

# An Analysis of Reinforcement Implemented by English Teachers at MAN Kota Pariaman

Ade Dwi Jayanti

Politeknik Raflesia – [adedwijayanti@yahoo.com](mailto:adedwijayanti@yahoo.com)

**Abstract** — There are 2 types of reinforcement strategies such as: reward dan punishment. Based on the problems found at the beginning of the research, the purpose of this research was to find out the type, frequency, time, and reasons for reward and punishment used by English teachers as a strategy in classroom management. This type of research was descriptive research. The sample in this research was all English teachers. Data obtained through observation, interviews, and questionnaires. The research findings show that English teachers only use intrinsic reward and positive punishment types. The frequency of using rewards is 128 times, while the frequency of using punishments is 29 times. The teachers uses reward and punishment at the beginning, core and end of learning activities. Furthermore, teachers have several reasons for using rewards including: 1) fulfill students' academic achievement, 2) succeed in achieving learning goals, 3) help students to improve behavior, 4) create an orderly class, 5) improve student concentration on assignment, 6) create peacefull interactions between teachers and students, 7) monitor student behavior. Besides that, teachers also have several reasons for using punishment, including; 1) ensuring students' interest in learning, 2) warning students to behave appropriately, 3) creating a calm classroom atmosphere, 4) creating discipline in class, 5) preventing negative behavior, 6) obeying school rules.

**Keywords** — Reinforcement, Reward, Punishment.

**Abstrak** — Ada 2 jenis tipe dalam penerapan strategi reinforcement seperti: reward dan punishment. Berdasarkan permasalahan yang ditemukan pada awal penelitian maka tujuan penelitian ini untuk mengetahui tipe, frekuensi, waktu, dan alasan mengenai reward dan punishment yang digunakan guru bahasa Inggris sebagai strategi dalam pengelolaan kelas. Jenis penelitian ini adalah penelitian deskriptif. Sampel dalam penelitian ini adalah semua guru bahasa inggris. Data diperoleh melalui observasi, wawancara dan angket. Temuan penelitian menunjukkan bahwa guru bahasa Inggris hanya menggunakan tipe intrinsik reward dan positif punishment. Frekuensi penggunaan reward sebanyak 128 kali, sedangkan frekuensi penggunaan positif punishment sebanyak 29 kali. Guru menggunakan reward dan punishment pada kegiatan awal, inti dan akhir pembelajaran. Selanjutnya, guru memiliki beberapa alasan menggunakan reward, antara lain; 1) memenuhi pencapaian akademik siswa, 2) berhasil mencapai tujuan pembelajaran, 3) membantu siswa memperbaiki tingkah laku, 4) menciptakan kelas yang tertib, 5) memperbaiki konsentrasi siswa terhadap tugas, 6) menciptakan interaksi yang tentram antara guru dan siswa, dan 7) mengawasi tingkah laku siswa. Disamping itu, guru juga memiliki beberapa alasan menggunakan punishment, antara lain; 1) memastikan minat siswa untuk belajar, 2) memperingati siswa agar bersikap sewajarnya, 3) menciptakan suasana kelas yang tenang, 4) menciptakan kedisiplinan dikelas, 5) mencegah tingkah laku yang negatif, dan 6) mentaati peraturan sekolah.

**Kata Kunci** — Reinforcement, Reward, Punishment.

## 1. INTRODUCTION

Teacher is one of the major components in teaching and learning process. Habermarcher (2019) adds a teacher, also called a schoolteacher or formally an educator, is a person who helps students to acquire knowledge, competence, or virtue, via the practice of teaching. It means that the teacher should bring the students feel enjoyable in the process of teaching and learning. The success of learning mainly depends on the teacher roles. It means that the teacher's way and style will greatly influence to students. If the teacher's way and style of teaching is interesting, the students will learn the subject taught by the teacher enthusiastically; therefore, every teacher must have good strategies in teaching and learning process in order to product the students' character. (Lafendry (2018)).

The teaching learning process will be good if the teacher can make an enjoy situation through

giving reinforcement to the students and bringing the students to be able express their opinion. To do so, the teacher must motivate the students and use reinforcement strategy in the teaching and learning process. The teacher must make active teaching learning process and then make a good interaction between the teacher and the students. In other word, the effectiveness of teaching learning process depends on how the teacher manages the students in the class or in the teaching process. It is called classroom management. In this case, the teacher has main role in maintaining classroom situation. According to Lewis (2013), classroom management is the number one battle that a teacher must win in the classroom. It means that the teacher has to comprehend how to manage the classroom, such as; using interested strategy, controlling the students' behavior, and so on. Related to students' behavior, the teacher is needed to have capability to recognize the students' personality to create quiet environment.

Certainly, every student has different personality. They come from various backgrounds which possible effect to their behavior in learning activity. In fact, each students have different strategy in learning a language, especially successful students (Hidayat & Ariani, 2021). So, teachers need to understand what students want to learn. According to Starr (2013), classroom management is most affective when teacher, parents, and students are equally committed in upholding the rules. It means that students' behavior firstly depends on how their parents educate them at home. Therefore it effects to their act at school which can be positive or negative behavior. Related to this case, it is rule of teachers to teach, to guide and to control the students become intellectual persons which appropriate to instructional purpose, while it is rule of students to learn and to respect. Therefore, teacher effectiveness and student achievement is related each other. In this light, teacher and student relationships are essential to ensuring a positive school/classroom atmosphere. Classroom management discipline problems can be dealt with either on an individual basis (between teacher and student). It also refers to teacher behaviors that facilitate learning. It is supported by Froyen & Iverson's theory (1999: 256), "educators and students become co-participants in the teaching-learning process, striving to make the most of themselves and their collective experience"

In other hand, Van Tassel (2013) argues that many teachers do not generally want to give control to their students. This statement means that teachers want to make classroom atmosphere be free without rules and procedure that must be followed. Teachers may also implement some learning methods to improve students learning activities, such as Think-Pair-Share technique (Misniar et al., 2021), or Index Card Match (Tugiman et al, 2022).

According to Flamand (2013), there are some methods can be applied in classroom management such: organization, administration, teaching and enforcing disciplin. Classroom management theories provide two models in teaching learning process. First, it is explaining how students learn and suggest techniques. It means that teacher's technique will be directed well. So, the teaching process can be more efficient. Second, it is optimizing learning and minimizing distraction in the classroom. Additionally, classroom management can extend to how teachers function in a classroom, and how they can be more effective in their role.

Similarly, L.A. Froyen and A.M. Iverson, (1999:120) add classroom management focuses on three major components: content management, conduct management, and covenant management. In this case, teachers have role in each component. First, in content management, teachers manage space, materials, equipment, the movement of people, and lessons that are part of a curriculum or program of studies.

Furthermore, in conduct management, teachers employ in their attempt to address and resolve discipline problem in the classroom. Certainly, the students will pay attention to the lesson absolutely. In addition, they should always know what they want their students to do and involve them in the respective learning activities.

Related to explanation above, the teacher has to have appropriate strategy. It is a reinforcement strategy. According to Weber,C. , Elshaw,M., and Mayer, NB (2008), reinforcement is a thing to increase the students' motivation in the class to more creative. It means that the result of students' learning be more effectively. Besides, Sanjaya (2006:37) says that the reinforcement process can give positive effect to the students' attitude. It means that an event or stimulus is presented as a consequence of anattitude and the attitude increases.

It is similar to Hasan's theory (1992:17). He saysthat reinforcement is response to attitude. It means that teacher gives response or comment to the students' attitude in teaching learning process. Like Ruthien's theory (1999:20), reinforcement is appreciates from the teacher to make

the students give full attention about the subject. If the students have good attitude, they will be pay attention more to the lesson and be more respect to the teacher in classroom activity

In reinforcement strategy, there are two types such reward and punishment. O'Deli& Grayson (1998:164) state that reward is used to encourage students' interest in learning. In other hand, according to Fritscher (2009), punishment refers to the consequence for undesired behavior. It means that people will be punished if she/he did bad behavior.

Based on the writer's observation in MAN Kota Pariaman, when some students could answer the teacher's questions in teaching learning process, the writer saw that two teachers did not give response to the students well. The teachers spent their times to give teaching materials to students only without caring their students' attention. The situation of teaching process was monotonous because the teacher has inflexible strategy in the classroom. In this case, they gave lack of reward to appreciate what the students do in learning activity. Besides that, some of them also gave punishment to the students directly. They just judged the students' mistake without guiding them to the right way. As a result, the students look like disrespect to the learning process. When the teacher asked something to the students about the lesson, they kept silent only. Clearly, the students lost their motivation to learn.

Besides that, the writer also interviewed five students of MAN Kota Pariaman who have studied "Bahasa Inggris" subject. She found that students are not interested to study English. They said that their teacher often gives uninteresting strategy to explain the lesson. So, the lesson looked like boring activity. Furthermore, when they make noisy along teaching process, their teacher gave punishment immediately. In other words, if one of them made mistake in the classroom, the teacher judged the student directly. As a result, they did not respect more for its lesson. Then, they said that they seldom get reward from their teacher. As we know that giving reward is one of good strategies used by teachers in order to stimulate students' motivation and interest in learning.

As the writer knows, the importance of reward and punishment to increase the students' motivation in teaching and learning process, the teachers should give reward and punishment continuously and simultaneously. By doing so, teacher can keep the students' interest and enthusiasm to learn. In fact, it showed that some teachers do not give reward to the students well. Others rarely give reward. In other hand, some of them tend to give punishment to the students. They just judged the students' mistake without guiding them to the right way. Considering the important of reward and punishment given by the teacher, the writer was interested in carrying a research on this problem.

## 2. METHODS

The research designed as a descriptive research. The descriptive method is suitable for this research because it involves only one variable- the implementation of reinforcement used by English teachers at MAN Kota Pariaman. With the method, the writer looked of the two classroom management strategies during English Classes. In consistence with the definition of the descriptive method that has been mention above, the writer will describe the currents status of application of reinforcement (reward and punishment) in teaching and learning process.

The writer was the key instrument; she collected the data or information needed by observation, interview and questionnaire. Dealing with the instruments, there are two criteria for measuring instruments; they are validity and reliability. The data were analyzed qualitative method. It means the point of view of the informants is very important. In this case, the point of view of the teachers is as the user of reward and punishment in teaching and learning process.

The writer used descriptive statistics to analyze and interpret the data. First, she analyzed the result of observation. As has been mentioned before, the result of observation is in the form of video recording of the teacher's voices during the teaching and learning process. Therefore, the writer listened to the teacher's voices to analyze whether there was any reward and punishment. This data analysis sign by Bold and Italic for reward, and Bold, Italic and Underline for Punishment. If the writer found a type, frequency and time of reward or punishment, she then analyzed and described whether it is intrinsic and extrinsic reward or positive and negative punishment. Next, all the identified occurrences of reward and punishment were put on the table recording of their categories. Next, the writer calculated the frequency of each category of reward and punishment. The frequencies were then put on the bottom row of each category.

Furthermore, she analyzed the data that have been collected by using questionnaire to

determine the teachers' reasons for using reward and punishment. To analyze the data, he calculated the score of each questionnaire that has been completed by each teacher. By doing so, she found out the teacher's response to each item and then looked at its corresponding weight. Next, he summed up the total score for each questionnaire.

### 3. FINDING AND DISCUSSION

The result of this research showed that the English Teachers at MAN Kota Pariaman used reward and punishment as strategies for their classroom management. It can be seen from the following table that the majority of the teachers use both strategies during the teaching and learning process.

**Table 1: The Reward and Punishment Strategies used by English Teachers**

Findings of this research		Reward		Punishment	
		Intrinsic	Extrinsic	Positive	Negative
Teacher 1	Type	√	-	√	-
	Freq	40	-	10	-
	Time	Pre, whilst and post activity	-	Pre, while and post activity	-
	Reason	Strongly Agree (SA) 3 items Agree (A) 5 items	-	Strong Agree (SA) (4items) Agree (A) 5 items	-
Teacher 2	Type	√	-	√	-
	Freq	33	-	14	-
	Time	Pre and whilst activity	-	Pre and whilst activity	-
	Reason	Strongly Agree (SA) 3 items Agree (A) 5 items	-	Strongly Agree (SA) 3 items Agree (A) 6 items	-
Teacher 3	Type	√	-	√	-
	Freq	55	-	5	-
	Time	Pre and whilst activity	-	Pre and while activity	-
	Reason	Strongly Agree (SA) 5 items Agree (A) 5 items	-	Strongly Agree (SA) 1 item Agree (A) 6 items	-

From the table above, it could be seen that three English teachers used reward and punishment strategies in teaching process. The following explanations are the findings of this research:

#### 1. Types of Reward and Punishment are used by English Teachers

Based on the findings, the result of this research showed that All English teachers at MAN Kota Pariaman used reward and punishments as strategies for their classroom management. The data showed that they only used intrinsic reward and positive punishment only. It means that the English teachers do not use extrinsic reward and negative punishment in teaching process. As we know that, both of types are also useful in teaching process. It effects to students' motivation in learning activities, of course. The data above could be described as table 2.

Based on the table 2, three English teachers used reward and punishment in their teaching process. But, not all types of both strategies were used by English teachers. It means that they only used intrinsic reward and positive punishment. There was none of teachers use extrinsic reward and negative punishment.

**Table 2. Type of Reward and Punishment used by English Teachers**

No	English Teacher s	meeting	Reward		Punishment	
			Intrinsic	Extrinsic	Positive	Negative
1.	T. 1	1 <sup>st</sup> Meeting	√	-	-	-
		2 <sup>nd</sup> Meeting	-	-	-	-
		3 <sup>rd</sup> Meeting	√	-	√	-
		4 <sup>th</sup> Meeting	√	-	√	-
		5 <sup>th</sup> Meeting	√	-	√	-
2.	T. 2	1 <sup>st</sup> Meeting	√	-	-	-
		2 <sup>nd</sup> Meeting	√	-	√	-
		3 <sup>rd</sup> Meeting	√	-	√	-
		4 <sup>th</sup> Meeting	√	-	√	-
		5 <sup>th</sup> Meeting	√	-	-	-
3.	T. 3	1 <sup>st</sup> Meeting	√	-	√	-
		2 <sup>nd</sup> Meeting	√	-	√	-
		3 <sup>rd</sup> Meeting	√	-	√	-
		4 <sup>th</sup> Meeting	√	-	-	-
		5 <sup>th</sup> Meeting	√	-	√	-

## 2. Frequency of Using Reward and Punishment

Based on the findings, the result of the research that English Teachers at MAN Kota Pariaman often used intrinsic reward than positive punishment for their classroom management. The data showed that teacher 1 gave 40 intrinsic rewards, teacher 2 gave 33 intrinsic rewards and teacher 3 gave 55 rewards to the students in this research. In other hand, teacher 1 gave 10 positive punishments, teacher 2 gave 14 positive punishments and teacher 3 gave 5 positive punishments to the students. The data above showed that all teachers never give extrinsic reward and negative punishment in teaching process. The data above could be described as table 3.

**Table 3. Frequency of each type of Reward and Punishment used by English Teachers**

No	English Teachers	Meeting	Frequency of Reward		Frequency of Punishment	
			Intrinsic	Extrinsic	Positive	Negative
1	T. 1	1 <sup>st</sup> Meeting	3	-	-	-
		2 <sup>nd</sup> Meeting	-	-	-	-
		3 <sup>rd</sup> Meeting	5	-	1	-
		4 <sup>th</sup> Meeting	10	-	4	-
		5 <sup>th</sup> Meeting	22	-	5	-
2	T. 2	1 <sup>st</sup> Meeting	3	-	-	-
		2 <sup>nd</sup> Meeting	8	-	5	-
		3 <sup>rd</sup> Meeting	14	-	6	-
		4 <sup>th</sup> Meeting	4	-	3	-
		5 <sup>th</sup> Meeting	4	-	-	-
3	T. 3	1 <sup>st</sup> Meeting	15	-	1	-
		2 <sup>nd</sup> Meeting	7	-	1	-
		3 <sup>rd</sup> Meeting	4	-	1	-
		4 <sup>th</sup> Meeting	25	-	-	-
		5 <sup>th</sup> Meeting	4	-	2	-
		<b>Total</b>	<b>128</b>	<b>-</b>	<b>29</b>	<b>-</b>

Based on the table 3, shown that the frequency of each type of reward and punishment implemented by English teachers. It is clearly shown that intrinsic reward was most frequently

used by English teacher in teaching process. It was (128) intrinsic reward. Example: “Good”, “Right”, “You are very good”, “Yes right”, “Ok good”, “Ok nice”. The second positive punishment used by English teacher in teaching process was (29). Example” *Hello listen to me please*”, “*came on, coba agak gesit sedikit ya*”, “*Hello enough, please be quite*”.

### 3. Time of Using Reward and Punishment

Based on the findings, it can be concluded that English Teachers at MAN Kota Pariaman often used rewards than punishment. It means the teacher mostly used intrinsic reward than positive punishment for their classroom management. The data finding that teacher 1 in the 1<sup>st</sup> Meeting used intrinsic reward while pre activity 3 times. Next, 3<sup>rd</sup> Meeting teacher used intrinsic reward while pre activity 1 time, whilst activity 3 times and post activity 1 time. Then, in the 4<sup>th</sup> Meeting teacher 1 used intrinsic reward in pre activity 2 times and whilst activity 8 times. After that, in the 5<sup>th</sup> meeting teacher used intrinsic reward while pre 2 times and whilst 20 times. Besides, teacher 1 also used positive punishment in the 3<sup>rd</sup> Meeting while pre activity 1 time. Next, 4<sup>th</sup> Meeting teacher used positive punishment while whilst activity 4 times. Then, in the 5<sup>th</sup> Meeting teacher used positive punishment while whilst activity 3 times and post activity 2 times.

**Table 4. Time of each type of Reward and Punishment used by English Teachers**

No	English Teachers	Meeting	Time of Reward	Time of Punishment		
			Intrinsic	Extrinsic	Positive	Negative
1.	T.1	1 <sup>st</sup> Meeting	<i>Pre activity (3 times)</i>	-		-
		2 <sup>nd</sup> Meeting	-	-		-
		3 <sup>rd</sup> Meeting	Pre (1time) whilst (3 times) and post (1 times)	-	Pre (1 time)	-
		4 <sup>th</sup> Meeting	Pre (2 times) and whilst (8 times)	-	Whilst (4 times)	-
		5 <sup>th</sup> Meeting	Pre(2 times) and whilst (20 times)	-	Whilst (3 times) and post(2 times)	-
2.	T. 2	1 <sup>st</sup> Meeting	Pre (3 times)	-	-	-
		2 <sup>nd</sup> Meeting	Pre (5 times) and whilst (3 times)	-	Whilst (5 times)	-
		3 <sup>rd</sup> Meeting	Pre (10 times) and whilst (4 times)	-	Pre (6 times)	-
		4 <sup>th</sup> Meeting	Whilst (4 times)	-	Pre (2 times) and whilst (1 time)	-
		5 <sup>th</sup> Meeting	Pre (4 times)	-	-	-
3.	T. 3	1 <sup>st</sup> Meeting	Pre (5 times) whilst (9 times) and post (1 time)	-	Whilst (1 time)	-
		2 <sup>nd</sup> Meeting	Pre (4 times) and whilst (3 times)	-	Pre (1 time)	-
		3 <sup>rd</sup> Meeting	Pre (4 times)	-	Pre (1 time)	-
		4 <sup>th</sup> Meeting	Pre (5 times ) and whilst (20 times)	-	-	-
		5 <sup>th</sup> Meeting	Pre (3 times) and whilst (1 time)	-	Pre (1 time) and whilst (1 time)	-

Besides, teacher 2 in the 1<sup>st</sup> Meeting used intrinsic reward while pre activity 3 times. Next, 2<sup>nd</sup> Meeting teacher used intrinsic reward while pre 5 times and whilst activity 3 times. Then, in the 3<sup>rd</sup> Meeting teacher used intrinsic reward while pre 10 times and whilst activity 4 times. After that, in the 4<sup>th</sup> meeting teacher used intrinsic reward while whilst activity 4 times. Then, in the 5<sup>th</sup> meeting teacher used intrinsic reward while pre activity 4 times. Meanwhile, teacher 2 also used positive punishment in the 2<sup>nd</sup> meeting while whilst activity 5 times. Next, in the 3<sup>rd</sup> Meeting teacher 2 used positive punishments while pre activity 6 times. Then, 4<sup>th</sup> Meeting teacher used

positive punishment while pre 2 times and whilst activity 1 time.

Finally, teacher 3 in the 1<sup>st</sup> Meeting used intrinsic reward while pre 5 times and whilst activity 9 times and post 1 time. Next, 2<sup>nd</sup> Meeting teacher used intrinsic reward while pre 4 times and whilst activity 3 times. Then, in the 3<sup>rd</sup> Meeting teacher used intrinsic reward pre activity 4 times. After that, in the 4<sup>th</sup> meeting teacher used intrinsic reward while pre activity 5 times and whilst activity 20 times. Finally, in the 5<sup>th</sup> meeting teacher used intrinsic reward while pre 3 times and whilst activity 1 time. Besides, teacher 3 also used positive punishment in the 1<sup>st</sup> meeting while whilst activity 1 time. Next, 2<sup>nd</sup> Meeting teacher used positive punishment while pre activity 1 time. Then, 3<sup>rd</sup> meeting teacher used positive punishment while pre activity 1 time. After that, in the 5<sup>th</sup> Meeting teacher used positive punishment while pre activity 1 time and whilst activity 1 time. The data could be described as table 4.

Based on the table above, most of English teachers used intrinsic reward than positive punishment in their pre/whilst/post activity in their teaching process.

#### 4. Reasons for Using Reward and Punishment

Based on the findings, it was found that English Teachers at MAN Kota Pariaman had several reasons why they employed certain reward and punishment.

**Table 5. Reasons for using Reward and punishment**

	Reasons	Procedure proposed by Tuckman				
		SA	A	U	D	SD
Reward	1. To fulfill significant students' academic achievement	1,2,3				
	2. To be successful in achieving the instructional objectives	3	1,2			
	3. To show the quality of the teacher	3		1	2	
	4. To show that the teacher is doing a good job		1,3	2		
	5. To develop students self esteem to manage themselves and learning experiments		2,3	1		
	6. To help students learn desired behaviors	3	1,2			
	7. To create focused classroom environment	3	1,2			
	8. To improve students' attention on task	2	1,3			
	9. To create a smooth interaction between the teacher and the students during the teaching process.	1	2,3			
	10. To managing behavior in the classroom	1,2	3			
Punishment	1. To get the students to fear the consequences of a certain action	2	1	3		
	2. To maintain the teacher control over the classroom		1,2	3		
	3. To show the teacher authority before the students		3		1	2
	4. To insist students' respect for the teacher	1	2	3		
	5. To make sure that the students want to learn		1,2,3			
	6. To prevent students for doing in appropriate acts		1,2,3			
	7. To create quite classroom environment	1	2,3			
	8. To discipline, depending on the situation	1,3	2			
	9. To discontinue negative behavior.	1,2	3			
	10. To enforce the school rules	2	1,3			

**Note:** 1 : Teacher 1  
2 : Teacher 2  
3 : Teacher 3

From the table 5, it can be seen that seven items of the questionnaire were most frequently mentioned as the reasons for using reward by the whole three teachers. It is shown the frequency of teachers who answer SA (Strongly Agree) and A (Agree). The seven reasons were "To fulfill significant students' academic achievement, "To be successful in achieving the

instructional objectives", "To help students learn desired behaviors. "To create focus classroom behavior environment". "To improve students' attention on task, "To create a smooth interaction between the teacher and the students during the teaching process and "To managing behavior in the classroom.

Besides, from the table 5 above it can be seen that six items of the questionnaire was most frequently mentioned as the reason for using punishment by the whole three teachers. It is shown the frequency of teachers who answer SA (Strongly Agree) and A (Agree) The reasons were, "To make sure that the students want to learn", "To prevent students for doing in appropriate acts", "To create quite classroom environment", "To methods of discipline, depending on the situation", "To discontinue negative behavior", "To enforce the school rules".

#### 4. CONCLUSION

Based on the research findings, there are some conclusions which can be derived from the analysis;

1. English teachers at MAN Kota Pariaman used two types of classroom management intrinsic and extrinsic reward as well as positive and negative punishment. Furthermore, among the two types of classroom management reward and punishment- the teachers tend to use intrinsic reward and positive punishment.
2. English teachers at MAN Kota Pariaman more frequently used intrinsic reward than positive punishment. It was indicated by frequency of the use of intrinsic reward (128) compared with the frequency of the use of positive punishment (29).
3. English teachers at MAN Kota Pariaman used intrinsic reward and positive punishment in pre, whilst and post activities in teaching and learning process.
4. The results of this research obviously indicate that seven items of reward and six items of punishment were acceptable reasons for using reward and punishment. In other words, the English teachers of MAN Kota Pariaman have the same views as the theoretical views regarding reasons for using reward and punishment in teaching and learning process.

Based on the data of this research, the writer gives several suggestions as follows; 1) as far as possible teachers should use reward during the teaching and learning processes because the use of punishment may be possibly bring about students' hostility to the teacher. This is relevant to the classroom management that prioritizes reward rather than punishment. However, it should be remembered that punishment is integral part of classroom management strategies. Therefore, English teachers should not hesitate to use reward and punishment in the classroom management. 2) English teachers should always have purpose to the use of reward and punishment at creating classroom atmosphere that is conducive for smooth teaching and learning processes.

#### DAFTAR PUSTAKA

- Fritscher, L. 2009. *Punishment*. <http://phobias.about.com/od/glossary/g/punishment.htm>. Accessed on March 19<sup>th</sup> 2017.
- Habermacher, A. (2019). The Teacher Personality – What makes teachers special and what makes teachers great?. <https://www.linkedin.com/pulse/teacher-personality-what-makes-teachers-special-great-habermacher>. Accessed on March 29<sup>th</sup> 2023.
- Hasan, H. (1992). *Keterampilan Memberi Penguatan*. Padang: UPPL IKIP Padang.
- Hidayat, A., & Ariani, D. (2021). Penggunaan Strategi Belajar Bahasa Inggris oleh Pelajar Berprestasi. *Jurnal Pendidikan Vokasi Rafflesia*, 1(1), 8–13. <https://doi.org/10.53494/jpvr.v1i1.69>
- Lafendry, F. (2018) *Great Teacher: Pencetak Anak Berkarakter*. Jakarta: Gramedia Pustaka Utama <https://pimtar.id/books/great-teacher/2205e4cbb3340f2f797771936> Accessed on March 29<sup>th</sup> 2023.
- Lewis, B. (2013). "Nonverbal Ways to Quite Your Students" <http://about.com/> Accessed on 5 October 2017



- Misniar, E., Listiani, E., & Hidayat, A. (2021). Penggunaan Teknik Think-Pair-Share untuk Meningkatkan Keaktifan Siswa dan Hasil Belajar Siswa pada Mata Pelajaran Ekonomi Akuntansi. *Jurnal Pendidikan Vokasi Raflesia*, 1(2), 32–37.  
<https://doi.org/10.53494/jpvr.v1i2.97>
- O'Deli, C., & Grayson, C. J. (1998). If Only We Knew What We Know: Identification and Transfer of Internal Best Practices. *California Management Review*, 40(3), 164-174.
- Ruthien, F. (1999). *The Process of Building the Knowledge*. London: Oxford University.
- Sanjaya, W. (2006). *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Jakarta: Kencana Prenada Media Group.
- Tugiman, Hidayat, A., Ariani, D., & Syeptiani, S. (2022). Meningkatkan Partisipasi Berbicara Siswa dengan Teknik Index Card Match. *Jurnal Pendidikan Vokasi Raflesia*, 2(2), 44–47.  
<https://doi.org/10.53494/jpvr.v2i2.156>
- Van Tassel, G. (2004). "Classroom Management." *Brains org*. <http://www.brains.org/books.htm>. Accessed on 5 August 2017
- Vicko, D. (2001). *How to Make the Students More Creative*. Yogyakarta: Pustaka Belajar Offset.
- Weber, C., Elshaw, M., & Mayer, N. B. (2008). *Reinforcement Learning*. Rijeka: InTech  
<https://books.google.co.id/books?id=2uCdDwAAQBAJ&printsec=copyright&hl=id#v=onepage&q&f=false> Accessed on March 29<sup>th</sup> 2023.  
<https://en.wikipedia.org/wiki/Teacher>. Accessed on March 29<sup>th</sup> 2023.  
[https://files.peacecorps.gov/multimedia/pdf/library/M0088\\_Classroom\\_Mgmt.pdf](https://files.peacecorps.gov/multimedia/pdf/library/M0088_Classroom_Mgmt.pdf) Accessed on March 29<sup>th</sup> 2023.