

## **Chapter Four**

### **Finding and Discussion**

This chapter presents analysis of collected data in order to answer the research question of this study. The data were gathered through interview with the participants of this study. In here, the students' perception of the effect of reward and punishment implemented at EED UMY is elaborated into some findings and the discussion.

As introductory question, the researcher asked the participants about the kinds of reward and punishment implemented at EED UMY. The rewards implemented at EED UMY are in form of gift, praise, extra points and chance to participate in the class. Meanwhile, the punishments are given in various forms; first, students are not allowed to sign the attendance list or considered-absent if they come late; second, the late comers might not be able to enter the class as the class is locked, and they will stay outside and missed the class; third, students will get point deduction of the gained score if they are late to submit an assignment.

#### **Students' Perception on the Effect of Reward**

In this study, the researcher found the effect of reward implemented at EED UMY toward student. The researcher also found the students are aware of those kinds of reward. The rewards are gift, praise and extra points. Participants also reported that chance to speak, discuss and more opportunity to talk in the discussion in the class are a form of rewards.

From those kinds of reward, the participants explained about the effect of reward that they have received toward student. These following findings will

elaborate the students' perception on the effect of reward implemented at EED UMY.

**The effect of reward on student motivation.** From the participants' perception, this study has found that student motivation can be affected by reward. The effect of reward on student motivation can be seen in these following findings.

*Rewards increase student motivation to learn and to work harder.* Level of student motivation is influenced by external reinforcement or reward (Matera, 2010). In that case, it means that reward can affect student motivation. This can also be seen from the participants' statement below.

*Rewards ... give me a big motivation in learning. (P1.13)*

When Participant 1 received a reward, he perceived it as a big motivation in learning. This means his motivation to learn will increase after he received a reward. In other interviews, Participant 2 and Participant 3 turned out to make a same point:

*Reward boosts me to learn more enthusiastically. (P2.10)*

*Reward builds up my motivation, and makes me learn more enthusiastically. (P3.12)*

They both explicitly said they were more motivated to learn after given a reward. Their motivation increased, and they were more enthusiastic to learn because they have received a reward.

From another experience, Participant 4 once received an extra point for answering lecturer question, and she told that:

*Extra point makes me more contended to read and write, and it improve my skill. (P4.6)*

From that experience, the researcher noticed that Participant 4 become more diligent to read and write after receiving a reward in the form of extra point. The motivation of Participant 4 to learn and work hard had been increasing since she received a reward. In further effect, it had her skills of reading and writing improved.

In addition, the participants also said that a reward in form of praise would make students contended and motivated. It is seen in the following quotations:

*A praise from lecturers made me motivated to work hard and do better, or at least the same with what I did. (P1.14)*

*Appreciation [praise] from the lecturer for my performance made me motivated. (P2.12)*

*To be told that I have an improvement by lecturers makes me more enthusiastic to learn. (P4.11)*

Reward in form of verbal or praise made them motivated to learn and to work hard. Students' performances that were praised (rewarded) have a good effect for them. They became more enthusiastic to learn and to work hard since they received a praise from lecturers. This praise is considered as a reward by the students.

Based on the analysis of this finding, the researcher found that reward could increase EED UMY student motivation. They got more enthusiastic to learn and to work hard after receiving a reward. This is in line with Moberly et al. (2005) who said that reward that is given makes students motivated to learn, as they will be motivated to work hard. Additionally, Ilegbusi points (2013) that teacher that

encouraged a warm praise for students' works will increase their motivations. Therefore, rewards delivered from lecturers to students can make student motivated to learn and to work hard.

*Rewards increase students' interest in a particular subject.* Rewards can change the interest of an activity, which is originally disliked, becomes enjoyed (Ilegbusi, 2013). That means students' interest to a subject can change or increase because of reward. In this case, the researcher found the similar statement from a participant.

Participant 3 told the researcher that:

*Praises from a lecturer ... made us [students] love more the lecturer's learning [class]. (P3.6)*

From the statement, the researcher found that students of EED UMY turned to enjoy the subject or class that gave them more reward. The reward that has been particularly mentioned by the participants is reward in form of verbal acknowledgement like praises. This point is coherent with Ilegbusi (2009) who stated that students who derived satisfaction from a learning activity were motivated toward additional learning. Related to reward what Ilegbusi means is a student that is given a reward, which is favorable, in a particular class or particular subject matter would love to spend more hours to learn deeper in that class, and it is seen from the statement of Participant 3. Therefore, rewards, which have increased student motivation at first, will also increase students' interest in a particular subject.

**The effect of reward on students' behavior.** Based on the participants' explanation, rewards that they have received for their good performance affect their behavior. The participants have explained it as elaborated in this following finding.

***Rewards motivate students to repeat their good performance.*** Students who are given a reward for their action are likely to repeat the action (Chen, 2011). The frequency of a behavior will increase when it is treated with a reward. The similar situation is found in the participants' perception about reward.

Participant 1 said that:

*Rewards are addictive when we received them ... (P1.13)*

Similarly, Participant 4 who ever had received an extra point for answering a lecturer's question also said that:

*Given the reward [extra point] made me ... wanted to do that [answer lecturer's question] again. (P4.5)*

From their statements, the researcher noticed that students who have received a reward would repeat their performance in order to get the reward. Participant 1 explicitly said that rewards are addictive for students. Students who have received a reward will try to repeat his performance in order get the reward again. Participant 4 explained that she wanted to answer lecturer's questions in other chances since she received a reward for that. This finding is coherent with Chen (2011) who said that the frequency of the behavior could increase after reward is given. Students that get a reward are very possible to repeat their well behavior or action again in the future in order to get the reward.

From all the findings about reward above, the researcher found a point that student motivation can increase after the students received a reward. Reward actually gives pleasure to the receivers. Students who received a reward will be motivated to learn and work hard, and they will be more interested to the learning. After getting motivated and interested, they will attempt to repeat their rewarded

behavior or performance in order to get more rewards. Therefore, the effect of reward on student motivation is positive in which it can increase student motivation.

### **Students' Perception on the Effect of Punishment**

From the data, the researcher found some effects of punishment on student motivation from EED UMY students' perception, and the researcher also found there are at least three kinds of punishment existing at EED UMY. First, students are considered absent if they come late to the class. Each class usually give a tolerance of lateness up to 15 minutes. Second, students possibly can be locked outside the class as well if they come late to the class. Third, students will get score deduction if they are late to submit assignments. For example, some lecturers deduce 5% of gained score if students are late in submission by one day, and 'zero' score for one week.

Those kinds of punishment have various effects toward student, especially dealing with student motivation. The effects of punishment implemented at EED UMY toward student motivation are detailed in these following analyses.

**The effect of punishment on student motivation.** According to the interview with the participants, this study actually found many effects of punishment on student motivation. The following findings are what the participants perceive about the effect of punishment on their motivation.

*Punishments increase student motivation in learning.* Moberly et al. (2005) said that teachers using discipline for inappropriate behavior could affect student motivation positively. Punishment implementation's effect in increasing student motivation is possible to happen. This following finding shows the similar perception.

Participant 1 perceived that punishment has the same effect as reward has:

*Just like reward perhaps, punishment motivate us to do better. (P1.26),*

Participant 2 also explained that punishment increase motivation as she said:

*Punishment increases my motivation in order to prove that I avenge my fault by showing that I could. (P2.29)*

Similarly, Participant 4 clearly said:

*Punishment can increase motivation. (P4.24)*

For some students, punishment may cause anger and embarrassment, but the participants' perception leads to a point in which punishment can motivate them, or increase their motivation. Those perceptions are in line with Matera (2010) who said that punishment affects strengthening the motive (motivation) of students to learn or to work hard. Students that have received a punishment are motivated by that punishment, and will give extra efforts to show better performance.

***Punishments decrease student motivation.*** There are some controversies regarding with the effect of punishment on student motivation (Ilegbusi, 2013).

Beside the positive effects, the researcher noticed a finding that punishment does not have significant effect on student motivation. This can be seen from this finding.

Participant 1 said his most frightening punishment and its effect, which was:

*Having lecturer too sensitive on me makes me demotivated and later, keeping distance with the lecturer. (P1.22)*

Participant 2 talked about his perception after punished of locked outside the class because for coming late:

*Punishment [locked outside] got me depressed, tired of punishing lecturer, upset and fretful. (P2.26)*

The effects of punishment declared by the participants above were negative. Participant 1 got demotivated when a lecturer is sensitive to him, and later, that would make him keeping distance with the lecturer. Participant 2 who have experienced to be locked outside the class perceived that kind of punishment was unfair (P2.27). That punishment make Participant 2 depressed, tired of learning, upset and fretful. Their statements are in line with Philpot in Matera (2010) who explained that the punishment handed out to the students will drive them to become demotivated, disinterested or emotionally detached from the person, assignment, or even the environment, and Kohn in Moberly et al. (2005) who said that punishment can lead to children feeling anger. Therefore, students can fell demotivated, depressed, upset, and tired of learning after receiving a punishment as some EED UMY students feel.

***Punishments do not have significant effect on student motivation.*** As previously mentioned, punishments may have positive or negative effect on student. Implementing a punishment needs a careful consideration, and this make some teachers hard to decide. Ilegbusi (2013) stated that it is difficult to use punishment effectively to motivate students. That means punishment is ineffective to increase student motivation. In this study, a participant actually perceives the same way about that.

Participant 3 said,

*Punishments do not affect my motivation. It depends on my intrinsic motivation. (P3.28).*



From the perception of Participant 3, the researcher noticed that sometimes, punishments do not significantly influence student motivation. Participant 3 stated that his motivation was not affected by punishment because his intrinsic motivation to learn can be wobbled by punishment. That is related to Ilegbusi (2013) who stated that the use of punishment as a form of motivation generally is less effective. Therefore, student motivation actually cannot be affected by punishment in a condition where motivation to learn is intrinsic.

**The effect of punishment on students' behavior.** According to the participants' perception, it could be inferred that punishments affect students' behavior after the students get punished. The participants' perception about that can be seen in the following explanation.

***Students will not repeat their mistake after they received punishment.***

Punishment itself is positively able to eliminate wrong response (behavior or action) and speed up learning as a common-sense that someone will not continue to do what was punished (Ilegbusi, 2013). It shows that punishments make students not to repeat punished behavior or action. The researcher found this issue at EED UMY Participant 1 and Participant 2 said that:

*Punishments encourage me in order not to repeat the punished action.*

(P1.24)

*After punished, I did not repeat the mistake. (P3.22)*

Additionally, Participant 4 gave detailed explanations:

*Punishment in form of disallowed to sign [in attendance list] motivates me to come on time or in time if possible. (P4.22)*

*Points deduction motivates me so that I always pay attention to lecturer's instructions. (P4.23)*

From the statements above, it can be seen that punishments make the receivers learn not to repeat their mistakes. Participant 1 explained that he would not repeat his punished action as Participant 3 said he did not repeat his mistake after receiving punishment. Participant 4 was also motivated not to repeat her faults, which she will be on time to attend class and will pay attention to lecturers' explanation next time. This is in line with Holth (2005) who stated that punishment will decrease the frequency of behavior as aversive stimulus to the behavior. If reward is stimulus that increase the frequency of behavior, punishment is aversive stimulus that decrease the frequency of behavior.

From all the findings about punishment above, the researcher found that punishment has good and bad effect on EED UMY student motivation. Students can be motivated after punished because they are aware that punishment is like reward, which is implied to motivate them to learn and work harder. It also has students not repeating their fault. In other case, punishment turned out to be ineffective even bad for student motivation. There are some students in which their motivation to learn cannot be affected by punishment while other students get demotivated after receiving punishment. Those findings show that punishment has various effect for EED UMY student motivation.