

**PENERAPAN REWARD DAN PUNISHMENT UNTUK MENINGKATKAN KEMAMPUAN BICARA SISWA KELAS TUJUH DI SMPN 8 TARAKAN**

***THE IMPLEMENTATION OF REWARD AND PUNISHMENT TO IMPROVE STUDENTS' SPEAKING SKILL AT SEVENTH GRADE OF SMPN 8 TARAKAN***

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**ABSTRAK**

*Reward dan Punishment* merupakan salah satu alat edukasi yang digunakan untuk meningkatkan motivasi dan kemampuan belajar siswa dalam kegiatan belajar mengajar. Penelitian ini bertujuan untuk mendeskripsikan (1) bagaimana implementasi *Reward* dan *Punishment* untuk meningkatkan kemampuan *speaking* dan (2) pandangan guru dan siswa terhadap implementasi tersebut pada siswa kelas tujuh di SMPN 8 Tarakan. Penelitian ini menggunakan metode deskriptif kualitatif. Subjek dalam penelitian ini adalah guru bahasa inggris kelas tujuh dan siswa kelas VII-7. Pengumpulan data dalam penelitian ini menggunakan instrumen telaah dokumen, observasi, kuisisioner dan wawancara serta dianalisis secara kualitatif melalui sistem pengkodean dan dideskripsikan secara naratif. Hasil penelitian ini menunjukkan bahwa *Reward* dan *Punishment* dapat meningkatkan motivasi siswa dalam pembelajaran dan kemampuan *speaking* di dalam kelas. Bagi guru dan siswa, *Reward* dan *Punishment* sangat bagus dan penting sebagai alat edukasi dalam meningkatkan motivasi dan kemampuan belajar siswa.

**Kata Kunci:** Reward dan Punishment, Kemampuan Bicara Siswa, Motivasi Belajar

**ABSTRACT**

*An instructional strategy called Reward and Punishment is used to boost students' motivation and capacity for learning during instruction. This study intended to explain two things: (1) how Reward and Punishment were used to enhance Speaking skill; and (2) what teacher and students thought about this use for seventh-grade students at SMPN 8 Tarakan. Descriptive qualitative approach was employed in this investigation. Students in grades VII-7 and English teacher teaching seventh grade served as the research subjects. In this study, information was gathered using questionnaires, interviews, document reviews, and observation. It was then qualitatively analyzed using a coding system and narratively presented. The study's findings demonstrated that Reward and Punishment could boost students' drive to learn and improved their Speaking abilities in the classroom. Reward and Punishment were valuable educational tools that both teacher and students could use to boost students' motivation and learning capacities.*

***Reward and Punishment, Students' Speaking Skill, Learning Motivation***

## PENDAHULUAN

Behavioristic is an ideology in understanding behavior that was founded by John. B. Watson in 1930. The main idea in this ideology is that to understand behavior, an objective, mechanistic, and materialistic approach is needed so that changes in behavior in a person can be done by conditioning. The characters who are members of this ideology are Skinner, Pavlov and Thorndike. Among the figures who are members of the behaviorism, Skinner is the most productive behaviorist character in presenting ideas and research, the most influential, and the most assertive in responding to the challenges and criticisms of behaviorism.

In Skinner's theory, humans are able to take actions on their own initiative in their environment, not as objects and relatively passive. However, in this case the environment has a stronger position, because the environment provides reinforcement. In this theory, reinforcement is considered very important to shape behavior. Skinner explained reinforcement based on its impact to increase or strengthen the urge to do a response. There are two types of reinforcement, namely (a) positive reinforcement, the stimulus that is given to the operant behavior causes the behavior to be further strengthened or frequent, and (b) negative reinforcement, the stimulus that is removed for unpleasant stimuli will cause the behavior to be strengthened or exacerbated (Farozin & Fathiyah, 2004).

Skinner used the term "shaping" to describe the progressive process of changing behavior from its most basic to its most complex forms. When it comes to shaping, there are two aspects: (a) differential reinforcement, which refers to the idea that some responses will be reinforced while others won't, and (b) successive approximation, which refers to the idea that only responses that match the experimenter's expectations will receive reinforcement. Human behavior is gradually shaped by this shaping so that it can eventually carry out complicated activity. Moreover, studying human behavior has resulted in a variety of strategies which aim at increasing students' achievement in foreign learner learning settings. Slavin (2003) claims that

experts in language teaching and students' behavior were asked to provide teachers with ideas about the nature of the learning process and how the influence of motivation on this process. Offering rewards and punishments are one method of shaping.

Reward is an appreciation of some achievements that is given for an individual group according to Kompri (2015) cited in Nurhuda et al. (2021). Reward is an essential strategy used by teachers in order to prompt students' motivation in the learning process and to increase its effectiveness and efficiency. Originally, the idea came from when a child did something good and received some kind of compensation. In education, the concept of reward has basically the same principles. Lepper, Greene, and Nisbett (1973) conducted many experiments to study the effects of rewarding learners for doing a given task. Rewards proved to be an effective element in increasing motivation and achievement in the class since most students try to avoid negative judgment and seek to gain positive judgment from the teacher for their abilities and efforts. Moreover, According to Kasyulita and Armelinda in 2019 cited in Gunayu (2021), reward is an educational strategy which can be used to make the students feel happy in learning a language and also can be used to give motivation to the students for learning better. In addition, Cascio (2007) explained the kinds of rewards are praise, symbolic rewards, token rewards and tangible and activity rewards.

Punishment is defined as the opposite of reinforcement since it is designed to weaken or eliminate a response rather than increase it. It is an aversive event that decreases the behavior that it follows. Punishment is an unpleasant educational tool, negative, but it will be a motivating element for students, a tool to encourage students' learning. Punishment is to discourage negative behavior and to remind students to not do something wrong. According to Sidman as cited in Holth (2005) defined punishment as anything that can reduce the frequency of undesired action or behavior. According to Skinner, punishment is to give painful or undesirable consequences in order to suppress response of behavior reappeared in the future. Advocated by Holth (2005), punishment is defined as a procedure in which certain

responses (improprate action or behavior) have consequences, those responses decrease in frequency, and the decrease in frequency occurs because of the response–consequence relation, and not for some other reason. If a thing can be reducing an improprate behavior reappeared, then it is meant as punishment. Moreover, according to Purwanto in 2007 as cited in Nurhuda et al. (2021), punishment is suffering given or caused intentionally by someone (parents or teacher) after an offense, a crime or a mistake. In education, applying punishment is nothing but improving students' behavior to be better. Punishment here is as an educational tool to fix the violations committed by students. It is not intended for revenge or for punishing students as such. There are two types of punishment: preventive and repressive. Preventive punishment is given before the violation happens, such as order, recommendation and command, coercion, and discipline. Repressive punishments are notice, reprimand, and warning. In addition, Herman (1980) explained that the kinds of punishment divided into four such as psychical punishment, words and sentences, stimulus psychical punishment, and inconvenient punishment.

### **METODE PENELITIAN**

The researcher used the descriptive qualitative design to help and facilitate in collecting data. The researcher described how the implementation of reward and punishment to improve students' speaking skill and find out teacher and students' perception of the implementation of reward and punishment. The setting of the study was one class of seventh grade of SMPN 8 Tarakan. The subjects of the study were English teacher and seventh grader students of SMPN 8 Tarakan in the academic year 2022/2023. In taking sample, researcher used purposive sampling. The researcher chose this class as a subject because the students in this class lack speaking skill and have low average grades from other classes in English subject. The instruments of this study were documentation study, observation, questionnaire and interview. the researcher collected data by (1) document study, the syllabus, lesson plan, teaching materials, and assessment tools that teacher utilize to facilitate teaching and learning in the classroom are

described in this document study. (2) observation, the teacher applied reward and punishment in the classroom and the researcher reported that happened by using field notes (3) questionnaire, the researcher used twenty questions to gather students' perception about reward and punishment and (4) interview, the researcher used eight questions to see teacher's perception of reward and punishment. In addition, to gather more in-depth data about students' perceptions of reward and punishment, the researcher interviewed six students who had low, middle and high score results on the questionnaire.

### **HASIL DAN PEMBAHASAN**

In this study, the researcher focused on answering research questions how does the implementation of reward and punishment improve students' speaking skill and how do the teacher and students perceive the implementation of reward and punishment to improve students' speaking skill. The researcher employed the qualitative research with English teacher and seventh grade students of SMPN 8 Tarakan as the participants. The researcher collected data from documents, observations and interviews. The researcher analyzed the collected data through coding of thematic analysis.

The researcher found that SMPN 8 Tarakan used semi-K13 and Kurikulum Merdeka as the curriculum. In the syllabus there are eight basic competencies, four learning materials, with learning activities such as asking, mentioning, describing, asking and answering, and making texts. Researcher found that the English teacher used lesson plans that contain learning objectives, learning activities, and learning assessments. The time allocation used was 2 x 40 minutes of lessons with 10 minutes of opening, 60 minutes of main activity and 10 minutes of closing. In this learning activity, the teacher used the Problem Based Learning model with literacy, experiment, practicum and presentation methods. The researcher in this study found that the teaching materials focused on two materials such as "animals' activity" and "function of thing". In this learning activity, the teacher used the conversation method to improve students' speaking skill. In this study, researcher found

that the English teacher used four aspects in the assessment, namely knowledge, skills, attitudes and behavior. Speaking, writing, reading and listening are included in the skills assessment.

Meeti ng	Reward						Punishment					
	1	2	3	4	5	6	1	2	3	4	5	6
Frequ ency	3	5	4	3	5	4	1	3	3	5	1	3

During classroom observation, the researcher discovered that the English teacher employed in a dialogue or conversation to encourage students to speak in front of the class. Many students were still nervous to speak in front of the class. Teacher gave them verbal or token reward such as “good job”, “excellent”, “that’s right”, etc. to make students speak. Students were more enthusiast to present their speaking dialogue in front of the class. This was in line with statement from Skinner as cited in Farozin & Fathiyah (2004) that the function of rewarding students could make students happy and increase a spirit of learning. Rewards motivate students to be more productive by creating a feeling of pride and achievement, and also make the individual more diligent. On the other hand, the teacher implemented punishment in the classroom in a form of word-sentences or doing activity such as told them to be first in the queue to present their dialogue and made-up their untidy school uniform first so students could study in the classroom. This is supported by Purwanto (2007) as cited in Nurhuda et al. (2021) stated punishment is employed in order to improve students’ behavior to be better. Punishment is not meant to be used as revenge in education, but rather as a tool to correct students’ poor behavior. Moreover, in Skinner’s theory the function of punishment is to control students to prevent undesirable behavior.

Based on the table above, the frequency of reward was more stable than the punishment. It was because the punishment happened according to ambience in the classroom. For instance, in the first meeting the punishment happened one time because the students mostly were discipline. While in the fifth meeting, the classroom was not conducive. The students were noisy and not disciplined.

The implementation of reward and punishment in the class, from the perspective of teacher and the students showed that giving reward can increase students’ motivation during teaching and learning and giving punishment can make students aware of their bad behavior in classroom. According to students, reward and punishment are important in English teaching and learning. The students become more motivated after receiving reward and punishment given by the teacher. In line with the concept of perception here where the teacher and the students’ perception are the process by which humans feel what they have seen with their senses. Thinking or feeling about something is the process of perception. The needs and interests of different people have an impact on their perceptions. The term of perception is also called a point of view, idea or assumption. Slameto in 2010 as cited in Nurhuda et al. (2021) stated that perception is a process related to acceptance of information by the human brain.

#### KESIMPULAN

This study focused on the implementation of reward and punishment to improve students’ speaking skill at seventh grade students of SMPN 8 Tarakan. This study used descriptive qualitative research design with one English teacher and thirty-two students. This study focused on collecting data from the documents, observation, and interview. The data in this study was analyzed qualitatively through coding and thematic analysis.

The process of implementing reward and punishment to improve students’ speaking skill at seventh grade students at SMPN 8 Tarakan was divided into three main activities. The first one was focused on reward and punishment in opening activities. The second one was focused on reward and punishment in teaching and learning process. The last one was focused on reward and punishment in closing activities. In opening activities, reward and punishment happened when the students didn’t wear uniform neatly and noisy in teaching and learning process. In main activities, reward and punishment happened when students answer questions from teacher correctly, practice speaking in front of the class, and didn’t focus when teacher explain the materials. The last, in

closing activities, reward and punishment happened when students were doing good in classroom during teaching and learning. Reward and punishment already inserted in teacher lesson plans and the details of reward and punishment that will be given to the students also put in teacher lesson plan. The kinds of rewards implemented in the classroom were verbal reward and token reward. The kinds of punishments implemented in the classroom were word and sentences punishment and doing some activities. Reward and punishment gave impact on students' speaking skill. In this case, the students were enthusiast to take a part in conversation, giving ideas, and answering question. Students' confidence was higher than before because they really wanted to get reward from the teacher. Teacher and students' perception toward implementation of reward and punishment in teaching and learning process showed that reward and punishment gave influence on students' motivation in learning. Based on teacher perception reward and punishment are good educational tools to improve students' motivation in teaching and learning. Based on students' perception, reward and punishment are important in teaching and learning because the students become more enthusiast and motivated.

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