

THE COMBINATION OF REWARD AND PUNISHMENT IN INCREASING STUDENTS’ LISTENING ABILITY

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Abstract

Listening is one of language skills play an important role in learning. This is an activity where the students required understanding and taking part in it. Based on the results of pre-observation conducted by researchers at the University of Muhammadiyah Ponorogo in the course Listening for Authentic Materials, noted that the students’ listening ability is still weak. This comes from some of the results, among others, the students’ pre-test on subjects Listening for Authentic Materials is below the passing grade is 60. The purposes of this research are : 1) to know wheater the combination of reward and punishment can increase the students’ listening ability; 2) to know the implementation of reward and punishment in increasing the students’ listening ability. The method that used is a classroom action research. The sample is the second semester of English Education Department of Muhammadiyah Uneiversity of Ponorogo. The result can be seen that there is a development of students’ ability in Listening. It can be seen from the pre-test result 68.3, post-test 1 75.4, and post-test 2 87.4. The level of significance 5% with t table 2.02. The students are being more active for each meeting. They want to get reward than punishment. It means that the implementation of reward and punishment can increase the students’ ability in Listening subject.

Keywords: Reward, Punishment, Students’ Listening Ability

INTRODUCTION

Classroom management means how the teacher works, how the class works, how the teacher and students work together, and how teaching and learning happen. For students, classroom management means having some control in how the class operates and understanding clearly the way the teacher and students are to interact with each other. For both teachers and students, classroom management is not a condition but a process.

When teachers see that classroom management is a process, they understand that they can tailor the process to match their specific skills and needs. In other words, they can set themselves up for success, not failure. In addition, they recognize that the process is ongoing. Just as teachers change with experience and attempt to meet the changing needs of their students, so their classroom management plan must adapt well.

Effective classroom management focuses on preventive and establishes a positive classroom environment in which the teacher focuses on students who behave appropriately. Nearly every teacher agrees that classroom management is an important aspect of successful teaching. Fewer agree on how to achieve it, and even fewer claims the concept of classroom management is operating in their own classrooms. Current research indicates five components of effective, comprehensive classroom management:

1. Understanding students’ personal and psychological needs
2. Creating an affirmative classroom climate and a community of support by establishing positive teacher–student and peer relationships and maintaining constructive involvement with students’ caregivers
3. Involving students in developing and committing to behavior standards that promote on-task behavior and help support a calm, safe learning environment
4. Using instructional methods that facilitate optimal learning by responding to the academic needs of individual students and the classroom group
5. Implementing responses to unproductive student behavior that treat students respectfully and help them develop skills for working effectively in the classroom and school settings.

In other way, the five steps for being the effective the classroom management process are the first, introspection, asks teachers to identify and bridge the gap between their personal self and their teaching self. The second step, classroom observation, requires observing other teachers and being able to identify specific management structures and strategies that make a class work. The third step is the initial development of the classroom management plan. The fourth step, implementation of the plan in the classroom, prepares teachers to teach the classroom management plan. The final step has teachers revise the plan for more classroom management effectiveness (Planning Classroom Management: A Five Steps Process).

Many experienced teachers recommend assigned seating for the effective classroom management for students to facilitate discipline and instruction. They argue that students left to their own devices will always choose a seat that places the teacher at the greatest disadvantage. As Fred Jones, a noted classroom management expert explains: “A good classroom seating arrangement is the cheapest form of classroom management. It’s discipline for free.” Best practices suggest a few common-sense rules to guide classroom arrangements, they are 1) Students should be seated where their attention is directed toward the teacher; 2) High traffic areas should be free from congestion; 3) Students should be able to clearly see chalk board, screens, and teacher; 4) Students should be seated facing the front of the room and away from the windows; 5) Classroom arrangements should be flexible to accommodate a variety of teaching activities (Dunbar, 2004: 3).

Much teacher on classroom management has focused on student participation in establishing codes of conduct. It suggests that students should actively participate in the creation of guidelines governing classroom behavior. This belief suggests that students will support rules they establish. Best practices recommend minimizing the number of rules. Children have a tendency to recommend a laundry list of rules. Teachers, however, should provide limited structural input so that rules are direct, clear, and consistent, and encourage positive behavior. In addition, teachers must make sure that rules are designed to support a concept of consequences for inappropriate behavior rather than punishment.

RELATED LITERATURE

Listening

Basically, listening is more than merely hearing words. Lundsteen as quoted by Petty and Jensen (1980: 181) defines listening as the process by which spoken language is converted to meaning in the mind. While Myers and Myers (1992: 43) state that listening is considered not only hearing, but also including the added dimensions of understanding, paying overt attention, analyzing, and evaluating the spoken messages, and possibly acting on the basis of what has been heard.

Listening, although once labeled as a passive skill, is truly an active process. Anderson and Lynch in Celce-Murcia (2001: 72) reject a conceptualization of listening as a passive act, calling it a “listener-as-tape-recorder” explanation. They argued that such a perspective fails to account for the interpretations listeners make as they hear the spoken text according to their own purpose for listening and their own store of background knowledge. In this case, listeners must simultaneously integrate both linguistic skills (recognizing words, parsing speech into constituent parts and processing the discourse in terms of cohesion, logic and relevant underlying schemas) and non-linguistic skills (inferring the speaker’s intentions and numerous social skills such as giving back-channeling signals and making repairs when misunderstanding occur).

Listening is not a simple process. Listeners pass through several stages to comprehend the meaning of spoken text. Petty and Jensen (1981: 181) propose three steps of listening process as follows: 1) Hearing: the listeners hear a series of sounds, the actual words and sentences; 2) Understanding: the listeners understand the meanings of these words and sentences in the

context in which they have heard them; 3) Evaluate: the listeners evaluate the meanings and accept or reject the total communication; 4) Responding: The listeners respond to what they have heard.

In line with Petty and Jensen, Buck (2001: 274) states that listening is a complex process in which the listener takes the incoming data, an acoustics signal, and interprets it based on a wide variety of linguistics and non-linguistics knowledge. In this case, the linguistics knowledge includes phonology, lexis, syntax, semantic, and discourse structure. The non-linguistics knowledge includes knowledge of the topic, context and general knowledge about the world and how it works. Buck (2001: 274) also adds that comprehension is an on-going process of constructing an interpretation of what the text is about and then continually modifying that as new information becomes available.

Listening comprehension is a very complex process emphasizing the listener to understand the meaning of the spoken texts. It involves both linguistic knowledge and non-linguistic knowledge. Rost (1994: 9-65) describes linguistic knowledge as follows: 1) Speech sounds. Sound perception is the basis of hearing and essential process in listening. Listeners recognize speech as a sequence of phonemes that are particular to a certain language. These phonemes have slightly differing characteristics of length, duration and frequency which help the listeners discriminate between them; 2) Words. Recognizing words is the essential semantic process in listening. In order to recognize a word, listeners have to perform three simultaneous processes: find the most probable 'candidate word' among several possibilities, estimate the best meaning of the word in the context, and find the 'reference' for the speaker's words. Moreover, Buck (2001: 37) also mentions that stress and intonation are very important in word recognition. By paying attention on stress and intonation, listeners usually understood the meaning of a certain word, even when they did not catch the actual sounds; 3) Parsing speech. One of the essential processes in listening is parsing. It is the process of dividing the incoming string of speech into grammatical categories and relationships. Listeners parse speech by calculating the relationship of words and groups of words to a central theme, or verb; 5) Discourse processing. It refers to the reasoning processes that enable the listeners to understand how language and context function together. In listening, the listeners try to identify relevant information. Often, they must infer missing information. They also form useful conclusions that include the relevant information and make sense in the cultural situation.

Reward and Punishment

Creating optimum conditions in classrooms for students, particularly those who are disaffected, to learn effectively and achieve their potential is a prime aim of schools and part of the rationale behind systems of rewards and sanctions. To this end, senior staff and classroom teachers devote much time and effort to devising and maintaining a workable, effective system.

Related to differentiate managing class which is made by the teacher, the teacher should choose appropriate method in managing the class. One of the methods is by giving reward and punishment for the students. It should be suitable with the students' condition and the school itself.

As teachers know, classroom rewards can be an effective way to encourage positive behavior. When trying to foster a new behavior, it is important to reward the students consistently each time he or she does the desired behavior. Once the behavior has become an established habit, rewards can be given every now and then to encourage the child to maintain the preferred behavior.

In an article of Constructive Classroom Rewards (2014), rewarding children in the classroom need not involve candy and other foods that can undermine children's diets and health and reinforce unhealthful eating habits. A wide variety of alternative rewards can be used to provide positive reinforcement for children's behavior and academic performance, in this case like

giving score. The ability of teachers to effectively manage classroom behavior requires a systematic approach to teacher preparation and ongoing professional development.

Effective discipline helps children learn to control their behavior so that they act according to their ideas of what is right and wrong, not because they fear punishment. For example, they are honest because they think it is wrong to be dishonest, not because they are afraid of getting caught. The purpose of punishment is to stop a child from doing what you don't want—and using a painful or unpleasant method to stop him. There are basically four kinds of punishment, they are 1) physical punishment - slapping, spanking, switching, paddling, and using a belt or hair brush; 2) verbal punishment - shaming, ridiculing, using cruel words, saying “I don't love you”; 3) withholding rewards - “You can't watch TV if you don't do your homework.”; 4) penalties - “You broke the window so you will have to pay for it with money from your allowance.” The first two kinds of punishment, physical and verbal, are not considered to be effective discipline methods. The other two, withholding rewards and giving penalties, can be used either as effective discipline methods or as punishment— depending on how parents administer them (Telep, 2009).

Punishment is also a term used in operant conditioning to refer to any change that occurs after a behavior that reduces the likelihood that that behavior will occur again in the future. While positive and negative reinforcement are used to increase behaviors, punishment is focused on reducing or eliminating unwanted behaviors.

Punishment in the classroom usually takes the form of disapproval or of withholding a positive reinforce. Severe disapproval by the teacher may often be an effective form of controlling behavior, but it does not instill a love of learning. Withholding a positive reinforced, if the rule of consistency is religiously followed, is also an extremely effective behavior modifier. This method of aversive control takes such forms as the loss of privileges, objects, or pastimes the students value.

The question of whether the use of punishment causes any long-term emotional damage is the one that has as yet not been fully answered. The traditional, almost legendary view is that punishment is very much involved in the origin of behavioral disorders. One theorist has outlined a long series of punishment-provoked problems, including rigidity, social deviance, poor adjustment and aggression. However other psychologists are not so sure. One expert in the field of punishment argues that punishment procedures produce no long-term emotional outcomes. The real question to be argued is not whether some forms of aberrant behavior can be produced by certain punishment procedures but whether these reactions are typical results of punishment. “The answer to this question is clearly ‘no’ although specific circumstances can be contrived to produce such effects” (Houghton in Adnan,1998).

Combining Reward And Punishment in Listening Class

Using the methods and techniques are varied indeed is needed in the current study. It especially related to the learning that focuses on language skills, not exact sciences. That requires specialized skills to incorporate techniques existing techniques to achieve the learning objectives. In this study, granting rewards and punishment is an element that can be used in improving the success of a lesson, in this case listening. Reward and punishment has a good effect in improving the discipline of students in the learning of listening. Unlike the listening learning that do not implement reward and punishment, the students will tend to feel free and act as they wish because they do not get reciprocal discipline for behavior that is done in the listening learning.

Surely, the implementation of reward and punishment must follow the principles that exist. Good and Brophy, as quoted by Suharsimi Arikunto explain the principles of reward is; 1) Prize to be really in touch with the achievements he accomplished; 2) Prize-shaped material should be given spontaneously, it means not to be deferred for too long; 3) Let considered psychological

effects, not only for children who will earn the reward, but also for other children; 4) Prizes should be managed to the circumstances and the nature of the aspects that show the privilege of achievement; 5) At the time of the gift should be tailored to submit a detailed explanation of the reasons and causes why she receives the gift.

While in giving punishment of children should not be arbitrary, but there are things that must be considered with the principles. The principles referred to should be noted so that the punishment handed down to the children achieve the purpose of the application of the punishment itself. According JVS Tondowidjoyo, the purpose of giving punishment to children is to correct the mistakes done. In learning listening, reward and punishment it should not be separated goals of learning itself. Students must active in seeking reward and strive hard not to get punishment. If unluckily, they get punishment, punishment obtained a good learning to improve their listening ability.

METHOD

The method used in this study is classroom action research. Carr and Kemmis (1982) in Burns (1999:30) states that action research is simply a form of self-reflective enquiry undertaken by participants in social situation in order to improve the rationality and justice of their own practices, their understanding of this practices and the situations in which the practices are carried out. The implementations of this classroom action research are by: 1) planning; 2) acting; 3) observing; 4) reflecting. The sample of this research is second Semester of English Education Department, Muhammadiyah University of Ponorogo.

DISCUSSION

From the pre-research, some problems were faced by the students. They were: 1) listening is a difficult subject in English; 2) low students motivation in learning listening; 3) conventional method that used before. From the problems above, the research tries to use reward and punishment in increasing students' ability in listening. This research divided into two cycles which each cycle consists of two meetings. The result of the tests showed that the mean of pre-test was 68.3, post-test 1 was 75.4, and post-test 2 was 87.4. From the result of the test above, it can be conclude that there is an improvement of the students' listening ability. From the observation and questionnaire, the data showed that the students are more active day by day. It can be proved from the students who want to raise their hand to answer all the blank when the teaching learning process. It motivated the other students to get more points and avoid the punishment. So in the end of this research, all students got points and no one got punishment.

All listening indicators can be fulfilled by the students well. The students hear the blank words clearly; there were no grammatical errors in sentences; all blanks were fulfilled; they also found the synonym of the words that they hear.

CLOSING

The reward and punishment method is one of the appropriate methods for listening. The reward, in this research, can be in form of point reward while the punishment can be in form of educational punishment. Both of them should be in the area of education. Students will be more motivate when they get both of reward and punishment. The students who got the reward would be more active while the students who got the punishment will have hard efforts to avoid the punishment. It made them to be motivated to get the point rewards. In improving the students ability, especially listening subject, should have much ideas, strategies, and methods in delivering their subject. Hopefully, it will made the students more active and avoid the name of bored.

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