

Reward or Punishment: Its Influence to Enhance Students' Self Efficacy in English Learning Process

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ABSTRACT

Reward and punishment are the two terms which are so familiar for all education stakeholders, although each has different meaning, but both terms are claimed to give effects to the students. By giving reward and punishment, teachers think that it can give positive influence for their students' life skills. Kohn (1999) stated that reward and punishment are two sides of the same coin. Those two things can not guarantee that the students will earn positive influences especially to their self-efficacy in their English learning process. Self efficacy is students' belief about their success; it means they are confident with their ability to get success in learning English or to master English well. The teacher should be careful in choosing the effective reward or punishment for their students. Hopefully, it will give the students positive influences to their self efficacy. It is recommended to have another way as an alternative to enhance the students' self building especially their self efficacy.

Keywords: reward, punishment, self efficacy, English learning

Introduction

Having a good atmosphere in teaching learning process is absolutely expected by all students and teachers. Good atmosphere means everyone involved will feel comfortable, the teacher can deliver good materials which have been planned, students get something beneficial to develop their life skills, and none worries about their surrounding. The teacher should provide a good situation of teaching learning process, then to have such situation, he or she often gives something that they consider will give a positive effect for his/her students.

In reality, the opposite comes up with the issue of punishment. Media often show the audience with a view of some teachers who give punishment to their students. Punishment was given because the teacher thought that the students had done a mistake. Some of them stated that they would teach their students about discipline. The punishment can be physical or mental. Physical punishment such as use a ruler or wood to hit students; mental punishment can come from

teacher's talk, sometimes it is too rude to be heard. Those things will affect the students' psychological side. Some experts then stated to have positive punishment by not giving the students punishment in negative way, but there are still some questions to have punishment in a positive way.

In another case, a reward becomes a tool to raise the students' motivation. Some teachers give rewardsto their students by giving them a gift. It is not totally right that reward is always effective. Both punishment and reward are still debatable to be good ways to boost the students' self efficacy. However, the effect of punishment and reward to the students can be something that the teacher does not hope, that is weak self efficacy of their students. The recent curriculum has a goal to make the students have a strong character building. Talking about self efficacy is really important because it is the part of character building. Students must have self efficacy to get their achievement in their life. The teacher is the facilitator to make the students have good self efficacy. The students will have good self efficacy if the teachers can give something positive to their students. Whether punishment and reward can be something positive are still in question, since teacher should find another way to control their students. Control means teaching the students about discipline, responsibility, and so on.

Related to English learning process, students should be given something positive to support them to get their success in mastering English. Especially in Indonesia where English is not the first or second language used in daily life. Students' need a condition in which they can feel English is a language which is good to be learnt. The class can be the place where they can get their discourse competence easily without threatening. That is why punishment and reward should be taken place well, the effectiveness of the two terms should be thought deeply by the educators. The students need their self efficacy to get their success in English learning process. This article focuses on describe about punishment and award, its effect to students self efficacy in English learning process.

Reward or Punishment, Effort to Discipline Students

Disciplining students is a truly challenge for teachers. Bear (2010) stated that there are two aims of having discipline in schools, first is to help to create and maintain a safe learning environment, and second is to develop self discipline. Giving reward or punishment is judged to be used by the teacher to teach students about discipline. Students then can conclude if they do a mistake, they will get a punishment, and if they do something good, their teacher will give them a reward as the gift. Thorp (2011) said that using punishment to a mistake will increase the students' stress level. While the idea of reward and punishment seems to be rampant. Teacher needs other strategy dealing with discipline.

Instead of Having Reward and Punishment, Praise is better

Teacher tries hard to find the right approach, method or technique to teach students, one of the efforts is by giving them reward and punishment. Giving reward or punishment is not a feasible method to be used by the teacher. Rewards may have some benefits; Willingham (2008) stated that reward can be a tool to motivate students to attend class, to behave well and to produce work. But in another side, he also reminded teacher to be careful in choosing rewards for their students, since the effect of giving reward is that students can produce shoddy work or even worse they will not like the subject that they are learning.

Further, Willingham (2008) explained three arguments against reward. First, using rewards is immoral. Teacher is not a ringmaster who will serve their students while they are playing in a circus, so teacher should support their students to help one another. Second, offering rewards is unrealistic. Reward can not last forever, the students will do something good only for the sake of reward, then if the reward stop they will also stop doing. Third, offering rewards can decrease student's motivation. The sense is that the students will have motivation to do something because they will get rewards; if not then they will not do what the teacher hopes.

Usher, et.al (2012) strengthen Willingham's statements by writing about money or other rewards can motivate students or not. In the article, some arguments taken from some experts are mentioned for and against rewards program. The arguments for rewards program are rewards can be used for short-term time, rewards should be suitable with the times, students are learning even though it is for the sake of rewards, students learn something, rewards can also be used to teach financial literacy and long-term goal setting. Some arguments against rewards mentioned from Willingham's statement. Another arguments are some rewards encourage compliance instead of cognition, extrinsic rewards can decrease intrinsic motivation, performance rewards are unfair since some students are naturally talented, extrinsic rewards have the smallest effect.

Willingham (2008) recommended three guidelines to use of rewards, they are try to find an alternative, use rewards for a specific reason, not as a general strategy, and last is plan for an ending.

Talking about reward, people also will remember about punishment. Beside rewards have its effects; punishment is absolutely given negative effect. Something bad may happen when a teacher applies punishment that is their students will imitate the same thing to do in their future. That is why people should agree that all of us support a total zero tolerance to negative punishment.

Self Efficacy

Self efficacy means the student is confident to his/her ability to successfully. An adult, parent and teacher, position is really important to boost their students' self efficacy. Students who have strong self efficacy will consider a hard task as a challenge to be solved, instead of a threat

to be avoided. This term is different from self esteem. Zimmerman (2010) said that self esteem focuses on self evaluation, while self efficacy focuses on task-specific performance expectation. It is strengthened by Bandura (1994) who stated that self efficacy beliefs determine how people feel, think, motivate themselves and behave. Students who have self efficacy will have some good aspects for themselves, Falls (NY) said that having self efficacy will influence students in some aspects, they are the choices the students make, the effort the students put forth, how long the students persist, how the students feel.

Self efficacy can not be smoothly in charge with the students' personality if there are building blocks exist. There are four sources that contribute to the development of students' self efficacy (Reivich, 2010). Firstly, mastery experience, it means when students relate a success to internal, stable and global factors, they will experience a sense of mastery and will reinforce their self efficacy. Secondly, observing others, it means seeing another similar work hard to achieve a goal or to overcome a problem contributes to students' belief can successfully negotiate our environment too. Thirdly, direct persuasion by others, it means students' beliefs about their ability to solve a problem are influence by what they hear from their teacher, parents, and friends. Lastly, mood, it means positive emotions and mood build perceptions of efficacy and negative emotions and mood weaken them.

In previous description, praise has been said as another alternative to control and improve the students' self efficacy. Here are more ways recommended by Reivich (2010) for adults, teachers or parents, to boost students' self efficacy:

1. Challenge negative thoughts. Adults can ask the students to identify their negative thoughts and to prove that the negative thoughts are inaccurate. Replace the negative thoughts with the positive thoughts.
2. Teach goal setting. Adults can teach children to set realistic goals and strategies, how they can achieve those goals and to overcome obstacles of their life. By doing this, the children will be helped to experience greater mastery.
3. Notice, analyze, and celebrate successes. Adults can increase students' self efficacy by teaching them to identify success and to accurately assess their contribution.
4. Use process praise. Adults praise the children for their efforts and the strategies they used. It can lead to greater mastery, persistence, and achievement. Instead of simply praise the children for being smart, better to highlight their efforts and strategies, by doing this, it helps them focused on the variables they used and how to control it. They will know how hard they tried and strategy they used. In this point, teachers can compare the effectiveness of rewards, punishment and praise.
5. Provide opportunities for mastery experiences. Adults can give chance to the children to control their environment, it can be a way to make them set a decision, apply their skills, and try different paths to solve a problem.

6. Be honest and realistic. Adults are recommended to not pretend on students' failures. It is better to acknowledge the struggle and identify specific strength they might use next time

English Learning Process in Indonesia

English in Indonesia is a language that is used as a foreign language. Indonesian people do not use it in daily life; they can access the language only in some occasions. Most of them are students who get their first English in their elementary school or at the first grade of their junior high school. Therefore, students need a good environment to build their language competence. It is stated by Dijkstra (2009) that students need a supportive environment, they need to feel secure to try and to make a mistake.

Discussions

Reward or punishment is given with its consequences. Rewards will be given if the students get their achievement, while punishment is given when the students make a mistake. Reward and punishment are still debatable whether they are effective or not to give to the students. Students need something which can guarantee their secure feeling from scary of having mistake. In reality, some teachers still give reward and punishment to motivate or even to discipline their students.

The influence of having reward and punishment is that students will have psychological problems. They will have such a feeling of scary, do not believe to their ability and of course it means they have no self efficacy. Self efficacy is someone belief to his/her ability to success. If they have problem with their self efficacy, they will get nothing in their learning process. They will be stucked on trying another strategy to solve an obstacle they face.

Related to English as a foreign language, reward and punishment are still in question to influence the students' self efficacy in learning process. Reward and punishment can not guarantee that students will have good self efficacy. By having reward and punishment, the students will think much to the consequence. If they are doing something well, it means they will get reward. Therefore, reward is not effective; it is only for short time benefit because the students will do something only for the sake of rewards. In another way, punishment is given as the consequence of having mistake. The effect is that students will be scared in expressing themselves since they are doubtful in making the same or new mistake.

That's why teacher should facilitate students to have good self efficacy. The students should believe with their own ability. Teacher should have some efforts which can make the students to have self efficacy, by giving them a positive environment of learning process. Praise the students even though they make mistakes. Praise is better to be given than reward and punishment. Praise will help the students to try and to identify some strategies to solve their difficulties. They will not be scared though they face a failure in their learning process. They will try another strategy to be applied in their learning process. It means they have a strong self efficacy in which it will make them believe to try some strategies. For example, when they are speaking, they will not be doubtful

in making mistake. They try hard in mastering speaking skill. It is stated by Bandura (1997) in Zimmerman (2000) that self-efficacious students participate more readily, work harder, persist longer, and have fewer adverse emotional reactions when they encounter difficulties than do those who doubt their capabilities. In previous description, it is stated about the difference between self efficacy and self esteem, in English learning process self esteem has stressed on self-evaluative question "How good are you in English", but self efficacy will ask related to task specific-performance expectation like "How certain are you that you can diagram this sentence?". Self efficacy is so important to have, it can afford students to do some strategies, when they face a failure, they will not stop to learn

Conclusion

Students really need their self efficacy to get their success in English learning process. That is why reward and punishment should be taken place in the right time; however, both terms are still in question to boost students' self efficacy. Teacher should think much in applying reward and punishment whether it can be good for their students, especially, students self efficacy.

Developing students discourse competence by giving reward and punishment is not the only solution. The bad influence is the students will be scared to express their skills since they think it will not be good to speak or write in a wrong grammar. If they have good self efficacy, they will be a tough person to try some ways to be a good English learner.

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