

**MOTIVATING STUDENTS TO SPEAK ENGLISH THROUGH REWARD
AND PUNISHMENT POLICY
(Study Case at Junior High School Darul Ihsan)**

THESIS

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**Motivating Students To Speak English Through Reward And Punishment
Policy (Study Case At Junior High School Darul Ihsan)**

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.

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ABSTRACT

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This study aims to find out the types of rewards and punishments which are used by the teacher to motivate students to speak English, and to enclose the students' responses toward the use of reward and punishment in learning English and discover the result of using reward and punishment in motivating student to speak English. The method used in this research is descriptive qualitative. The researcher collected data from interview and observation. Observation was carried out at 7th class junior high school of Darul Ihsan, the interview was conducted with one English teacher and five students to obtain the information that are the results from observation and interview showed several rewards used by teacher in the classroom: positive reward, giving gift, applause, and praise, While, there are some punishments used by teachers: giving advice, memorizing extra vocabulary, and standing in front of the class. It was also found the students' responses toward the use of reward and punishment; has its own impact on the students, these include: motivation, satisfaction, and respect. Based on the results of this study, it was found that reward and punishment motivated students to speak English and become more enthusiasm to perform well in speaking to achieve better grades, students need to become more disciplined. This strategy has proven to be highly effective for teachers in their instructional methods. Future researchers can replicate this study to further confirm the impact of rewards and punishments.

A R - R A N I R Y

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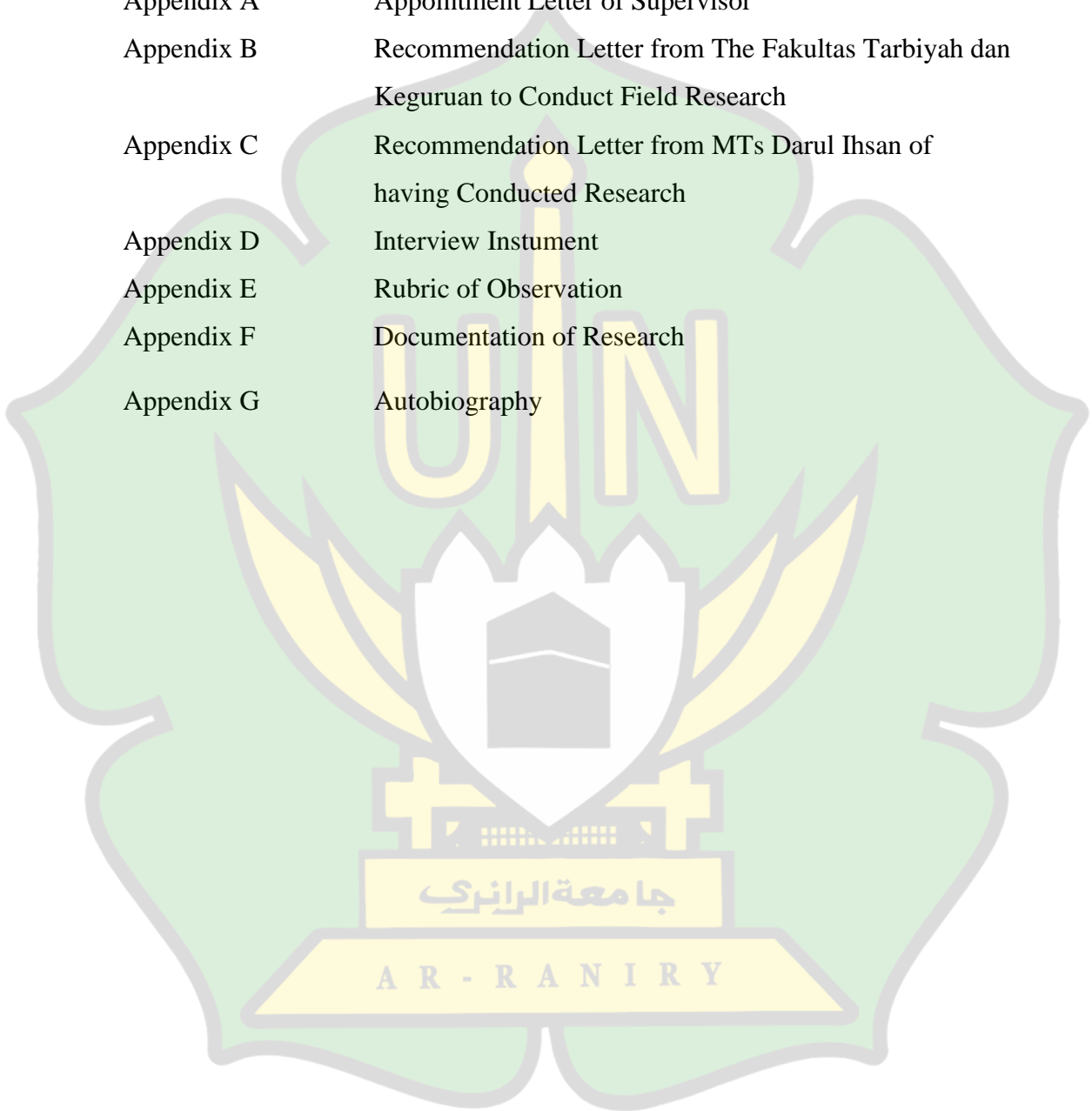
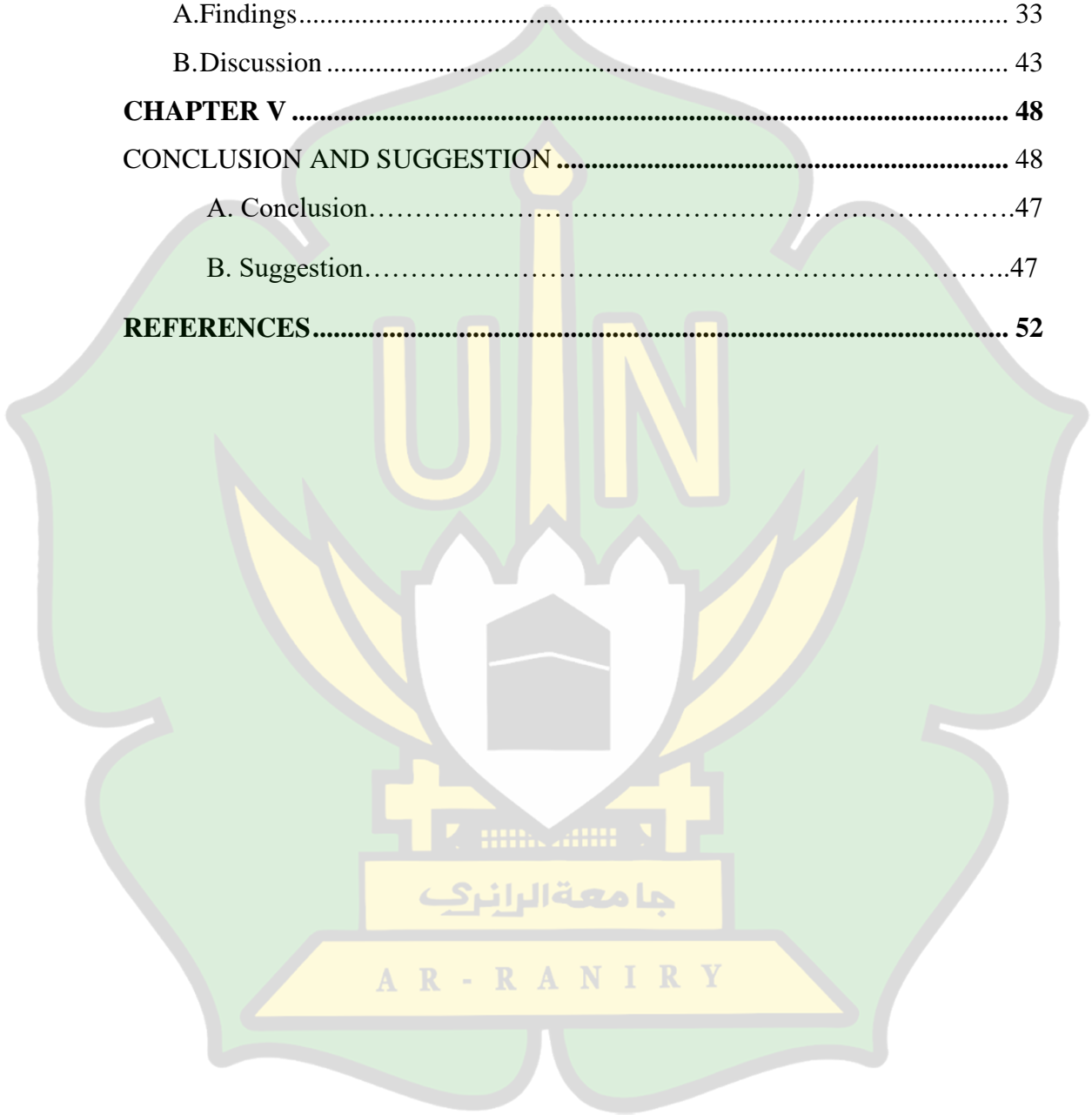


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CHAPTER I

INTRODUCTION

A. Background of Study

Learning English requires specific methods to address various problems and difficulties, as it differs significantly from our native language. Despite sometimes being viewed as an unimportant skill to master, evidence shows that many students in Indonesia struggle with learning English. Therefore, it is essential to encourage students to be more engaged in their English studies.

Lai (2011) stated that teachers can employ various strategies to enhance learning, one of which is the use of rewards and punishments to boost student achievement. Rewards and punishment are often used by teachers in the teaching process. This research was conducted to determine students' motivation on the use of reward and punishment in learning English. This study reveals that students and teachers opinion 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.

Skinner (1989) stated that a reward provides a positive impact on students, especially for students' motivation, achievement, and other aspects. On the other hand, punishment acts as a deterrent to students who break the rules. Skinner (1989) also stated The benefits of giving punishment include: first, it limits undesirable behavior and prevents students from repeating it. Second, it educates students to develop good behavior. Third, it helps control and avoid undesirable

behavior, leading to a better teaching and learning process. Based on the researcher's experience as students, the result of motivating students to speak English through reward and punishment policy in the learning have different perceptions. Some students respond positively and other students respond negatively. Students who respond positively feel motivated to study harder with reward and punishment. While other students who respond negatively to the punishment given by the teacher feel unfair. Actually, the teacher's goal of giving rewards and punishments is to enhance student attitudes and behavior, and weaken bad attitudes and behavior.

Due to this phenomenon the researcher did observation as preliminary research at Darul Ihsan; the researcher conducted a short question and answer session with one of the English teachers at Dayah Darul Ihsan, regarding students' reactions to the use of rewards and punishments in learning English, what types of reward and punishment that used by teacher, what students response on the use of reward and punishment, and what the result on the use of reward and punishment in learning English. This research is focused on students' and teachers' opinion of rewards and punishments.

A similar study was conducted by Fitra (2016), which focused on the positive use of rewards and punishments by teachers in managing classrooms. However, this research will specifically examine students' motivation to speak English through the use of rewards and punishments. It will explore the types of rewards and punishments employed by teachers and the students' responses to

them. The aim of this study is to determine whether the use of rewards and punishments enhances students' motivation to speak English.

A. Research Question

Based on the background of this study, the formulated research questions are as follows:

1. What types of rewards and punishments are used by English teacher at Darul Ihsan Islamic Boarding School?
2. What are students' responses toward the use of rewards and punishments in motivating to speak English ?
3. What are the results on using rewards and punishments policy in motivating students to speak ?

B. Aims of Study

Based on the research questions above, the objective of this study is to achieve the following goals:

1. To identify the types of rewards and punishments used by English teachers at Darul Ihsan Islamic Boarding School.
2. To enclose the students' responses toward the use of rewards and punishments in motivating to speak English.
3. To discover the result on using rewards and punishments policy in motivating students to speak.

C. Significant of Study

There are two kinds of significance that the writer aims to achieve through this research. These are explained as follows:.

- a. This research is expected to enhance readers' understanding of motivating students to speak English through reward and punishment policy in English learning. The results of this study can be used as a reference in the future to conduct similar research.
- b. The results of this study will offer valuable insights for teachers and other researchers at motivating students to speak English through reward and punishment policy. Specifically, the study reveals that a well-structured reward system can significantly enhance students' willingness to participate in English-speaking activities. Positive reinforcement, such as verbal praise, or tangible rewards like books or small gifts, encourages students to engage more actively and confidently in speaking English.

D. Terminologies

For the better understanding of this study, it is necessary to give some explanations on several terms used in this study. The definitions are as follow:

1. Reward and Punishment Policy
 - a. Reward

According to Skinner (1989), rewards is anything that encourages the desired behavior to be repeated after an action or behavior is performed. In this instance, a reward is something that the instructor gives the class to help them become more motivated to learn and teach. Chen (2011) stated that In

this study, "reward" refers to various forms of positive reinforcement.

Rewards can include verbal praise, good grades, or the satisfaction derived from positive feedback on behavior.

In this study, the term "reward" typically refers to positive reinforcement strategies used to encourage students to speak English. These rewards can take various forms, such as: Praise and Recognition: Verbal compliments, public acknowledgment, or certificates of achievement. Tangible Rewards: Gifts, prizes, or tokens that can be collected and redeemed. Privileges: Additional free time, special roles, or responsibilities in class. Points and Grades: Extra points on assignments, higher participation grades, or bonus marks. The idea is to create a positive association with speaking English by providing incentives that students find motivating.

b. Punishment

According to Skinner (1989), Punishment can be viewed as the opposite of reinforcement, designed to diminish or eliminate a particular response. It is an adverse event aimed at reducing certain behaviors and attitudes. According to Skinner (1989), the functions of punishment in learning include: first, educating students to develop good morals; second, limiting behavior by preventing the recurrence of undesirable actions; third, strengthening motivation by reducing unwanted behavior and promoting positive reinforcement; and lastly, controlling by preventing students from engaging in undesired behaviors.

In this context," the term "punishment" typically refers to negative reinforcement strategies used to discourage students from not speaking English or from engaging in undesired behaviors. Here are some forms that punishment might take: Verbal Reprimands: Teachers may use verbal corrections or scolding to address undesired behavior, such as speaking in a language other than English during designated English-speaking activities. Loss of Privileges: Students might lose certain privileges, such as free time, access to certain classroom resources, or participation in fun activities, if they fail to speak English as it is required. Additional Work: Assigning extra assignments or tasks as a consequence of not adhering to the English-speaking rules.

2. Motivation to Speak English

Motivation is the trait that moves us to do or not to do something (Lai, 2011; Gredler, Broussard and Garrison, 2004). Anything that becomes the reason or purpose to do something can be called motivation. Motivation is simply defined as something what moves people to do action. Slavin (2003) states that language experts and behavioral teaching are expected to explain the nature of the learning process to the teacher and how motivation affects the process; behavioral learning theory shows that there is a great relationship between reward and achievement of learning objectives. If he receives the positive reward, internally the behavior is formed in the learner, but otherwise, it will be removed. In this study, "motivation to speak English" refers to the various psychological and emotional drivers that encourage students to actively use English in their interactions and learning activities. This

motivation can be influenced by both external factors, such as rewards and punishments, and internal factors, such as personal interest and intrinsic satisfaction.

