THE IMPACT OF REWARDS AND PUNISHMENTS TOWARD

STUDENTS' MOTIVATION IN LEARNING ENGLISH

THESIS

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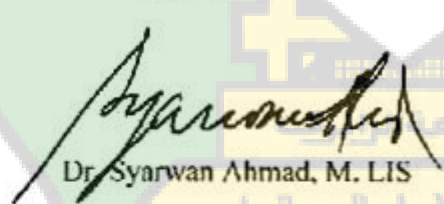The Bachelor of Education in English Language Teaching
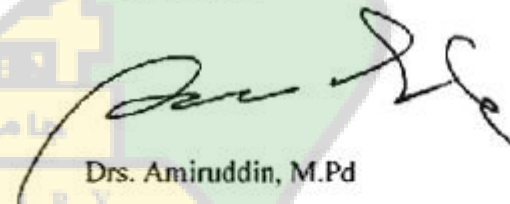
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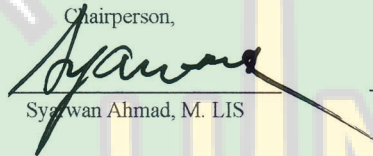For Degree of Education in English Language Teaching

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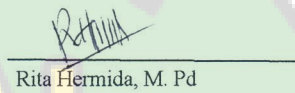Thursday, 13 August 2020
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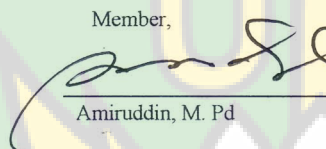Syawan Ahmad, M. LIS   Rita Hermida, M. Pd

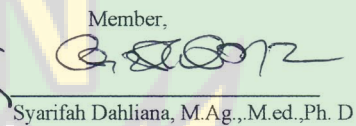Member,   Member,

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At last, I realize that this thesis is still far from perfection. Therefore, criticism and suggestions from readers are highly appreciated.

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Writer,

Srifika Wahyuni

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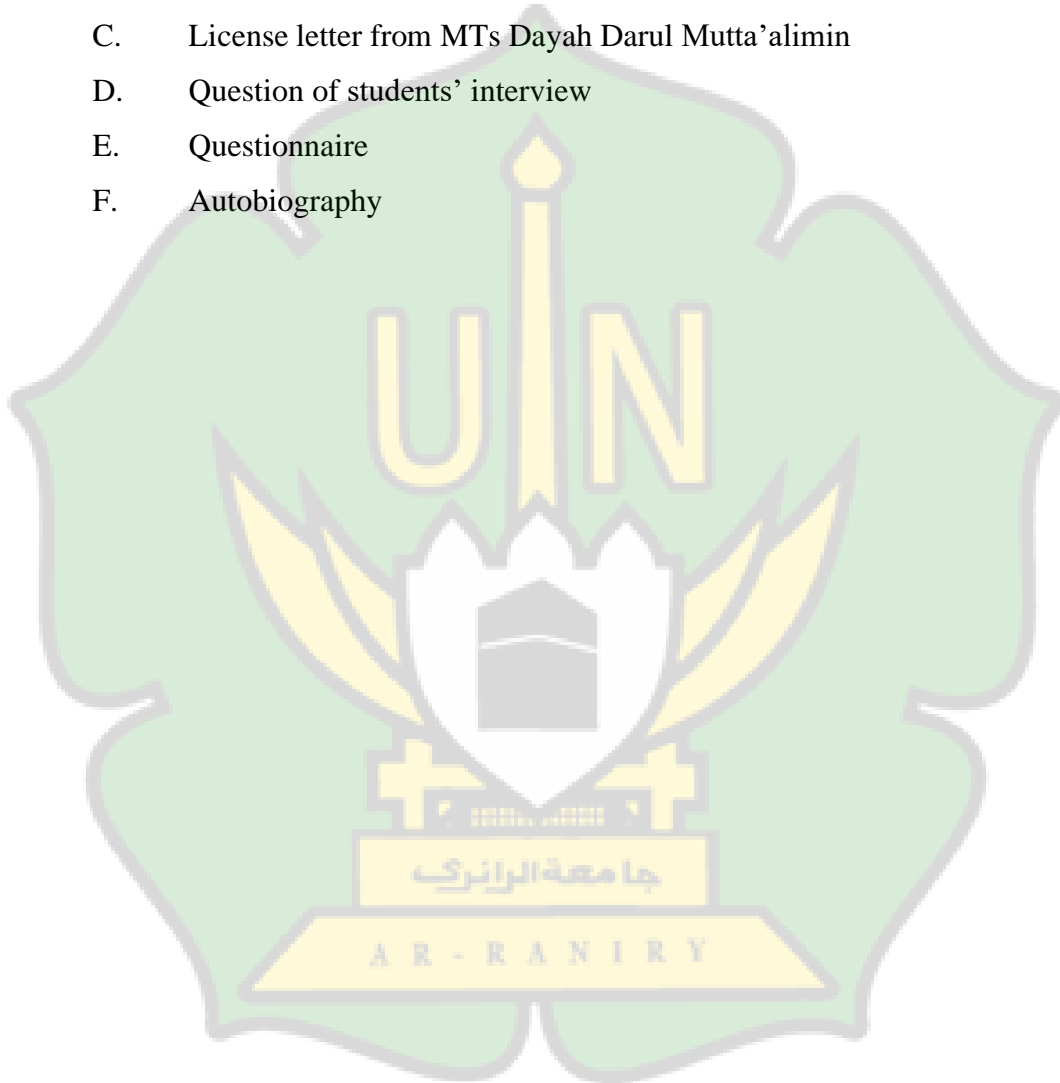
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The aims of this study are to find out the kind of reward and punishment toward students in learning English, and to find out the impact of reward and punishment toward students in learning English at MTs Dayah Darul Mutta'alimin Blang Bintang Aceh Besar. The writer collected the data from interview and questionnaire and analyzed the data through percentage of questionnaire. Purposive sampling was used in this study. The result of this study showed that the kinds of rewards given to the second grade students were good scores, pens, book and positive word. While the punishment gave to the students were memorizing vocabulary, reviewing the lesson, singing English song and doing homework. The impact of reward foe students was that it could motivate them in learning English and could encourage them to be more responsible and made the interested in learning English.

CHAPTER I

INTRODUCTION

This chapter explains Background of Study, Previous Study, Research Question, the Aim of Study, Significant of Study and Terminology.

A. Background of Study

Many of teaching strategies can be applied by the teachers. All of these strategies to make the learning process well so that it can achieve the goal, one of them is to provide reward or punishment to the students to improve student achievement. The important means of education are certainly reward and punishment. They have a particular motivational and informational value. According to Matejeek (2007, p. 13), there are some general guidelines for the use of reward and punishment in educating students.

A reward is one of the systems that appear in education. Reward is usually given by teachers to improve students' motivation. Reward can associate someone's actions and behavior with feelings of happiness, pleasure, and usually will make them do a good deed repeatedly.Reward aims to make someone moreactive in their efforts to improve or increase the achievements that he has achieved (Kosim, 2008, p. 1). According to Purnomo and Khotimah (2012, p. 1-2), reward can be interpreted as a fun and repressive educational tool that is fun and can be a motivator for the student in teaching learning process, and as a gift for their good behavior.

Punishment is one of the ways taken by the teacher to control their student when they make some of those misbehavior's. Punishment can be a kind of reinforcement for the students who does not behave appropriately. The punishment given is usually in the form of an unpleasant stimulus. As with reinforcement measure, the effectiveness of punitive measures cannot be assumed but must be demonstrated (Djaali, 2008, p. 80). Punishment is a repressive educational tool which is also called a corrective education tool, punishment aim at making children aware of the things that are right and orderly. Repressive education tools are held when an action is deemed to be contrary to regulations or an act that is considered to violate the rules.

In Education, the processing of reward and punishment has profound implications for learning, which serve as the foundation for many aspects of behavioral, social and emotional development (Akersand Kochanska in Byrd et al., 2014, p.126). The practice of reward and punishment are applied to increase student motivation level in such situation when rewards are elicited immediately before or after satisfactory completion of a task (Banko in Moberly, 2010, p.1). However, reward is seen as an enticement by researchers that demonstrate false hope for learning to occur.

Reward and punishment are very important in motivating students, because through reward and punishment students will become more confident and responsible with the task given. Reward and punishment are two contradictory words, however, the two things are interrelated, both of which spur students to

improve the quality of work. Reward and punishment very closely related to providing student motivation (Febrianti, 2014, p. 12).

Motivation is important because it encourages the students to learn. Gardner (1985 as cited in Ariel, 2010), stated that motivation is one of the main factors affecting learning English. A student with low motivation on the subject chosen cannot learn properly. For this reason, it is useful for students to choose the subject based on their interest in order to motivate them in learning.

Many ways are done to help motivate students in the classroom, such as through a psychological, gentle and giving different views on every individual in the process of learning is approach applicable. Cameron (2001, p. 29-42), stated that a negative effect on the reward requires an unsual combination of conditions of which is not the actual real classroom settings. It means that teacher can use rewards to let her students achieve a better learning motivation. In learning English, most of students think English as a difficult subject. They did not follow the lesson well and they had no interest in learning and had quite low motivation in learning. In the case of low motivated intrinsically, the students may be more extrinsically motivated. The writer tries to provide extrinsic motivation, where rewards and punishments strategies become one of the alternatives to motivate the students.

Giving reward and punishment can not be said to be positive or negative, a teacher here need to look at the situation and condition of each learner, gift-givingis often considered good but there is also a thought will make a person will neglect its destination. Sometimes a punishment can bring positive motivation to

someone who will continue in her or his daily if it is conveyed properly by a teacher. MTs Dayah Darul Mutta'alimin applyed the reward and punishment are not only applying in teaching learning process but also in their daily life in dormitory. In that school, English language is a tool for students to communication, so that if the students not communicated by the language they will get punishment and also will get the reward when they obey the rule. In this research, the writer is interested to investigate the Impact of Reward and Punishment toward students of second grade at MTs Dayah Darul Mutta'alimin Blang Bintang Aceh Besar.

B.   Previous Study

Some of previous relevant study have been done by Pebriani (2013) conducted a study to observe the implementation of reward and punishment towards students' motivation in learning English. The study as reported that the students respond the implementation of reward and punishment positively when it is delivered properly,

Another study was conducted by Imawan (2016) to study the students' perception of reward and punishment implemented at English Department Muhammadiyah Yogyakarta. The findings were reported that (1) Rewards improve students motivation to learn and work harder. (2) Rewards improve students' interest in a particular subject. (3) Rewards motivated students to repeat their good performance.

From the two previous studies, I found some similarities and differences from the present study. Both previous relevant studies explorethe impact of

reward and punishment toward the students' motivation in learning English. However, the present study would like to see the kind and impact of reward punishment given by the teacher at first grade at Dayah Darul Mutta'alimin Blang Bintang Aceh Besar. This study is hoped to be of use for the advancement of teaching English at the institutions.

C. Research Questions

In line with the background of the study, the writer formulates the research questions as follow:

1. What are kind of reward and punishment does the teacher use toward students' motivation in learning English at MTs Dayah Darul Mutta'alimin Blang Bintang Aceh Besar?

2. What is the impact of rewad and punisment toward students' motivation in learning at MTs Dayah Darul Mutta'alimin Blang Bintang Aceh Besar?

D. The Aims of Study

Based on the problems of the study, the aims of the study are formulated as follows:

1. To find out the kind of reward and punishment toward students' motivation in learning English at MTs Dayah Darul Mutta'alimin Blang Bintang Aceh Besar

2. To find outthe impact of rewad and punisment towards students' motivation in learning English at MTs Dayah Darul Mutta'alimin Blang Bintang Aceh Besar

E. Significance of Study

This study is hoped to be a useful reference for the English teachers to improve their knowledge about giving reward and punishment to student motivation in learning English. The present study is also expected to be of use for the next researchers who are interested in conducting another research in this area.

F. Terminology

There are some terms used in this study and they need to be explained clearly and the terms are valid for this study only.

1. Reward

Rewards in this study refer to some kindsof incentives given by the English teacher to the students of second grade at MTs Dayah Darul Mutta'alimin Blang Bintang Aceh Besar for the certain positive behaviors as the teacher appreciation.

2. Punishment

In this study, punishment means the consequences which are received by the students of second grade at MTs Dayah Darul Mutta'alimin Blang Bintang Aceh Besar as a result of the mistake they made.

3. Motivation

In this study, motivation refers to the effort of the English teacher at second grade at MTs Dayah Darul Mutta'alimin Blang Bintang Aceh Besar to make the students easer to study English.

CHAPTER II

LITERATURE REVIEW

A. Rewards

1. Definition of Reward

Reward is one of the ways that teachers motivate students to learn, especially in learning English. According to Purwanto (2012, p. 182), reward is a tool to educate children so that children are happy because their actions or work are rewarded.Reward as an educational tool is given when a child is doing something good or has reached a certain stage of development, or achieving a target.

Reward is given to other people in whatever form, depending on the wishes of the giver, other forms of rewards can also be adjusted to the achievements achieved by someone. Everyone has the right to receive a gift from someone with certain motives. The reward is giving something to someone else as an appreciation or souvenir (Djamarah, 2008, p. 182).

Arikunto (1993, p. 160), explains that rewards are something given to someone because they have achieved what they want. The children know that their work or actions that cause them to be rewarded are good. Rewards are given to children who have shown good results in their education. Both in terms of his craft, behavior, with brief matters relating to his personality, and both in terms of achievement of learning or reward can be said is a positive assessment of student learning. According to Slameto (2010, p. 171), a gift is a way given by the teacher

to students as a gift because the student has behaved well and has successfully carried out the tasks given by the teacher well.

Rewards are given to children who have shown good result in their education. Both in terms of his craft, behavior, with brief matters relating to his personality, and in terms of achievement of learning, in short reward is a positive assessment of student learning. Horner and Spaulding (2009, p.755), state that "rewards (or the more technical term, reinforce) are defined as any contingently delivered consequence (e.g., event, activity, object) associated with an increase in the future likelihood of a behavior in similar situations." As addition, Horner and Spaulding (2009, p.755), emphasizes "if the consequence was a sticker, and the behavior increased, then the sticker was a reward; if the consequence was a reprimand (which included adult attention), and the behavior increased, then the reprimand was areward."A good response of behavior that is repeated means have been positively reinforced or reward, and the reinforcement itself has become reward.

Furthermore, the educator also intends that with the reward the child becomes even more active in his efforts to improve or enhance the achievements that he has achieved. In other words, the child becomes harder willing to work or do something more active. So the purpose of that reward is not the most important results achieved by a child, but with the results that have been achieved by the child. Education aims to form a better and harder form of heart and will for the child.

In short, it can be concluded that appreciation is a positive thing that obtained by the child because he or she has shown a good deed. Rewarding children will improve behavior in accordance with applicable rules, and make children to avoid themselves from actions which are deviate the rules. By rewarding the children, they will try to behave in disciplined manner.

2. **Type of Reward**

Skinner identifies two types of reward are positive and negative (Mitonberg, 2013):

a. **Positive Reward**

The positive reward is an intangible award of recognition, a sense of achievement, or conscious satisfaction. For example, is a smile or a compliment from a teacher after the students give a correct answer, it is the knowledge that they did something right and got positive feedback from the teacher will make them more interested and enthusiastic in learning. Positive rewards occur, when the consequences of a behavior are immediately observed, and the chance of a repetition of the behavior increases (Loferansoa, 2014). To strengthen a child's behavior and improve repetitive good practice, the teacher must create a reward so that the good behavior continues to repeat with the desired results.

In addition, Positive rewards reinforce the behavior by giving consequences to something that an individual has done as a reward. For example, your teacher will give an extra score each time after you have completed an assignment or homework on time. Therefore, you will tend to repeat this behavior in the future, there by reinforcing the behavior of completing your homework.

b. Negative Reward

In this context, adjectives negative refers to removing a stimulus. It means that the removal of an unpleasant reinforce can also strengthen behavior. This is known as negative reinforcement because it is the removal of an adverse stimulus which is not rewarding to someone. Negative reinforcement strengthens behavior because it stops or removes an unpleasant experience. For example, if you do not complete your assignment or homework, you did not get a score you will get an extra task, so you will complete your homework to avoid the additional task, thus strengthening the behavior of completing your assignment and homework.

3. Purpose of Rewards

Using reward in the classroom helps teachers improve student's motivation. Reward convey information about one skill or competence when they are linked to actual performance or progress, such as when a lecturer praises students for learning new skill or acquiring new knowledge (Schunk, 2008, p. 463). According to Santrock (2004), goes on to point out that classroom reward can be useful. Referring to the statement above, when reward is given by the lecturer, the students can associate acting and behavior in feeling of happiness.

The purpose of reward in learning is that students will receive an award after learning well and will do their own learning outside the classroom. Reward can also be said as a motivation given by the teacher to his or her students (Sardiman 2007:92). Usually, students will do something that trigger reward continuously. Beside, reward has a purpose to make the students do everything more diligently to increase the score. Rewards can be an effective way to

encourage students. It can be as tasks or materials that initially motivate students become involved in learning.

According to Hamalik (2009, p. 184), reward has a purpose to arouse or carry an interest. This reward only a tool to generate interest is not as a goal. The purpose of giving awards in learning is that someone will receive an award after learning well and will do their own learning outside the classroom. Furthermore, Sadirman (2007, p. 92), statedthat reward can also be said as motivation given by teachers to their students.

4. Kind of Rewards

The ideally the teachers should use the principle of justice between one student and another to avoid jealousy. Such rewards will be able to motivate students who have not had the opportunity to get reward, which is in accordance with what has become an achievement. According to Amin (1973, p. 159-160), includes the kinds of reward:

1. Praise

    Praise is one form of appreciation most easily implemented. Praise can be the words, such as: good, good job, excellent, and so on. Besides the words, praise also can be gesture. For example: show thumb, by tapping the students' shoulder, applause, and so on.

2. Respect

    There are kind awards in the form of respect. The first is coronation form, which is the student gets respect in front of her or his friends. Such as: in front of friends' classmate, friend schoolmates, or

perhaps in front of the parents. For example, at the event of the division of the final grade student announced the student who gets the highest ranking. The second is a respect in form of giving power to do something. For example, student who successfully solves the difficult question from teacher, then he or she writes on the blackboard for copied by friends.

3. Gift

   Gift is award in the form of stuff. This award in the form of stuff is called as material award. A gift in the form of these items may consist of school necessities, such as: pencil, ruler, book, school book, and so on. But it can also be other items, such as: clothes, games, and also can be money.

4. Award Mark

   If the gift is the reward in form of items, the award mark is not valued in the terms of price and usefulness of the items. The award mark is judged in the terms of impressions and memories. This reward is also called as symbolic. This symbolic reward can be letters of appreciation, letters of merit, certificate, trophy, and so on.

Furthermore, According to Casio (2007, p. 273), the kinds of rewards are symbolic rewards, symbolic rewards, token rewards and tangible and activity rewards.

1. Symbolic Rewards

   Symbolic rewards are rewards in the form of object that represent exemplary performance of character or achievement. Perhaps the most common form of symbolic reward is the gold star. Others could be the

inclusion of the students' name or photograph on a bulletin board or poster. Symbolic rewards operate similarly to praise in that they are public demonstrations of favor toward a students. The gold star or photograph on the bulletin board proclaims that the student has done something admirable. Symbolic rewards, unlike praise, have the ability to last longer than as single spoken statement, and can serve as reminders for students to maintain their good standing.

2. Tokens

Tokens are physical rewards that represent value, or a form of currency that can be redeemed for a prize. Chips and point tallies are common tokens, and can either be held in trust by you, or by the students themselves. Redeemable prizes can be whatever you choose that you find ethical and reasonable, and you should have a strict system in place for the allocation of points, and for the redemption of prizes. For example, prizes could be priced according to their worth to the students: a free homework pass could be worth 5 chips, whereas unlimited water fountain privileges for a month could cost

3. Tangible and Activity Rewards

Tangible rewards and activity rewards are awards you supply directly to the student, without the step of symbols or tokens in between. A tangible reward is a prize for positive behavior or achievement, and includes items such as toys, school supplies or other physical objects. Activity rewards are in tangible prizes, such as getting to be line leader or

being the teacher' shelper, being a team captain during activities or having some other privilege that singles that student out from the others.

4.Advantages and Disadvantages of Rewards

The reward is not always good for students but it does not mean giving reward is a negative thing. Armai (2002:128) said that "on the implications of the reward that is negative if the implementation of the reward is used as follows: First, consider his or her ability is higher than his or her friends. Second, the rewardrequires certain tools and costs".

According to Nazaruddin (2016, p. 30), the advantages of rewards are several benefits giving rewards to students in teaching activities, benefits for students include: (1) Students will feel happy in learning and indirectly will try to be the best. (2) There will be a good relationship between teachers and students, so that students will feel comfortable in learning. (3) Train students to be more eager to understand and master in learning. (4) Improve the ability and skills in learning.

Disadvantages of rewards include: (1) can have a negative impact if teacher does it excessively, so that it might cause students to feel that they are teller than they friends. (2) In general require certain tools and require a fee (Departemen Pendidikan dan kebudayaan, p. 22-23).

B. Punishments

1. Definition of Punishments

Punishment is defined as the opposite of reinforcement since it is designed to weaken or eliminate a response rather than increase rather than increase it. It is

an aversive event that decreases the behavior that it follows. According to Sidman as cited in Holth (2005, p. 43), defined punishment as anything that can reduce the frequency of undesired action or behavior. In the same way, Punishment is an intentional and conscious educational act given to students who make mistakes, so that the children of this point answer their mistakes and promise in their hearts not to repeat the mistakes again (Alisuf, 2005. p.57).

Purwanto (2006, p. 57), stated the meaning of punishment is suffering which is given or intentionally cause by someone (parents, teachers, crime, or error occurred). Furthermore, According to Imron (2011: 169) that punishment is a sanction that is received by someone as a result of violations or rules that have been set. Such sanctions can be in the form of material or non-material.

To sum up, punishment has a goal of improvement not revenge. Therefore an educator who sentenced must thorough and wise. Punishment that is given to students is an educative punishment which means giving misery to students due to mistakes from their actions or behavior that is not in accordance with the values that are applied in their environment.

2. Types of Punishment

Punishment is used to help decrease the probability that a specific undesired behavior will occur with the delivery of a consequence immediately after the undesired response/behavior is exhibited. When people hear that punishment procedures are being used, they typically think that something wrong or harmful is being done, but that is not necessarily the case.

According to (Feldman, 2005; Lefton, 2002; Kosslyn & Rossenberg, 2002), there are two main types of punishment, positive and negative punishment:

a. Positive Punishment

Positive punishment is the part of the punishment, which also focuses on decreasing the rate of any specific undesired behavior from an individual. This concept works by presenting a certain negative consequence to the individual once an undesired behavior has been exhibited. When an individual is subjected to a negative consequence, the individual is less likely to repeat the same behavior in the future. An example of positive punishment is given an additional assignment to students who do not do homework, memorize, and write Surah in Holy Qur'an and clean the mosque if the students are late.

b. Negative Punishment

Negative punishment is part of the punishment, which also focuses on reducing the level of certain undesirable behavior of an individual. Negative punishment refers to the punishment, which decreases the probability of behavior to occur by removing a pleasurable stimulus. An example of negative punishment is when a teacher gives more tasks to students who were not doing homework or when a parent forbids a child to watch television when he/she gets a poor grade in the school.

1. Purpose of Punishment

In the world education, the purpose of punishment can be grouped into two types, namely short-term goal and long-term goals. The meaning of the short-term goal of punishment is to stop wrong behavior, while the long-term goal of

punishment is to teach and encourage children to be able to stop own wrong behavior (Yanuar A, 2012, p. 59). The purpose of giving sanctions or punishment to the child of the teacher or parent there are various purposes.

Furthermore, Kosim (2008, p. 1) stated the purpose of punishment is to cause displeasure with someone so that they do not make something evil. Punishment must be pedagogical, namely to improve and educated in a better direction. According to Charles (1991:48), the purpose in giving punishment is to stop behavior that is not true, educate and encourage to stop the wrong behavior or to cultivate personal awareness.

According to Abu Ahmadi and Nur Uhbiyati (2001, p. 154-155) as follow:

1. Theory Make a Deterrent

This theory is applied with the aim that students who commit violations after serving their sentences feel deterrent from being subjected to such a sentence again, so they do not make any more mistakes. The nature of this punishment is preventive and repressive, namely to prevent it from happening again and to suppress bad habits.

2. Scare Theory

This theory is applied with the aim that students who commit violations are afraid of repeating violations. This form of scaring is usually with threats and there are times when threats are accompanied by actions. Threats include punishment because with that threat students already suffer. The nature of the sentence is also preventive and repressive (curative / corrective).

3. Revenge Theory

This theory is usually applied because students have laughed, such as students have ridiculed or dropped the teacher's self-esteem at school or in the eyes of society and so on. This theory of revenge is not pedagogical.

4. Compensation Theory

This theory is applied because students who commit harmful violations, such as students breaking a window, or students tearing a friend's book, then students are penalized for replacing items that are broken or books that are ripped with such items or paying with money.

5. Theory of Improvement

This theory is applied so that students want to correct their mistakes starting from the call, given understanding, advised so that awareness arises not to repeat the wrong deeds, both when there is a teacher or outside the teacher's knowledge. The nature of this sentence is corrective.

Based on the opinion above the writer can be concluded that the purpose of giving punishment is not to hurt students, nor to maintain the honor of the teacher in front of students, and not to be obeyed and feared by students and the purpose of giving punishment is to make students feel deterrent and will not repeat their wrong actions. And From some theories of punishment above, it can be said that the sentence was held because of an error in the enforcement of the punishment, in education a punishment or sanction does not stop at the punishment itself, but on the purpose behind it, namely that the student committing the violation is aware or aware of their mistakes and become obedient

and disciplined students in carrying out any applicable regulations around them, and punishment in education must be based on theories of punishment that are educational and do not lead to arbitrary actions.

Based on the opinion above the writer can be concluded that the purpose of giving punishment is not to hurt students, nor to maintain the honor of the teacher in front of students, and not to be obeyed and feared by students and the purpose of giving punishment is to make students feel deterrent and will not repeat their wrong actions.

2. Kind of Punishment

According to Herman (1980, p. 61), the kinds of punishment include into four:

a. Psychical Punishment

It includes slapping, pinch between forefinger and thumb and striking. The kind of punishment is now rarely applied. Except for gym classes, this physical is rarely applied. This is actually a good punishment to make students prevent of doing some misbehavior also this punishment may frighten the students to fail in achieving the objectives.

b. Word and Sentences

Teachers can use word or sentences such as griping, threatening, teasing, and ridiculing as punishment to the students. This is sometimes applied when students conduct misbehavior such as disrupting the class. This kind of punishment is expected to maintain class conduciveness so that the students will be more focus to the study. Also, teachers may use threatening words such as

pressure before the exam so that the students will try to struggle at their best to avoid the punishment mentioned by the teachers.

c. Stimulus psychical Punishment

This punishment is usually given directly to the students by the teachers. In the class, some students my conduct several misbehavior so that the teachers use stimulus physical punishment such as using slope, open wide eyes and glum, to threaten (punish) the students for their behavior.

d. Inconvenient Punishment

The teachers may use this kind of punishment such as telling the students to stand up in front of class, to get out of class, to stand beside the teachers, to sit down beside the teacher, or to write a sentence and rewrite 10 times or more. This is purposed to make the students chary of conducting misbehavior.

Furthermore, According to Tafsir (2004), based on the level of child development, punishment or determined in various forms, namely:

a. Associative Punishment.

Generally, people associate punishment and crime or violations, between the suffering caused by punishment and the violations committed. To get rid of bad feelings, people or children usually avoid acts that are not good or that are prohibited.

b. Logical Punishment

This Punishment is used for children who are teenagers. With this punishment, the child understands that punishment is a logical consequence of his work or actions that are not good.

c. Normative Punishment

Normative punishment is punishment that intends to improve the morale of students. This punishment is carried out for violations of ethical norms, such as cheating and stealing. So, normative punishment is very closely related to the formation of the character of children. With this relationship, educators try to influence the child's conscience, make children aware of their wrong actions, and always support the students doing good for their circle and to avoid the evil.

c.   Advantages and Disadvantages of Punishment

The main advantages of punishment is to used with appropriate punishment that will be able to stop immediately the behavior of students who disturb the learning process. A student who disturb the learning process, by itself will not disturb again if the punishment is ask the student to out of the classroom.

Giving punishment is considered to have advantages when executed correctly, they are: (1) Punishment will make students better and no longer do the same mistakes. (2) Feels the consequences of their actions so that they will respect their self. (3) Informative, because it helps students to distinguish what (not) may be done.

The punishment contains a weakness or disadvantages which give a negative effects, they are: (1) the relationship between teacher and student to be disrupted, for example, student grudge against the teacher. (2) Students withdraw from teaching and learning activities, for example, will not listen to the lesson. (3) Students have psychological disorders, such as low self-esteem.

C. Students' Motivation

Motivation is defined as the condition which initiate, guide, and maintain behaviours until a goal has been reached or response has been blocked (Arno, 2002, p,172). This statement is supported by paul who said that motivaion is the process where by goal-directed activity is instiated and sustained (Paul R. Pintrich Dale H. Schunk. 1994:4).

Motivation also can be defined as the diving foce behind all the actions of an individual. The influence of an individual's needs and desires both have a strong impac on direction of their behavior. According to Mc. Donal as quotad by Syaiful Bahri Djamarah, motivation an energy change within the person characterized by effective arousal and anticipary goal reaction. In the same way Anita (1980, P. 320) said that "Motivation is something theenergized and diect behavior". Futhermore, according to Sadirman (1992, p. 73), in his book that, "Motivation is an inner motive to become active in finite cicumtance, especially when someone is pushed by a real need to reach a goal".

After explaining the defenition of motivation, the next step is explaining the types of motivation. It is seen from various aspects, motivation can be classified into load motivation and learned motivation (Soemadi Soejabrata: 87).

a. Load Motivation

Load motivation is a brought by human being when they were born, it means this motivation is appeared without learning, for example: motivation to eat hunry, motivation to sleep because sleepy, so on.

b. Learned Motivation

Learned motivation is a motivation which is appread because it is learned by human being, for example: motivation to learn knowledge, motivation to get function in society, motivation to get something that human being want in their life.

From citation above showed that load motivaion is the motivaion tha someone brought from born. And then learned motivation that is appeared because individual meeting with his/her environment in order to ge function and social respect.

Motivation also can be classified in two factors, they are : (Sri Esti Wuryani: Djiwandono, 2002, p. 356).

a. Intrinsic Motivation

Intrinsic motivation is the motivation which is functioned because of stimulus from someone him/her self. This motivation had been had by someone before, and the purpose that is reached contain in action. So the intrinsic mativation is motivation appears from inviduals itself behavior. For example, some want to get knowledge or skills to appear motivation to learn to get the skill or knowledge. Nasution (1986, p. 80), said that, 'Intrinsic motivation is willinness to reach the goal within the action itself'.

b. Extrinsic Motivation

Extrinsic motivation is the motivation which is function because stimulus from out. For example, the teachers use extrinsic motivation for students in the class if the material given does not interest the students, extrinsic motivation as

punishment. This punishments can motivate the to learn, the students learn because want to reach a goal put in out the problem learned. For example, they are learning to get high score, if the students learn look for respect score, reward, diploma and supported by extrinsic motivation because of the goal located in out action itself (Jeremy harmer,2005, p. 80).

CHAPTER III

RESEARCH METHODOLOGY

Research methodology is a strategy employed in collect strategy employed in collecting and analyzing data to answer the problem elaborated more details. According to Polit and Hungler (2004) methodology refers to ways of obtaining, organizing and analyzing data. This chapter consistsof research design, population and sample, method of data collection and method of data analysis.

A. Research Design

In this study, the writer use mixed method.. Mixed method research is a method that combines qualitative and quantitative approaches in terms of methodology (such as in the data collection stage), and mixed model studies combines two approaches in all stages of the research process (Abbas, 2010, p. 8). According to Creswell (2014) "Mixed methods is a research approach that combines or associates qualitative and quantitative forms" (p. 5).

In otherwords, mix methods is a combination research method is an approach in research that combines or links between qualitative and quantitative research methods (covering philosophical grounds, using approaches and combining the two approaches in research) (Johnson & Cristenses, 2008).

B. Research Setting

a. Population

Population is a set or collection of all elements processing one or more attributes of interest, while is the small part of the population that is taken for representative of all the population becoming the object of the research (Sutrisno,

2007, p. 24). Based on that opinion, the population of this study is secondfirst grade at MTs Dayah Darul Mutta'alimin Blang Bintang Aceh Besar. Total students of second grade at Dayah Darul Mutta'alimin Blang Bintang Aceh Besar are 275 students.

   b. Sample

In this study, the writer took 20 students and one of English teacher of second grade as the sample. The writer chose only one class and considered by using purposive sampling technique. In addition, According to Sugiyono (2010, p. 218), Purposive sampling is a sampling technique for determining research sample with certain considerations aims at making the data obtained later more representative.

C. Method of Data Collection

Sugiyono (2015, p. 222) stated in qualitative research, the writer must be validated how far the writer is ready to the research. The validation was done by the writer itself, because the writer is as research instrument. The qualitative research is as human instrument, which determines the research focus, chooses the informant as source the data, does the collecting of the data, analyzes the data, and makes the conclusion of the finding.

In this research, the researcher usesinterview and questionnaire as method of data collection:

1.   Interview

The writer interviewed done of the English teachers. In order for an interview to be effective, there are several steps that must be passed (Yunus, 2010, p. 358). The steps in the interview in this study are:

1. The writer introduces herself and explains the purpose and interview material.

2. The writer provides 5 (five) questions to the subject based on the interview guide sheet that has been made.

3. The participants answer the questions given by the writer.

4. The writer records the interview process.

5. The writer concludes the result of the interview.

2. Questionnaire

Questionnaire is a document containing questions and other types of items designed to solicit information appropriate for analysis (Babbie, 2004, p. 224).

The list of questionnaire will be distributed to the students in order to obtain more valid and reliable data. The form of questions were close which is the writer prepared the alternative answer that can be chosen by respondent.

D. Method of Data Analysis

Sugiono (2015, p. 224), stated, "Data analysis is the process of searching and arranging the interview transcripts systematically, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others". The writer analyzed data through the following. The data collection technique were used namely interview and questionnaire.

1. Interview

The data were analyzed by coding. Saldana (2009) defined coding is a process of categorizing the data into a word or short phrase to summarize the

essence of data. In addition, Cope (2010) clarified that there were three purposes of coding in qualitative research, such as data reduction, organization and the creation of finding aids, and analysis.

The step of coding was used to reduce data. The data was reduced by arranging them into simpler packages based on the topic, the characteristics of participants, or some other features of the research content. So, by reducing the data, the researcher would be able to handle the data and pay special attention to the content. Second, coding would help the researcher to create an organizational structure and finding aid. This process, however, could help the researcher to find specific data more easily. Last, the purpose of coding was analysis. It showed that coding began with initial codes that came from the research question, background literature, categories, and then to progress, the codes were more interpretive as patterns and relationships.

Indeed, to analyze the data, the writer transcribed the data from the interview and read the transcript comprehensively to provide some general sense of information like general thoughts of what participants are stated. After that, the writer analyzed the data to become several themes. Then, the kinds of rewards and punishments used by the teachers in the classroom were elaborated.

2.   Questionnaire

The researcher used questionnaire to gain all the needed-data to then elaborate every single answer the students had choose by describing it.The researcher uses Likert Scale questionnaire where Strong Agree (SA), Agree (A), Disagree (D), Strong Disagree (SD). According to Djaali (2008, p. 28) that Likert

Scale can be used to measure attitude, opinion, and perception of a person or group of people about the phenomenon of education. Likert Scale is a psychometric scale that is commonly used in questionnaires, and is the scale most widely used in research. To analyze the data, the percentage formula system is uses as follow:

$$P = \frac{f}{n} \times 100\ \%$$

Note   :

P   Percentage

f   : Frequency of Respondent

n   : Number of Sample

100% : Constant Value
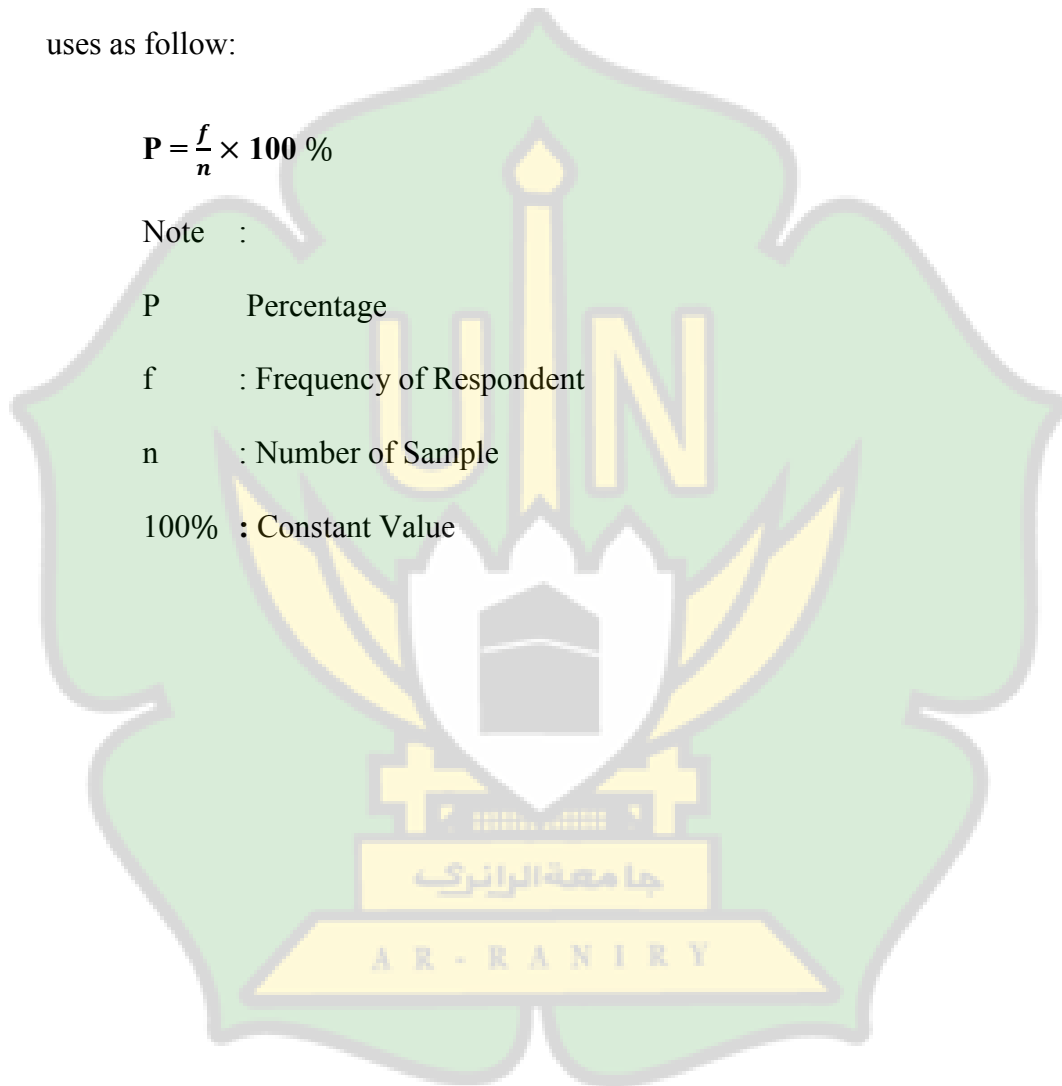
CHAPTER IV

RESULT AND DISCUSSION

The results of this study were obtained from interview and questionnaire. The interview method used to identify the kind of reward and punishment does the teacher used toward students' motivation in learning English and questionnaire method used to get the impact of reward and punishment toward students' motivation.

This research was conducted from 2nd to3rd of July 2020, focused on the second grade of MTs Darul Mutta'alimin which is located in Meulayo Kecamatan Blang Bintang Kabupaten Aceh Besar. This school has 62 teachers and 806 students.

A. The Result of Interview

Based on the results of kinds of reward and punishment, I interviewed English teachers of the second grade-E class. This interview was done to find out the kinds of reward and punishment toward students given by the teacher.

Five (5) statements were provided to be answered by the teacher. All of the answers can be seen in the following.

1. Kind of reward and punishment given to the students

   a. *Reward used in the classroom after student complete assignment on time. For example, I give the assignment to students and asked them to submit it on time. And then, I will give an extra score for the top five*

students. I give scores for them based on the sequences; the top one will get 5 point, top two 4 point, so on. Another reward is giving things such as pens, books, and everything that useful for the students. Furthermore,asking them to find some vocabulary in dictionary in a volunteer way and I will give a praise for anyone who can answer the questions quickly and correctly.Give for the students positive word such as good job, very good, excellent, great, you are smart.

b. *Punishment is given to the students when they make the mistake in teaching learning such as memorizing vocabulary, reviewing the material, singing English song, doing homework. Giving the punishments for students if they do not perform positive feedback and do not complete the assignment I give for them. The purpose of giving punishments is to make them more serious and responsible in learning.*

2. Opinions of the reward and punishment

"The implementation of reward and punishment is very good to apply in classroom because it can give motivation and encouragement for the students in learning English more diligent and make the students know what they did."

3. The reasonsof giving rewards and punishment to the students

"The reason why teachergave the reward for students so they are more enthusiastic and motivated to learn more and other students can be more motivated.Reward is given when the students are doing a good thing and punishment is given when the students are making mistake."

4.   The response of students in learning with reward and punishment

"The student response is very good, they compete or compete to get rewards and the students are also more disciplined in learning."

Based on the result of interview with the teacher it can be concluded that kind of reward are the teacher gave good score and the teacher gave things such as pens, books, and positive word for the students. While punishment is giving to the students when they make the mistake in teaching learning such as memorizing vocabulary, reviewing the material, singing English song, doing homework outside classroom, and all the punishment based on students' mistake.

B.   The Result of Questionnaire

The second instrument of this research obtained from questionnaire given to the students. This questionnaire consists of 10 statements, which consist of reward and punishment.

The result of the questionnaire is the following table:

4.1.I like the good words like "great!", "Amazing, "Very good!", "you are smart!".

Options	F	%
Strongly Agree	9	45 %
Agree	11	55 %
Disagree	0	0
Strongly Disagree	0	0
Total	20	100 %

The table 4.1 shows that 11 (55 %) of the students choose agree and 9 (45 %) students strongly agree about the statement. It can be concluded that all of students like the good words.

4.2. The teacher gives rewards such as color books, pencils to students who have good behavior.

Options	F	%
Strongly Agree	9	45 %
Agree	6	30 %
Disagree	3	15%
Strongly Disagree	2	10 %
Total	20	100%

Based on the table 4.2 mention that 9 (45 %) of the students choose strongly agree and 6 (30%) choose agree with the statement. it means most of the students agree with the teacher that give rewards to the students who have good behavior. But few of them do not agree with the statement.

4.3. When I get a reward, I will try to be better in order to get another reward.

Options	F	%
Strongly Agree	15	85 %
Agree	5	15 %
Disagree	0	0
Strongly Disagree	0	0
Total	20	100 %

The table 4.3 above shows that there were 15 (85%) chose the first option to respond the statement and 5 (15%) agree. It means all of them agree that by giving reward they will try to be better to get another reward.

4.4. By giving a punishment to memorize vocabulary.

Options	F	%
Strongly Agree	1	5 %
Agree	9	45 %
Disagree	7	35 %
Strongly Disagree	3	15 %
Total	20	100%

Thetable 4.4indicated that half of students 9 (45%) agree and half of them disagree 7 (35%) with the statement. It can be conclude that giving punishment for them can make the students to memorize vocabulary.

4.5. When my friend gets a gift, I want to follow what my friend did.

Options	F	%
Strongly Agree	6	30 %
Agree	11	55 %
Disagree	3	15 %
Strongly Disagree	0	0
Total	20	100

The table 4.5shows that 11 (55%) of the students choose Agree and 3 (15%) choose Disagree. From the result shows that most of the students agree when their friend get a reward, they want to follow it.

4.6.The teacher asks the students to stand in front of the class because they are not doing homework.

Options	F	%
Strongly Agree	0	0
Agree	9	45 %
Disagree	9	45 %
Strongly Disagree	2	10 %
Total	20	100

The table 4.6shows that 9 (45%) of the students choose Agree. While 9 (45%) and 2 (10%) of the student choose Disagree and Strongly Disagree. It can be concluded that some of the students agree with the statement and most of the students disagree with the teacher asks the students to stand in front of the class because they are not doing homework.

4.7.By giving punishment to the students who made mistake, I will be more

responsible.

Options	F	%
Strongly Agree	5	25 %
Agree	15	75 %
Disagree	0	0
Strongly Disagree	0	
Total	20	100 %

The table 4.7 shows that 9 (45%) of the students choose Agree. While 9

(45%) and 2 (10%) of the students choose Disagree and Strongly Disagree. It can

be concluded that some of the students agree with the statement and most of the

students Disagree with the teacher asks the students to stand in front of the class

because they are not doing homework.

4.8.I was motivated to learn using the reward and punishment learning model.

Options	F	%
Strongly Agree	3	15 %
Agree	12	60%
Disagree	2	10 %
Strongly Disagree	3	15 %
Total	20	100

The table 4.8 indicates that 3 (15%) of the students choose Strongly Agree,

12 (60%) of the students choose Agree, 2 (10%) of the students choose Disagree,

3 (15%) of the students choose Strongly Disagree. It means most of the students

are motivated to learn using the reward and punishment learning model.

4.9.By using the reward and punishment learning model, I am more active in

learning English.

Options	F	%
Strongly Agree	5	25 %
Agree	11	55 %
Disagree	1	5 %
Strongly Disagree	3	15 %
Total	20	100

The table 4.9shows that most of the students dominantly choose Agree, but some of them choose Disagree with using the reward and punishment learning model, I am more active in learning English.

4.10. I'm not happy with bad words like you're stupid, you are so lazy, you are insolent, and you are not smart.

Options	F	%
Strongly Agree	11	55 %
Agree	8	40 %
Disagree	1	5 %
Strongly Disagree	0	0
Total	20	100 %

The table 4.10 shows that 11 (55%) of the students choose Strongly Disagree, 8 (40%) of the student choose Agree, 1 (5%) of the student choose Disagree. It can be concluded that most of them disagree with the statement.

C. Discussion

The purpose of this study was to find out the kind of rewards and punishment toward students' motivation in learning English at Dayah Darul Mutta'alimin Blang Bintang Aceh Besar and to find out the impact of rewads and punisment towards students' motivation in learning English. In conducting research, the writer applied two kinds of instrument to get the data for this research; there are interview and questionnaire.

For the first research question about the kind of reward and punishment toward students' motivation the students at MTs Dayah Darul Mutta'alimin learning English. The writer used interview, the writer interviewed one of the English teachersof thesecond grade class.Based on the result of interview with the teacher that the kinds of reward which is given to students such as good score, pens, book and positive words. While the punishment is giving to the students when they make the mistake in teaching learning such as memorizing vocabulary, reviewing the material, singing English song, doing homework outside classroom.

For the second research question about the impact of reward and punishment in studying English, I used the result of questionnaire of students'English to calculate the data. Based on the observation with the questionnaire above, when I gave the statement, the student agree such us:"great, "amazing, very good, you are smart, the teacher gave rewards such as color books, pencils, when my friend gets a gift, I want to follow what my friend did." It can be concluded that reward and punishment can make students more motivated to learn and lead them more responsible to their learning process.

From the data above, the writer concludes that the kinds of reward given by the teacher to the studentsin the classroom include good score, book and positive words. Meanwhile, the kind of punishment givien by teacher to the students are memorizing vocabulary, reviewing the material, singing English song, and doing homework.The impact of giving reward is the students are more motivated in learning English.The impact of giving punishment to the students is that they are more responsible to their learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result data analysis in previous chapter, the result shows that the kinds of reward are given some interesting gifts, giving applause and expression and giving point or good score from the teacher to the students. Reward awarded because the students have shown success for their efforts. While the kind of punishment given are memorizing vocabulary, reviewing the material, singing English song, doing homework outside classroom.

Concerning with the impact of reward to the students' motivation in learning English, the students become more interested, happy and they are more motivated and diligent. When the teacher gave punishment, the students were encouraged to get the rewards as another classmate did.

B. SUGGESTION

Having inspected a number of one English teacher and 20 students of the second grade of Dayah Darul Mutta'alimin, concerning with the insights of this study, the following the suggestions are offered. First, the students should actively participate in learning English. The students should be more active, have high self-confidence and participate during the teaching-learning process. The second, giving the reward and punishment is important because it can encourage the students to study and more responsible. And the teacher should have good communication with the students during the teaching-learning process.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-17102/UN.08/FTK/KP.07.6/12/2019

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undangNomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
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10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 30 Oktober 2019

MEMUTUSKAN

Menetapkan :

PERTAMA : Menunjuk Saudara:
1. Dr. Syarwan Ahmad, M. LIS   Sebagai Pembimbing Pertama
2. Drs. Amiruddin, M.Pd   Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama   : **Srifika Wahyuni**
NIM   : **140203082**
Program Studi   : **Pendidikan Bahasa Inggris**
Judul Skripsi   : **The Impact of Rewards and Punishment toward Students' Motivation in Learning English**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2018.

KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2020/2021

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 02 Desember 2019
An. Rektor
Dekan,

Muslim Razali

Tembusan
1. *Rektor UIN Ar-Raniry (sebagai laporan);*
2. *Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;*
3. *Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;*
4. *Mahasiswa yang bersangkutan;*
5. *Arsip.*

Nomor : B-6341/Un.08/FTK.1/TL.00/07/2020
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Kepala Sekolah MTs Darul Mutta'alimin Aceh Besar

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **SRIFIKA WAHYUNI / 140203082**
Semester/Jurusan : XII / Pendidikan Bahasa Inggris
Alamat sekarang : Darussalam Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul *The Impact of Reward and Punishment Toward Student Motivation in Learning English*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 06 Juli 2020
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 06 Juli 2021   M. Chalis, M.Ag.

YAYASAN DAYAH DARUL MUTA'ALLIMIN

مـعـهـد دار الـمـعـلـمـين

MTS SWASTA MUTA'ALLIMIN

GAMPONG MEULAYO KEC. BLANG BINTANG KAB. ACEH BESAR

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SURAT KETERANGAN PENELITIAN
NOMOR : MTs.01.04.29/104/YDM/2020

Yang bertanda tangan dibawah ini :

Nama lengkap	:	Zaki Fitriadi, S. Pd
Jabatan	:	Kepala Madrasah
Nama Madrasah	:	MTs Swasta Muta'allimin
Alamat Madrasah	:	Jl. Bandara Sultan Iskandar Muda, Km. 12, 5 Gampong Meulayo Kecamatan Blang Bintang Kabupaten Aceh Besar.
Status Madrasah	:	Swasta

Menerangkan dengan sebenarnya bahwa :

Nama lengkap	:	**SRIFIKA WAHYUNI**
NIM	:	140203082
Jurusan/Prodi	:	Pendidikan Bahasa Inggris
Tempat/tanggal lahir	:	Nasreuhe. 25 Maret 1997
Alamat	:	Darussalam Banda Aceh

Adalah benar yang tersebut namannya diatas merupakan mahasiswa yang telah menyelesaikan Penelitian di MTsS Muta'allimin dengan judul skripsi " *The Impact Of Reward And Punishment Toward Students' Motivation In Learning English* " mulai tanggal 02 dan 03 Juli 2020

Demikian surat ini di buat agar dapat dipergunakan seperlunya. Atas perhatian dan kerja sama yang baik kami ucapkan terima kasih.

Meulayo, 22 Juli 2020
Kepala Madrasah,

(Zaki Fitriadi, S. Pd)
Nip.

Appendix

Name   :

Class   :

Female/Male :

No	Statement	SA	A	SD	D
1.	I like the good words like "great!", "Amazing, "Very good!", "you are smart!"				
2.	The teacher gives rewards such as color books, pencils to students who have good behavior				
3.	When I get a reward, I will try to be better in order to get another reward				
4.	By giving a punishment to memorize vocabulary				
5.	When my friend gets a gift, I want to follow what my friend did				
6.	The teacher asks the students to stand in front of the class because they are				
7.	By giving punishment to the students who made mistake, I will be more responsible				
8.	I was motivated to learn using the reward and punishment learning model				
9.	By using the reward and punishment learning model, I am more active in learning English				
10.	I'm not happy with bad words like you're stupid, you are so lazy, you are insolent, and you are not smart				

Appendix

Teacher's Question

1. What kind of reward and punishment is given to students?

2. What is the opinion of reward and punishment?

3. What is the reason why you give rewards and punishment to the students?

4. How is the response of students in learning with of reward and punishment?