other side, some researchers expressed their concern at the detrimental effects of rewards and punishments when they saw these uses of reward and punishment as ways or forces that finally manipulate children's behaviors to get them to perform as the rules want them to (Matera, 2010). Research above shows they have different opposite arguments for the effects of these rewards and punishments in its use.

Implementing reward and punishment requires careful consideration because when an action or a behavior is given a reward or punishment, it does not always result a positive or expected response. Good and Brophy in Chen (2011) stated, "responses that allow escape from painful or undesirable situations are likely to be repeated" (p.129). Giving reward should need a consideration since it has an effect to decrease students' intrinsic motivation in learning as well (Moberly, 2005). In managing this behavior, it will just be another problem if the behavior is wrongly treated, so the thoughtful consideration is needed in implementing reward and punishment.

In society, reward and punishment always come together as an entity. Based Kohn, there is society's "carrot and stick" theory, in which good ethics or work is rewarded while inappropriate behavior earns punishment (as cited in Moberly, Waddle & Duff, 2005). The term for that is "do this and you will get that" (Kohn as cited in Moberly et al., 2005). Further, Byrd, Loeber and Pardini (2014) explained Gray's theory of the existence of two systems; one that increases activity and

initiates goal-directed behavior in response to reward; and the other that serves to inhibit action and avoid aversive stimuli or punishment” (p.126). Explanations above show that reward and punishment exist in our life as one unit.

In education, the processing of reward and punishment has profound implications for learning, which serve as the foundation for many aspects of behavioral, social and emotional development (Byrd et al., 2014). The practice of reward and punishment are applied to increase student motivation level in such situation when rewards are elicited immediately before or after satisfactory completion of a task (Banko as cited in Moberly, 2010). However, rewards are seen as an enticement by researchers that demonstrate false hope for learning to occur.

At English Education Department of University Muhammadiyah Yogyakarta (EED UMY), many lecturers apply reward and punishment method to students to encourage student motivation and discipline. The researcher of this study is a student of EED UMY, and has observed how lecturers put reward and punishment into learning practice. Lecturers usually will give praises to students who perform well in the class, and they even sometimes give a gift to those students. For unsatisfying performance like lateness of attending into the class, lecturers will give a punishment, which is considered absent, for the late students. Lecturers of EED UMY still use this kind of reward and punishment in their class.

Students show various responses when they get reward or punishment. Some students show positive response, and there are some students who show negative response instead. Dissenting opinions of the experts about effects of reward and punishment have made an interesting point for the researcher of this study to discover how both reward and punishment have real impacts to students. Although

the cases of rewards and punishments have been researched many times previously, as a student, the researcher of this study considers it is needed to be researched in EED UMY because nobody has observed this case in EED UMY. This study found how reward and punishment have impacts to students of EED UMY.

Based on the points above, it is important to see students' perception of reward and punishment implemented at EED UMY because they are the targets or the victims of the implementation of the reward and punishment. Then, the researcher conducted this study under the title: *Students' Perception on Reward and Punishment Implemented at English Education Department of University Muhammadiyah Yogyakarta*. This study was aimed to see the development of these reward and punishment issues at EED UMY in which the researcher see those issues above actually happen. Therefore, this study talked about what effects that reward and punishment have for the students of EED UMY.

Problem Statements

How the implementation of reward and punishment give various impacts on students is one of causes to expand this study area. The reward and punishment given or applied by English Education Department of University Muhammadiyah Yogyakarta (EED UMY), or the lecturers of the institution, are intentionally expected to control behavior and motivate students. However, it sometimes results in a bad or unsatisfying outcome from student responses instead of a good or satisfying outcome, and some problems are identified in this issue.

First, Based on the researcher's experience as a student of EED UMY, the outcome of the use of reward and punishment has different effect on students. Some students respond positively or satisfyingly while the others respond negatively or

unsatisfyingly. Students probably do not like those kinds of reward and punishment implemented by the lecturers, or how it is given and whom is given also becomes the problem, in which the fair game is demanded to erect. Moreover, it causes some students get demotivated and inactive in learning after they are given a reward or punishment, or not given a reward and punishment instead, or after they saw their friends given reward and punishment.

Second, the good purpose of lecturers to give both reward and punishment to strengthen good action or behavior, and weaken bad action or behavior, has become the opposite. On the contrary, student motivation in learning might decrease whereas motivation is all they have to possess to keep learning. The causes of this can be either the students, or the teachers, or the system, or all of them.

Third, implementing reward and punishment needs a careful and thoughtful consideration. It is all because the implementation of reward and punishment method involves learning atmosphere, and affects students physically and psychologically, and the result is not always predictable. It must be confusing for the lecturers to see the unexpected responses from students even though they have a good purpose and reason behind that. Besides, the lecturers also cannot tell what students truly feel and think about reward and punishment method implemented by them to the students.

Problem Limitation

As a student of EED, the researcher of this study researched about reward and punishment implemented at English Education Department of University Muhammadiyah Yogyakarta (EED UMY). This study focused more on reward and punishment implemented by lecturers in their course/classroom and this study

wanted to see it from students' point of view. Besides that, reward and punishment have impacts on various areas of students such as physical, behavior, psychology, feeling and motivation. Therefore, for the limitation, this study was also limited on the effect of reward and punishment implemented at EED UMY on student motivation in learning. Thus, this study has discovered the effect of reward and punishment implemented at EED UMY on student motivation in learning from students' perception or point of view.

Research Question

Based on the points mentioned above, the research question of this study is:

What is students' perception on the effect of reward and punishment implemented at EED UMY toward student motivation?

Purpose of the Study

To answer the research question, the purpose of this study is:

To know students' perception on the effect of reward and punishment implemented at EED UMY toward student motivation.

Significances of the Study

For the researcher. This study, in its process, gives the researcher a great experience to learn and research an issue especially about reward and punishment. It enhances researcher's ability and proficiency in researching a phenomenon around.

For other researchers. This study hopefully helps other researchers to study issues of reward and punishment, especially about the effect of reward and punishment on student motivation.

For lecturers of EED UMY. By this study, the lecturers of EED UMY will know students' perception about the reward and punishment implemented at EED UMY toward student motivation, so the lecturers will be able to develop their teaching method, especially if they use reward and punishment.

For students of EED UMY. This study can be an opportunity for students of EED UMY to give feedback to lecturers' teaching method and lecturers' method in implementing reward and punishment. Therefore, students can get a better method of learning and teaching by the lecturers.

For the institution (EED UMY). This study can be helpful for EED UMY to recheck the recent rules and regulations, especially about reward and punishment in EED UMY. Therefore, it probably gives a contribution in developing a better system.