

**THE EFFECTS OF REWARDS AND PUNISHMENTS
TOWARDS STUDENTS' MOTIVATION
IN LEARNING ENGLISH**

THESIS

Submitted by

EKA SAFRIDA
NIM. 150203112

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education



FAKULTAS TARBIYAH DAN KEGURUAN
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by:

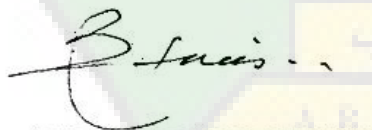
EKA SAFRIDA
NIM. 150203112

Student of Fakultas Tarbiyah dan Keguruan
Department of English Language Education

Approved by:

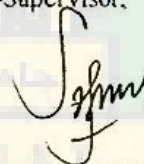
Main Supervisor,

Co-Supervisor,



Dr. Luthfi Aunie, M.A.

Date: 01 / 08 / 2020



Dr. Safrul Muluk, S.Ag., M.A., M.Ed

Date: 07 / 11 / 2020

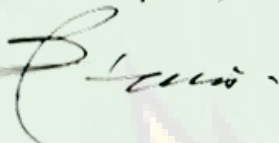
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5 Muharram, 1442 H

In Darussalam, Banda Aceh Board of Examiner,

Chairperson,



Dr. Luthfi Aunice, M.A.

Secretary,



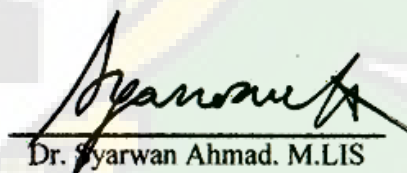
Ikhwannah Dhiyah, S.Pd

Member,



Dr. Safrul Muluk, S.Ag., M.A., M.Ed

Member,




Dr. Syarwan Ahmad, M.LIS

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh




Dr. Muslim Razali, S.H., M.Ag.
NIP. 195903091989031001

SURAT PERNYATAAN KEASLIAN

(Declaration of Originality)

Saya yang bertanda tangan dibawah ini:

Nama : Eka Safrida
NIM : 150203112
Tempat/ tanggal lahir : Seuot Tunong, 1 April 1997
Alamat : Desa Seuot Tunong, Kec. Indrapuri, Kab. Aceh Besar.

Menyatakan dengan sesungguhnya bahwas skripsi yang berjudul:

“The Effects of Rewards and Punishments towards Students’ Motivation in Learning English”

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 5 Agustus 2020

Saya yang membuat surat pernyataan,



Eka Safrida

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah, all praise to Allah, the Almighty, who has given the writer health and opportunity to write this thesis entitled "The Effects of Rewards and Punishments towards Students' Motivation in Learning English". May peace and blessing be upon our Prophet Muhammad SAW, who has struggled wholeheartedly to deliver the truth to human beings and guide his ummah to the right path.

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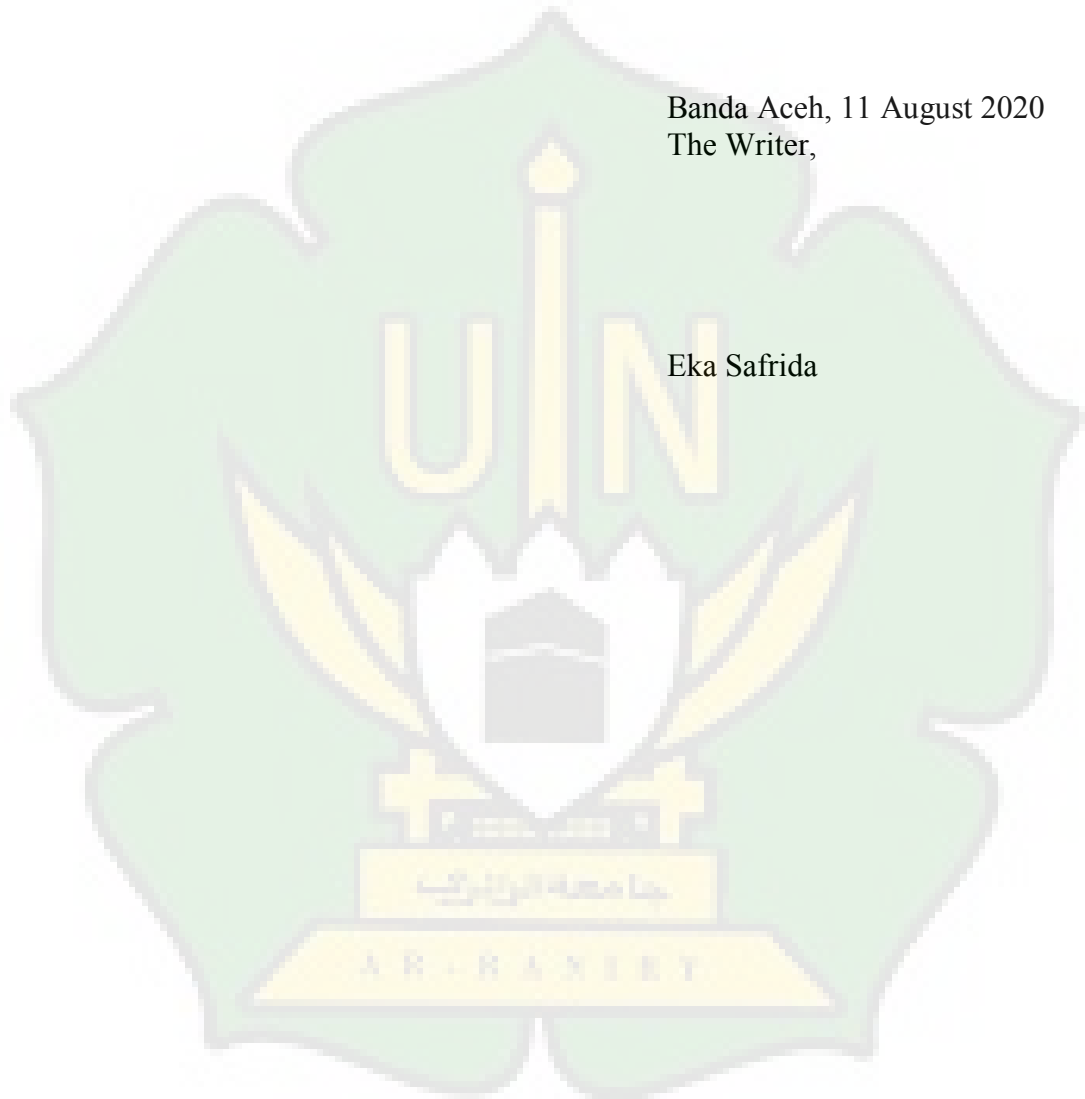
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Finally, I believe that this thesis still needs improvement and needs to be criticized for being useful, especially for the Department of English Language Education of UIN Ar- Raniry.

Banda Aceh, 11 August 2020
The Writer,

Eka Safrida



ABSTRACT

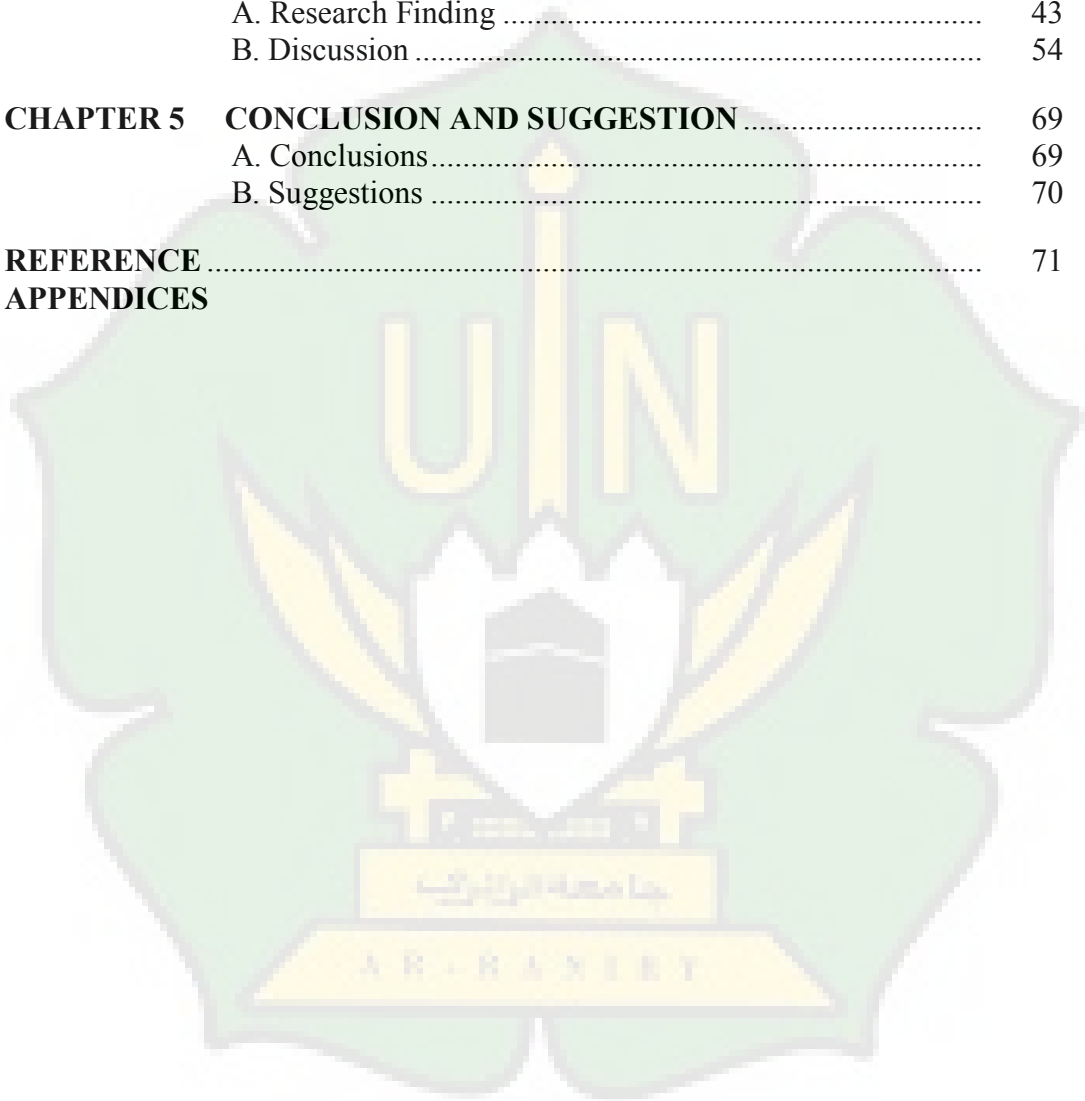
Name : Eka Safrida
NIM : 150203112
Faculty : *Fakultas Tarbiyah dan Keguruan*
Major : Department of English Language Education
Thesis working : The Effects of Rewards and Punishments towards Students' Motivation in Learning English
Main Supervisor : Dr. Luthfi Auni, MA
Co-Supervisor : Dr. Safrul Muluk, S. Ag., M.A., M.Ed
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Teachers must use some strategies to encourage students actively involved and willingly participate in the teaching and learning process. One of the effective ways to increase students' motivation in the classroom is giving rewards and punishments. This study aims to find out the kinds of rewards and punishments used by the teacher to motivate students and describe the effectiveness of rewards and punishments towards students' motivation to learn English at 11th-grade students of SMAN 1 Indrapuri. The participants of this research were three English teachers and 55 of 11th-grade students. This mixed-method involved semi-structured interviews and questionnaires. The interview result showed some rewards used by the teachers in the classroom; verbal rewards, symbolic rewards, token rewards, and tangible and activity rewards. And there were some punishments used by the teacher; words and sentences, and inconvenient punishments. Moreover, the result of the questionnaire showed that most of the students gave positive responses towards giving rewards and punishments by the teachers. In addition, most of the students also agreed that they became more active, more responsible, and also motivated them to learn English when the teachers used rewards and punishments strategies in the classroom.

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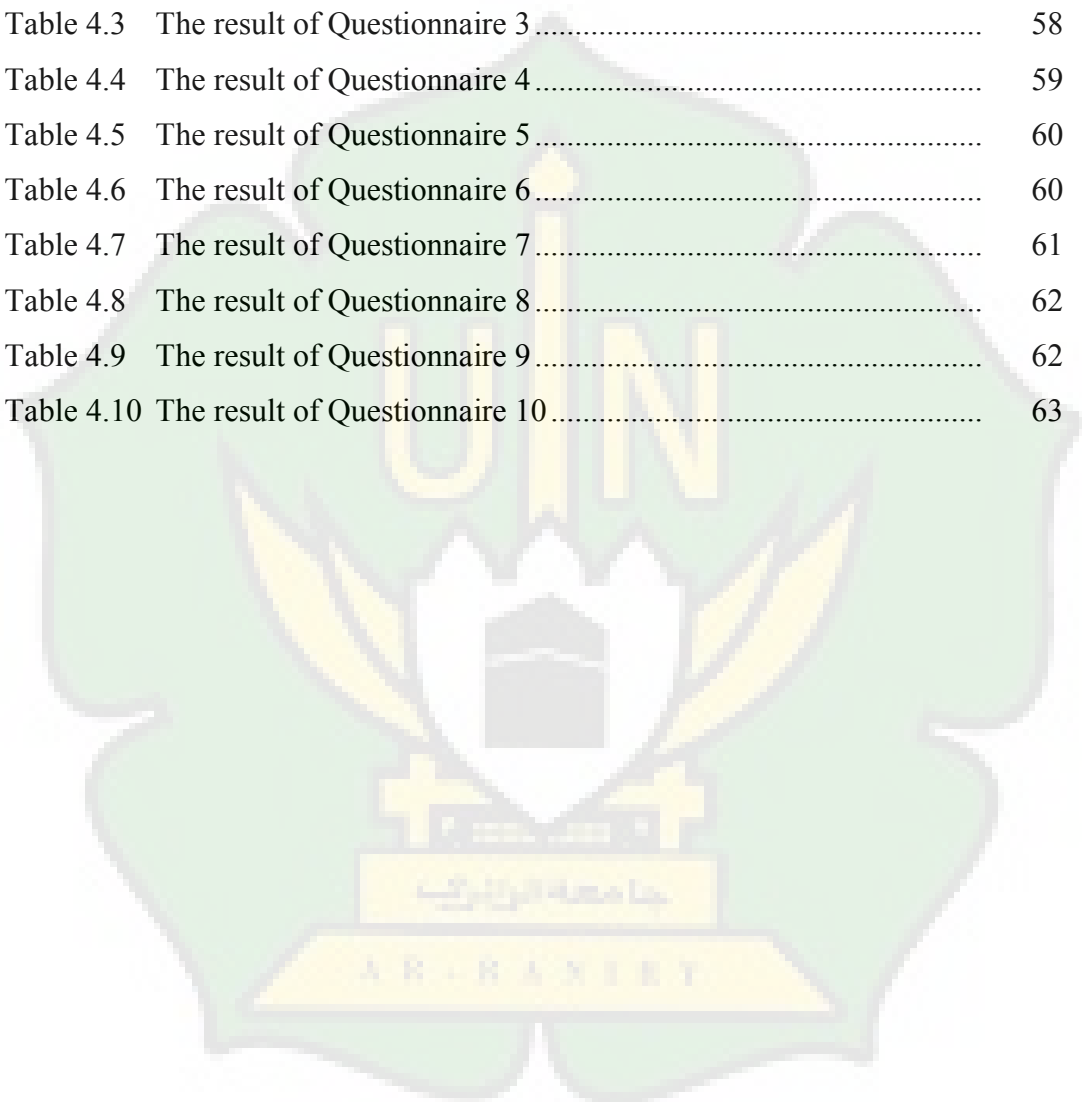
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CHAPTER 1

INTRODUCTION

A. Background of the Study

In the English learning process, many teaching strategies can be applied by the teacher. All of these strategies to make the learning process thoroughly so that it can achieve the goal. Some students felt anxiety and bored in learning English. Consequently, the teacher must have an idea to build the students' motivation in learning English; one of them is to provide a reward and punishment strategies to the students to improve students' achievement. They have a particular motivational and informational value. Slavin (2003) claims that experts in language teaching and learners' behaviors were asked to provide teachers with ideas about the nature of the learning process and how the influence of motivation on this process. In this case, students have an opportunity to provide and share ideas with the teachers about the problems and difficulties they found in the teaching-learning process.

Some teachers in Indonesia still used a traditional method like the Grammar Translation Method (GTM) to teach English. For example, is in reading skill. The teacher only asked the students to read and translate the text into the Indonesian language. It is not a bad method actually, but students need a different atmosphere, which makes them relax, enjoy, and motivated them in learning activities. Many of the learning language processes tend to be formal; it can make

students feel bored in learning. It is caused by a monotonous classroom and away from the natural atmosphere. As an English teacher, the teacher has to create an interesting model in the teaching and atmosphere of the learning process, which makes the student relaxed and fun to learn English in the class. However, the researcher arranges to help and motivate students to learn English by giving rewards and punishments.

Walker (2008) opined that punishment and reward are those factors that determine students' best learning situations; thus, both factors and techniques of motivation have strong effects on students' performance in any subject matter. Santrock (2008) said that rewards could be useful in the classroom during the teaching-learning process. The purpose of giving a reward is to increase students' motivation in English learning. For example, when the teacher gives the assignment to the students and provides the rules that anyone who can do the task and complete the assignment on time will get an extra score, the students will try to do their best to get an extra score. Some students will feel shy when their friends got a reward while she or he does not. So, it can increase their motivation in English learning. Giving rewards and punishments is very important to students. Reward and punishment can motivate students to perform better attitudes in the teaching-learning process. The purpose of giving punishment is to stop bad behavior, educate and encourage to stop the wrong behavior or to cultivate personal awareness.

The reward is an educational strategy that can be used to make the students feel happy in learning a language and also can be used to give motivation to the students for learning better. Teachers should use rewards in order to maintain a positive learning environment and to promote appropriate classroom behaviors. The reward for the students should be real, but it doesn't have to be expensive. In this case, the teacher's creativity is needed. So, the teacher can make something special for the students. Giving rewards in the right way can motivate students in learning and make students more interested in learning, especially in learning English. According to Matejcek (2007), there are some general guidelines for the use of reward and punishment in students' upbringing. Rewards can be used to encourage students' good behavior. Rewards should be given as soon as possible. Rewards do not work as well when they are given a long time after they do something good. The reward is one of the strategies in learning that is very good because it can increase interest in learning and motivation to achieve satisfactory student achievement. Reward also provides a positive stimulus to students. Meanwhile, punishments in education are the reaction to a lack of discipline, so the first step to prevent the need for punishment is to teach and encourage discipline. Punishment is similar to reinforcement if we see from the definition and effects. According to Skinner, there are two types of punishment: positive punishment and negative punishment. Positive punishments are provided with a positive stimulus to the students both in terms of students' motivation, achievement, and the other aspect that relate it, on the contrary, negative

punishment to provide a deterrent effect on the students who violate the rules in the school.

According to Nazaruddin (2016), the advantages of giving rewards to students in teaching activities such as: First, students will feel happy in learning, and indirectly will try to be the best. Second, there will be a good relationship between teachers and students, so that students will feel comfortable in learning. Third, to train the students to be more eager to understand and master in learning. Fourth, to improve the students' ability and skills in learning. Besides reward, punishment also has a contribution or positive effect on learning. According to Skinner, the advantages of punishment are: First, Restrict bad behavior. Punishment prevents the repetition of unexpected behavior (bad behavior). Second, education, to educate the students to be a better attitude. Third, Strengthen motivation to unexpected behavior. Fourth, controlling to prevent the students from undesirable behavior, so the learning process is more conducive. When the teachers give the punishment to pupils, they have to know the psychological condition of the pupils so that no traumatic or mental disorders in the future after the punishment was given.

In the teaching-learning process, motivation is one of the supporting elements. To be successful in learning English depends on motivation. Yu-Mei (2009) said that motivation is one of several important factors that may influence English student achievement. If the students have the motivation, they will be more interested in learning. Usually, learning motivation can be influenced by two

kinds of factors. Those are intrinsic and extrinsic factors. Mainly, an intrinsic factor can be formed as desire and willingness of success, a necessity of learning, and also an expectation of dream. Whereas, the extrinsic factor can be formed as appreciation, learning environment, and interesting learning activities (Uno, 2010). Having an intrinsic motivation, the students can keep their interest in learning in the long term. However, not everyone is intrinsically motivated in any particular task, so that extrinsic motivation has an important role in motivating the students.

The researcher's reason for considering SMAN 1 Indrapuri as a source of the data in this research is because this school implemented rewards and punishments in teaching-learning English. The students need learning interest to improve these teaching English activities. The researcher has some reasons why choosing the school. First, SMAN 1 Indrapuri is a senior high school that still develops lately. Second, SMAN 1 Indrapuri is one of the senior high schools that apply rewards and punishments strategies in teaching English. It shows that the school must be better than before, but the students have many English problems, especially from second-grade students of SMAN 1 Indrapuri in Academic Year 2019/2020. Second grades is a degree to which they consider themselves to be at a higher level, so they are easily overlooked about discipline, school rules, student achievement and other aspects related to learning in particular rewards and punishments. It is not wondered if they have a problem in English. The

phenomenon above raises the researcher interest to conduct research in SMAN 1 Indrapuri.

This research was conducted to find out how rewards and punishments are implemented in English classroom learning activities toward students' motivation improvement in Senior High School level. This research focused on the effect of rewards and punishments on students' motivation in learning English at second-grade students of SMAN 1 Indrapuri in Academic Year 2019/2020.

B. Previous Study

Some researchers investigated rewards and punishments towards students' motivation in the classroom. The first is research from Pebriani (2013) one of the students at Pendidikan Indonesia University who examined the implementation of rewards and punishments towards students' motivation in learning English. This study shows that the kinds of rewards teachers implement in English learning are verbal and tangible rewards, whereas punishments are verbal, action, and penalty punishments. The students respond to the implementation of rewards and punishments positively when it is delivered properly. In this research, the data are taken from interviews, observations, and questionnaires. The result shows that when rewards are applied appropriately, they can enhance students' motivation. In addition, the implementation of punishments in the proper way can also increase students' discipline and motivation in learning English. This study suggests that the appropriate application of rewards and punishments can be an alternative way to enhance students' motivation.

The second previous study is written by Imawan (2016). The research title is students' perception of reward and punishment implemented at the English Department of University Muhammadiyah Yogyakarta. This research adopted a qualitative approach and took place at EED UMY and took four students as the study participants. The participants were chosen through purposive sampling, in which the participants should have received both reward and punishment. Regarding the effect of reward, this study resulted in various findings. The first is rewards increase students' motivation to learn and work harder. Second, rewards increase students' interest in a particular subject. Third, rewards motivate students to repeat good performance. Meanwhile, the study on the punishments also resulted in some findings. First, punishments increase student motivation in learning. Second, punishments do not have a significant effect on student motivation. And fourth, the students will not repeat their mistakes after being punished. In conclusion, this study can state that students perceive rewards affect their motivation positively, while the effect of punishment can be either positive or negative, and it is sometimes not powerful enough to affect student motivation.

The third previous study is written by Amaliya (2016), one of the students at Sunan Ampel University. The thesis title is about the use of positive rewards and punishments in managing the classroom by the teacher at MTs Jabal Noer Geluran Taman- Sidoarjo. The study's research questions are to find out what kind of positive rewards and punishments used, how the implementation and the outcomes of positive reward and punishment used in managing the English

classroom. The participants of this study are a teacher and students MTs Jabal Noer Geluran Taman- Sidoarjo. To collect the data, the study used classroom observation, students' and teacher interviews' view, and documentation. To collect the data, the researcher used the classroom observation checklist and student teachers' interview as the instrument. The result of this study shows that in managing classrooms, the teacher always used token rewards as a kind of positive reward and found the penalty as a positive punishment. The research shows many outcomes of positive rewards and punishments in the learning process. Some of the outcomes are positive rewards and punishments that could make the students more disciplined and motivated in teaching English. It also helps the teacher in managing the classroom.

From the studies above, we can see that some differences and similarities result in the effect of the implementation of rewards and punishments on students in the classroom. The similarity of this research about rewards and punishments. The difference of this research is about the form of rewards and punishments and students' responses towards the implementation of rewards and punishments in the research. This difference also can occur because those researches are held in a different place with different participants.

This study is almost similar to the previous research, but something that makes it distinct from the others is its focus on the effect of rewards and punishments on students' motivation in learning English at SMA N1 Indrapuri. Then, the main point of this research also focuses on finding out how far rewards

and punishments can affect students' motivation in learning English. Moreover, the researcher takes a higher student-level than the previous research, and that is why this study needs to be conducted. In this research, the data is taken from interviews and survey questionnaires. This study suggests that the appropriate implementation of rewards and punishments can be an alternative way to enhance the teacher in teaching English.

C. Research Questions

Based on the background of the study above, the writer would like to answer the following questions:

1. What kinds of rewards and punishments did teachers use in motivating the students?
2. How far the rewards and punishments affect the student's motivation in learning English?

D. Aims of the Study

The aims of this study are:

1. To find out the kinds of rewards and punishments that the teacher use in motivating the students.
2. To know how far the rewards and punishments can affect students' motivation.

E. Significance of the Study

The research is expected to be beneficial for teachers and students. First, the researcher hopes that this research can help the teacher to improve students' achievement. It was also expected to be useful for English teachers to provide an alternative solution to solve English learning problems. Hopefully, using rewards and punishments strategies can be a medium to improve students' motivation in learning English. Second, this study can be used to help students can encourage students' motivation through rewards and punishments strategy because by using this strategy, the student will be more interested and enjoy learning English. Students will be more attracted to learning English without under pressure feeling and forced, and students can be easier to understand.

F. Terminologies

The following terms need further explanation in this thesis; those are rewards, punishments, and motivation.

1. Reward

A reward is an appreciation given by the teacher to the students who can follow the lesson well and finishing the assignment on time. According to Horner (2009), reward refers to any contingent that may deliver a consequence such as an activity, event, or any object. Rewards are important to encourage good behavior and avoid bad behavior. In the educational context, Rewards are something to be given to anyone who participates in the learning process; by providing reward,

students will be more active in English learning. Some students have considerable academic abilities, but because some problems like they are shy, quiet, or isolated in the class, they are often uninterested in learning English, so that their capacities are hidden. The reward can motivate them to always strive to be the best. Therefore, the reward is a very suitable strategy to apply in the learning process.

2. Punishment

Punishment is a treatment given by the teacher to the students who do not focus on the learning process, do not care about their assignment, and have bad habits during the class. Teachers usually use punishment strategies in managing the students' behavior in the classroom. Punishment is consequences received for the students' negative behavior to be disciplined. Punishment is the latest action taken if reprimand and warning have not been able to prevent children from committing violations. Punishment is an imbalance from bad deeds or violations that disrupt the course of the education process, and punishment is also an assessment of negative children's activities so that they are not repeated. That way, there will be awareness or remorse for not repeating the crime, and then the students will do better in the future (Syafaruddin, 2016)

Punishment plays an important role in the teaching-learning process. In another case, the teacher uses punishment to improve students' motivation and students' learning in the classroom. The teachers should also use punishment in the right way to make the punishment effective. When the punishment is given in too much way, it could cause problems such as making students become less

motivated and not interested in learning. So, the teacher should know the best punishment that can be applied in the classroom.

3. Motivation

According to Santrock in Istianti (2013), motivation is the process that energizes, directs, and sustains behavior. It means that motivation is the process in which pushes and shows students to do something and keep on the activity continuously. In a learning activity, it can be said that motivation is the main support to push the students to learn; therefore, the goal of learning is achieved.

Gardner in Tamimi (2009), states that students with higher levels of motivation will do better than the students with lower levels. The students who have motivation will learn seriously, and they have much energy to focus on learning activity. Students who have high motivation are better and more comfortable to achieve their goals than the students who have low motivation.

CHAPTER 2

LITERATURE REVIEW

A. Reward

1. Definition of Reward

The reward is an appreciation given by the teacher to the students who can follow the lesson well and finishing the assignment. According to Horner (2009), reward refers to any contingent that may deliver a consequence such as an activity, event, or any object. Rewards are important to engage students' motivation in learning. Rewards in the educational context are given to anyone who participates in the classroom during the teaching-learning process, by giving the reward, students will be more active in English learning. Some students have considerable academic abilities, but because some problems like they are shy, quiet, or isolated in the class, they are often uninterested in learning English. Their capacities (abilities) are hidden. A reward can motivate them to always strive to be the best. Therefore, the reward is a very suitable strategy to apply in the learning process.

The reward is an essential strategy used by teachers to push students' motivation in the learning process and to increase their effectiveness and efficiency. Sometimes students grow up with less attention and motivation in learning. Reward and punishment are usually applied to build students' motivation in learning, especially in the English Education Department.

2. Types of Rewards

There are two types of rewards: 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 repetitive 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.

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, thereby 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 removes an adverse stimulus that 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.

Negative reinforcement is a classroom management strategy that focuses on removing students' negative stimuli to encourage positive behavior. For example, to prevent a child from exhibiting negative behavior, one should stop the bad consequences that are associated with the behavior once the behavior stops (Seyf, 2011).

The students must be rewarded in a constructive way and precludes pride, self-appreciation, and self-centeredness. The reward must make the student a better person and guide that person toward better goals. It must also lead to increased effort and overall create a better human being. The reward given to a child must enable him/her to think and become actively involved in innovation. For instance, instead of a winding car, the child should be able to play with building blocks (Tebyan, 2016).

3. Kinds of Reward

According to Cascio (2007), they are verbal, symbolic rewards, token rewards, and tangible and activity rewards.

a. Verbal Reward

The kind of rewards that usually teachers' use in the first level is the verbal reward. A verbal reward is a kind of positive reinforcement that is given verbally. It refers to anything that can reinforce the possibility of a response (Suciati, 2005). A positive statement by the teacher contingent on behavior that indicates approval or satisfaction of student behavior (Simonsen et al., 2008). It means that the positive feedback or statement from the teacher depends on the student's action. If the students perform a good attitude, they will get positive feedback or statement from the teacher. In this study, verbal reward means the reward which is done to motivate the 11th -grade students of SMA N 1 Indrapuri in learning English.

The example of verbal rewards is praise. Verbal praise is the most common form of rewards that teachers offer students. It consists of complimenting students when they behave positively. Pupils receive praise for complying with classroom rules, such as sitting quietly, attending to the lesson, and answering questions correctly. This behavior could be the exhibition of a trait such as resourcefulness, compassion, courage, or general intelligence. With positive verbal rewards, students are not motivated by tangible things but by the inherent feeling of success, which, in turn, becomes addictive. The students will be more interested in learning and working hard to make the teachers happy with their success in learning and get verbal rewards.

The verbal reward is easier to implement in the classroom; besides that it's cheaper and less stressful about the money to prepare a gift for students. For

example, in daily teaching-learning activities is the teacher used rewards as a disciplinary strategy. It aims to improve student disciplines. After reprimanding a student, the teacher makes a point to tell him or her that the teacher noticed that he or she is making an effort to do the right thing, and the teacher feels very proud of them for that. If they make a mistake, give a suitable reprimand without hurting their physical and feelings. This shows the student that the teacher has forgiven him or her mistakes. When the teacher verbally rewarded one student, other students took it as a cue and race to do the same thing. In that way, the teacher never has to raise her voices. When the students say, 'I'm doing it, too Ms!' I say, "I'm so happy! Thank you for doing that! Maybe next time you can be the first to do it?". By giving praise like that students will be more eager to learn so that they are in the first place and get rewards from the teacher. When you told students that they are good, that you're proud of them, or good at doing something, they are more likely to maintain that behavior or do it better.

Praise can also be used to congratulate academic, athletic, or community-related achievements. When offering praise, make sure to promptly offer it, so the action's emotional impact is still present. Furthermore, be specific with praise. Let the student know exactly why what he did was admirable, and that your words aren't empty and automatic.

Here are some examples of positive verbal rewards:

1. You did a great job on your assignment.
2. Everyone in this class wrote very thoughtful answers. Keep up the good work.
3. Good job, you do the best!
4. Excellent!
5. Very good
6. Etc.

b. Symbolic Rewards

Symbolic rewards are rewards in the form of objects that represent the exemplary performance of character or achievement. The most common type of symbolic reward giving in the classroom is the gold star. Another example could be writing the student's name on a board in the classroom. Symbolic rewards work similarly to praise because it can give advantages for the student. The gold star or student's name on the board proclaims that the student has done something admirable than others. Unlike praise, symbolic rewards have the ability to last longer than a single spoken statement and can serve as reminders for students to maintain their good standing.

c. Token Rewards

Tokens rewards are physical rewards that represent value, or a form of currency that can be redeemed for a prize. Food and point tallies are common tokens and can either be held in trusted 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 the redemption of prizes. Rewards could be priced according to their worth to the students. For example, the teacher gives some money to students who can answer the question from the teacher. The money that will be provided by the teacher is based on the initial decision. For example, anyone who can answer questions will get a voucher Rp. 5000, the voucher can be used to buy anything such as buying food, but the foods purchased cannot be more than Rp. 5000.

These kinds of rewards might not always be effective in the classroom. It can make other students feel jealous, and sometimes there were do not like for the teacher who gives these rewards.

d. Tangible and Activity Reward

Brophy (2004) states tangible rewards are the simplest, most direct, and most adaptable strategies for addressing the value aspect of motivation. Tangible rewards are the rewards that students can see and feel, such as the material rewards, opportunities, awards, other recognition and teacher awards, the example of tangible rewards such as prizes, extra score.

Tangible rewards and activity rewards are rewards that could be supplied 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 school supplies or other physical objects. For example, the teacher gives

an assignment for students and gives the rules whoever can complete the assignment well and on time will get a pen. So the students will do their best to get the rewards.

Tangible rewards are not always effective because they can make students addicted to the rewards given by teachers. It could be the students only study hard just to get rewards, but they are not interested in the lesson. Besides that, teachers who apply tangible rewards also need more money to buy rewards.

Activity rewards are intangible prizes, such as getting to be a leader or being the teacher's helper, being a captain team during activities, or having some other privileges that distinguish him from other students.

4. Function of Reward

Using rewards in the classroom can help teachers increase students' motivation. Reward conveys information about one skill or competence when linked to actual performance or progress, such as when a teacher praises students for learning a new skill or acquiring new knowledge (Schunk, 2008). Santrock (2004) goes on to point out that classroom reward can be useful. Referring to the statement above, when the reward is given by the teacher, the students can associate acting and behavior in the feeling of happiness. Usually, students will do something that triggers reward continuously. Besides, the reward has the purpose of making the students do everything more diligently to increase the score. Rewards can be an effective way to encourage students' motivation in learning. It

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

There are some functions of rewarding the students:

- a. The value of educating, because it shows that the child's behavior under what is desired.
- b. Motivation, so that accepted behavior is repeated.
- c. Reinforcement for socially acceptable behavior.
- d. Happy students, rewards motivate pupils to be more productive by creating a feeling of pride and achievement. Successful students are happy students.
- e. Increase the spirit of learning, make the individual more diligently.

Giving rewards as an educator might have several purposes:

- a. Giving rewards can increase a better attitude of student's behavior.
- b. Giving rewards can maintain and expand the students' good behavior.
- c. Giving rewards are indicators of increasing students' competence.
- d. Rewards give a good situation to the student in the classroom.

Ahmad (2010) also said that there are some advantages and disadvantages of rewards:

1. Advantages of rewards

a. Promote appropriate behavior

Extending a reward to students helps to promote positive and appropriate behavior among students in your class. Following class rules, being kind to one another, and keeping safety a priority is just a few of the positive behaviors to be displayed in the classroom through the gifting of rewards to the students. Through appropriate student behavior, teachers are able to concentrate on lesson content and interactive activities to indulge students in learning as opposed to focusing on classroom discipline.

b. The motivation for full effort on classroom tasks

Students often give less than full effort when attempting class projects, assignments, classwork, and various tasks. Through a rewards-based system, students will show interest and increased participation in everyday classroom duties and responsibilities.

c. Completed homework

Reinforcing subject matter is the primary goal of assigning homework for students, and without homework completion, students cannot practice accomplishing the content of the lesson. Promote a grasp of the lesson by

rewarding the students for completed projects and homework assignments both in groups and individually.

d. Happy students

Successful students are happy students, and in order to have a classroom of happy students, teachers may use a reward system. Encourage students to be productive in learning both at home and in school by offering rewards. Rewards tend to create a feeling of pride and achievement among students, thus motivating them to be more productive.

2. Disadvantages of rewards

- a. The teachers are mostly and extrinsically in motivating the pupil toward winning a prize instead of cultivating a taste itself.
- b. The students afford the temptation to cheat.
- c. The students encourage the wrong attitude, expecting something for nothing.
- d. In most instances, only a few students may hope to win, those least needing motivations.

5. Over-rewarding

Rewards are a positive assessment of students learning. Giving rewards is very important to students; it can motivate them to perform better attitudes in the teaching-learning process. However, giving rewards to students also have a limitation. If students are over-rewarded, they will always expect the reward and give less value to it. For example, suppose the students are rewarded whenever

they finished the assignment at school. In that case, the reward becomes less effective and may lead to harmful outcomes because they always expect something given by the teacher. If children become used to being praised or rewarded by their teachers, they will lose their interest and creativity in learning if the teacher does not give them rewards. Therefore, the teacher must limit the giving of rewards for students to avoid this case.

Over rewarded also make students not concentrating on the material they are supposed to be learning, but they are focused on the rewards.

6. Under-rewarding

Sometimes, being under-rewarded may be just as harmful as being over-rewarded. Lack of reward may be perceived as punishment by students. If a student is never encouraged or rewarded by their teacher, they may come to feel worthless and may experience depression. Sometimes the students need some rewards to encourage their motivation in learning English.

B. Punishment

1. Definition of Punishment

Teachers in schools and parents in homes use punishment as one of the most important tools for controlling student's behavior and discipline. Punishment is a consequence that is received for the reduction of students' negative behavior to be disciplined. Form the psychological point of view, punishment is defined to as anything that decreases the occurrence of behavior such as physical pain, lack

of attention, loss of tangibles or activities, a reprimand or even something others would find rewarding, but the particular individual does not like (Lefton, 2002; Kosslyn & Rosenberg, 2002). One of the main goals of punishment is to invoke fear in the student so that the behavior does not occur again.

According to Sidman, as cited in Holth (2005) defined punishment as anything that can reduce the frequency of undesired action or behavior. According to Skinner, punishment is to give painful or undesirable consequences to suppress the response of behavior reappeared in the future (as cited in Chen, 2011). Advocated by Holth (2005), punishment is defined as a procedure in which certain responses (improprate action or behavior) have consequences, those responses decrease in frequency, and the decrease in frequency occurs because of the response–consequence relation, and not for some other reason. If a thing can be reducing an improprate behavior reappeared, then it is meant as punishment.

Punishment is similar to reinforcement in that its effects define both. According to Lefrancois (2006), the main difference between the two, however, is that the effect of punishment involves the suppression of behavior rather than strengthen it as in reinforcement.

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.

3. Kinds of Punishment

One of the main goals of punishment is to invoke fear in the student so that the behavior does not occur again. In the school, teachers punish students for being late to school, not following the school rules, not doing classroom assignments, and failing to perform better in tests and examinations and the like (URT, 2006). The kind of punishment given in response to these behaviors includes giving them physical labor such as watering school gardens and standing in front of the class (TEN/MET, 2008).

These following kinds of punishments are not types of treatment. The kinds of punishments here are chosen because other methods of correction the students' misbehavior do not work. According to Irawati (2016), punishments divided into some kinds; there are:

a. Psychical punishment

It includes slapping, pinch between forefinger and thumb, and striking. This kind of punishment has been applied for centuries, mostly in the non-education field. In the education field, currently, this kind of punishment is now rarely applied. Except for gym classes, this physical is rarely applied. This is a good punishment to make students prevent doing some misbehavior. Also, this punishment may frighten the students in failing in achieving the objectives.

b. Words and sentences

Teachers use words or sentences such as griping, threatening, teasing, and ridiculing to punish 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 focused on the study. Also, teachers may use threatening words such as pressure before the exam so that the students will try to struggle their best to avoid the punishment mentioned by the teachers.

The teacher usually uses some words as a punishment for students in the classroom. The easiest punishments that usually, teachers used in the classroom is a warning. The teacher can give the warning to block students' bad behavior during the learning process. The teacher can say, "do not disturb your friend! Be quiet, please! Stop talking, please!" By warning the students, they will not disturb other students' learning process and do not disturb the teacher's concentration. Students will think that the teacher does not like it if they are disturbing her during the learning process. They also think that something they had done in the class is not good and breaking the rule in learning. Students will not do it again and focus on their lesson.

c. Stimulus psychical punishment

This punishment is usually given directly to the students by the teachers. In the class, some students may conduct some misbehavior so that the teacher uses

physical stimulus punishment such as using slope, open wide of eyes, or threatening or open wide of eyes, to threaten (punish) the students for their behaves.

d. Inconvenient punishment

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

There are some examples of inconvenient punishments:

1. Moving the students' seat position

Sometimes during the class, students will talk to each other while the teacher explains the lesson. It will disturb the teacher's concentration and others. Moving students' seat positions can be used for the students who were always talking in the class during the learning time. This punishment has positive impact on the students; not only can they think that they wrong, but they also will get along with other students in the class. When students move to the other seat, they can learn together with their other friends. It also teaches the students to care for their other friends and widen their social life.

2. Memorizing vocabulary

Memorizing vocabulary is a kind of educated punishment. The teacher can use this punishment to punish students and to ask them to learn new vocabulary. The purpose of giving this punishment is to make the students know that they are wrong. For example, when a student does not do homework, then a student must memorize the vocabulary. By memorizing new vocabulary, it can increase students' English vocabulary. Even though they get punishment, they still learn English. It can make the students more disciplined in the class, making them have many additional vocabulary.

e. Decreasing students' point

This kind of punishment is not physical punishment, but it also has a big effect on the students. In reward, students can increase their point when they focus, active, and do the task well, but in the punishment, they will decrease their point if they break the rule. The teacher can reduce students' points if they have bad behavior in the class. The teacher tells the students if they do not focus and keep talking in the class, they will lose five points. If they do not do their assignment well, they will lose ten points, and if they disturb their friend or their teacher, they will lose fifteen points.

Punishment seems to be an appropriate technique to control behavior, and student disciplines, the UN Convention on the Right of the Child recognized that corporal punishment employed by teachers and parents in schools and homes

seems to be an ineffective, dangerous and unacceptable method of discipline as it brings negative rather than positive impacts to learners (Murphy & Vagins, 2010). Therefore, a teacher must be more selective in choosing punishments that do not touch the student's physique.

Due to these impacts, the UN Convention on the Rights of the Child declared corporal punishment to be banned. Article 28 (2) of the UN Convention on the Rights of the child (1989) states the need to ensure that school discipline is administered in a manner that is consistent with the child's human dignity and in conformity with this Convention. Thus, severe punishment in this regard is acknowledged to be beyond the violation of the child's fundamental rights as it may cause pain, injury, humiliation, anxiety, and anger that could have long-term psychological effects (TEN/MET, 2008).

The monitoring body of the United Nations Convention on the Rights of the Child has emphasized that human rights require the elimination of all corporal punishment; however, light and other cruel or degrading punishment. In response to this Convention, several countries, especially in Indonesia, have declared themselves to abolish corporal punishment in schools. Despite the changes in the rules related to corporal discipline. This situation brings a lot of negative impacts on child learning and general mental health.

4. Function of Punishment

Punishment should be consistent and applied every time the students engage in the misbehavior. Punishment is applied in teaching and learning activities for certain purposes, most generally to encourage and enforce proper behavior defined in society or family (Ma'rifah, 2010). When teachers want to decrease undesirable behavior of children (such as teasing and monopolizing), punishment must be used only as a last resort and always inconsistent with providing information to children about appropriate behavior. Punishment must be given depending on the students' actions and not based on the teacher's mood. The punishments should be appropriate with the student's actions. The teacher should give the punishment immediately after misbehavior occurs and make students understand that wrongdoing will be punished as a consequence.

According to Skinner, there are four important functions of punishment that play a major role in the formation of expected behavior:

- a. Restrict behavior; Punishment prevents the repetition of unexpected behavior.
- b. Educational, to educate the students to be good behavior
- c. Strengthen motivation to avoid unexpected behavior and positive impulse.
- d. Controlling prevents students from undesirable behavior.

C. Motivation

1. Definition of Motivation

Motivation is one of the most important factors of learning. It is the desire and interest one demonstrates to attain a goal. The individual's effort is proportional to his / her motivation. To increase learning motivation in adolescents, the teacher must be taken appropriate ways to increase their interest in the topic to be learned, which requires creating appropriate feedback.

Motivation has been considered as one of the important factors influencing the success of second language learning. There are many different definitions of the term motivation. Gardner (2009) defines motivation as the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language.

This definition includes three components:

1. The effort expended to reach the goal.
2. Desire to achieve the goal.
3. Favorable attitude towards learning a language.

Based on the definition above, it can be concluded that the more motivation from the students in learning, the more possible to succeed in learning. According to Santrock in Istianti (2013), motivation is the process that energizes, sustains, and directs behavior toward a goal. It means that motivation is the

process in which pushes students to do something and keep on the activity continuously.

Ondabu (2014) states that motivation is concerned with the factors that influence people to behave in certain ways. Motivating other people is about getting them to move in a certain direction in order to achieve the desired results. Motivation is the reason underlying behavior (Guay et al., 2010). Motivation is an attribute that moves us to do or not to do something. It means that motivation as the internal drive that pushes somebody to do something. If we think that our goal is worth doing and attractive for us, then we try to reach that goal, this is called the action is driven by motivation.

According to Makmun (2013), motivation is the main support to push the students to learn; therefore, the goal of learning is achieved. Learning and motivation have the same importance to achieve something. The students who have learning motivation will learn seriously, and they have much energy to focus on learning activity. Learning makes students gain new knowledge and skills, and motivation pushes us to go through the learning process.

Gardner, in his socio-educational model, notes that motivation is perceived to be composed of three elements. These are:

a. Effort

Effort refers to the time spent studying the language and the drive of the learner.

b. Desire

Desire indicates how much the learner wants to become proficient in the language.

c. Affect means the learner's emotional reactions related to language study.

Based on some expert opinion above, it can be concluded that motivation is the power or energy that drives someone to perform certain activities to find its needs. Students who have high motivation were better and easier to achieve their goal than students with low motivation. Motivation leads people to do something to reach their goal, and it is like the energy changes in the human body. It also can change or influence human behavior.

2. Types of Motivation

Self-determination theory distinguished between different types of motivation based on the different reasons or goals that give rise to an action. Hence, self-determination theory proposes that there are two basic types of motivation: intrinsic and extrinsic motivation.

a. Intrinsic Motivation

The act of being motivated by internal factors to perform certain actions and behavior is called Intrinsic Motivation. It means that the individual's motivational stimuli are coming from within. Intrinsic motivation in this research is a motivation where the students engage themselves in learning out of curiosity,

interest, or enjoyment, or to achieve their intellectual and personal goals. Santrock (2009) states that intrinsic motivation involves the internal motivation to do something for its own sake. When students have intrinsic motivation, they have the internal desire to learn, and they do not require external outcomes. For example, students may study hard for a test because he/she enjoys the content of the course. There are no negative impacts on having intrinsic motivation.

Students who have intrinsic motivation are inclined to stay with intricate and complicated problems and gain knowledge from their slips and mistakes (Walker, Greene, & Mansell, 2006). Besides, intrinsic motivation is essential and fundamental for the integration process through which elements of one's accessible internal awareness and knowledge is assimilated or mixed with new knowledge. Babae (2012) states that an instance of intrinsic motivation would be learning English because one is interested in it, and nobody has asked him/her to do so. In addition, intrinsic motivation pushes the student to learn based on their desires without expecting rewards because the needs come from inside or depend on their desires. The teachers do not have many effects on students' intrinsic motivation because they come from different backgrounds. The only way to motivate students is by making the classroom a supportive environment.

b. Extrinsic Motivation

Extrinsic means external factors that motivate someone to do something. According to Dornyei in Babae (2012), extrinsic motivation is related to doing an action to receive an extrinsic reward or avoid punishment. Extrinsic motivation

refers to a desire to get a reward and avoid punishment. It emphasizes the external need to persuade the learner to take part in a learning activity such as homework, grade, or doing something to please teachers. Santrock (2009) define extrinsic motivation is often influenced by external incentives such as rewards and punishments. For example, students may study hard for a test in order to obtain a good grade in the course. In this statement, there are factors from outside that influence someone to do something. Both integrative and instrumental motivations are also grouped under the branch of the extrinsic motivation.

Extrinsic motivation also has big power in teaching-learning activity. External rewards can stimulate interest and participation in which a person has not had initial interest from within themselves. Praises can encourage students to obtain new skills or knowledge. At the moment when people have studied more, they become more motivated intrinsically. External rewards can be a good sign that students do a good job and give a chance to understand that their performance is achieved reinforcement (Cherry, 2016).

Extrinsic motivation is a motivation based on external outcomes such as rewards and punishment. This motivation could bring a negative impact on the students because, with extrinsic motivation, students do not learn with their strong intention or will, but they study it because they are pushed by the interest in the rewards or the punishment. When a student is learning because he is promised rewards or wants the rewards, he will be highly motivated to come to classes and learn and achieve the set for him. But when these rewards are taken away or

sometimes even if they do not see any punishment, the student will not be interested in coming to class and learn the language any longer.

3. Kinds of Motivation

According to Brown (2000), there are two basic types of motivation:

a. Integrative Motivation

Integrative motivation is defined as the desire to be a part of recognized or important members of the community or society that speaks the second language. It is based on interest in learning the second language because of their need to learn about, associate or socialize with the people who use it or because of purpose or intention to participate or integrate into the second language using the same language in that community. Still, sometimes it involves emotion or affective factors a great deal (Saville & Troike, 2006).

Integrative motivation refers to language learning for personal growth and cultural enrichment. For example, students like to learn a language to enter successfully into the target language society easily (Pourhose in Gilakjani, Leong, & Saburi, 2012). The integrative motivation means learning the language to participate in the culture of its people. An example of integrative motivation is when someone becomes a resident in a new community that uses the target language in its social interactions, integrative motivation is a key point in assisting the students in developing some level of proficiency in the language. It becomes a necessity to operate socially in the community and become one of its members.

Learners who are motivated integratively want to learn the language because they want to get to know the people who speak that language. They are also interested in the culture associated with that language. Integrative motivated learners may have significant others such as a friend or family members who speak the language, and heritage language learners typically have a particularly strong integrative motivation for language learning. Several studies have found that language learners who are integrative motivated are more successful than those who are instrumentally motivated. Integrative motivated language learners are likely more successful because their motivation is stronger than that of instrumentally motivated students.

b. Instrumental Motivation

Instrumental motivation involves the concepts of purely practical value in learning the second language to increase learners' careers or business opportunities, giving them more prestige and power, accessing scientific and technical information, or just passing a course of their study in school. (Saville & Troike, 2006). Instrumental motivation suggests and implies that the students learn the language to support a purpose relating to occupation or further useful motive.

In contrast to integrative motivation in the form of motivation referred to as instrumental motivation. This is generally characterized by the desire to obtain something practical or concrete from the study of a second language (Hudson 2000). With instrumental motivation, the purpose of language acquisition is more

utilitarian, such as meeting the requirements for school or university graduation, applying for a job, requesting higher pay based on language ability, reading technical material, translation work, or achieving higher social status. Instrumental motivation is often characteristic of second language acquisition, where little or no social integration of the learner into a community using the target language takes place, or in some instances is even desired. This form of motivation is thought to be less likely to lead to success than integrative motivation.

These two types of motivation can affect and control the procedure and outcome of learning. Cook (2000) further believes that the integrative and instrumental motivation suggested by Gardner and Brown is a useful and effective factor for second language learning. Students who don't have the instrumental or integrative motivation will face problems and difficulties learning and gaining knowledge of a second language in the classroom. Generally, learning the language would be difficult for them. Comparing these two types of motivation with each other, Ellis believes that the best and the perfect motivation is integrative motivation. He believes that integrative motivation is more competent and well-organized.

To conclude, the importance of instrumental motivation is being concerned more in later studies, while the significance of integrative motivation has continued to be emphasized. However, it is important to note that instrumental motivation has only been regarded as an important factor in second language

learning, while integrative motivation is continually linked to the success of second language learning. Motivation is a significant contribution to second language learning achievement. Therefore, identifying the types and combinations of motivations is one of the keys to successful second language learning. At the same time, the students should be reminded that there are always other variables that can be unique to each language learner, affecting second language learning. Furthermore, based on the explanation above, it can be concluded that integrative motivation is more effective to be implemented in the classroom than instrumental motivation.

4. Function of Motivation

Sahabuddin (2002) states the asters of educational psychology emphasize the important motivation in the learning and teaching process; motivation has a relation with the need to motivate get satisfaction. In relation to expanding the modern educational system. The master gives that in learning and teaching process can use need approach, and the student can just study with full attention if there are needs, interest, and expectation, or ambition which will be got.

Most teachers have widely accepted motivation as one of the key factors which influence the rate and success of second/foreign language learning (Leila, 2015). In My opinion, Motivation is the desire of more than students to learn English, such as encouragement of students to be more courageous and the spirit of learning English, and an important part in learning the language itself. Motivation, as well as a basis for learning the language to be called successful in

learning English. Motivation can also develop interest, willingness, and talent of students to learn English so that students can easily learn English. Because of these conditions, a learner has extraordinary motivation in order to succeed at learning a foreign language (Gilakjani et al., 2012).



CHAPTER 3

RESEARCH METHODOLOGY

A research methodology is a strategy employed in collecting and analyzing data to answer the problems and explain more details. According to Polit and Hungler (2004), methodology refers to ways of obtaining, organizing, and analyzing data. Methodology decisions depend on the nature of the research questions. Methodology in research can be considered to be the theory of accurate scientific decisions.

According to Burns and Grove (2003), the methodology includes the design, setting, sample, methodological limitations, and data collection and analysis techniques in a study. Methodology means a framework of theories and principles on which method and procedures are based (Holloway, 2005). This chapter consists of research design, research location, place and date of the research, source of the data, method of collecting data, and technique for analyzing data.

A. Research Method/Design

In this research, the writer applied a mixed method. In this study, the writer used a qualitative method to answer the first research questions because the focus of the study was to find out the kinds of rewards and punishments used by the teacher in order to motivate students to learn English. Ary (2010), stated that qualitative research is a generic term for a variety of approaches that study

phenomena in their natural setting, without a predetermined hypothesis. Denzin and Lincoln (2005) stated that qualitative research studies about things in the natural settings, attempt to make sense of, or to interpret phenomena in terms of the meaning people bring to them. This means that the study is to explore and describe the phenomena involving people or a case. Qualitative research data are collected, analyzed, and interpreted qualitatively in the form of words or symbols (Moleong, 2009).

Herzog (2012) stated that qualitative research focuses on individual perception of their experience and how they build and make sense of the meanings that are derived from this experience. The great value of qualitative research is that it helps us understand and explain participants meaning. Qualitative research is mostly associated with words, language, and experiences rather than measurements, statistics, and numerical figures.

A quantitative approach is additionally employed in this study since it requires quantitative analysis to answer the second research question. Therefore this study emphasized measuring the second research question through statistical, mathematical, or numerical analysis. The data collected through a questionnaire survey analyzed it using SPSS. The researcher wanted to find out the effectiveness of rewards and punishments that the teacher used in motivating students by distributing a questionnaire to 55 students. The researcher chose a survey design because it was applied correctly to quantify the attitudes or opinions of participants, and it offers relatively quick ways of collecting information. It was

supported by a statement of Creswell (2008) that the survey research design is used to identify participants' behaviors or perceptions, and often used due to the low cost and easily accessible information.

B. Research Location

The present study was conducted at SMAN 1 Indrapuri. The researcher chooses this location to do research since many students are still unmotivated in learning English. Therefore, to find the solution to this issue, the writer tends to motivate students by using reward and punishment strategies in English learning.

C. Population and Sample

1. Population

The population is a collection of elements about which we wish to make an inference. Arikunto (2006) points out that the population is the entire subject of research. Respondent or participant is an imperative aspect of this research. It is because, without participants, this research cannot be conducted. Before conducting this study, the researcher must determine and examine the population and who the sample is. Hanlon and Larget (2017) stated that a population is all the individual or units of interest; typically, there is not available data for almost all individuals in the population. This study's population is all the English teachers and all students in second grade in academic years 2019/2020 in SMA N 1 Indrapuri. There were two classes for second-grade students, namely: class XI IPA and XI IPS.

2. Sample

The sample is a small quantity of the population. Arikunto (2010) stated that a sample is a limited number of elements from a population. The samples of this research are students' in class XI IPA of SMA N 1 Indrapuri. The study identifies the sample in this research around 55 students and three English teachers; it consists of 19 female and 36 male students. The researcher used simple random sampling as the sampling technique. Fraenkel and Wallen (2012) stated that a simple random sampling is a technique in which each and every number of the population has an equal and independent chance of being selected. The samples of students were chosen randomly from five classes of SMA N 1 Indrapuri. Then for the sample of teachers, the researcher asked the name of the teachers from the teacher office room.

This research was conducted in two meetings. The first meeting the researcher interviewed the teachers; the second meeting the researcher distributed a questionnaire to 55 students.

D. Data Collection Method

The data collection techniques usually include open-ended individual and/or focus group interviews. Data collection techniques may also include observations of targeted events, interviews, and questionnaires (Creswell, 2008). Several instruments were implemented in this research to collect the data, at

which point the instruments selected were confirming to the experts' statement above.

In this research, the researcher used two items of the instruments to get the data. They are questionnaires and interviews. The aims are to know the kinds of rewards and punishments the teachers used in the classroom and how far the rewards and punishments affect students' motivation in learning English by the implementation of reward and punishment strategy. The technique of collecting data applied in the research follows:

1. Interview

One of the most popular techniques to obtain information in research by asking respondent orally is an interview. The interview is the first method to conduct the data in this study. The interview is a meeting between two people to exchange information and idea by questions and answers to achieve certain goals (Sugiyono, 2014). The interview was intended to gain a rich data about the participant views, beliefs, and attitudes regarding their challenges in developing. The information is obtained directly from the respondents while talking face to face. Then, Edwards and Holland (2013) noted that interview is a central resource for social science that is probably the most widely used qualitative research method.

The researcher interviewed three English teachers of SMA N 1 Indrapuri. The interview topic was about the effect of rewards and punishments in teaching

English at second-grade students of SMA N 1 Indrapuri in Academic Year 2019/2020. This study used semi-structured interviews for about 30 minutes each teacher to find out the answer deeply. Edwards and Holland (2013) also mentioned that the semi-structured interview is the major form of a qualitative interview. In semi-structured interviews, the researcher has prepared a list of questions of topics they want to cover in the interview process. Indeed, in this study, the researcher listed ten questions to obtain the data about the effectiveness of rewards and punishments in the classroom and the effect of the strategy in teaching English at second-grade students of SMAN 1 Indrapuri.

Hancock, Ockleford, and Windiridge (2007) have argued that the semi-structured interview provides several opportunities to obtain rich information from the interviewee through open-ended questions. These open-ended questions can help the researcher if the interviewee only gives a short answer, and both the interviewer and the interviewee can discuss the topic in more detail. Mathers, Fox, and Hunn (2002) agreed that the semi-structured interview provides both interviewer and interviewee opportunities to discuss some topics in more detail. If the interviewee has difficulty answering a question or provides only a brief response, the interviewer can use cues or prompts to further encourage the interviewee to consider the question. During the interviews, the researcher included the audiotape recording, as suggested by Creswell (2008), to get a more accurate recording of the conversation. The researcher used the first language in

interviewing the teacher. Thus, the writer listened carefully and used note-taking to records the essence of the information from the interviewee.

2. Questionnaire

The second instrument used by the writer to obtain the data was a questionnaire. The writer distributed the questionnaire to find out the students' responses towards the implementation of rewards and punishments and how far rewards and punishments can affect their motivation in learning English. This study used a likert scale to evaluate the questionnaire. Likert scale is a scale that can be used to measure attitudes, opinions, and perceptions. There are two forms of statements on the likert scale: positive statements functions to measure positive attitudes, and negative statements functions to measure negative attitudes. This study used positive attitudes, the likert scale answer includes strongly agree (4), agree (3), disagree (2), and strongly disagree (1).

The questionnaire was given to the students in 3 classes, which consist of 55 students in class XI IPA. The questionnaire's statements were responded by crossing the option that best matches their opinion with the statement. It consists of 10 questions, and they had 15 minutes to answer the questionnaire.

E. Data Analysis

The purpose of data analysis is to find the answers to research questions. Several steps were employed in order to analyze the data.

1. Interview Analysis

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 qualitative research, data coding has a crucial part in analyzing the data. The excellent research mostly depends on the excellent coding of the data.

Additionally, coding was an important part of organizing and searching data since it was a necessarily a process of categorizing and qualifying data. 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. First, coding was used to reduce data. The data was reduced by arranging them into simpler packages based on the topic, participants' characteristics, 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, and

categories, 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 Analysis

The questionnaire's acquired data was analyzed statistically by counting the percentage of students' answers in each item of the questionnaire. This study used a likert scale to evaluate the questionnaire, and the results of the questionnaire were analyzed by using SPSS.

CHAPTER 4

FINDINGS AND DISCUSSIONS

In this chapter, the researcher presents two things research findings and discussion. In research findings, after collecting data from XI IPA students of SMA N 1 Indrapuri, the researcher discuss what kinds of rewards and punishments the teacher use in teaching English. In the questionnaire, the researcher discusses how far rewards and punishments affect the students' motivation in learning English.

A. Research Finding

1. Rewards and Punishments use in the Classroom

In this section, the participants mentioned the kinds of rewards and punishments their implement in the classroom through a semi-structured interview. The interview section had been done by asking three participants who were labeled below:

T1 : Teacher 1

T2 : Teacher 2

T3 : Teacher 3

The data of the interview were coded and categorized into some themes. The result shows that there are some kinds of rewards and punishments used by

the teacher in the classroom. The results were reported under the themes as follows:

According to the result of the interview, it is revealed that the teachers used some kinds of rewards and punishments in the classroom. Based on the interviewed, the teachers used verbal, symbolic reward, tangible, and activity rewards. The teacher also used some kinds of punishments, such as word and sentence, physical stimulus punishments, and inconvenient punishment.

a) The Kinds of Rewards the Teachers Uses in the Classroom

Related to the result of the interview, most of the teachers' answers remarked that they used rewards to motivate students' in the classroom. Based on the interview, the teachers used rewards after the students complete the assignment on time and perform good behavior. Some teacher's responses are shown below:

L1 said that:

"Basically, I like to give rewards to students to make them pay more attention and more active in the classroom. I usually use praise as a reward after students doing something I ask for and after they perform good behavior. For example, I ask them to find some vocabulary in the dictionary in a volunteer way, and I will give praise for anyone who can answer the questions quickly and correctly. I give rewards for students to motivate them and to make them happy in learning English with me. I give rewards for them spontaneously without any preparation before."

Similarly, T2 stated that:

“I usually used rewards in the classroom after students complete assignments on time. For example, I gave 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 points, top two 4 points, etc. I give rewards for them as an appreciation for the good behavior and students' efforts in learning. I also use verbal rewards, like praise, if the students perform good behavior to make them happy in learning. I make the rules first before giving rewards to students in the class.”

T3 also said that:

“I used rewards in the classroom when the students give positive responses (feedback) in the teaching-learning process. I usually give rewards to motivate students to learn and make them more enthusiastic and interested in learning English. I like to give them some money if they give positive feedback in the classroom. This is one of the rewards that I give to them. But it is not effective for a long time. It can make other students feel jealous of their friends and usually get bullying for students who get rewards. I think verbal reward (praise) is more effective in the classroom than other rewards because it can give pleasure within the students. I give rewards for them spontaneously without any preparation before.”

Based on the responses above, it can be concluded that verbal rewards (praise) are the most command rewards that the teacher use in the classroom. Almost all of the teachers use praise as an easier and more affordable reward. And then, giving an extra score also one of the effective rewards that the teacher use in the classroom. The reason they use these kinds of rewards is to motivate students and make students enjoy learning English.

b) The Kinds of Punishments the Teachers uses in the Classroom.

There were so many kinds of punishments that have been implemented in the classroom. Related to the result of the interview, most of the teachers' answers remarked that they used punishments to make students more discipline and responsibility in the classroom. Some teacher's responses are shown below:

T1 explained:

"I usually give punishments to students if they do not complete the assignment. I give punishments for students to make them more discipline in the classroom. For example, if they do not do homework, I will give them an extra assignments. If they want a good score, they should study hard, pay attention in the classroom during teaching-learning processes. Do not expect the score given by the teacher, but they should have an effort from themselves."

T2 also agreed that:

"I think punishments are the best strategy to make the students more discipline and more responsible for doing something. Punishments strategy is very important to implement in the classroom, because it can provide a deterrent effect for students, and they do not repeat the same mistakes. I give the punishments for students if they do not perform better attitude. For example, if they do not submit homework, I will punish them for doing homework in front of the class besides me. If they do not want to do it, then I will give the additional homework."

Similarly, T3 stated that:

"I give students punishments 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 for learning. I suggest for all of the teachers that we must choose the best punishments to apply in the classroom. Do

not make the students trauma in learning, do not give a negative statement for them, and do not show a negative attitude in front of them, be a good teacher in front of them.”

Based on the responses above, it can be concluded that punishments strategy is very important to apply in the classroom in order to make students more responsible and enthusiastic in learning. All of the teachers hope that by giving rewards and punishments strategy, the students more active and can motivate them in learning English.

2. The Effectiveness of Rewards and Punishments

The data were obtained from the distribution of the questionnaire to the students. It was designed to have the information about the effectiveness of rewards and punishments in the classroom. The questionnaire was distributed on Monday, 16th July 2020. The researcher distributed the questionnaire to 55 students of XI IPA SMA N 1 Indrapuri. To find out the percentages from all answers at every question, the researcher used SPSS to percentage the data.

The data were analyzed to answered the research question two, as stated in chapter 3. The data obtained can be seen in the following tables and descriptions. Here the researcher makes the data more detail to discover the frequency, percentages, and description of the data, the researcher had been divided the data as follows:

Table 4.1

“Students’ feel more active in learning English if teacher give rewards in the classroom”

Options	Frequency	Percentage (%)
Strongly Agree	35	63.6%
Agree	13	23.6%
Disagree	5	9.2%
Strongly Disagree	2	3.6%
Total	55	100%

Table 4.1 The result of questionnaire 1

The table showed that 35 students (63.6%) who strongly agree that they could be more active in learning English if teachers give rewards for them, and 13 students (23.6%) agreed with the statement. There were five students who disagree, and two students strongly disagree with the statement. So the researcher could conclude that by giving rewards in the classroom, students became more active in learning English. In this table, there was no missing data; the data was completely validated that they feel more active in the classroom when the teachers give rewards for them.

Table 4.2

“Students get rewards based on learning outcomes.”

Options	Frequency	Percentage (%)
Strongly Agree	13	24%
Agree	39	71%
Disagree	2	3.9%
Strongly Disagree	1	1.1%
Total	55	100%

Table 4.2 The result of Questionnaire 2

Based on the table above, it showed that the teachers give rewards to students based on their learning outcomes. Most of the students agree that they get the rewards in the classroom is appropriate for their works. Thirty-nine students (71%) answered they agree, 13 students (24%) strongly agree, two students (3.9%) disagree, and one student (1.1%) strongly disagree with the statement.

Table 4.3

“Students’ only want to study if the teacher give rewards in the classroom”

Options	Frequency	Percentage (%)
Strongly Agree	5	9.1%
Agree	5	9.1%
Disagree	25	45.5%
Strongly Disagree	20	36.3%
Total	55	100%

Table 4.3 The result of Questionnaire 3

According to the table above, it shows that 25 students (45.5%) disagree with the statement above, and 20 students (36.3%) strongly disagree that they only want to study if the teacher gives them rewards in the classroom. However, five students (9.1%) strongly agree, and also five students (9.1%) who agree with the statement above. It could be concluded that they were learning English not only because they want the rewards but also because they are interested in learning English.

Table 4.4

“Teachers never give rewards in the classroom”

Options	Frequency	Percentage (%)
Strongly Agree	5	9.1%
Agree	5	9.1%
Disagree	37	67.3%
Strongly Disagree	8	14.5%
Total	55	100%

Table 4.4 The result of Questionnaire 4

According to the table above, it shows that 25 students (45.5%) disagree with the statement above, and 20 students (36.3%) strongly disagree that the teachers never give rewards in the classroom. It means that the teacher uses rewards in the classroom during teaching-learning process. However, five students (9.1%) strongly agree, and also five students (9.1%) agree with the statement above.

Table 4.5

“Students’ feel more responsible in learning English if teacher give punishments in the classroom”

Options	Frequency	Percentage (%)
Strongly Agree	21	38.2%
Agree	25	45.5%
Disagree	5	9.1%
Strongly Disagree	4	7.2%
Total	55	100%

Table 4.5 The result of Questionnaire 5

Based on the table above, five students (9.1%) disagreed, and four students (7.2%) who strongly disagree with the statement. While 21 students (38.2%) strongly agree with the statement, and 25 students (45.5%) agree that they are more responsible in learning English if the teachers give punishments for them when they do not follow the lesson rules.

Table 4.6

“Punishments makes students’ unmotivated in learning English.”

Options	Frequency	Percentage (%)
Strongly Agree	9	16.4%
Agree	1	1.8%
Disagree	32	58.2%
Strongly Disagree	13	23.6%
Total	55	100%

Table 4.6 The result of Questionnaire 6

The table shows that most of the students give a negative response. There were 32 students (58.2%) who disagree, and 13 students (23.6%) strongly disagree that punishments given by the teachers make them unmotivated in learning English. However, there are nine students (16.4%) strongly agree, and one student (1.8%) agree with the statement.

Table 4.7

“Teachers’ give punishments appropriate with students’ mistakes.”

Options	Frequency	Percentage (%)
Strongly Agree	11	20%
Agree	38	69.1%
Disagree	6	10.9%
Strongly Disagree	0	0%
Total	55	100%

Table 4.7 The result of Questionnaire 7

Based on the table above, almost all students' gave a positive response to the statement. There were 38 students (69.1%) agree with the statement, and 11 students (20%) strongly agree that the teacher gives punishments for students based on the mistake they made in the classroom. Meanwhile, six students (10.9%) disagree with the statement.

Table 4.8

“Teachers give punishments without giving warning before.”

Options	Frequency	Percentage (%)
Strongly Agree	5	9.1%
Agree	4	7.2%
Disagree	43	78.2%
Strongly Disagree	3	5.5%
Total	55	100%

Table 4.8 The result of Questionnaire 8

According to the table above, it shows that 43 students (78.2%) who disagree with the statement above, and three students (5.5%) strongly disagree that teachers give punishments for students without giving warning before. Five students (9.1%) answered strongly agree, and four students (7.2%) agree with the

statement. So, it can be concluded that the teachers give a warning first before giving punishments for students.

Table 4.9

“Teacher give more punishments if students repeat the same mistake.”

Options	Frequency	Percentage (%)
Strongly Agree	13	23.7%
Agree	34	61.8%
Disagree	7	12.7%
Strongly Disagree	1	1.8%
Total	55	100%

Table 4.9 The result of Questionnaire 9

This table shows that most students get more punishments from the teacher if they repeat the same mistake because the table shows a more positive response. There are 34 students (61.8%) agree, and 13 students (23.7%) strongly agree that students would get more punishments if they repeat the same mistake. Whereas, there are seven students (12.7%) disagree, and one student (1.8%) strongly disagree with the statement.

Table 4.10

“Rewards and punishments can increase students’ motivation in learning English.”

Options	Frequency	Percentage (%)
Strongly Agree	23	41.8%
Agree	22	40%
Disagree	7	12.7%
Strongly Disagree	3	5.5%
Total	55	100%

Table 4.10 The result of Questionnaire 10

The table 10 depicts that 23 students (41.8%) who agree with the statement that rewards and punishments could increase their motivation in learning English, and 22 students (40%) strongly agree with the statement. But, seven students (12.7%) disagree with the statement above, and three students (5.5%) who strongly agree that rewards and punishment increase their motivation in learning English.

B. Discussion

This section discussed the findings of the research. According to the result of the interview and questionnaire, I have elaborated some important points in this section to answer the research questions of this study. The explanation would be presented below:

1. The Kinds of Rewards and Punishments Teacher Used in Classroom

The first research question was about the kinds of rewards and punishments used by the teachers in the classroom. The result of this research showed that the teachers used some of rewards and disciplines in the classroom in teaching and learning activity. Most of the teachers said that they used verbal rewards, symbolic rewards, token rewards and tangible and activity rewards when they employ the rewards and punishments strategies. Cascio (2007) also stated the kinds of rewards are praise (verbal), symbolic bonuses, token rewards, and tangible and activity rewards. In this research, the researcher found kinds of rewards in that school.

Based on the result of the interview, it showed that all of the lectures used verbal rewards as the best rewards which could be applied in the classroom. The types of verbal rewards that most often used by the teacher are praise. Schafer (2010) said that "A single words can make the difference between liking a person and disliking that person". It means that by only using a word, we are able to change a person's behavior or personality. The reason they used this kind of rewards because it was easier to implement in the classroom, besides that it's cheaper and less stressful about the money to prepare a gift for students.

The researcher also mentioned what words usually used by the teacher to motivate students in the classroom were. They used verbal rewards (praise) in words such as; Excellent!, Good job! Well done! Great!, etc. The researcher also mentions the verbal rewards the teacher used in sentences. Andersen (2014) states that a sentence refers to a set of words that conveys meaning. It means that each word in a sentence has the power to influence a person's behavior. As well as praise in a word, sentences are also categorized as a simple way to reinforce a person. The researcher also mentions what sentences usually used by the teacher to motivate students in the classroom were. They used verbal rewards (praise) in sentences such as; You did a great job on your assignment!, Good job, you do the best!, Nice!, Keep up the good work! Etc. From these examples, the researchers can conclude that the teacher used a variety of praise in words and sentences as a verbal reward to motivate the students.

Another strategy used by the teachers was giving an extra score for students. Giving an additional score is one of the effective ways to make students more interested and enthusiast in learning English. So that the students will be more active in the classroom, this finding is supported by Jannah (2013), who found that the students were motivated if doing the task by using rewards.

Moreover, the teachers also used tangible rewards when they employ rewards strategy in the classroom. The teacher gives an assignment for students and provides the rules whoever can complete the assignment well and on time will get a pen. So the students will do their best to get the rewards.

Based on the interview, the teacher also used some of the punishments in the classroom. Moberly et al. (2005) said that teachers using discipline for inappropriate behavior could affect students' motivation positively. The teacher said that they usually used words and sentence as a punishment in the classroom. 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 focused on the study. For some students, punishments may cause anger and embarrassment, but it can still increase their motivation in learning. Those perceptions are in line with Matera (2010), who said that punishments affect strengthening the motive (motivation) of students to learn or to work hard. Students that have received a punishment are motivated by that punishment and will give extra efforts to show better performance.

Additionally, based on the result, another strategy used by the teacher was inconvenient punishments. This is the most effective punishments that could be applied in the classroom. All of the teachers use inconvenient punishment when they employ punishments strategy. The teacher used these kinds of punishments such as giving extra task for students who did not submit homework, stand up in front of the class, to sit down beside the teacher and write some sentences or memorizing some vocabularies. The teacher said that punishments do not have a significant effect on students' motivation. That can be seen that students' feel tired in learning, depressed, they feel shame, etc. This statement is in line with Matera (2010) who explained that the punishment handed out to the students would drive them to become demotivated, disinterested or emotionally detached from the person, assignment, or even the environment. Therefore, students' can feel demotivated in learning. So, the teacher should use appropriate punishments in the classroom to make students more interested in learning English. This is purposed to make the students chary of conducting misbehavior.

2. Students' Opinions about the Effectiveness of Rewards.

The second research question was about the effectiveness of rewards and punishments towards students' motivation in learning English. In term of students' opinion about the effectiveness of rewards towards students' motivation from the question number 1, 2, 3, 4, and 5, the result showed that many students agreed that they became more active in learning English if the teacher gives rewards for them. And it also affected their motivation to learn and make them more interested in

learning English. Ilegbusi points (2013) said that teacher encouraged warm praise for students' works will increase their motivations. Therefore, rewards delivered from teachers to students can make student motivated to learn and to work hard.

In term of students' opinion about the effectiveness of punishments towards students' motivation from the question number 6, 7, 8, 9, and 10, the results showed that many students gave a positive response. They also clarified that punishments could motivate them in learning English. Moreover, most students agreed that the teacher gives punishments for students appropriate for their mistakes. The students also clarified that they disagreed if the teacher gives punishments for them without giving a warning before. It means that before the teacher gives punishments for students, they will give a warning first and give a suggestion before. In addition, students agreed that they would get more punishments from the teacher if they repeated the same mistake. And the last, almost students agreed that rewards and punishments increase their motivation in learning English. Punishment is positively able to eliminate wrong response (behavior or action) and speed up learning as a common-sense that someone will not continue to do what was punished (Ilegbusi, 2013). It shows that punishments make students not to repeat punished behavior or action. This is also in line with Holth (2005), who stated that punishment would decrease the frequency of behavior as an aversive stimulus to the behavior. If the reward is a stimulus that increases the frequency of the behavior, punishment is an aversive stimulus that

decreases the frequency of the behavior. The students clarified that they feel more responsible for learning English if the teachers give punishments to them.

From all the findings of punishment above, the researcher found that punishment has a good and bad effect on SMAN 1 Indrapuri student motivation. Students can be motivated after punished because they are aware that punishment is like a reward, which is implied to motivate them to learn and work harder. It also has students not repeating their fault.



CHAPTER 5

CONCLUSION AND SUGGESTION

A. Conclusions

This chapter specifically describes the conclusions which are drawn by the investigation of effect rewards and punishments and the effectiveness of rewards and punishments towards students' motivation in learning English of SMA N 1 Indrapuri. The participants of this study were three English teachers and 55 11th grade students of SMA N 1 Indrapuri.

Based on the interview data, the result of the study indicates that there are some rewards used by the teachers. The kinds of rewards used by the teacher are (1) verbal rewards, (2) symbolic rewards, (3) token rewards, and (4) tangible and activity rewards. The reason they used these kinds of rewards is to make students more active and interested in learning English and also can motivate them to learn English.

The result of this study also indicates that there are some punishments used by the teacher in the classroom. The kinds of punishments used by the teacher are (1) words and sentence, and (2) inconvenient punishments. The reason for the teacher gives punishments for students because there is a lack of motivation in learning, and they did not complete the assignment on time.

This study also described the effectiveness of giving rewards and punishments in the classroom. Based on the finding of the questionnaire, students had a positive response towards giving rewards and punishments strategies used by the teacher in the classroom. According to the results, most students agreed that they became more active in learning if the teacher gives rewards in the classroom. Additionally, the students also agreed that they would be more responsible in learning if the teacher gives punishments based on the mistake they made. `

From the finding of the questionnaire, the students also had a positive response towards rewards and punishments used by the teacher in the classroom. From the statements of the questionnaire, almost all students agreed that rewards and punishments increase their motivation in learning English of SMA N 1 Indrapuri.

B. Suggestions

Besides the conclusion, the writer hoped that this research would provide benefits in the teaching-learning process and the next researches. The writer suggested teachers to always have good communication with the students during the teaching-learning process. The teachers also need to use some strategies in order to make students more interested and also can motivate them in learning, especially in learning English. The writer would provide further recommendations for further research because of the limitation of this study; this research involved a

small number of participants, only three English teachers and 55 students, thus for future study, it is better to involve a large number of participants.



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SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-15098/UN.08/FTK/KP.07.6/10/2019

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

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian minaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dirumuskan 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-undang Nomor 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;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
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 September 2019
- MEMUTUSKAN**
- Menetapkan** :
PERTAMA : Menunjuk Saudara:
- | | |
|-----------------------------|----------------------------|
| 1. Dr. Luthfi Azzie, MA | Sebagai Pembimbing Pertama |
| 2. Dr. Saiful Muliok, M. Ed | Sebagai Pembimbing Kedua |
- Untuk membimbing Skripsi :
- Nama : Eka Safrida
- NIM : 150203112
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : The Effect of Rewards and Punishments towards 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.025.042.423925/2019 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: 15 Oktober 2019

Am. Rektor
Dekan



Muslim Razali

Tersusun

1. Rektor UIN Ar-Raniry sebagai Japaraq;
2. Ketua Prodi PBT Fik, Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dipukutan dan ditakusukant;
4. Mahasiswa yang bersangkutan;
5. Arap.



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBİYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kapelma Darussalam, Banda Aceh
Telepon : 0651- 3557321, Email : uir@ar-raniry.ac.id

Nomor : B-6621/Un.08/FTK.1/TL.00/07/2020
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

1. 1. SMA N 1 Indrapuri
2. 2. Dinas Pendidikan Provinsi Aceh

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : EKA SAFRIDA / 150203112
Semester/Jurusan : X / Pendidikan Bahasa Inggris
Alamat sekarang : Gampoeng Setot Tunong, Indrapuri, Aceh Besar

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 Effects of Rewards and Punishments towards Students' Motivation in Learning English*

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

Banda Aceh, 14 Juli 2020

an. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan,



M. Chalis, M.Ag.

Berlaku sampai : 14 Juli 2021



PEMERINTAH ACEH
DINAS PENDIDIKAN

Jalan Tgk. H. Mohd Daud Beureueh Nomor 22 Banda Aceh Kode Pos 23121

Telepon (0651) 22620, Faks (0651) 32386

Website : disdikacehprov.go.id, Email : disdik@acehprov.go.id

Nomor : 070 / B / 2020
Sifat : Biasa
Lampiran : -
Hal : Izin Penelitian

Banda Aceh, Juli 2020
Yang Terhormat,
Kepala SMA Negeri 1 Indrapuri
Kabupaten Aceh Besar
di
Tempat

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor : B-6621 Un.08/FTK.1/TL.00.07/2020 tanggal, 14 Juli 2020 hal : "Mohon Bantuan dan Keizinan Melakukan Penelitian Skripsi", dengan ini kami memberikan izin kepada:

Nama : Eka Safrida
NIM : 150203112
Program Studi : Pendidikan Bahasa Inggris
Judul : "THE EFFECTS OF REWARDS AND PUNISHMENTS TOWARDS STUDENTS' MOTIVATION IN LEARNING ENGLISH"

Namun untuk maksud tersebut kami sampaikan beberapa hal sebagai berikut:

1. Mengingat kegiatan ini akan melibatkan para siswa, diharapkan agar dalam pelaksanaannya tidak mengganggu proses belajar mengajar.
2. Harus mentaati semua ketentuan peraturan Perundang-undangan, norma-norma atau Adat Istiadat yang berlaku.
3. Demi kelancaran kegiatan tersebut, hendaknya dilakukan koordinasi terlebih dahulu antara Mahasiswa yang bersangkutan dengan Kepala Sekolah dan Cabang Dinas Pendidikan setempat.
4. Melaporkan dan menyerahkan hasil Penelitian kepada pejabat yang menerbitkan surat izin Penelitian.

Demikian kami sampaikan, atas kerjasamanya kami haturkan terima kasih



Tembusan

1. Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh;
2. Mahasiswa yang bersangkutan;
3. Arsip



**PEMERINTAH ACEH
DINAS PENDIDIKAN
SMA NEGERI 1 INDRAPURI**

Jalan: Banda Aceh-Medan KM. 27,4 Kabupaten Aceh Besar
Kode Pos: 23363, Email: sma1indrapuri@gmail.com



SURAT KETERANGAN PENELITIAN

Nomor: 070 / 136

Sehubungan dengan Surat Kepala Dinas Pendidikan Aceh Nomor: 070/B/ /2020 tanggal Juli 2020, tentang Izin Pengumpulan Data/ Izin Penelitian, dengan ini menerangkan :

Nama : Eka Safrida
NIM : 150203112
Program Studi : Pendidikan Bahasa Inggris
Universitas : Islam Negeri Ar-Raniry
Jenjang : S-I

Benar yang tersebut namanya diatas telah selesai mengadakan Penelitian/ Pengumpulan data sejak tanggal 16 s.d 22 Juli 2020 pada Sekolah Menengah Atas (SMA) Negeri 1 Indrapuri Kabupaten Aceh Besar, dengan Judul:

"THE EFFECTS OF REWARDS AND PUNISHMENTS TOWARDS STUDENTS' MOTIVATION IN LEARNING ENGLISH".

Demikian surat keterangan izin Penelitian ini kami buat untuk dipergunakan seperlunya,

Indrapuri, 27 Juli 2020
Kepala Sekolah,

Drs. Jamaluddin
NIP. 19621203 199412 1 003

LIST OF INTERVIEW

Interview for the teacher

1. Apa yang ibu ketahui tentang *reward*?
2. Apa yang ibu ketahui tentang *punishment*?
3. Bagaimanakah pendapat ibu mengenai *reward* dan *punishment* yang diterapkan dalam pelajaran, khususnya pada mata pelajaran Bahasa Inggris?
4. Apa alasan ibu memberikan *reward* kepada siswa?
5. Apa alasan ibu memberikan *punishment* kepada siswa?
6. Apakah ibu merencanakan mengenai pemberian *reward* dan *punishment* ini? Jika iya, kapan pemberian *reward* dan *punishment* itu dilaksanakan?
7. Apa kendala pertama kali dalam menerapkan sistem *reward* dan *punishment*?
8. Menurut pendapat ibu, apakah dengan memberikan *reward* atau *punishment* kepada siswa itu efektif? Jika iya, bagaimana *reward* atau *punishment* yang efektif untuk diterapkan dikelas?
9. Apa sajakah kelebihan dan kekurangan yang ada dalam proses pelaksanaan *reward* dan *punishment*?
10. Bagaimana contoh dari penerapan *reward* dan *punishment* pada saat kegiatan belajar mengajar?
11. Dengan adanya *reward* dan *punishment*, apakah para siswa masih ada yang melakukan pelanggaran? Jika masih ada, mengapa bisa terjadi?
12. Bentuk pelanggaran apa yang sering dilakukan para siswa di dalam kelas?
13. Bagaimanakah harapan-harapan ibu selanjutnya terkait dengan penerapan *reward* dan *punishment* ini?

Students' Questionnaire

<https://forms.gle/3tB1DgCNXvWrRqmr9>

Dear student,

This questionnaire is designed to know your opinion about the effects of rewards and punishments to increase motivation in learning English. It is believed that your responses would help the researcher to get the necessary information.

Name :

Sex : Male/ Female

Age :

No	Statements	Remark			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1	I can be more active in learning English if the teacher give me rewards when I can complete assignment well.				
2	I get the rewards based on my learning outcomes.				
3	I do not want to study if the teacher do not give the rewards.				
4	The teacher never give rewards in the classroom.				
5	I can be more responsible in learning English if the teacher give punishments when I do not follow lesson rules.				
6	Punishments make me unmotivated in learning English.				
7	The teacher give punishment appropriate with the mistake I made.				
8	The teacher gives punishments without giving a warning first.				

9	Teacher give me more punishments if I repeat the same mistakes.				
10	Rewards and punishments can increase motivation in learning English.				

