
**The use of group-work, reward-punishment, and visual media
as an integrated teaching-learning strategy to improve
the ELT classroom interaction of the 8th grade students
of MTs NW Hikmatullah, Lombok Tengah**

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***Abstract:** This research aimed at observing and describing the processes and the results of the actions implemented in improving the ELT classroom interaction of the 8th grade students of MTs NW Hikmatullah, Lombok Tengah. This research was a collaborative action research study. The subjects were the English teacher and the 8th grade students of MTs NW Hikmatullah, Lombok Tengah in the academic year of 2011/2012. There were two steps in conducting this research, namely reconnaissance and action. The research instruments used in this study were observation sheets and questionnaire. The data were collected through observation and questionnaire. The results of the research are as follows. After implementing the group-work, reward-punishment, and visual media as an integrated teaching-learning strategy in two cycles, the students were not afraid in speaking, all groups felt brave to speak with the English teacher or with other students, almost all of the students were active in the classroom interaction with the English teacher or with other students, the students were more motivated to study than before, it could overcome the students' laziness to study, and, the students were interested in the ELT process.*

***Keywords:** ELT, group-work, reward-punishment, visual media, teaching-learning strategy.*

1. Introduction

Language teaching can be defined as an activity which is intended to bring about language learning. It is assumed that the purposes of language teaching are helping people to learn and use the language. To improve the English Language Teaching (ELT) successfully, the English teacher has to consider the classroom interaction. Brown (2001: 165) states that interaction is collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in reciprocal effects on each other. The success of ELT can be seen from the classroom interaction between the

English teacher and students or among students.

In the informal investigation, the process of English teaching learning of the 8th grade students of MTS NW Hikmatullah, Lombok Tengah shows that the classroom interaction was not maximal. The classroom interaction in the ELT processes was affected by some factors, namely teacher, students, teaching materials, teaching methods, time, classroom, and school facilities.

It can be seen that in the teaching and learning process the English teacher taught the students traditionally. The method used by the teacher in the ELT Process sometimes made

the students not comfortable in the classroom, he only let the students to memorize the vocabulary, instead of using it. In accordance with the material used in teaching English, sometimes he used unplanned materials, even though the school had a syllabus and the guidance books but he never cared about it. It means that the English teacher neglected the classroom interaction.

It can be seen that the classroom interaction in the ELT process was neglected and very low. Therefore it really needs to be improved. Those were the reasons and motivation for the researcher to conduct this research. In the concept of management, a reward is one of the tools to increase motivation. This method could associate the actions and behavior of a person with feelings of happiness and pleasure. In addition, rewards are also intended to make someone revive their efforts to improve or enhance the achievements (Dornyei, 2001: 129). In improving the ELT classroom interaction, it can be done by implementing group-work, reward-punishment, and visual media as an integrated teaching-learning strategy to overcome those problems. Group work is a teaching and learning technique where the learners work in small groups to do activities in classrooms (Lewis and Hill, 2002: 46). In this research, the English teacher and the researcher work collaboratively to improve the ELT classroom interaction of the 8th grade students of MTs NW Hikmaturrahim, Lombok Tengah in the Academic Year of 2011/2012 by designing classroom action research based on the problems occurred.

The research problem is formulated as how can the use of group-work, reward-punishment, and visual media as an integrated teaching-learning strategy improve the ELT classroom interaction of the 8th grade Students of MTS NW Hikmaturrahim, Lombok Tengah? The research aims at observing and describing the process and result of the action. Meanwhile, the objective of this research is to improve the ELT classroom interaction of the 8th grade Students of MTS NW Hikmaturrahim, Lombok Tengah in the Academic Year of 2011/

2012 using group-work, reward-punishment and visual media as an integrated teaching-learning strategy.

2. Method

This research is categorized as Classroom Action Research (CAR). In this CAR, the researcher worked collaboratively among research team members in finding out the problems, identifying those problems, planning and carrying out the actions, evaluating, reflecting, and discussing the action implemented. To carry out this action research, the researcher used the procedure as suggested by Elliot (1991: 70). Reconnaissance is the first step of the action research. In this step, the problems were identified. Then, the researcher and the English teacher collaboratively gave their ideas, opinions, and suggestion to formulate the problems. The most urgent problems were taken to be discussed and solved by the researcher and the English teacher by using group-work technique, reward-punishment, and visual media as an integrated teaching learning strategy. The second step is action that includes planning, implementation, evaluation, and reflection. The planning here was the preparation of the implementation of the action. In the implementation, the actions approved by the researcher and the research team members were implemented in the classroom. The evaluation is used to discuss the implementation and to plan the next cycle. In reflection phase, the researcher and the research team members evaluated and analyzed the effects, obstacles, difficulties, and other possibilities in implementing the actions. If the action was considered to be successful in achieving a positive result, the action was stopped.

This collaborative action research was carried out at MTs NW Hikmaturrahim Penegok located on Jalan Raya Penegok, Lombok Tengah, West Nusa Tenggara. The subjects of this research were the English teacher of MTs NW Hikmaturrahim, Lombok Tengah in the academic year of 2011/2012 and the 8th grade

students of MTs NW Hikmaturrahim, Lombok Tengah in the academic year of 2011/2012.

The data in this study were qualitative in nature. The data of the reconnaissance were the problems found in the process of the English teaching learning and in the form of opinions, obstacles, preferences and expectations of the research team members. The data of the actions were the data of planning, implementing, evaluating, and reflecting.

The instruments of this research were in the form of questionnaires and observations. In this research the questionnaires were used by the researcher to get the data from the students related to the classroom interaction. the construct validity of the questionnaire was verified by the expert judgment (Kamaludin Yusro, the English Lecturer of Mataram State University). The questionnaire was tried-out to the 8th grade students of MTsN 1 Mataram. Based on the results, it can be said that the questionnaire was reliable. It was proven by the results analysis using Cronbach's Alpha formula in SPSS (series of statistics program), where its Alpha was 0,930. In this research, the researcher used the second type of observation that was naturalistic observation. The observation guide was validated by five English teachers. In accordance with the reliability of the observation guide, it was analyzed by using Cronbach Alpha formula in SPSS (series of statistics program). From the analysis of the data taken from trying out the instrument to five English teachers, it was found that the Alpha coefficient was 0.970. Referring to the reliability standard, it can be said that the variable of the instrument is good and able to measure the research variable.

Findings and Discussion

Reconnaissance

The researcher identified some problems occurred in the ELT process of the 8th grade students of MTs NW Hikmaturrahim, Lombok Tengah by observing the classroom activities, and distributing the questionnaires to the

research team members. The researcher and the research team members found 25 field problems. Based on the identification, there were some problems related to the English teaching-learning components. The researcher categorized the problems into problems on students, teacher, methods, and facilities. It can be shown in Table 1.

Action

Cycle 1 was conducted on on November 2nd, 5th, 9th, 12th, and 16th 2011. The results of cycle 1 would overcome the students' problems of being afraid of speaking during the ELT process, and of being lazy and not motivated to study. The teaching materials used were taken from the guide books of the 8th grade students of Junior High School as it was suggested by the English Teacher and the Head master of MTs NW Hikmaturrahim, Penegok Lombok Tengah. Various interesting activities supported by interesting tasks would be used in the ELT process. The results of the cycle 1, can be shown in Table 2.

In the second cycle, the use of group-work, reward-punishment, and visual media as an integrated teaching learning strategy in the teaching-learning activities was intended to make the students interested in learning English. The integrated strategy above would be conducted on November, 19th, 23rd, and 30th 2011. By using the technique, the students would become more interested in the teaching-learning materials. The materials about visual media would be prepared by the teacher and the materials were taken from the source book of "LET'S TALK" and other relevant materials. The visual media were photos and pictures of the classroom. In the classroom activities, the teaching learning processes were done by doing question- answer activities, and conducting games. Then, the students would be grouped into six groups. In the end of the activity, the active students would be rewarded and the inactive would be punished. The results of the cycle 2 can be shown in Table 3.

Table 1
The Objective Analysis of the Field Problems

Before Objective Analysis	After Objective Analysis
<p>Teacher-related factors:</p> <ol style="list-style-type: none"> 1. The teacher had difficulties in creating an interesting teaching activity. 2. The teacher rarely gave a joke. 3. The teacher lacked ability in understanding the students' characteristics 4. The teacher had difficulties in managing the students who made noise. <p>Students-related factors:</p> <ol style="list-style-type: none"> 1. The students lacked the interest in the English activity. 2. The students considered English as a difficult subject. 3. The students lacked the interest in the method 4. The students were bored with the teaching-learning process. 5. The students were afraid of making mistakes in speaking in the English classroom activity. 6. Some students were troublesome <p>Materials-related factors:</p> <ol style="list-style-type: none"> 1. The materials given were not varied and interesting. 2. The materials given were too difficult. 3. The materials given relied on the handbook. <p>Method-related factors:</p> <ol style="list-style-type: none"> 1. The method was not interesting. 2. The method was not appropriate to the student's characteristics. <p>Other Related Factors:</p> <ol style="list-style-type: none"> 1. The teacher rarely used a media in the classroom activity. 2. The medias available were limited. 	<p>Teacher-related factors:</p> <ol style="list-style-type: none"> 1. The teacher had difficulties in creating an interesting teaching activity. 2. The teacher lacked ability in understanding the students' characteristics. 3. The teacher had difficulties in managing the students who made noise. <p>Students-related factors:</p> <ol style="list-style-type: none"> 1. The students considered English as a difficult subject. 2. The students were bored with the teaching-learning process. 3. The students were afraid of making mistakes in speaking in the English classroom activity. 4. Students lacked the interest in the method 5. The students lacked the interest in the English activity. 6. Some students were troublesome. <p>Materials-related factors:</p> <ol style="list-style-type: none"> 1. The materials given were not varied and interesting. 2. The materials given were too difficult. 3. The materials given relied on the handbook. <p>Method-related factors:</p> <ol style="list-style-type: none"> 1. The method was not interesting 2. The method was not appropriate to the student's characteristics. <p>Other Related Factors:</p> <ol style="list-style-type: none"> 1. The teacher rarely used a media in the classroom activity. 2. The media available were limited.

Discussion

The use of group-work, reward-punishment, and visual media as an integrated teaching-learning strategy gave some changes to the classroom interaction in the ELT process. The strategy above was effective to improve

the ELT classroom interaction of the 8th grade students of MTs NW Hikmaturrahim, Lombok Tengah. Based on the observation and the interview, it seemed that the students gave positive responses to the teaching-learning process both in verbal responses and non-verbal responses. In the ELT process,

Table 2
Results of the Cycle 1

Planning	Implementation	Results
1. Implementation of group-work, reward-punishment, and visual media as an integrated teaching learning strategy in ELT process.	1. The English teacher divided the students into six groups; each group consisted of five and six students. 2. The English teacher informed the students about reward and punishment. 3. The teacher informed the students about the visual media.	1. The researcher found that the implementation of reward-punishment, group-work, and visual media as an integrated teaching learning strategy in ELT process could overcome the student's laziness and lack of motivation in study. 2. The results of the actions also indicated that the integrated strategy could overcome the students' problems in speaking. Almost all of the students felt brave to speak with the English teacher or with other students 3. The students were enthusiastic in the interaction with their teacher and other students. 4. The effect of the punishment in the 1 st , 2 nd , 3 rd , and 4 th meetings could be seen in the 5 th meeting. The students who were punished became more active in the class, and motivated to study in the 5 th meeting. 5. The researcher and the teacher agreed to conduct the next cycle which was focused on how to make the students interested in learning English

the integrated strategy above could also solve the students' problems. Those problems were a) the students were afraid of speaking in English during the teaching learning process, b) they seemed to be lazy and not motivated to study, and c) they were not interested in learning English.

By implementing the group-work, reward punishment, and visual media as an integrated teaching-learning strategy into two cycles, the students were more involved during the teaching-learning process. In the first cycle, the students were brave to speak.

It overcame their laziness and increased the students' motivation to study. As an integrated strategy, group-work, reward-punishment and the use of visual media had the good affect for the students' progress in the classroom interaction and solved the students' problems.

Meanwhile, the implementation of the integrated strategy by emphasizing on the use of visual media in the second cycle could also improve the students' interest in learning English. The visual media could stimulate the students to speak. The use of visual

Table 3
Results of the Cycle 2

Planning	Implementation	Results
<ol style="list-style-type: none"> 1. Implementation of group-work, reward-punishment, and visual media as an integrated teaching-learning strategy in the ELT process. 2. The emphasis on the used of visual media in the ELT process. 	<ol style="list-style-type: none"> 1. The teacher asked some question related to the picture and students answered using their own word. 2. The teacher responded to students' question with a sentence and asked students to practice. 3. The students were divided into six groups and each group consisted of six or five students. 4. The teacher informed the students about reward and punishment. 	<ol style="list-style-type: none"> 1. The implementation of group-work, reward-punishment, and visual media as an integrated teaching-learning strategy in the ELT process could improve the students' interest in learning English. 2. By emphasising on the used of visual media in the ELT process, almost 95% of the students showed their interest in learning English.

media in the teaching-learning process made the teaching-learning situation more interesting. By using an interesting material, the students enjoyed the classroom activities and they were enthusiastic to study. Moreover, the use of visual media made the students not only listen to their teacher's speech but also become active.

4. Conclusion

In conducting this research, the researcher has done some collaborative works to improve the ELT classroom interaction of the 8th grade students of MTs NW Hikmatullah, Lombok Tengah in academic year 2011/2012 by applying the principles of action research. The conclusions of the study are described as in the following: (1) To solve the problem related to "students who were afraid of speaking English during the classroom activities" the researcher used the group-work, reward-punishment, and visual media as an integrated teaching-learning strategy in ELT process. By applying various interesting activities, supported by interesting

tasks, the students were interested in engaging themselves in the teaching-learning activities. Moreover, the students were brave to speak in English, although the utterances were still in simple forms. The integrated teaching learning strategy was considered effective in improving the ELT classroom interaction and could solve the students' problem. (2) To solve the problem related to "the students who seemed to be lazy during the classroom activities and not motivated in learning English" the researcher used the group-work, reward-punishment, and visual media as an integrated teaching-learning strategy in the ELT process. There were some changes in the students' interaction as the results of the actions. The changes indicated that the actions were effective in improving the ELT classroom interaction and could also solve the students' problem. The effect of the punishment in the 1st, 2nd, 3rd, and 4th meetings could be seen in the 5th meeting. The students who were punished became more active in the class, and motivated to study in the 5th meeting. (3) In solving the problem related to "the students

who were not interested in learning English,” the researcher used the integrated teaching-learning strategy by emphasizing on the use of visual media in the ELT process. The students became more interested in the English lesson and they felt that the English lessons did not make them bored. The actions were considered successful to improve the students’ interest in learning English. Finally, the implementation of group-work, reward-punishment, and visual media as an integrated teaching-learning strategy was effective in improving the ELT classroom interaction of the 8th grade students of MTs NW Hikmaturrahim, Lombok Tengah in the academic year 2011/2012.

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