

Motivational Dynamics of Reward and Punishment in Shaping Students' Learning Behavior

Melany¹

Universitas Prima Indonesia

Dea Perselia Simbolon²

Universitas Prima Indonesia

Azizah Husda^{3*}

PUI_PT ELT on Linguistics, Literature and Translation

Universitas Prima Indonesia

Irma Khoirot Daulay⁴

UIN Syekh Wasil Kediri

azizahhusda@unpri.ac.id

melanymelan06@gmail.com

deaasimbolon@gmail.com

irmakhorotdaulay@uinkediri.ac.id

ABSTARCT

This research looks at how students' desire for rewards and fear of punishment change how they act when learning English as a foreign language. Many modern classrooms have a problem with how motivation is encouraged, and because of this, students often don't participate, are very passive, or don't work well, and as a result, their grades suffer. The goal of this research is to find out how a reward and punishment system used in a planned way impacts how much students are motivated internally (because they want to learn) and externally (because of rewards or punishments), their usual actions, and how interested in learning they are. A Classroom Action Research approach was used for this, and it was mainly focused on gathering detailed, descriptive information (qualitative) but also included numbers (quantitative). We got the qualitative data by having formal conversations with teachers and watching what happened in class. The quantitative

data came from questionnaires that had been proven to be reliable to measure students' motivations and how they usually behave. The results showed that thoughtfully using rewards really increases how much students get involved in their schoolwork, how long they'll work at something, and how well they work with each other. And punishment, used steadily and appropriately for the situation, can lessen behaviour that interrupts the class and makes sure students understand where the limits are. Teachers, the qualitative data also showed, think rewarding good behaviour is a better way to encourage students to want to learn for the long term. Students themselves are much more aware of what they are doing and feel more accountable for their actions when they understand what will happen and it happens as expected. Importantly, the research also found that sticking to a regular 'motivation cycle' of giving feedback quickly, having ways to acknowledge success, and being clear about what happens if rules are broken, is what's most effective for improving behaviour.

Keywords: Motivational Dynamics, Reward and Punishment, Learning Behaviour, EFL Classroom, Classroom Action Research, Mixed Methods, Behavioural Theory, Student Engagement.