

**STUDENTS' PERCEIVED IMPACT OF REWARDS AND PUNISHMENTS
ON THEIR MOTIVATION IN LEARNING ENGLISH**

THESIS

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FAKULTAS TARBIYAH DAN KEGURUAN

UNIVERSITAS ISLAM AR-RANIRY

BANDA ACEH

2021 M / 1443 H

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*

Universitas Islam Negeri Ar-Raniry Banda Aceh

In Partial Fullfillment of The Requirement for

The Bachelor Degree of Education in English Language Teaching

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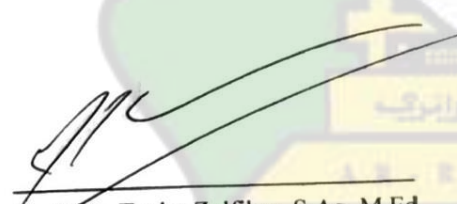
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and has been accepted in partial fulfilment of the requirements
for the Bachelor Degree of Education in English Language Teaching

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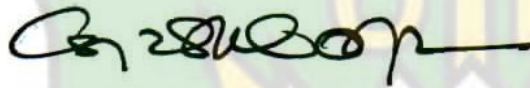
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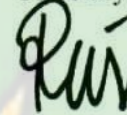
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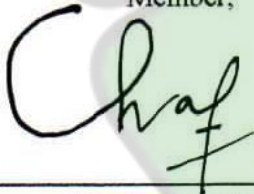
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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

All praises are due to Allah, God of the Almighty, who always blesses and gives me health, strength, and chance to complete this thesis the undergraduate program in department English language education, Ar-raniry state Islamic University. Peace and prayer be upon to our prophet Muhammad SAW who has guided us from the jahiliyah era to islamiyah era.

My deepest gratitude is addressed to my best supervisor Mr. Prof. Dr. T. Zulfikar, M.Ed as first supervisor and Mrs. Siti Khasinah, S.Ag., M.Pd as second supervisor who have given the time, consultation, support, suggestion, advice to me during completing this thesis. My appreciation is also addressed to all English Language Education Lectures and staff who have guided and helped me during study in this department. As well, my recognition and thanks to all students in SMP IT Luqmanul Hakim who participated in this research. May Allah make all things easier for them.

Furthermore, my special thanks to my beloved parents, Shabirin and Nurlaili for their great kindness, endless love, and everlasting support both moral and financial, so that I could study until this current level. Then, to my beloved brothers, Nabil who always supported and motivated me with all his prayers. They are the most precious people who make me keep moving forward.

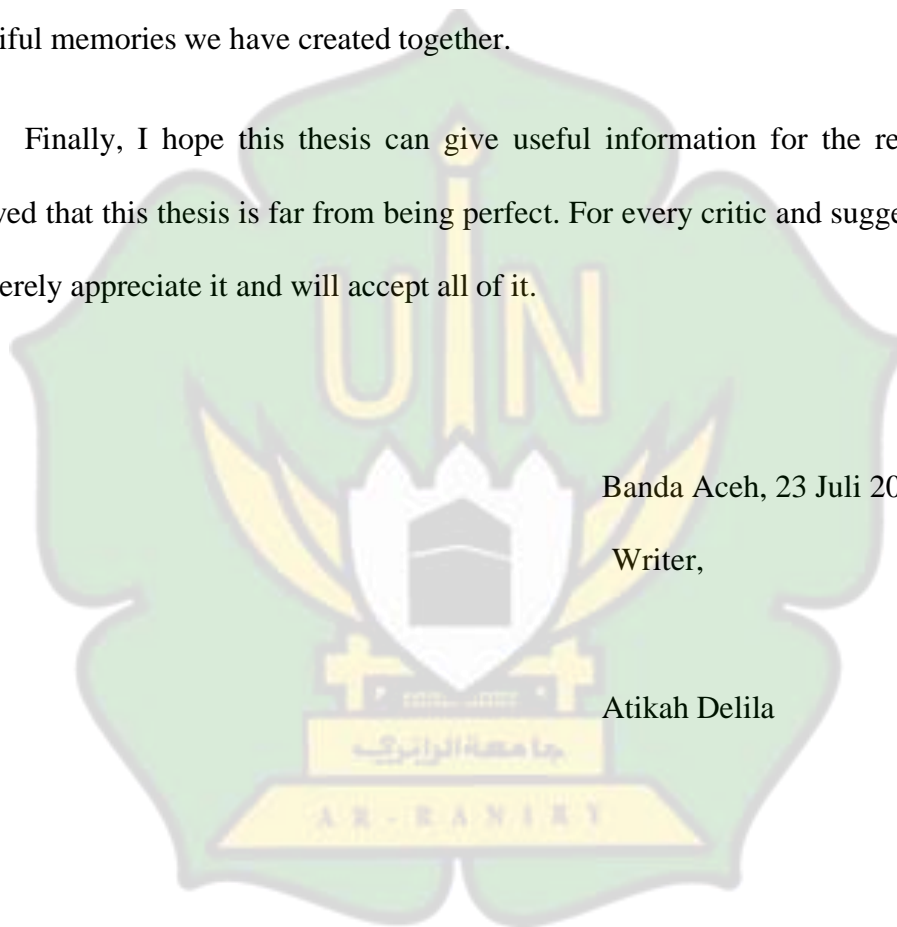
Last but not least, my special appreciation is addressed to my supporting system, M. Hidayatullah, Missy Risa Sabila, Dara Luthfia, Syaifaturrahmah, who always accompany me in the ups and downs. May Allah SWT always bestow mercy and blessings them in the world and hereafter. I also would like to thank my friends in the English Education Department of 2017, especially unit 6 for the beautiful memories we have created together.

Finally, I hope this thesis can give useful information for the reader. I believed that this thesis is far from being perfect. For every critic and suggestions, I sincerely appreciate it and will accept all of it.

Banda Aceh, 23 Juli 2022

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ABSTRACT

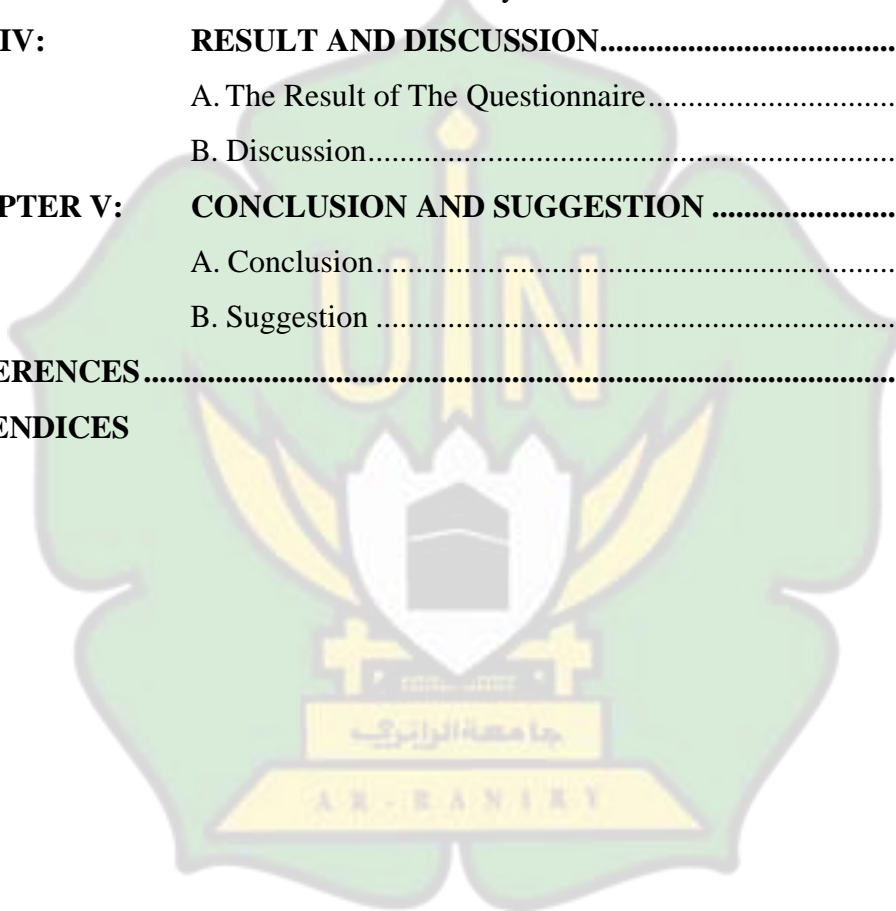
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Thesis working title : Students' Perceived Impact of Reward and Punishment on Their Motivation in Learning English
Main Supervisor : Prof. Dr. Teuku Zulfikar, S. Ag., M. Ed
Co-Supervisor : Siti Khasinah, S. Ag., M.Pd
Keyword : Reward, Punishment, Motivation

Teachers can apply several techniques to improve students' motivation in learning English. Providing reward and punishment is one ways to increase the enthusiasm and motivation of students in the learning process. The aim of this study is to find out the perception of the students on the impact of reward and punishment toward their motivation in learning English. A quantitative descriptive research was used in this study. The data was collected by distributing questionnaire directly to 95 students of SMP IT Luqmanul Hakim which used total sampling. From the questionnaire the effect of rewards on student motivation in learning English are: reward increases student's motivation to be more active in learning English, and rewards can motivate students to repeat their achievements. Concerning with the impact of punishments on student motivation, punishments have positive and negative impact. Same like reward, punishments increase student's motivation to study and they are responsible to do better. On the other hand, punishments can decrease students motivation. Moreover the results of the questionnaire showed that most of students perceived reward and punishment on their motivation in learning English from teachers positively. Students agreed that the impact of reward and punishment can encourage them to participate actively and to be more responsible in learning English. Additionally, it can motivate them to study harder.

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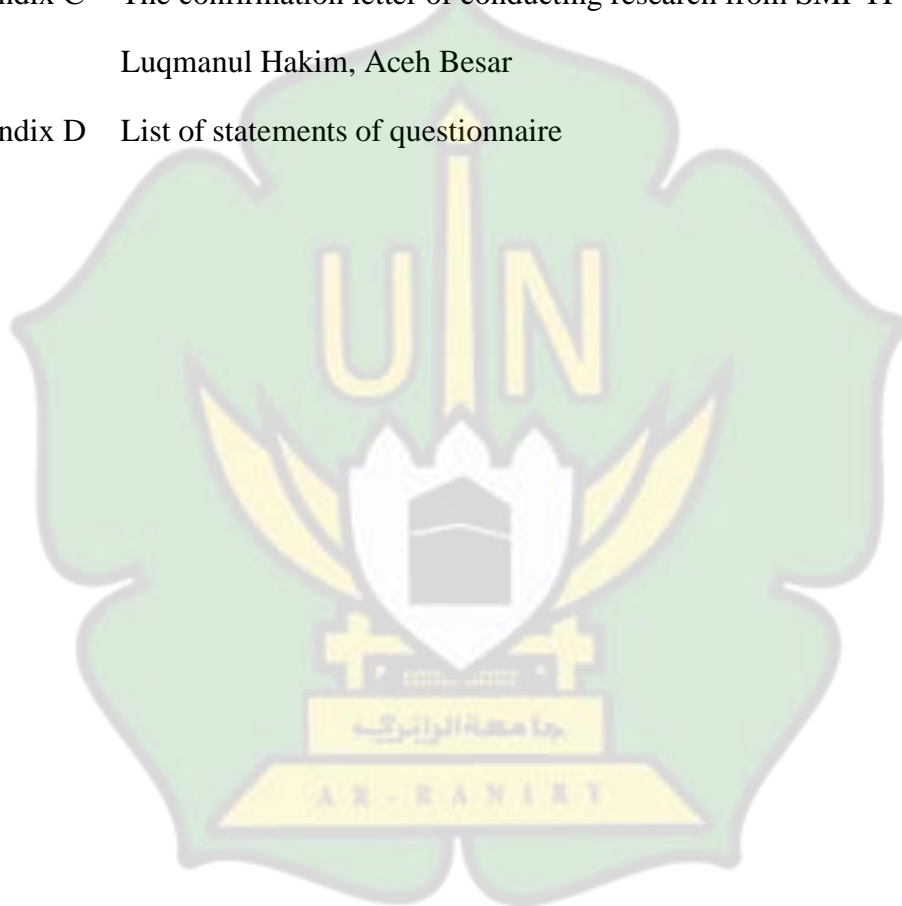


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CHAPTER I

INTRODUCTION

This chapter presents and introduces background of the study, research questions, the aims of the study, the significance of the study, terminology and relevant studies. This part is made as an introduction to the study that will be conducted then.

A. Background of the study

Education is the most important thing for human beings. It is the key to success in the future and getting the knowledge useful for living a better life. The goal is to educate and develop students' potential. Learning is a process of educational interaction between students, teachers, and the environment that includes various learning components to attain the learning goals (Unang, 2018). The teaching and learning process is the main activity of schools. There is a process of the students' level of knowledge, comprehension, skills, and behaviour. Educational goals will achieve through the learning-teaching process, which changes the students' behaviour and increases their knowledge.

In this globalization era, people use English as communication in their lives. Without knowing proper English, people will no longer communicate correctly with others. English is a global language because English is studied and used as a communication tool in various countries, both as a first language, second language, or foreign language (Crystal, 2003). Because English has an important role, it needs to be introduced to children. English is the first foreign

language studied in Indonesia as a compulsory subject from junior high school to university (Zacharias, 2003). Teaching English is concerned with any particular teaching methods for achieving specific objectives. The students may have learning difficulties because English is different from the native language. For this reason, students should be motivated to be more active in learning English.

Many factors cause the low learning motivation of students. Teaching English requires appropriate management used by the teacher in the classroom. Most teachers still use conventional learning models. The position of the teacher is essential in increasing student motivation. The way the teacher transfers the knowledge to the students will influence the learning objectives because the teacher is directly involved with the students in the class (Dahlia, 2019). Students' success in learning also depends on how the teachers operate in their classrooms, their decisions, their actions, their interactions with students, their presentation skills, and the way they manage the group. So the teacher must find the right solution to increase the enthusiasm and motivation of students when the learning process takes place.

Teachers can apply several techniques to reinforce positive and negative responses. One of them is providing rewards and punishment as an educational tool to improve students' motivation to learn English. This system is part of the motivation for students to become better and make someone's behaviour that is already good will be repeated or increased; this is a positive response. In contrast, the negative response aims for bad behaviour to be lost or reduced. Learning will be more interesting when the teacher presents an appreciation by giving rewards

and punishments during the learning process. The role of the reward and punishment in the classroom is to motivate and encourage the student that they are designed to be enthusiastic about learning (Howlin, 2015). It can make it easier for the teacher to increase the students' motivation and achieve the goal of learning.

Learning is achieved if the students are well motivated. Therefore, motivation is important to student success. Reward and punishment are common learning systems used in various settings, including education, work, and daily life. This system has an impact on the majority of our learning activities. They come in various forms that must be applied by considering time and place to achieve the best results. Reinforcement can occur naturally due to daily interactions with the social environment or as part of a habit (Miltonberg, 2013).

Rewards and punishments implementation were still debated by experts related to its effect. Some experts argue that reward and punishment are good for student motivation. Ilegbusi (2013) states that students will be motivated to study hard to receive a reward if they can finish their tasks. He believed that if the teacher provides rewards for students' work, it will enhance their motivations and grades. Even though some researchers see that reward has a positive impact, others see that reward has a negative impact. The use of rewards will break children's relationships with classmates and adults, create an atmosphere of competitiveness, and kill creativity and enthusiasm in the task (Moberly, 2005). The impact has led to consequences in which students lose peer relationships. The researcher also has some arguments about the effect of punishment. The use of

punishment has both positive and negative effects (Ilegbusi, 2013). Punishment can cause anger, resistance, and a desire for revenge (Kohn, 2005). These emotions are not conducive to building a caring community or fostering social competence in children. The arguments of researchers remain to be debated.

The use of rewards and punishments in learning have different effect. Some students responds positively and other students respond negatively. Students who respond positively they feel motivated to study harder when get a reward. While students who respond negatively they feel demotivated with the punishment. SMP IT Luqmanul Hakim as a source of the data in this study implemented rewards and punishments in learning English. In that school reward and punishment also applied in English day program, so that if the students do not speak English they will get punishment and get the reward when they obey the rule.

This research was conducted to find out the perception of the students on the impact of reward and punishment toward their motivation in learning English at SMP IT Luqmanul Hakim. This research focused on the effect of rewards and punishments on students' motivation in learning English at first, second and third grade of SMP IT Luqmanul Hakim.

B. Research Question

Based on the background of the study above, the researcher formulates the research question: What is students' perception on the impact of reward and punishment toward their motivation in learning English at SMP IT Luqmanul Hakim.

C. Research Aim

Based on the problem of the study, the purpose of this study is to find out the perception of the students on the impact of reward and punishment toward their motivation in learning English at SMP IT Luqmanul Hakim.

D. Previous Studies

The study about reward and punishment toward students' motivation in learning English have been conducted by some researchers. The research was conducted by Ulfa (2021) entitled *The Students Perception Of Rewards and Punishment Toward Their Motivation in English Learning At First Grade In SMA*. The research was conducted to determine students' perceptions and effects of reward and punishment for their motivation in learning English. The sample of the research was the first grade students of SMA Negeri 3 Bantaeng. The researcher used qualitative method. The research design used observation, interviews, and documentation, that consisted of data reduction, display, and verify conclusions. This study reveals that students' perceptions of reward and punishment in learning English are something that is very fun and enjoyable when applied in the learning process because it can increase enthusiasm for learning.

Another research has been conducted by Riswanda (2016) from Muhammadiyah Yogyakarta University about students' perception on the effect of reward and punishment implemented at English Education Department of University Muhammadiyah Yogyakarta. The research adopted a qualitative approach that took a place at EED UMY and took four student as the participants

of this study. The participants were chosen through purposive sampling in which the participants should have received both reward and punishment. The study stated 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.

Another research came from Irawati and Fauzia (2016) which studied about the use of reward and punishment to increase young learners' motivation in learning English as foreign language in Indonesia. The researcher discuss about procedure and advantages of reward and punishment. Reward is an appreciation given by the teacher to the students who can follow the lesson well and finishing the assignment. Meanwhile, punishment is a bad treatment that is given to the students who do not focus in learning process, do not care of their assignment, and have bad habit during the class. Reward and punishment can be given through verbal and non- verbal form (action). Kinds of reward are mimic, gesture, compliment or positive feedback, point or sticker, and present. Kinds of punishment are warning, memorizing vocabulary, decreasing students' point, and moving students' seat. Besides to motivate student, reward and punishment also make the students become more discipline and study harder than before.

E. Significance of the Study

This study is expected to bring advantages for schools, teachers, and students. First, the researcher was expected to give an overview or information on students' motivation. Second, this study was expected to be useful for English

teachers to provide a solution to solve the learning problems and consider teachers to improve the quality of the teaching and learning process. Third, this study can help students enhance their motivations in learning English by using reward and punishment.

F. Terminologies

To avoid ambiguous meaning of some terms in this research, the researcher gives the operational definitions of the significant terms in the topics. Some terms used in this study will be defined as follow :

1. Rewards

In this research, reward is a present which teacher gives to students as a gift because of their good behavior. Reward is broadly defined as a tool that teachers use to try and reinforce a desired behavior (Witzel & Mercer, 2003). Most the students try to get a positive assessment from the teacher for their abilities and efforts through reward as an effective element in increasing student motivation.

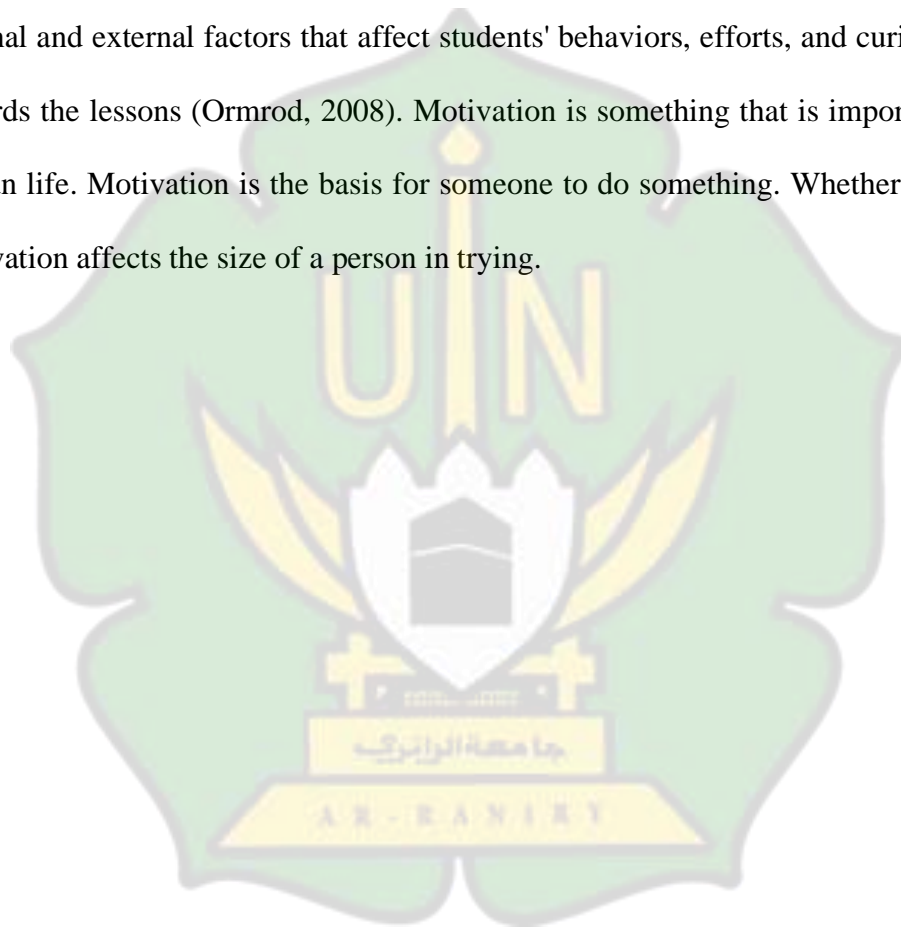
2. Punishments

In this research, punishment is an educational treatment for students who have negative behaviour. Teachers use punishment strategies as a way to manage students' behavior in the classroom and it can provide learning motivation for students. Punishment is defined as a procedure in which certain responses of behavior that have consequences, those responses decrease in frequency, and that

occurs because of the response–consequence relation, and not for some other reason (Holth, 2005).

3. Motivation

In this research, motivation is an effort or process that pushes students to do something to achieve the goal of learning. Motivation is the summation of internal and external factors that affect students' behaviors, efforts, and curiosities towards the lessons (Ormrod, 2008). Motivation is something that is important in human life. Motivation is the basis for someone to do something. Whether or not motivation affects the size of a person in trying.



CHAPTER II

LITERATURE REVIEW

A. Reward

1. Definition of Rewards

Reward comes from English which means award or prize (Echol & Shadly, 1996). Reward is originating from behavioristic theory (Watson, 2016). Reward is a response to a behavior that can increase the possibility of the behavior returning.

Reward is one way for teachers to appreciate students for their actions that deserve praise. According to Kasyulita and Armelida (2019), 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. Reward is meant as a way to make learning fun for students.

Reward as an educational tool is given when a child does something good, has succeeded in reaching a certain stage of development, or achieves the desired achievement (Shoimin, 2014). As an educational tool, rewards have an essential role for students. Rewards are external consequences that can satisfy the motive for an achievement. In education, reward also is a positive technique used by teachers in the learning process to increase student motivation. Teachers can give rewards to students in various ways, such as nodding your head as a sign of agreeing with the answers given by the participants students, giving appropriate

praise, providing fun and valuable objects for students, and so on (Wahidin & Syaefuddin, 2018)

Based on the statement above, we can conclude that reward is something that the teacher gives in the form of an award that makes students feel happy based on the good results that have been achieved in the educational process to make someone more active to improve motivation. Students always have ideals, hopes, and desires. With this technique, if students do good deeds or achieve specific accomplishments, they will be given attractive rewards in return.

2. Type of Rewards

There are two types of reward : positive and negative (Mitonberg, 2013).

a. Positive Rewards

Positive reward is an intangible award of recognition, a sense of achievement, or a conscious satisfaction. For example, compliment from a teacher motivates students and informs them of how they are progressing and what they may need to focus on. It is the knowledge that the students do something right and get positive feedback from the teacher. When feedback is given, it should be delivered in a positive emotional tone, not with annoyance or frustration (Kauchak & Eggen, 2007). Students need to feel safe in asking for assistance and it will make them more interested 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.

b. Negative Rewards

Negative reward is the frequency of a response increases because it is followed by the removal of an unpleasant stimulus (Amalia, 2016). The removal of an unpleasant reinforcement can also strengthen behavior. This is known as negative reward because it is the removal of an adverse stimulus. Negative reinforcement strengthens behavior because it stops or removes an unpleasant experience. For example, if the students do not do the work from the teacher, then students will not get a score. They will get additional assignments. But if students are able to complete the task then avoid getting additional assignments, this strengthens the behavior of completing the task.

3. Kinds of Rewards

Adriani (2013) stated that the rewards that give to students can be various kinds, but it can be distinguishing into four types, namely :

a. Praise

Praise is a form of reward that is most easily implemented. Praise can be in the form of words like good, excellent and so on, but can also be suggestive words for example: well next time it will be better, now you have been more diligent in learning. Beside that in the form of words of praise can also be in the form of

signs or signs, for example: by showing the thumb, by tapping students' shoulders, applause and so on.

b. Privileges

This reward can take the form of privileges to children for their achievements that are announced and displayed before their friends both in front of classmates and school friends. Other rewards are in the form of giving opportunities, for example, to children who have succeeded in completing a problem that is difficult to be asked to move forward to work on the board for example, their friends can leave the class early.

c. Gift

The Gift here is in the form of goods. Gift in the form of giving goods are also called material gifts. Material Gift in the form of goods can consist of school supplies such as pens, pencils, rulers, notebooks, novels, textbooks and others, in the form of foods such as chocolate, sweets, and snacks.

d. Sign of appreciation

The award sign is not assessed in terms of the price and usefulness of these items as well as the prize. Rather, the mark of appreciation is judged in terms of impressions or values of memories. Therefore this sign of appreciation is called a symbolic award in the form of letters of appreciation, certificates, trophies and so on.

4. Function of Rewards

Using reward in the classroom helps teacher increase student's motivation. Reward convey information about one's skill or competence when they are linked to actual performance or progress, such as when a teacher praises students for learning new skill or acquiring new knowledge. Santrock (2004) goes on to point out that classroom reward can be useful. Referring to the statement above, when reward is given by the teacher, the students can associate acting and behavior in feeling of happiness. Usually, students will do something that trigger reward continuously. Beside, reward has a purpose to make the students do everything more diligently to increase the score. Rewards can be an effective way to encourage students. It can be as tasks or materials that initially motivate students become involved in learning. There are the function of rewarding for students :

- a) The value of educating, because it shows that the child's behavior in accordance with what is desired.
- b) Motivation, so that accepted behavior is repeated again.
- 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.

The function of reward in learning is that students will receive an award after learning well and will do their own learning outside the classroom. Reward can also be said as a motivation given by the teacher to his or her students (Sardiman 2007:92). Usually, students will do something that trigger reward continuously.

Beside, reward has a purpose to make the students do everything more diligently to increase the score. Rewards can be an effective way to encourage students. It can be as tasks or materials that initially motivate students become involved in learning.

B. Punishment

1. Definition of Punishments

Punishment as an educational tool, although it causes suffering for students who are punished, but it can also be a motivational tool, a driving tool to intensify student learning activities. Students try to always fulfill their learning tasks, in order to avoid the danger of punishment. With the punishment, it is hoped that students will realize the mistakes they have made, so that students will be careful in taking action. Punishment is presenting a situation that is unpleasant or wants to be avoided to reduce behavior that has an effect on changing a person's behavior.

According to Holth (2005, p. 43), punishment is defined as a procedure in which certain responses (improper 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 reasons. If a thing can be reducing an improper behavior reappeared, then it is meant as punishment.

In addition, Punishment is a consequence that decreases the probability that behavior will occur (Santrock, 2006, p. 222). Punishment is an educational effort

to correct and direct students in the right direction, not practice punishments and tortures that block creativity

From some of the opinions above, it can be concluded that punishment is a sanction that is less enjoyable and done intentionally to students so as not to repeat again and aims to motivate students to be more creative and clever.

2. Type of Punishments

According to Kosslyn and Rossenberg (2002) There are two types of punishment: positive and negative.

a. Positive Punishment

Positive punishment is the part of punishment, which also focuses on decreasing the rate of any specific undesired behavior from an individual. The concept works by presenting a certain negative consequence to the individual once an undesired behavior has been exhibited. When any individual is subjected to negative consequence, the individual is less likely to repeat the same behavior in the future. Some example of positive punishment is give 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 the part of punishment, which also focuses on decreasing the rate of any specific undesired behavior from an individual. The concept works by removing a certain favorite or desired item from the individuals

life. When a certain desired stimulus/item is removed from an individual life, the undesired behavior is exhibited, and there is less chance of the behavior occurring again in the future.

3. Kinds of Punishments

According to Irawati (2016), the kinds of punishment divided into four :

a. Physical Punishment

Physical punishment is for those who give punishment to someone who is against, such as hitting and pinching. This kind of punishment has been applied for centuries mostly in non-education field. Currently, this kind of punishment is now rarely applied. This is actually a good punishment to make students prevent of doing some misbehavior. Also, this punishment may frighten the students to fail in achieving the objectives.

b. Word and Sentences

In giving punishment, a teacher may use threatening and mocking words or sentences. This can be done when students do not obey class rules such as not paying attention to learning and making noise in class. Therefore, to maintain class activity and focus on learning, sanctions will be applied if there are students who violate. Also, the teacher can use threatening words such as pressure before the exam so that the students will try their best to avoid the punishment mentioned by the teacher.

c. Stimulus Psychical Punishment

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

d. Inconvenient Punishment

Teacher can use this kind of punishment such as having students stand in front of the class, get out of class, stand next to the teacher, sit next to the teacher, or write sentences and rewrite 10 or more times. These punishment are punishments that are often used or encountered in class. This is intended so that students are wary of inappropriate behavior.

4. Function of Punishments

Punishment should be consistent and applied every time the students engage in the miss behavior. Punishment is applied in teaching and learning activities for certain purpose, most generally to encourage and enforce proper behavior defined in society or family (Ma'ififah, 2010). When teacher want to decrease children undesirable behavior (such as teasing and hogging), punishment should be used only as the last resort and always inconjunction with providing the child information about appropriate behavior. Punishment must be given depending on the students' action instead of lecturer's mood. Teacher should give the punishment immediately after misbehavior occurred and make the students understand that wrong doing will have the punishment as its consequence.

According to Purwanto (2006, p.191) so that punishment can become an educational tool, then a teacher before giving punishment to the student who does violations should teachers pay attention to the terms punishment of a pedagogical nature. Punishment cannot be a threat or revenge of a teacher against students. Every punishment must be consciously given and taken into account. So that the punishment must be felt by student for their mistake. Punishment does not have to physically hurt student and damage relationships between the educator and the students. The existence of the punishment can alert students to the entire mistake and make students have good behavior. The function of punishment are two kinds, Goals in the short-term and long-term. The function goal in the short-term is to stop the wrong behavior, while in the long-term is to teach and encourage the student to stop their misbehavior.

C. Motivation

1. Definiton of Motivation

Motivation is seen as a mental drive that motivates and directs human behavior, including learning behavior (Dimiyati, 2013). It means that motivation is an impulse that exists within a person to do something. Students who study diligently have inner motivation. Someone who is motivated will do something to fulfill their needs. Conversely, someone who does not have motivation, then he will tend to be lazy and passive.

Mc.Donald (2013) found that Motivation is a change of energy in a person that is characterized by the emergence of feelings and reactions to achieve goals. In this case motivation is relevant to the problems that can determine human

behavior. Motivation arises because it is driven or stimulated by the existence of a goal. Motivation also can be defined as the driving force behind all the actions and situations of an individual. The influence of an individual's needs and desires both have a strong impact on direction of their behavior to the better way.

Based on the explanation above, we can conclude that motivation encourages, influences, and changes behavior. Without motivation there will be no learning action. Motivation serves as a directive which means directing actions to achieve the desired goals. Motivation is a condition that exists in individuals who encourage them to carry out certain activities in order to achieve a goal. Motivation is also defined as a force contained within the individual that causes an action.

2. Types of Motivation

There are several types of motivation that underlie a person to do something. This motivation can be classified into two types, as follow :

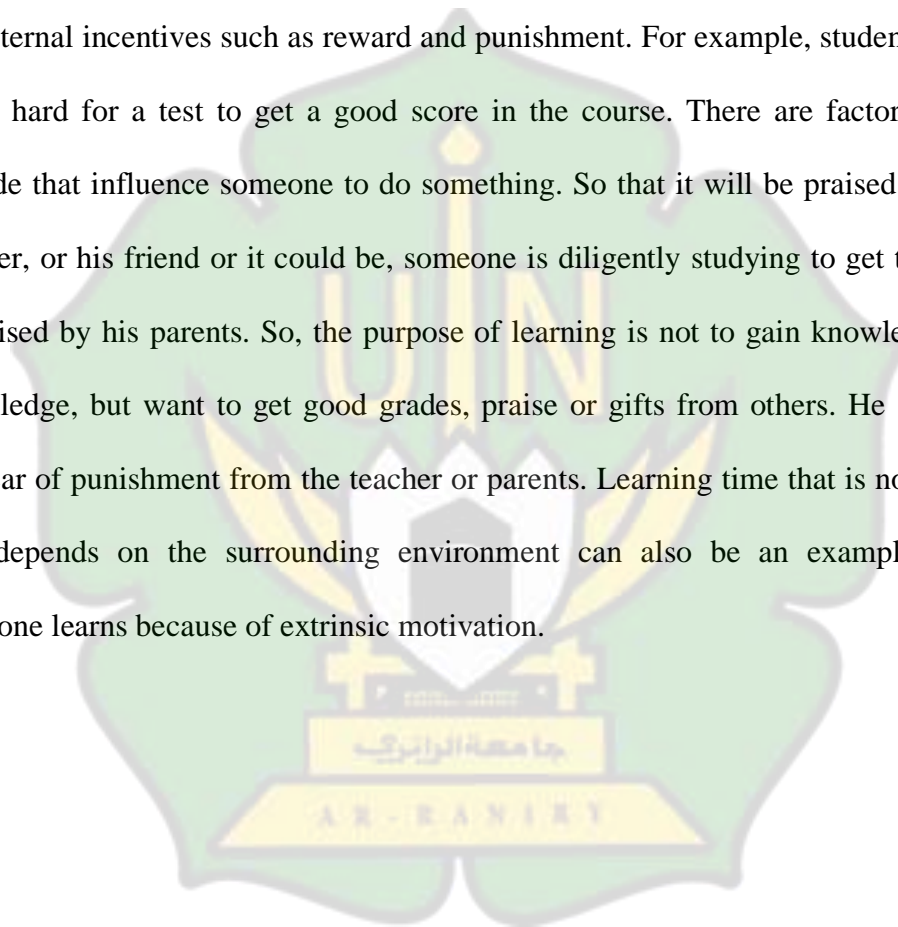
a. Intrinsic Motivation

Intrinsic motivation involves the internal motivation to do something for its own sake (Santrock, 2009). Intrinsic motivation comes from within the individual. Thus a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better (Harmer, 2007). Intrinsic motivation is the natural human tendency to seek out and conquer challenges as we pursue personal interests and exercise our capabilities. Most contemporary explanations

of motivation include a discussion of needs, goals, beliefs and self-perception, interest, curiosity, emotions, anxiety.

b. Extrinsic Motivation

Extrinsic motivation involves doing something to obtain something else (a means to an end). Santrock (2009) define extrinsic motivation is often influenced by external incentives such as reward and punishment. For example, students may study hard for a test to get a good score in the course. There are factors from outside that influence someone to do something. So that it will be praised by the teacher, or his friend or it could be, someone is diligently studying to get the gift promised by his parents. So, the purpose of learning is not to gain knowledge or knowledge, but want to get good grades, praise or gifts from others. He studied for fear of punishment from the teacher or parents. Learning time that is not clear and depends on the surrounding environment can also be an example that someone learns because of extrinsic motivation.



CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the steps of conducting the research that includes research design, research setting, method of data collection, and method of data analysis.

A. Research Design

This study investigated in quantitative research. According to Matthews & Ross (2010) quantitative research methods are used to obtain structured data that can be represented numerically. The researcher adopted quantitative descriptive research, which is a type of research that identifies the characteristics of an observed phenomenon (Kumar, 2005). This study applied quantitative research which aims to find out the percentage of the students' perceived impact of reward and punishment on their achievement in learning English. The researcher collected the data using a rating scale questionnaire, which is a closed-ended questionnaire. Due to this study was non – experimental research, so there was no test hypothesis.

B. Research Setting

a. Population

Arikunto (2006) points out that the population is the entire subject of research. According to Creswell (2012) stated that population is a group of individuals who have the same characteristic. Respondent or participant is an

imperative aspect of this research. It is because, without participants, this research cannot be conducted. In this study, the population of this research are all the students of SMP IT Luqmanul Hakim. There are 6 classes namely VII A, VII B, VIII A, VIII B, IX A, IX B total number of students are 95 students.

b. Sample

The researcher used total sampling to select research respondents. Total sampling is a sampling technique if the number of population and sample that were used in the study is equal (Sugiyono, 2009). Since the total of students at SMP IT Luqmanul Hakim were 95 students and it was less than 100 in number, the researcher selected all the population became the sample of this study. Thus, the total of population became the representative students and filled the questionnaire.

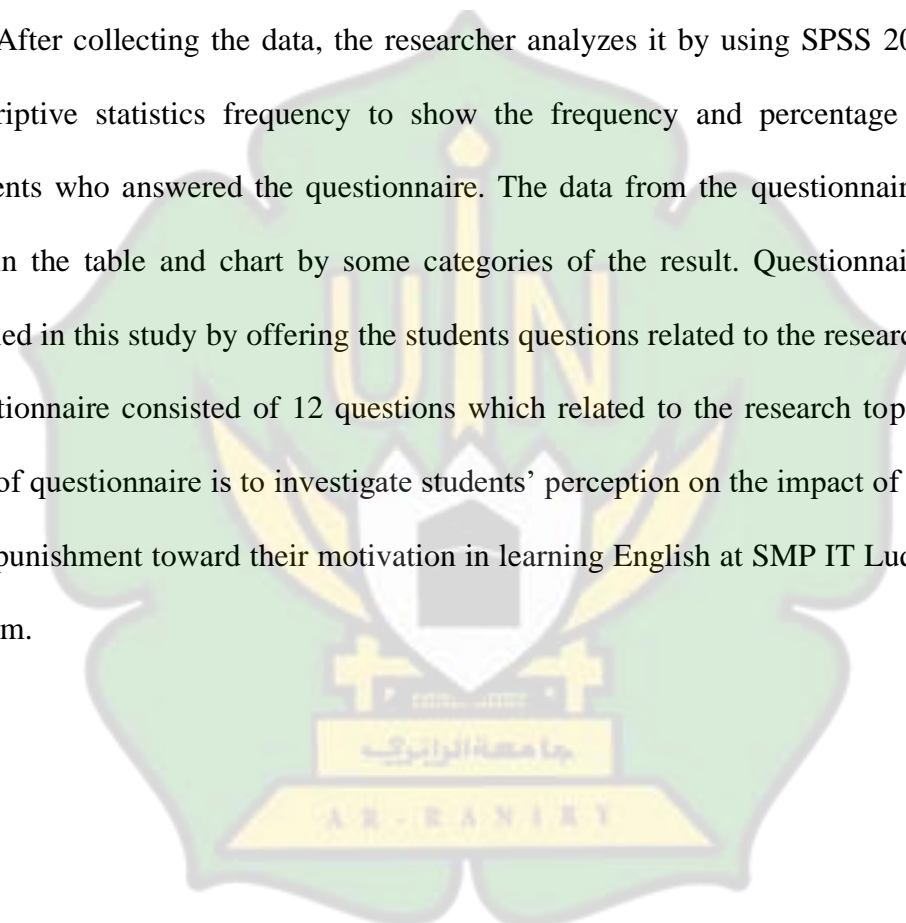
C. Method of Data Collection

The researcher conducted short interviews with teachers to find out how to implement a system of reward and punishment in learning English. By observing through the teacher, the researcher can also make questions that are suitable for students' circumstances. The researcher used a questionnaire to collect data. In this case, the researcher used a direct questionnaire. The questionnaire is given and filled directly by the students. Questionnaire is an instrument for collecting the primary data (Cohen, 2013). The researcher used close-ended questionnaire which is prepared by providing a complete choice of answers so that the students just marked on the answer they select. Closed-ended questionnaires make it easier

for participants to respond and offer information to researchers in a short amount of time. In addition, compared to open-ended questionnaires, closed-ended questionnaires are easier to analyze.

D. Method of Data Analysis

After collecting the data, the researcher analyzes it by using SPSS 20 using descriptive statistics frequency to show the frequency and percentage of the students who answered the questionnaire. The data from the questionnaire were put in the table and chart by some categories of the result. Questionnaire was applied in this study by offering the students questions related to the research. The questionnaire consisted of 12 questions which related to the research topic. The aim of questionnaire is to investigate students' perception on the impact of reward and punishment toward their motivation in learning English at SMP IT Luqmanul Hakim.



BAB IV

RESULT AND DISCUSSION

In this chapter, the results of the study are presented. The chapter is divided into two main section; the result of the research and the discussion of the research. The results of this study was obtained from questionnaire.

A. The Result of The Questionnaire

The data of this research was gained from questionnaire distributed to the sample of this study. The questionnaire consists of 12 statements covering of reward, punishment and motivation. The researcher used Likert Scale questionnaire where strong agree (SA), Agree (A), Disagree (D), Strong Disagree (SD). Likert Scale is one of methods that present original data which collected in scale and categories presented in quantitative. Arikunto (2006) stated that Likert Scale is a declaration that followed by answer level. Based on that, Likert scale can be used to measure attitude, opinion, and perception of a person or group of people about the phenomenon of education (Djali, 2008). The result of the questionnaire can be seen in the following table:

a. Reward

Table 4.1 Students like to get praise in learning English

Statement 1. *I like the good words like “Good job!”, “Very good”, “You are smart!”*

Q.1 Option	Frequency	Percentage
Strongly Agree	46	49%
Agree	42	44%
Strongly Disagree	2	2%
Disagree	5	5%
Total	95	100%

As shown in the table 4.1, almost entirely of the students agreed to the statement where 46 students (49%) chose Strongly Agree and 42 students (44%) chose Agree. To sum up that most of the student like the good words, since only 7% choose the opposite.

Table 4.2 Students in trying to get another reward

Statement 2. *When I get a reward, I will try to be better in order to get another reward*

Q.2 Option	Frequency	Percentage
Strongly Agree	51	54%
Agree	41	43%
Strongly Disagree	1	1%
Disagree	2	2%
Total	95	100%

Based on the table 4.2 mentioned that 51 (54%) of the student chose Strongly Agree and 41 (43%) chose Agree with the statement. Meanwhile, two students (2%) answered Disagree and one student (1%) Strongly Disagree with the statement. It means most of the students agree that by giving reward they will try to be better to get another reward.

Table 4.3 Student's perception on getting material reward from the teacher

Statement 3. *The teacher gives reward such as books, pencil and snacks to the student who have good behavior*

Q.3 Option	Frequency	Percentage
Strongly Agree	36	38%
Agree	32	34%
Strongly Disagree	9	9%
Disagree	18	19%
Total	95	100%

The table 4.3 explains that 36 (38%) of the students chose Strongly Agree and 32 (34%) of the students chose Agree. There were 18 (19%) chose Disagree and 9 (9%) chose Strongly agree with the statement. In short, students dominantly agree if the teacher gives reward such as book, pencil and snack to students who have good behavior.

Table 4.4 Students in following what their friend do to get gift

Statement 4 *When my friend get a gift, I want to follow what my friend did*

Q.4 Option	Frequency	Percentage
Strongly Agree	19	20%
Agree	50	53%
Strongly Disagree	16	17%
Disagree	10	10%
Total	95	100%

The table 4.4. above shows that 50 students (53%) Agree and 19 students (20%) choose Strongly Agree. But, 16 students (17%) choose Strongly Disagree and 10 students (10%) choose Disagree. The result shows that most of the students agree when their friend get a reward, they want to follow it.

Table 4.5 Student's participation in learning English when get a reward

Statement 5. *I become an active learning if the teacher give me rewards*

Q.5 Option	Frequency	Percentage
Strongly Agree	24	25%
Agree	42	44%
Strongly Disagree	13	14%
Disagree	16	17%
Total	95	100%

The table 4.5 explains that students had various answers to the statement. 42 (44%) of students selected Agree and 24 (25%) of students selected Strongly Agree with the statement above. But, sixteen students (17%) chose Disagree and thirteen students (13%) chose Strongly Disagree. It can be conclude that most of the students agree when the teacher give the rewards they become active in the learning.

b. Punishment

Table 4.6 Student's perception about getting bad words in learning English

Statement 6. *I am not happy with bad words like “you are so lazy”, “you are not smart”, “you are stupid*

Q.6 Option	Frequency	Percentage
Strongly Agree	40	42%
Agree	34	36%
Strongly Disagree	12	13%
Disagree	9	9%
Total	95	100%

The table 4.6 describes that 40 (42%) of students chose Strongly Agree and 34 (36%) of students chose Agree with the statement. Meanwhile Twelve of students (13%) chose Strongly Disagree and nine (9%) of students chose Disagree. To summarize, most of students agree that they are not happy if teacher gives a bad word to them.

Table 4.7 Students were more responsible by getting punishment

Statement 7. *I will be more responsible in learning English if the teacher give punishments when I made mistake*

Q.7 Option	Frequency	Percentage
Strongly Agree	25	26%
Agree	54	57%
Strongly Disagree	9	10%
Disagree	7	7%
Total	95	100%

The table 4.7 informs that 54 (54%) most of students dominantly chose Agree and 25 of students chose Strongly Agree. But nine students (10%) chose Strongly Disagree and seven students (7%) chose Disagree. In conclusion, mostly students agree if the teacher give punishments they will responsible in learning English.

Table 4.8 Student's perception on memorizing vocabulary as a punishment in learning English

Statement 8. *By giving a punishment to memorize vocabulary*

Q.8 Option	Frequency	Percentage
Strongly Agree	21	22%
Agree	56	59%
Strongly Disagree	11	12%
Disagree	7	7%
Total	95	100%

According to the table 4.8 above, almost all of the students agreed to the statement; 56 (59%) of the students chose Agree and 21 (22%) of the students chose Strongly Agree. Meanwhile 11 (12%) of the students chose Strongly

Disagree and 7 (7%) of the students chose Disagree. As a result, most of the student agree with the teacher give a punishment to memorize vocabulary.

Table 4.9 Student's perception about getting punishment if they are not doing homework

Statement 9. *The teacher asks the student to stand in front of the class if they are not doing homework*

Q.9 Option	Frequency	Percentage
Strongly Agree	34	36%
Agree	54	57%
Strongly Disagree	5	5%
Disagree	2	2%
Total	95	100%

Table 4.9 shows that the majority of the students chose to Agree, they were 54 students (57%) and 34 students (36%) chose Strongly Agree with the statement. Only 5 students (5%) chose Strongly Disagree and the rest were 2 students (2%) chose Disagree. To sum up, most of the students are agreed that if they are not doing homework, they will stand in front of the class

Table 4.10 Students who got demotivated in learning English by giving punishment

Statement 10. *Punishment make me less motivation in learning English*

Q.10 Option	Frequency	Percentage
Strongly Agree	9	9%
Agree	20	21%
Strongly Disagree	33	35%
Disagree	33	35%
Total	95	100%

As shown in the table 4.10, almost entirely of students disagreed to the statements where 33 students (35%) chose Strongly Disagree and 33 students (35%) chose Disagree. Meanwhile, 20 students (21%) chose Agree and 9 students (9%) chose Strongly Agree. It means most of students disagree if punishment make they demotivated in learning English.

c. Motivation

Table 4.11 Students who increase their motivation in learning English by getting reward and punishment

Statement 11. *Reward and punishment can increase my motivation in learning English*

Q.11 Option	Frequency	Percentage
Strongly Agree	45	48%
Agree	43	45%
Strongly Disagree	4	4%
Disagree	3	3%
Total	95	100%

Based on the table above, the students mostly chose Strongly Agree and Agree where 45 students (48%) chose Strongly Agree and 43 (45%) chose Agree. Four students (4%) decided to choose Strongly Disagree and three students (3%) selected Disagree as their response to the statement. As a result, most of them agree that they can increase their motivation in learning English by using reward and punishment.

Table 4.12 Students' interested by getting reward and punishment in learning English

Statement 12. *By using reward and punishment, I am excited to study hard and do better than before*

Q.12 Option	Frequency	Percentage
Strongly Agree	47	50%
Agree	43	45%
Strongly Disagree	4	4%
Disagree	1	1%
Total	95	100%

The table 4.12 describes that the majorities of the students selected Strongly Agree and Agree where 47 students (50%) chose Strongly Agree and 43 students (45%) chose Agree. Only four students (4%) who chose Strongly Disagree and one students (1%) chose Disagree. To sum up, the students dominantly agree by using reward and punishment, it can make them more excited and do better than before.

B. Discussion

The purpose of this study was to find out the perception of the students on the impact of reward and punishment toward their motivation in learning English at SMP IT Luqmanul Hakim. In conducting research, the researcher used questionnaire as the instrument to get data to answer the research question.

a. Reward

As has been presented on the result, the researcher found that giving rewards in learning English is very important. Based on the result with the questionnaire above, when the researcher gave the statement that the student agree such as: Q.1. I like the good words like “Good job”, “Very good”, “ You are smart!”, Q.3. The teacher gives reward such as books, pencils and snacks to the student who have good behavior, Q.4. When my friend get a gift, I want to follow what my friend did, it can be concluded that students were aware of these kinds of reward such as gifts, and compliments. According to Ilegbusi (2013) stated that if the student know they will get a reward after finishing their task, students will motivate to study hard in learning process to get the reward. Rewards can be effective way to encourage students’ motivation in learning English. It can be as material or verbal reward that initially motivate student become involved in learning. This is also supported by Brown (2001), rewards for student can be in every kind of things. It also depends on how the teacher manages the classroom while using it. The position of the teacher is important in increasing students’ motivation.

In teaching and learning process, praises or compliments are very important often done by the teacher. Praises can be in the form of words, suggestive words and signs. Positive compliment from a teacher motivates them of how they are progressing and what they may need to focus on. The most useful compliment is by giving a response when the student has completed task. It should come in the form of descriptive praise (Westwood, 2008). Descriptive praise is more detail why the praise is given. Teacher always give reward to the students' ability in responding a question of the subject given by the teacher.

Rewards are usually given when students are able to answer quizzes, after passing an exam, do assignment correctly and memorize vocabulary before enter the class. The teacher also give rewards in the form of gift such as book, pencil and snack as a form motivation so that the student is enthusiasm in learning English. This is form of appreciation for students who have good behavior and do all the task well and rewards as an encouragement for student in the learning process.

It can be see the result of the questionnaire on the table 4.1 and 4.5, the student agree with the statement such as : Q.2. When I get a reward, I will try to be better in order to get another reward, Q.5. I become an active learning if the teacher give me rewards. The researcher concluded that rewards and punishments on students' motivation can be assumed that take the impact to the student and interest in learning English. The student got more enthusiastic and study hard after receiving reward from the teacher. This is in line with Moberly (2005) who said that reward is given by teacher to student and make motivated them in the

learning, as they will be motivated to work hard. Student who got reward for their action would be motivated to study hard. After getting motivated, they will attempt to repeat their reward or performance in order to get another reward.

The teacher always find a way to motivate student to be more active in participating in the learning process, one of the way is by giving reward and punishments as an educational tool. This is also supported by Sardirman (2012) that reward and punishment are a way to foster motivation in activities at school. The teacher gives reward in the form of gift and praise to make the student become more active in learning. Relevant to the result of Ulfa's research (2021) states that reward is very influential on student behavior. Rewards also make students happy and interested in learning English.

b. Punishment

Based on the questionnaire that have been conducted, the researcher found that the student agree from the statement such as : Q.6. I am not happy with bad words like “you are so lazy”, “you are not smart”, “you are stupid”, Q.8. By giving a punishment to memorize vocabulary, Q.9. The teacher asks the student to stand in front of the class if they are not doing homework. To sum up, the researcher found that students were aware of these kinds of punishment such as words of punishment and inconvenient punishment. In that school, memorizing vocabulary is a must before the teacher start the English class. The student have to memorize and learn five new vocabulary if they obey the rule they will get punish by memorizing ten vocabulary. The purpose of giving this punishment is to make

the students know they are wrong and they should get punishment. It can make the student more discipline in the class and it will help them to have many vocabularies. Even though they get punishment but they still learn English. This finding is coherent with Moberly (2005) stated that the teacher using discipline for inappropriate behavior could affect student motivation positively. The implementation of punishment is giving impact and increasing student motivation that is possible to happen.

Based on the table 4.6 student agree that they do not like bad words, the student are less confident. This perception is in line with Riswanda (2016) who said that beside positive effect of punishment, the researcher noticed a finding that punishment for student can feel demotivated after receiving negative punishment. Students who lose their confidence because they feel that punishment makes it bad experience in the learning. This can be done when student do not follow the rules such as noisy in class and not making homework. This kind of word and sentence punishment, the teacher can use threatening and mocking words or sentences.

Another inconvenient punishment is standing in front of the class. The teacher will ask the student standing in front of the class if they make mistakes such as they are not doing homework, playing and making noise during the learning process. Based on the table 4.9 the student agree to stand in front of the class to make they more discipline and do not repeat their mistakes and motivates themselves to be better in the future. In line with Sofiana's (2017) research, it is

stated that giving punishment improves mistake offenders so that people do not repeat the same mistakes.

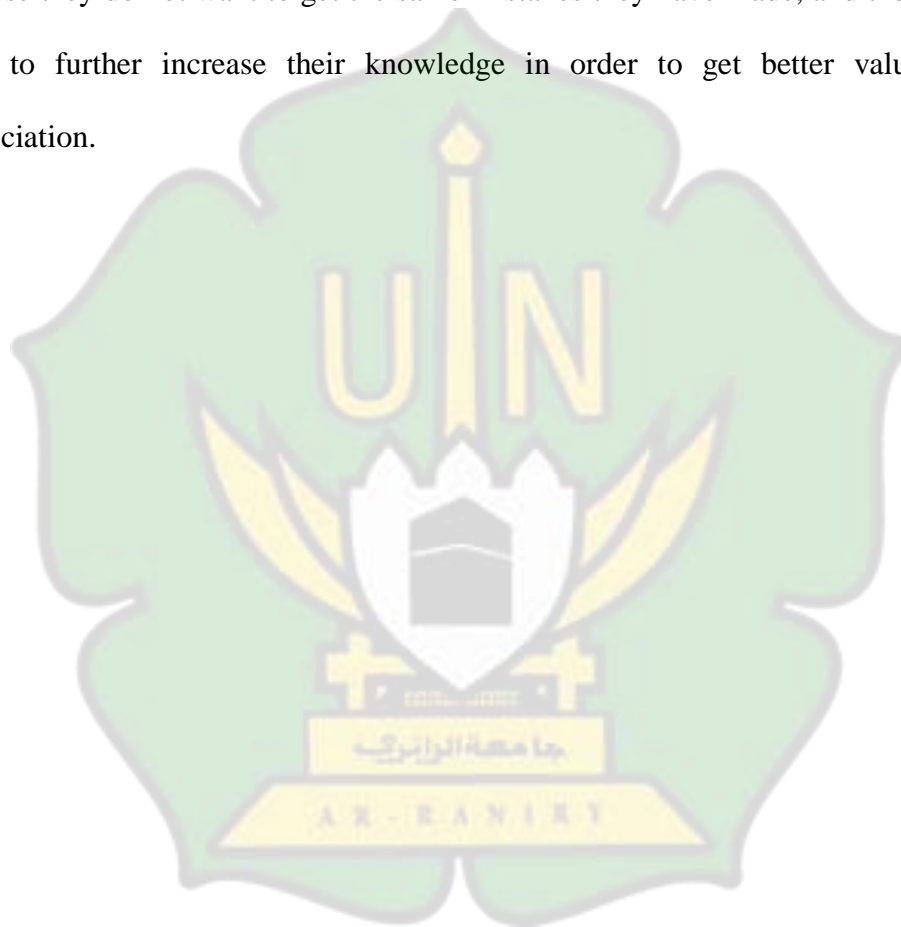
The table 4.7 shows that the student agree with the statement Q.7 I will be more responsible in learning English if the teacher give punishment when I made mistake. Opposite of the result table 4.10 with the statement Q.10 Punishment make me less motivation in learning English stated that student Disagree if punishment make they demotivated in learning English. Some students agree use punishment in the learning process. Students who disagree are categorized as students who are less motivation. These students are not motivated to learn English make they do unwanted behavior. Different from students who agree with implementation punishment, they do not want to do the same behavior and they will responsible and afraid if they get punishment.

c. Motivation

We can assume that the existence of reward and punishment are motivated students in learning English. From the result of table 4.11 and 4.12 with the statement Q.11 Reward and punishment can increase my motivation in learning English, Q.12 by using reward and punishment, I am excited to study hard and do better than before. Rewards are giving impact on students' motivation, such as they will be more active in learning, enthusiasm in learning to improve their ability and knowledge, and the atmosphere of the class will be fun and enjoyable. This is also supported by Dahliana (2019) stated that having motivation for

students is necessary to engage their attention to the lesson and activities in the class, so that the student have a meaningful teaching learning process.

The existence of punishment is also giving impact on students' motivation in learning English. Punishment makes them enthusiastic and active in learning, because they do not want to get the same mistakes they have made, and then they have to further increase their knowledge in order to get better value and appreciation.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study has summarized all the findings to find out the perception of the students on the impact of rewards and punishments toward their motivation in learning English at SMP IT Luqmanul Hakim. The finding of the questionnaire, the students had a positive response. According to the result, most students agreed that they became more active and motivated 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 give punishments when they made a mistake.

From the students' perception, Rewards show that the motivation of SMP IT Luqmanul Hakim students increases with the existence of rewards. Rewards in form of both praise and gift have the same effect on students. Students of SMP IT Luqmanul Hakim are motivated to learn more enthusiastically and to work harder after they are given a reward from the teacher. The researcher found that giving rewards in learning English is very important. The reward can increase students' motivation. Rewards in the form of books, pencils, snacks, and praise have the same impact on students. Students are motivated in learning enthusiastically and study hard after being rewarded. If students' assignment is appreciated, they will try to be better. The students are motivated to learn more and work harder after

being rewarded. A reward such as praise and gift will increase student learning motivation and more active in learning. Students will repeat their good behavior or actions when they receive a reward. By appreciating the performance of the students, the teacher will make students return to the behavior to get another reward.

In this study, the researcher also found students were aware of punishment. The punishments given are standing in front of the class, memorizing vocabulary, and word punishment. This happens because they are not doing an assignment and obeying the rule. Concerning the impact of punishment on student motivation, this study found that punishments have a positive and negative impact on SMP IT Luqmanul Hakim student motivation. Same to rewards, punishments increase students' motivation to study hard. Punishments increase students' motivation to study and work hard. When the students are punished by the teacher, they are triggered to be more responsible and do better. On the other hand, punishments can decrease student motivation, though they can increase student motivation as well. When receiving a bad word from the teacher, students sometimes feel demotivated by the punishment, it makes them depressed, tired of learning, and upset.

Based on the finding of the questionnaire, students had a positive response by getting rewards and punishments in learning English. From the statements of the questionnaire, almost all students agreed that rewards and punishments increase their motivation in learning English of SMP IT Luqmanul Hakim.

B. Suggestion

Based on the result of this study it is expected for the students to enhance their motivation and desire in learning English so that students' achievement and learning objectives will be reached. The student must active in the learning process to create a fun learning.



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APPENDIX A

SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 6475/Un.08/FTK/KP.07.6/06/2022

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 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 munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-16647/Un.08/FTK/KP.07.6/11/2021 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
 - 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 Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
 5. Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
 6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
 7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
 8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
 9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
 10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
 11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.
- Memperhatikan** : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 27 Oktober 2021
- MEMUTUSKAN**
- Menetapkan** :
- PERTAMA** : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **Nomor: B-16647/Un.08/FTK/KP.07.6/11/2021** tanggal 9 November 2021
- KEDUA** : Menunjuk Saudara:
- | | |
|--------------------------------|----------------------------|
| 1. Prof. Dr. T. Zulfikar, M.Ed | Sebagai Pembimbing Pertama |
| 2. Siti Khasinah, M.Pd | Sebagai Pembimbing Kedua |
- Untuk membimbing Skripsi :
- Nama : **Atikah Delli**
- NIM : **170203174**
- Program Studi : **Pendidikan Bahasa Inggris**
- Judul Skripsi : **Students' Perceived Impact of Reward and Punishment on Their Motivation in Learning English**
- KETIGA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebaskan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 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.
- KELIMA** :

Ditetapkan di: **Banda Aceh**
Pada Tanggal: **03 Juni 2022**
Dekan,


Muslim Razali

Tembusan

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

APPENDIX B



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

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321. Email : um@ar-raniry.ac.id

Nomor : B-6338/U.n.08/FTK.1/TL.00/05/2022
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Kepala Sekolah SMP IT Luqmanul Hakim

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

Nama/NIM : **ATIKAH DELILA / 170203174**
Semester/Jurusan : **X / Pendidikan Bahasa Inggris**
Alamat sekarang : **Jln. Sultan Iskandar Muda Ir. Unida No.55A Gampoeng Pie Ulee Lheu Kec. Meuraxa
Banda Aceh**

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *Students' Perceived Impact of Reward and Punishment on Their Motivation in Learning English*

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

Banda Aceh, 30 Mei 2022

an. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 30 Juni 2022

Dr. M. Chalis, M.Ag.

APPENDIX C



SMP IT LUQMANUL HAKIM

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN Nomor: 124/KET/SMPIT-LH/VI/2022

Yang bertandatangan di bawah ini Kepala SMP IT Luqmanul Hakim, menerangkan bahwa :

Nama : Atikah Delila
NPM : 170203174
Jurusan/Prodi : Pendidikan Bahasa Inggris
Jenjang : S-1

Benar yang namanya tersebut diatas telah melakukan penelitian dan pengumpulan data pada tanggal 07 Juni 2022 dalam rangka penulisan Skripsi, sesuai dengan surat dari Universitas Islam Negeri Ar-Raniry Nomor: B-6338/Un.08/FTK.1/TL.00/05/2022 Tanggal 30 Mei 2022 Tentang Penelitian Ilmiah Mahasiswa dengan judul **"Students' Perceived Impact of Reward and Punishment on Their Motivation in Learning English."**

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Aceh Besar, 08 Juni 2022
Kepala SMP IT Luqmanul Hakim



ALEAJRI KAMAL AYU, S.Pd.I, M.A
NPM 19880501 201101 1 001

APPENDIX D

Research Questionnaire : Students' Perceived Impact of Reward and Punishment on their

Motivation in Learning English

A. Personal Information

- Name :
- Class :
- Gender :

B. Instructions

- Write your name, class and gender in the upper left corner
- There are no right or wrong answers and all the answers are filled by personal opinion
- Put a check mark (√) on the appropriate response when answering the question. Using the given scale below:

4 - Strongly Agree 3 - Agree 2 - Disagree Strongly 1 - Disagree

No.	Statements	Answer			
		4 SA	3 A	2 SD	1 D
1.	I like the good words like “Good job!”, “Very good”, “You are smart!”				
2.	When I get a reward, I will try to be better in				

	order to get another reward				
3.	The teacher gives rewards such as books, pencils and snacks to the students who have good behavior				
4.	When my friend get a gift, I want to follow what my friend did				
5.	I become an active learning If the teacher give me rewards				
6.	I am not happy with bad words like “you are so lazy”, “you are not smart”, “you are stupid”				
7.	I will be more responsible in learning English if the teacher give punishments when I made mistake				
8.	By giving a punishment to memorize vocabulary				
9.	The teacher asks the student to stand in front of the class if they are not doing homework				
10.	Punishment make me less motivation in learning English				
11.	Reward and punishment can increase my motivation in learning English				

12.	By using reward and punishment, I am excited to study hard and do better than before				
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