THE EFFECT OF GIVING REWARD AND PUNISHMENT TOWARD ENHANCING STUDENTS MOTIVATION IN LEARNING ENGLISH AT SMPN 06 KAUR

THESIS

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RATIFICATION

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MOTTO

And when recited the Qur'an, then listen carefully, and pay attention quietly so that you get mercy

, (Q.S. Al-A'raf: 204)

DEDICATION

I present this thesis to:

1. Allah Almighty. as the backrest and the place where I ask for help and have given my Grace and Blessing, so that I can finish this final task well.

2. For both my dear parents and my beloved mother who sacrificed dripping sweat and tears full of patience and sincerity and sincerity for my success and always giving attention, affection and prayer that always accompanied each of my steps for my success.

3. My brothers and sisters, thank you for your support and prayers so far.

4. My friends in arms, especially my best friend, thank you for your support and prayer.

ABSTRAK

YaniPuspita Sari, NIM : 1316230900 *thesis title is "THE EFFECT OF GIVING REWARD AND PUNISHMENT TOWARD ENHANCING STUDENTS MOTIVATION IN LEARNING ENGLISH AT SMPN 06 KAUR".***English study program faculty of tarbiyah and tadris institute religion of islam state Bengkulu.**

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Keyword   : Reward and Punishment, Students Motivation

Peneliti mendapatkan beberapa informasi tentang masalah bahasa Inggris dalam proses belajar mengajar di SMPN 06 Kaur yang berfokus pada siswa tahun kedua, Masalahnya terkait dengan pengucapan siswa ". Studi ini diharapkan menghasilkan beberapa yang signifikan. yang dapat diharapkan adalah sebagai berikut: Menuju Pemerintah sebagai informasi dan sebagai masukan bagi pengembangan masyarakat, khususnya membina generasi muda yang akan mewarisi dan melanjutkan perjuangan dan mengisi kemerdekaan bangsa, dan negara. Jenis penelitian ini adalah penelitian yang dilakukan untuk mencari kebenaran secara ilmiah, baik terhadap pendapat yang pernah dikeluarkan oleh para ahli atau seseorang, atau terhadap gejala atau peristiwa atau masalah yang terjadi di lapangan. Berdasarkan hasil analisis dan diskusi, maka dalam penelitian ini dapat disimpulkan: Hasil analisis pengaruh hadiah dan denda terhadap motivasi belajar bahasa Inggris di kelas V SMP Negeri 6 Kaur menggunakan analisis korelasi product moment menggunakan nomor indeks korelasi rxy 0,5868.

ABSTRACT

Yani Puspita Sari, NIM : 1316230900 *thesis title is"THE EFFECT OF GIVING REWARD AND PUNISHMENT TOWARD ENHANCING STUDENTS MOTIVATION IN LEARNING ENGLISH AT SMPN 06 KAUR".* **English study program faculty of tarbiyah and tadris institute religion of islam state Bengkulu.**

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Researchers get some information about the problem of English in the teaching and learning process at SMPN 06 Kaur which focuses on second year students, the problem is related to the pronunciation of students ". This study is expected to produce some significant results. which can be expected are as follows: Towards the Government as information and as input for community development, especially fostering the younger generation who will inherit and continue the struggle and fill the independence of the nation, and the state. This type of research is research conducted to look for the truth scientifically, both on opinions that have been issued by experts or someone, or on symptoms or events or problems that occur in the field. Based on the results of the analysis and discussion, then in this study it can be concluded: The results of the analysis of the influence of prizes and fines on English learning motivation in class V of SMP Negeri 6 Kaur using product moment correlation analysis using the rxy correlation index number 0.5868

PRONOUNCEMENT

The undersigned below:

Name   : Yani Puspita Sari
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Truly declare that my thesis is entitled: THE EFFECT OF GIVING REWARD AND PUNISHMENT TOWARD ENHANCING STUDENTS MOTIVATION IN LEARNING ENGLISH AT SMPN 06 KAUR" is the original result of my own work or research and not plagiarism from the work of another person. If later it is known that this thesis is the result of plagiarism, I am ready to be subject to academic sanctions.

Bengkulu, Agustus 2019
Started by

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

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Prayers and greetings may always be bestowed on our lord the Great Prophet Muhammad SAW. family, friends and their ummah by expecting His intercession. The study entitled "THE EFFECT OF GIVING REWARD AND PUNISHMENT TOWARD ENHANCING STUDENTS MOTIVATION IN LEARNING ENGLISH AT SMPN 06 KAUR". This thesis was basically compiled to fulfill the requirements to obtain a Bachelor of Education degree at the Tarbiyah and Tadris Faculties of IAIN Bengkulu. In the process of compiling the research, many researchers received assistance, guidance and motivation from various parties, therefore the researchers thanked all who helped the researcher so that this work could become a reality. For this reason, allow the author to deliver many thanks to the honorable ones:

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The author realizes that this success can be obtained by the author because of the support of many parties. In closing, the authors would like to thank all those who have helped in the process of preparing this thesis. Hopefully what has been given is a good deed and accepted by Allah SWT. Hopefully the writer hopefully this simple paper can benefit all parties.

Bengkulu,   Januari 2019
Author

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CHAPTER I
INTRODUCTION

A.Background

Teaching and learning process is a process that is deliberately created for the benefit of students. In order for the students to be happy and passionate about learning, the teacher strives to provide a conducive learning environment by utilizing all the potential of the existing classroom. Teaching is "conveying knowledge to students or pupils in school". Thus the writer can conclude that teaching as a series of delivery activities of learning materials to students in order to receive, respond, master and develop the lesson material. [1]

The rewards can be in the form of words of praise, giving charter, gift giving and so on that have achievements. Awarding is an effort of teachers educators in improving students' motivation to be more active in learning. Students need an award when their work or accomplishment meets or exceeds the teacher's specified standards.[2]

Prizes or praise are far more important than punishment. In the world of education, this method is called the method of reward (reward) and punishment

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[1] Djaali. *Psikologi Pendidikan*. Jakarta : Bumi Aksara, 2008), h.13

[2] Purwanto, M.Ngalim, *Ilmu Pendidikan Teoretis dan Praktis*, Bandung: PT Remaja Rosdakarya, 2006), h. 56

(punishement). With this method it is expected that students can be motivated to carry out progressive actions.[3]

Education is all the effort of adults in association with children to lead physical and spiritual development towards maturity. A child who is born will get education for the first time is from parents, then members of society or environment, the nature and behavior of children is strongly influenced by family and environmental factors and society. This shows us that a child born must learn to interact and adapt to his environment, both the family environment and the natural environment, as well as the community environment In other words, a newborn child is like a white paper that changes frequently with the passage of time and will be written an image in accordance with the description of life and the environment. In accordance with the Islamic view, the born child is in a state of holiness or fitrah as the Prophet said:[4]

عَنْ اِبِى هُرَيْرَةَ اَنَهُ كَانَ يَقُوْلُ قَالَ رَسُوْلُ اللهِ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ مَامِنْ مَوْلُوْدِ الاَّ يُوْلَدُ عَلَى الْفِطْرَةِ فَاَبَوَاهُ يُهَوِّدَانِهِ اَوْ يُنَصِّرَانِهِ اَوْيُمَجِّثَانِهِ

Meaning: "From Abi Hurairah. r.a. he said: has said Rusululluhi s.a.w; every child born in the pure state of his parents makes him Jewish, Christian or Major (Muslim)

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[3] Tafsir, Ahmad, *Ilmu Pendidikan dalam Perspektif Islam,* Bandung: PT Remaja Rosdakaraya,2004), h. 34

[4] Ramayulis, et.al. *Pendidikan Islam dalam Rumah Tangga (Edisi Revisi)*. (Jakarta,: Kalam Mulia, 2006), h. 32

Based on the above hadith, it is clear that the development of children from birth will be influenced by many factors, among others from outside the child, one of which is the factor of education. in the process of the development of children's education, we will encounter many problems or obstacles that can interfere with the educational process or the formation of the child's personality in a positive manner. Obstacles and challenges that arise in the process of child education can occur because of factors that come from within the child itself and can also come from outside the child.

The inhibiting factor that comes from within the child is a form of curiosity that is sometimes excessive, so the child's behavior is less focused and sometimes turns into a fighting behavior of the child that we often mean as a "mischief".

Child misbehavior should not be allowed, but must be addressed or handled with the right method. And one of the most common ways is to punish or sanction children. This method may be used after all methods that are persuasive (prevention) and motive (impulse) are implemented first. said that punishment is necessary, especially for children who are not successfully educated with gentle, because in reality there are children who each time given advice with gentle and subtle feelings he still make a mistake, such a child needs to be given punishment to fix the error.[5]

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[5] Slameto. *Belajar dan Faktor-faktor yang Mempengaruhinya (Edisi Revisi)*. (Jakarta : Rineka Cipta, 2003), h. 71

The use of punishment in educating children is done gradually, starting from the lightest to the harder, such as by pointing out errors, with direction, kerahamah-hospitality, signaling, criticism, sever relationships, punching and punishment penering. Rasulullah SAW said:

وَعَنْ عَمْرُو بْنِ شُعَيْبٍ عَنْ أَبِيهِ عَنْ جَدِّهِ رَضِيَ اللهُ عَنْهُ قَالَ . قَالَ رَسُوْلُ اللهِ صَلَّى عَلَيْهِ وَسَلَّمْ . مُرُوْا اوْلَادَكُمْ بِالصَّلَاةِ وَهُمْ أَبْنَاءُ سَبْعِ سِنِيْنَ، وَضُرِبُوا هُمْ عَلَيْهَ أَبْنَاءَ عَشْرُ سِنِيْنَ وَفَرِّقُوْا بَيْنَهُمْ فِى المَضَاجِعِ (رواها بوداود)

Meaning: Amru bin Syuaib from his father from his grandmother ra said Rasulullah Shallatullahu 'alaihi wassalam said: order your children to worship when they are seven years old and beat them for leaving the prayer, if ten years old separate the boys from the girls in their bed (Abu Dawud).

Based on the above hadith, in order to educate children may use punishment, but the punishment should be adjusted with age, and the level of child error. And need to be considered before punishing the child we must first know the nature and personality of children tersberut, so the method of punishment given will be appropriate and able to change the child's mistakes. And keep in mind, it should prefer a psychological punishment rather than a corporal punishment.

Physical punishment is the last resort and it is hoped that the child's awareness of his mistakes will soon repent and return to the right path or not to make a similar mistake. With appropriate punishment methods and ways the wisdom,

then efforts to improve the behavior of children will be realized, so teachers educators will easily in delivering the subject matter.

Provision of punishment in children begins with inhibiting factors that come from within the child is a form of curiosity that is sometimes excessive, so the behavior of children less focused and sometimes turned into a behavior against the child that we often mean as a "delinquency"

Please note before punishing the child we must first know the nature and personality child, so the provision of appropriate punishment and able to change the child's mistakes. Keep in mind, it should prefer a psychological punishment rather than a corporal punishment. Physical punishment is the last resort and is expected to generate a child's awareness of his mistakes and immediately restore the right course or not make similar mistakes. With appropriate punishment and wise means, efforts to improve the behavior of children will be realized.

Attempts to achieve the learning objectives in accordance with the demands required a continuous coaching, which is a business activities planning, organizing, use, and application so that students are able to achieve what the objectives of the teaching and learning process. As a concrete step in achieving maximum learning outcomes, rewards are given to students who have demonstrated good learning achievement.

Awarding is linked to improving children's learning motivation at school and at home. Teachers can give rewards in the form of prizes such as anything to his students who excel in completing the tasks, correct answers formative repetition

given, can improve the discipline in learning, obedient to school rules and so forth. Classroom management action is an action undertaken by educators in order to provide optimal conditions for the learning process to be effective. Classroom management issues can be grouped into two categories: individual and group issues. A teacher's classroom management action will be effective if it can correctly identify the nature of the problem at hand, so in turn it can choose the right coping strategy as well.

This desire is always present in any teacher anywhere and anytime. Only unfortunately, not all the wishes of teachers can be granted all due to various factors causing it. The problem of motivation is one of a series of factors that cause the child to get excited to do something.[6]

1. Motivation is indeed a factor that has significance for one's students. What does it mean students to go to school without the motivation to learn. Even so, the teacher does not close his eyes that among a group of students who have the motivation to learn, there are a group of other students who have not been motivated to learn. Her friends are diligently studying, but they are not, they sit quietly in the chair while watching their friends do it. One time they talked about issues that had nothing to do with the lesson. At other times they ask for permission to come out on false pretenses. When in fact they are lazy to receive the lessons given.

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[6] Slameto. *Belajar dan Faktor-faktor yang Mempengaruhinya (Edisi Revisi)*. (Jakarta :RinekaCipta 2003), h.30

2. When a teacher sees such a student's behavior, it is necessary to take steps that can generate motivation to learn for the student. Only by motivating students can be moved to belajaar together with other friends. If not, then the lesson material that the teacher conveyed at that time.

In an effort to arouse students' learning passion, there are six things that teachers can do:[7]

1. Encourage the students to learn

2. Explain concretely to what students can do at the end of the teaching

3. Giving rewards to the achievements of students so that it can stimulate to get a better performance in the future.

4. Establish good study habits

5. Helping students learn difficulties individually or in groups

6. Using a variety of methods.

Base on prilimary observation on April 13[th,] 2019, the reseacher found some problems in SMPN 06 Kaur. Order to give provision for the future life of the child to become a person, member of society, citizen and member of humanity, the role of religious education becomes very important. Where education in relation to learners should be strived for the inculcation of values, norms so as to become a mature person and have a broad knowledge has noble character.

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[7] Purwanto, Ngalim. *Psikologi Pendidikan*. Bandung : PT. RemajaRosdakarya, 2007,h. 56

Based on the data was found by the giving awards and punishments to improve children's learning motivation is still lacking, but what stands out at school and at home is rewarding children for learning outcomes only. By looking at the above phenomenon, the authors are interested to conduct research entitled: " The Effect Of Giving Reward And Punishment Toward Enhancing Students Motivation In Learning English At SMPN 06 Kaur in the Academic Year 2018/2019".

B. Research Identification Of Problem

The researcher some information about the problems of English in teaching and learning process at SMPN 06 Kaur focusing on the second year students ,The problems is related to the students'pronunciation ability as follow:

1. Communities that do not care about aspects of exemplary with various reasons, including the obligation to educate children have been fulfilled in school.

2. The busyness of parents makes it difficult for children to find examples that deserve to be imitated and eventually many in part.

3. Children who look for the example of the wrong person, which in its conclusion results in the behavior of the child himself.

C. Research Limitations of Problems

For this study to be more focused, the problems in this study are limited as follows:

1. The award section is limited to: awarding awards, notebooks, applause, giving good grades, giving scholarships, joining competitions, school equipment gifts, and taking walks.

2. The punishment section is limited to: punishment clears the grass in the schoolyard, by scolding, cleaning the loo, punishment is pinched, punishment evicted in the field, as well as punishment standing in front of the class.

3. The limitation of learning motivation is on: students love to learn, eager in learning, easy to understand and understand with subject matter, feel loss if not follow learning, learning achievement increase, do not feel bored in following learning, always follow the process of learning, collect homework / assignments in a timely manner, never permit not to follow the learning, studying at school or at home, have guidebooks, always pay attention to the teacher explain the subject matter, the students are active in the learning process, and always ask if not understand the subject matter.

D. Research Question

Based on the problem that the researcher describe above, the formulates a research question"is there any significanct effectt of giving reward and punishment toward enhancing students motivation in learning english at SMPN 06 Kaur in the Academic Year 2018/2019?

E. Research Objectives

Research Objectives To determine the effect of reward and punishment on student motivation in SMPN 06 Kaur.

F. Significances of Research

This study is expected to bring out some significant. The possible significances that can be expected were as follows:

1. Towards the Government as information and as input for community development, especially fostering the younger generation who will inherit and continue the struggle and fill the independence of the nation, and the state.

2. For information to citizens, especially parents, how important school is as a formal education institution for their children, so that parents' participation is needed to improve their children's education.

3. For writers themselves, at least as practical knowledge in scientific writing.

G. Key Word Of Research

Variables in this study can be defined include:

1. Award and punishment

Reward is an action given by a person because the person has done a good or a good achievement.

Awarding and punishment to students by teachers includes: First, awarding includes; giving award certificates, bookwritten gifts, applauding, giving good grades, giving scholarships, joining competitions, school equipment gifts, and taking walks. Second, punishment includes: cleaning the grass in the schoolyard, scolding, cleaning wc, punishment pinched, punishment evicted in the field, as well as punishment standing in front of the class.

2. Student learning motivation

Motivation is a change of energy in a person (person) characterized by the emergence of feelings and reactions to achieve goals ". The motivation here is that students are happy to learn, eager to learn, easy to understand and understand the subject matter, feel the loss if not follow the learning, increase learning achievement, not feel bored in following the learning, always follow the learning process, doing group learning, assignment in a timely manner, never permission to not follow the learning, studying at school or at home, have guidebooks, always pay attention to the teacher explain the subject matter, students are active in teaching and learning, and always ask if not yet understand the material lesson[8]

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[8] Hamalik, Oemar. *Proses Belajar Mengajar*. (Jakarta : Bumi Aksara, 2008), h. 158

CHAPTER II

THEORETICAL LITERATURE

A. Motivation

1. Understanding Motivation

The concept of motivation is inspired by the consciousness of science experts, especially philosophers, that not all human behavior is controlled by reason, but not many human actions are born out of human control. So it was born an opinion that human besides being a rationalistic creature, he also as a mechanistic being, that is a creature driven by something beyond reason.

States "motivation can be defined as complex forces, drives, needs, tension states, other mechanisms that initiate and safeguard desired activities into direction of achieving personal goals "[9].

Motivation (motive) circumstances in the person who encourages individuals to perform certain activities in order to achieve a goal. And according to

Motivation is a series of efforts to provide certain conditions, so that someone wants and want to do something, and if he does not like it will try to negate or circumvent those feelings of dislike. Motivation is not something that can be observed, but it is something that can be inferred because of something

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[9] Purwanto, Ngalim. *Ilmu Pendidikan Teoretis dan Praktis*. YBandung : PT. Remaja Rosdakarya, 3007), h. 72

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that can be witnessed. Every activity a person undertakes is driven by a power from within that person.[10]

Motivation is a state contained in a person who encourages him to perform certain activities for the achievement of a goal." Motivation is also interpreted as a force contained within the organism that causes the organism to act or act.So, a person acts because of the forces that drive him so that someone who has the highest motivation will be harder to try than someone who has low motivation.[11]

From the above understanding, it can be concluded that there are three key elements of understanding of motivation, namely the existence of efforts, organizational goals and the need. The element of effort is intensity. When a person is motivated, he will try his best and high levels of effort must be channeled in a direction that is beneficial to his organization.

Saying that motivation is a change in the personality characterized by affective orousal and anticipatory goal reactoins. Motivation is a change of energy in a person characterized by the emergence (feeling) and preceded by a response to the purpose Thus, motivation is the impulse that arises in a person consciously or unconsciously to do something action with a specific purpose. In other words, motivation is the efforts that can cause a person or a group of

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[10]Sardiman A.*Interaksi dan Motivasi Belajar Mengajar*. (Jakarta : PT. Raja Grafindo Persada, 2008), h. 73

[11] Djaali. *Psikologi Pendidikan*. (Jakarta : Bumi Aksara, 2008), h. 101

people moved to do something because the desire to achieve the desired goal or get satisfaction with his actions.[12]

In the process of learning, motivation is necessary because a person does not have the motivation will not be possible to do learning activities. Human behavior is raised and directed by need; physiological needs, sense of security, love, appreciation, self-actualization knowing and understanding, and aesthetic needs.

2. Miscellaneous Motivations

Based on the source or origin, motivation is divided into two kinds, namely:

a. Intrinsic Motivation

What is meant by intrinsic motivation is the motives that become active or functioning does not need to be stimulated from the outside, because in each individual there is a drive to do something, [13]

Intrinsic motivation is the motivation involved in learning situations and meeting the needs and goals of the pupil. This motivation is often called pure motivation. The real motivation that leads in self the students themselves, such as the desire to acquire certain skills, obtain information and understanding, develop an attitude to succeed, to enjoy life, to realize their contribution to the group's business, the desire to be accepted by others and

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[12] M. Sardiman A. *Interaksi dan Motivasi Belajar Mengajar*. (Jakarta : PT. Raja Grafindo Persada, 2008),h. 73

[13] M. Sardiman A. *Interaksi dan Motivasi Belajar Mengajar*. 2008), h. 89

others. So motivation is a living motivation in students and useful in functional learning situations.

Motives that become active or functioning do not need to be stimulated from the outside, because within each individual there is a drive to do something".[14]

Motivation acts as a motivator of one's will and desires, and this is the basic motivation that they themselves try to incorporate themselves with the organization to play a role well. "Intrinsic motivation in terms of education is self-awareness to be an educated and accustomed, knowledgeable, skilled in a particular field. The only way to reach the goal to be achieved is to learn, that goal can not be achieved without learning. The driving impulse is derived from a need that contains the necessity to be an educated person and knowledgeable. Thus the motivation arises from self-awareness with the goal essentially, not just a symbol.

b. Extrinsic Motivation

Extrinsic motivation is the motive of active and functioning because of the stimulus from the outside. Thus extrinsic motivation can also be said as a form of motivation in which learning activities are initiated and continued based on external drives that are not absolutely related to learning activities. One example of this motivation is the tendency of parents to include their children to a school because only most children enter the school.

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[14] Hamalik, Oemar. *Proses Belajar Mengajar*. (Jakarta : Bumi Aksara, 2008), h. 163

Motives that are active and functioning because of an external stimulus". Thus extrinsic mootivation is the impetus to a person's behavior that is beyond his deeds. People do things because of external encouragement like a gift and avoid punishment. "So extrinsic motivation is the motivation that arises because of the stimulus from the outside that could have a job done in the presence of a clear purpose.[15]

a. Motivation of Learning Outcomes

In learning motivation theory, there are four aspects of learning motivation, namely:[16]

1. Encouragement of achieving something

    A condition in which students struggle with something to improve and fulfill the standards or criteria to be achieved in learning.

2. Commitment

    Students who have commitment, are students who have awareness, that He has duties and obligations as a student, namely learning.

3. Initiative

    Readiness to act or do something about opportunities or opportunities that exist. Students are initiatives that already have their own thoughts and understandings and do things based on opportunities.

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[15] Djamarah, Syaiful Bahri. *Psikologi Belajar.* (Jakarta : Rineka Cipta, 2002), h. 117
[16] Chernis dan Goleman (2001). *Teori motivasi. (*Jakarta : Bumi Aksara, 2001), h 67

4. Optimistic

A persistent attitude in pursuit of goals regardless of failure and setbacks. Optimistic is useful so students want to learn that failure in learning is not an end of learning and does not mean that students are "stupid" students.

Learning motivation variables will be correlated with the dependent variable, namely self regulation. In this study, self regulation (researcher self-regulation) meant the meaning of self regulation.

This theory refers which defines an attitude learning which teaches individuals to be able to learn to regulate themselves. Students are said to have self regulation if the student is able to manage his own behavior, how, where and when the behavior must be raised.

Self regulation theory that good self regulation must fulfill the following 5 aspects:[17]

1. Self-determined standards and objectives

Each student has certain benchmarks to determine his behavior. Students who have good self-regulation have certain criteria to achieve a desired goal.

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[17] Ormrod. *Optimis.* (Jakarta : Rineka Cipta, 2009), h. 6

2. Emotional regulation

   Teenage students in general are very difficult to regulate their own emotional level. Teenagers are very difficult to express their feelings in the right situation. They tend to express themselves very happy or tend to be very sad. Students who have good self regulation can manage, maintain and manage their emotional level.

3. Self instruction

   A command or direction given to yourself to be able to carry out the expected behavior. The existence of self instruction, then every behavior that is expressed will remind yourself to behave appropriately.

4. Monitoring yourself

   Observing one's own behavior can be used by students to increase students' attention to schoolwork or to disturbing behaviors. Often students do not realize that the behavior being carried out is effective or otherwise incorrect. Usually students also monitor their behavior through a framework of goals they want and modify the strategies needed.

5. Self evaluation

   Assessing one's own behavior in a diary is one of the supporters in the process of self-regulation. Self-evaluation is

very useful to encourage the behavior of the next student while at the same time helping students understand about the reasons for students' behavior to be appropriate or inappropriate.

B. Theory About Awards

1. Definition of Appreciation

The definition of appreciation, is a gift from a committee of activities or a particular institution given to a person because of a result of his work, certain achievements,. In education, usually the award is due to the results of learning or achievement owned by students.

If for the award of what has been achieved in the learning process usually depends on the teacher / educator. The teacher / educator is entitled to determine it. HRD Consultant from SIEN Consultants Reko Handoyo added that awards are personal acknowledgment or better known as person identification to others. Where someone is recognized for the performance and accomplishments they have when working.

The rewards can vary, in the form of praise, rewards, additional responsibilities which for some students can be a burden but for some other students it can be a reward point for him / her. But certainly a teacher should give more value to the students. "Sometimes with trivial and simple words can provide a very useful meaning for students". The best form of reward is to make the student know that he or she is valued by the teacher (someone else), not just

by a small group of people. Some schools / teachers sometimes put the outstanding student on the bulletin board in the school to confirm that the student can be a role model for the other students.

Thus a teacher should not hesitate and hesitate in giving awareness to the students. The award does not need to be excessive, simple but routine awards will be more effective imprint in students.

2. Forms of Reward

Learning is a process of change that changes behavior as a result of interaction with the environment in fulfilling the needs of his life. Such changes will be evident in all aspects of behavior. Learning is a process of doing one's undertaking to gain a change in the new course as a whole, as a result of its own experience in interaction with its environment". A child who feels disappointed because always compared to his brothers who are smarter, more diligent, more independent, and more active, need to be rewarded for him to feel able to succeed. A child who often exhibits negative self-image or excessive fear by saying things like "I can not do it," and "I always fail," "I will not be able to do it again," is a child who may need an award. [18]

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[18] Slameto. *Belajar dan Faktor-faktor yang Mempengaruhinya (Edisi Revisi)*. (Jakarta : Rineka Cipta, 2003), h. 2

Appreciation is a necessity of feeling useful, important, appreciated, admired, respected by others". The following authors describe the forms of appreciation, among others:[19]

a. Praise

Praise to the students for things that have been done with great benefits as a driver of learning". Naturally we praise the child when he saw it behave well or earnestly. We can say, for example, "Good, may Allah be glad to you!" Or "It is Fulan's the best child!" Or similar kind words. This speech will motivate the child, strengthen his soul, also give a very good influence in him. This will encourage her to love the person who educates her. Also open mind to continue to learn.

b. Material appreciation

The child has a fondness for gifts. Usually they are so eager to get it. Therefore, it would be worth it if we give them what they like on a certain occasion. Children who diligent, good morals, perform the duties of prayer or other good deeds, then get a gift, will feel happy and satisfied with what he got.

Stated that the gift giving can also be done by teachers within certain limits, such as gift giving at the end of the year to students who get or show good learning result, giving prizes to the winners of the race or competition.

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[19]Slameto. *Belajar dan Faktor-faktor yang Mempengaruhinya*, 2003), h. 171

c. Prayer

We should also give motivation to the diligent, civilized or diligent to establish prayers by praying, for example we pray:

1. "May Allah give taufik to you, hopefully your future is bright."

2. "May Allah (swt) Subhanahu wa Ta'ala repair you and give you guidance."

d. Write down his name on the board

If you are an educator at a school, you can also post a kind of bulletin board where you can easily see. There are written names of children according to their advantages, both in behavior, sincerity, cleanliness, and others. Such an announcement would be a motivation for others to imitate them, so their names would also be written on the board. Thus, other students can know the advantages and achievements of these students, so that the students concerned get their own satisfaction

e. Show her kindness

When a child is able to properly explain a lesson in front of the class, convey a recitation, solve a problem, or read one of the Qur'anic letters, we can pat his shoulder to motivate him while saying: "May Allah Subhanahu wa Ta'ala give blessings to you ! "

f. Consider ourselves a part of them

If we want to reward children with advantages, we can also state that we are a part of them. It will be a great tribute to them.

3. The Importance of Teachers' Attention to Children

Not a few of the teachers / educators who pay more attention to aspects of intellectual or thinking skills of children, but often forget the side of the child's feelings and psyches in the formation of his personality. They, for example, often reprimand / punish the child when making mistakes but rarely give awards to children when achieving. Though the feelings and psychological of the child is an important thing that must be considered in the process of child growth. In every child's memory there is always a complete record of their relationship with their parents. There are two kinds of records: First, the record of happiness, that is, if the parent gives careful attention and affection. Secondly, the note depicts the feeling of anger when get sour views, reprimands, or nagging parents. Both are always compared all the time; weighing which one is heavier. If the number of 'happy' more then the relationship between the child and both parents will take place harmoniously. Conversely, if the scale of anger is more severe then the parent-child relationship will be disrupted. Even if his anger far outweighs his happiness, there will often be an attitude of disobedience, harsh words, or deliberate violation of rules, frequent nightmares, etc..[20]

How exactly Islam teaches us in this matter and how also Rasulullah SAW. give us an example of this. Rasulullah SAW, in his association with children,

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[20] Ramayulis, *Pendidikan Islam dalam Rumah Tangga (Edisi Revisi)*. (Jakarta : Kalam Mulia, 2006), h. 60

both grandchildren and other children, always show his affection in a balanced manner. The thing that is very prominent in the association of children is always happy them. Manifestation of the manifestation of his affection is in the form of appreciation or rebuke or punishment according to age and circumstances of the child. The appreciation given by the Prophet was not only in the form of prizes in the form of mere matter, such as dates, for example; but kisses, caresses, and hugs. The Prophet also did not hesitate to give punishment to children when making mistakes, in the form of fine rebuke or physical punishment in accordance with the age and condition of the child .. Giving rewards have a good influence on the soul, especially in children, provided that not excessively . Apostle said: Give each other gifts, you will love each other.

Praise of the child has a very dominant influence on him; it will move its feelings and senses as long as praise or flattery is given at the right time and place and reasonable and not excessive. His soul will be cheerful and also happy with this praise for the more active. The Messenger of Allah, as a human being who fully understands the human psyche, has reminded of the praise that positively affects the soul of the child; his soul will be moved to welcome the call and carry out the task given to him. Messenger of Allah. once gave praise to a child who learned Arabic and Syriac language to help the Prophet (s). Rasulullah SAW, praised the child by saying, "He is the best of young people".

Thus, Rasulullah SAW, has taught us how to appreciate and make children happy in order to educate their feelings and tendencies; rewarding compliments,

caresses of love; kiss him, rub his head, give gifts, and more. It just does not mean that Islam does not allow us to punish children, it does not mean that the Messenger of God never gets angry or never gives 'lessons' or punishment to children However, Islam does not prohibit parents from giving physical punishment to children when a fine reprimand does not produce results, of course in accordance with what has been exemplified by the Prophet Muhammad. In the early stages of Rasulullah SAW. ordering the Companions to frighten the child by hanging a whip, just to show it so that the child rushes to improve, compete to hold on to the right, and immediately correct his behavior.

There are several ways we can do as parents and teachers, to stimulate the child's interest in learning which is an extrinsic drive (impulse coming from outside). Among all we can do is to reward, reward, tell them about their progress and learning. Meanwhile, what many parents do, which he says is to encourage children to learn, but they denounce the child "hey where the brain lu, already big but never know with the letter Pe", and by snapping the child "Hengki ... .you just watch , let's make Pe Er! ". Ideally and should parents and teachers need to know how best to motivate them. "Papa ..., mama ..., I earned 100 on the Science test!" Exclaimed the boy with joy as soon as he reached the door of the house. So the response of parents may vary. Parents who forget how to motivate children may say "but yeah test papers really torn" or "you can be a hundred maybe you can cheat". This kind of response tends to be unfriendly in

the hearts of children, so do not expect any more children to be motivated in learning, but it is strange that later the child loses the spirit of learning, the victim-as a scapegoat/scapegoat-as the cause of lazy children is the environment, friends, school, technology or the global age. Whereas the cause is the way the teacher/educator response to the expectations of children. "Teacher's mother ... I already memorized the letters of alfatihah and my reply can number 95!", Parents' responses to the expectation of the child is possible by rewarding. "Alhamdulillah, happy mother's heart ...", or "Because you are smart, daddy you love your gift". Positive response and reward will certainly increase the motivation to learn children.

The attitudes of teachers / educators or families who have cultivated awards and / or gifts on children for their learning and work achievements will be able to give birth to them as generations of high self-esteem and learning motivation. Their needs and learning facilities should also be provided and met. The character of teachers / educators, parents and the environment who have the potential to destroy the motivation of learning children is like being less concerned in fulfilling their learning facilities (cigarettes or VCD player cassettes are purchased but reading materials for children do not care), the characters are too rigid, hard and speak abusive during educate children "my parents are friendly, but if accompany me to learn to be brave, ask forgiveness, so my brain deadlock if studying". Other characters are like doing the will to the child, expect too much, and all-out ban or rule Basically we want our

children to behave kindly and politely not out of fear of punishment. Teachers who punish with physical violence may have the sole purpose of disciplining their students. However, the way in which the teacher and the application may need to be corrected again. Similarly with the school. Should the punishment imposed on the student need to be considered again its effectiveness by referring to the best goals or beneficial effects of all parties. Thus, it is not possible to punish someone just because of the wrong behavior that might be caused by the current condition.

Abusive treatment to a child can cause injury to the child. This physical abuse is related to excessive physical punishment. As a result can cause children with disabilities and even death, in addition to disturbing the child's emotional attitude. The risk of children becoming depressed, anxious, so that eventually will cause various problems in school.

C. The Theory of Punishment

1. Understanding Punishment

The punishment comes from the word "law" in the Indonesian dictionary of law means:

a. Regulations or customs that are officially considered binding, established by the authorities or government

b. Laws of regulations and so on to organize community association.

c. Excerpts (rules, provisions) regarding certain natural events and so on.

d. Decision (judgment) set by the judge in court or verdict

Punishment of the origin of the said law by which a rule made by a power or custom which is considered valid by and for the people, it is intended to regulate the association of life in society, rules, rules, standards and judgment . Thus punishment is an act inflicted upon the child consciously and deliberately so as to cause sorrow for the child and will become aware of his actions and promise in his heart not to repeat it.[21]

2. Kinds of Punishment

The following authors describe the various penalties are as follows:

a. Preventative punishment, ie punishment committed with the intent to avoid or not to violate. This penalty is committed prior to the occurrence of a violation with the intention of preventing the offense.

b. Repressive punishment, punishment for the offense that has occurred, this punishment is done after the occurrence of an offense

c. Associative punishment, generally people associate between law and crime, between offenses and suffering that strengthen their ability to always make good and avoid crime or offense.

d. Natural punishment, which advocates this punishment is J.J. Rosseau, according to Rosseau when the children are born is holy, clean of all the stains and evil.

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[21] Anwar, Desi. *Kamus Bahasa Indonesia Modern Untuk SD, SLTP, SMU dan Umum*. (Surabaya : Amalia, 2 0 0 2), h . 1 4 3

The cause of the destruction of the child is the human society itself. Therefore Rosseau recommends that the students according to nature. Likewise with punishment, "Natural Punishment" for example: If a child plays dirty water then catches a cold and itch is a natural punishment.

A deliberate punishment That is a deliberate punishment and has a purpose. For example: Punishment done by the teacher to his students. This punishment is intentionally done by the teacher so that his student can change attitude :[22]

a. Punishment of Revenge

That is the punishment done because they do not feel happy about the child who made a mistake.

b. Punishment body and body

This penalty can result in harm to the child, as it can cause health problems for the child.

c. Sweet orange punishment

A naughty child does not need to be in law, but must be approached and taken away his heart.

Furthermore there are forms of educational punishment, which we deserve to apply, including:

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[22]Ahmad, Rohani. *Pengelolaan Pengajaran (Edisi Revisi)*.(Jakarta : Rineka Cipta, 2004), h. 137

a. Advice and guidance

b. Sour faces

c. Warnings

d. Stopping child's actions

e. Turn your face away

f. Silence

g. Slur

h. Parental penalty

i. Hang a whip

j. Light blows.

If we some time feel the need to punish the child, we should avoid the punishment forms as below:

a) Slap

b) Abysmal violence

c) Violations

d) Hit when emotions overflow

e) Kicking

f) Wrath

Types of punishments include:[23]

a) Had for those out of Islam (apostasy) is killed.

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[23]Ulwan, Abdullah Nashih. *Pendidikan Anak dalam Islam 2*. (Jakarta : Pustaka Amani, 1999), h. 303-307

b) Had for the murderer is killed, if he kills intentionally.

c) Had for the thief is his hand cut from the wrist, if stealing is not for his urgent needs.

d) Had accused others of committing adultery (qadzaf) was whipped as much as eighty times, and was not accepted by his testimony.

e) Had zina is whipped a hundred lashes, if he is not married, and stoned to death if he is married.

f) Had made destruction on the face of the earth is either killed or crucified, or hand-cut and legs crossed, or exiled.

g) Had a drink of balking drink is whipped between forty and eighty times.

There are forms of educational punishment, which we deserve. Among them: Advice and guidance, sour faces, loud reprimands, stopping child's deeds, turning away, silencing, slurring, parental punishment, hanging whips, light blows

3. Purpose of Punishment

The purpose of punishment is something that is very important in doing an activity, which is done aimlessly will be blurred and unclear direction, explaining the purpose of meaning something that is aimed, ie the one to be achieved with an activity or effort, an activity will end what if the goal has been is accomplished. The purpose of the person giving the punishment is of some kind, it is closely related to people's views on the theories of punishment as follows:

a. Theory of retaliation (The Oldest Theory) According to this tiori, punishment is held in retaliation for the negligence and abuse that a person has committed.

b. Corrective punishment theory is held to correct mistakes.

c. Theory of protection. According to this theory, punishment is held to prevent society from unnatural acts.

d. Theory Replace the loss

Penalties are held to compensate for losses resulting from a crime or offense.

D. Concept of Appreciation and Punishment in Child Learning Motivation

In the process of learning, an educator is required to generate motivation to learn in the learners themselves. One effort that can be made to improve learners' motivation is by giving them rewards and punishments that educate them that can be challenging adrenaline so that the learners are able to score new achievements are encouraging.

Therefore, rewards and punishments should not be separated from the realm of education which refers to 3 aspects of cognitive (knowledge change), psychomotor (skill change) and affective (change of values and attitudes). States that the cognitive domain includes: knowledge, understanding, application, analysis and evaluation. Then affective spheres include: receiving, responding, appreciating, organization, characteristics of a value or set of values. And last is the psychomotor domain: reflexive movements, fundamental fundamental

movements, perceptual skills, physical skills, skillful movements, non-discursive communication (non-language relationship, but through movement).[24]

Teachers have to sort out which rewards and punishments are educational and which are not. Teachers must also be able to form competent and skilled learners in science and technology in the face of a challenging world. Learners should be prepared to be able to examine the problems emerging in the community along with the development of science, technology and communications as well as an increasingly competitive world challenge.

To face an increasingly competitive world of innovative teachers can actually provide a lot of motivation and positive input in the form of skills that must be developed by students in navigating a successful, happy, and bermartarbat life in life society because life skills is the ability and skills needed throughout life and create new works in the form of a very exciting achievement. And as a basis for understanding the degenerative children in achievement, there are some common characteristics:

1. The experience of repeated failure

This experience was have a negative effect on the learning process. Students sure was not succeed in learning despite trying hard.

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[24] Nasution. *Kurikulum dan Pengajaran*. (Jakarta : Bumi Aksara, 2009), h. 62-72

2. Physical and environmental limitations

This condition allows learners to have difficulty receiving information and conceptual abilities. For example, children with minimal brain dysfunction may experience perceptual distortion.

3. Motivation and reward issues

The experience of failure was result in a lack of interest, motivation and enthusiasm for the willingness of the learning situation. For that giving motivation and awards that educate able the creation of the learners.

4. Anxiety about punishment

Unclear anxiety usually comes from a feeling of failure that will occur. Because of learning difficulties and feelings of being rejected and punished by teachers and parents, learners tend tdeveloping a bad self-image. This feeling can develop into indifference, daydreaming, nervous and vindictive behavior.

5. Uncertain behavior

Learners tend to display erratic behavior in many learning situations. In general this behavior arises when the lack of himself is apparent. Students will avoid or show rejection of situations they consider to be threats.

6. Uncompleted evaluation

Poor diagnosis leads to inhibition of children's education with learning failure. Because children who have been "stamped" slow, emotionally disturbed or retarded without approaching to find out the specific problems and needs first.

7. Inappropriate education.

   In general, children with learning failures do not get the education they expect. For example, lack of facilities, untrained teachers to always provide motivation, rewards and punishments that educate and how the community view that is not supportive.

   Individual evaluation above can be a reference for teachers to better understand the condition of learners. The authors think, the more we understand the condition of the students, the more innovations that come to our mind to be immediately transmitted to learners who have difficulty or failure to learn. And of course the good intentions of a teacher to educate the nation's children, determine the success level of learners now and later. And because of the importance of giving motivation, rewards and punishments for the improvement of student learning achievement, herein lies a challenge that educators must have.

   Educators are able to make learners successfully reach the future. The educator is forward-looking and becomes a motivator for the learners. Educators who constantly sentence "The success" of learners is thanks to the motivation, appreciation and punishment of an educator who go ahead, never step back to create the Nobel laureate of the future of the students. And good students should share the same perspective with teachers who always give them motivation. Because Students will be said to be successful in learning if they have motivation and creativity in learning

E. Hypothesis

Hypothesis is a temporary answer to a phenomenon or research question formulated after the researcher examines a theory, Thus the authors conclude that the hypothesis is the opinion or answer while in the study to be tested the truth. Based on the above problems, the researcher gives a temporary answer that the truth needs to be tested in further research, namely:

1) (Ha) there is a significant influence between the provision of punishment and awareness of student learning motivation

CHAPTER III

RESEARCH METHODOLOGY

A. Types of Research

This type of research is quantitative research, ie research that seeks to verify facts in the field and is assessed scientifically based on the theoretical framework pertaining to the issues raised by using numbers or calculations.

This type of research is a study conducted to seek the truth scientifically, either to the opinion ever issued by experts or someone, or to the symptoms or events or problems that occur in the field.

B. Operational Definition of Variables

The definition of operational variables is a more operational explanation and conceptual definition that can clarify the research variables to be observed and measured. Variables in this study can be defined include:

1. Variable X, award and punishment

Reward is an action given by a person because the person has done a good or a good achievement.

Awarding and punishment to students by teachers includes: First, awarding includes; giving award certificates, bookwritten gifts, applauding, giving good grades, giving scholarships, joining competitions, school equipment gifts, and taking walks. Second, punishment includes: cleaning the grass in the schoolyard, scolding, cleaning wc, punishment pinched,

punishment evicted in the field, as well as punishment standing in front of the class.

2. Variable Y, student learning motivation

Motivation is a change of energy in a person (person) characterized by the emergence of feelings and reactions to achieve goals ". The motivation here is that students are happy to learn, eager to learn, easy to understand and understand the subject matter, feel the loss if not follow the learning, increase learning achievement, not feel bored in following the learning, always follow the learning process, doing group learning, assignment in a timely manner, never permission to not follow the learning, studying at school or at home, have guidebooks, always pay attention to the teacher explain the subject matter, students are active in teaching and learning, and always ask if not yet understand the material lesson[25]

C. Population and Sample

1. Population

The population is all individuals derived from the generalized sample, or group of individuals, objects that are subjected to research. The population is "the sum total of the unit of analysis that its characteristics will be suspected", [26]. Population are all individuals who become the source of sampling. In this

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[25] Hamalik, Oemar. *Proses Belajar Mengajar*. (Jakarta : Bumi Aksara, 2008), h. 158

[26]Singarimbun, Masri dan Sofyan Hadi. 1999. *Metodologi Penelitian Survei*. (Jakarta : LP3ES, 2007), h. 152

study the population is the students of grade VII and VIII State SMPN 06 Kaur

which amounted to 155 students. For more details and details:[27]

Table 1

List of Grade VII and VIII State SMPN 06 Kaur

Number	Class VII	amount	Class VIII	Amount
1	Male	50	Male	40
2	Female	30	Female	35
amount		80		75

2. Sample

Sample is part of all the individuals who become the object of research that

if the subject is less than a hundred people, then better taken overall, but if the

subject is more than a hundred people, then better taken about 10- 25% or 20-

25%[28]. Thus, since the population in this study is less than a hundred, the

population is taken all. So the sample in this study amounted to 30 respondents.

For more details the following researchers describe the number of research

samples as follows:

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[27] Mardalis. *Metode Penelitian Suatu Pendekatan Proposal*. (Jakarta : Bumi Aksara, 2005), h. 53

[28] Hamalik, Oemar. *Proses Belajar Mengajar*.(Jakarta : Bumi Aksara, 2004), h. 55-56

Table 2
List of Research Sample

Number	Class VII	amount	Class VIII	amount
1	Male	50	Male	40
2	Female	30	Female	35
amount		80		75

D. Data Collection Technique

Data collection is done with several techniques, including:

1. Questionnaire

Questionnaire is a "list of questions given to others with the intention that the person given is willing to respond in accordance with user requests".[29]

From the above understanding, it can be understood that the questionnaire is a number of questions made in writing and answered in writing also by members of the sample (respondents). Questionnaire in this research is addressed to the students of State SMPN 06 Kaur.

In this study used to collect data through questionnaire in the form of questions that have provided alternative answers a, b, and c to the respondents about the awarding and punishment done by the teacher and about the motivation of learning children in State SMPN 06 Kaur.

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[29] Arikunto, Suharsini. *Prosedur Penelitian Suatu Pendekatan Praktis (Edisi Revisi VI)*. (Jakarta : PT. Rineka Cipta, 2006), h. 102

2. Interview

Interview is a conversation with intent certain, the conversation was conducted by two parties, the interviewer who asked questions and who interviewed (interviewee) who provide answers to the question.[30]

Interview or interview is a direct oral questioning process between two or more people to obtain information and information as needed. Interview is the process of obtaining information for the purpose of research by means of question and answer while face to face between the questioner or the interviewer with the answering or respondent using a tool called interview guide.

In this technique interviewed are some teachers and students to strengthen the results of the questionnaire, and this technique is used to see firsthand the effect of reward and punishment on children on the motivation of learning of children in State SMPN 06 Kaur

3. Documentation

Documentation is a list of writings, garnbars or objects that can be used as evidence in research. Document is any written material or film". In carrying out the method of documentation, researchers investigate written objects such as books, magazines and documents.[31]

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[30] Moleong. *Metodologi Penelitian Kualitatif*. (Bandung : PT. Remaja Rosdakarya, 2001), h. 135

[31] Moleong. *Metodologi Penelitian Kualitatif*., 2001), h. 161

Thus the technique of collecting data through this documentation is to seek the necessary data by investigating written objects. While in this research data collection taken from the research used to archive data as evidence of research on the results of report cards and how the award and punishment of children to the motivation of learning children in State SMPN 06 Kaur.

4. Observation

Observation is "a general term in meaning all forms of data reception are done by recording events, calculate, measure and record it". Observation is a method or method of analyzing and recording systematically about behavior by seeing or observing individuals or groups directly.[32]

The use of this technique is to know clearly about the location of research, the circumstances of students and teachers, the state of the school and the school environment.

E. Test Validity Question and Reliability

In this section will be explained about the test questionnaire validity testing procedure. Try out research questionnaire researchers do to 31 respondents in the study. Validity is when a test measures what it wants to measure, then valid is valid.[33]

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[32] Purwanto, Ngalim. *Ilmu Pendidikan Teoretis dan Praktis*. (Bandung : PT. Remaja Rosdakarya, 2002), h. 149

[33] Arikunto, Suharsini. *Prosedur Penelitian Suatu Pendekatan Praktis (Edisi Revisi VI)*. (Jakarta : PT. Rineka Cipta, 2006), h. 63

Thus to analyze the level of validity of the questionnaire used in this study, the researchers used product moment correlation technique by citing the formula described by Spearman Brown as follows:

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum X^2)(\sum Y^2)}}$$

Information :

rxy = Correlation coefficient of variables x and y

$\sum$x = Variable score x

$\sum$y = Score variable y

$\sum$xy = Multiplication between x and y

In the following table will explain in detail the calculation of the questionnaire validity of awarding and punishment for children in State SMPN 06 Kaur.

CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

A. Overview of Research Sites

1. Description of Research Location

Kaur Junior High School 6. The limits are as follows:

North Side   : Lesson Village

East   : Rice Field

South side   : Tanjung Kemuning Village

West side   : Plantation

The socio-economic situation of students' parents is classified as a poor majority. In terms of the work of parents of students, the majority work as laborers whether they are farm laborers, construction workers or other laborers. In terms of parental education students consist of elementary school graduates (SD) 41.18% of junior high school graduates 21.50% of high school graduates / equivalent of 27.19% of College 10.13%. Parents' income is divided into two: not able to 74.45% and those who are capable of 25.55%, according to one teacher, it seems that it is difficult for the School Committee with the school to prepare the RAPBS and plan the school development program budget. Thus at a glance the geographical location of Kaur 6 Public Middle School.

2. School Mission Vision

Efforts to continually innovate and develop are a necessity which is a consequence of the demands the development of the era is so rapid and fast. This must be immediately captured and responded to by educational institutions, including at Kaur 6 Public Middle School as a school or formal institution in which there are processes of education, training, learning, and debriefing to students. Willingness to change by making innovations made by the Kaur 6 Junior High School is accompanied by the hope that it can produce students to be knowledgeable, skilled, mature, noble and have life skills. So that the output produced can be a human being that benefits the community and its environment and is responsive and adaptable to the developments that occur in life.

To be able to realize a dream, a vision and mission of the school is prepared as a response to the developments in the world of education and so that in the process of implementation, it does not deviate from the desired direction and goals. In conducting education and training planning, at Kaur 6 Public Middle School has made anticipatory efforts on the context and trends of the times in the present and in the future. Planning like this shows the high commitment of the Kaur Junior High School (leaders and teachers) to educate and produce quality generations who are ready to face challenges, and be able to compete in life and life. Commitments like this, indeed, must be owned by all education stakeholders, especially teachers as technical implementers and at

the same time spearheading the success of the education process in schools This certainly will have a positive impact on improving quality in the teaching and learning process in schools. The vision and mission of the 6th Kaur Middle School are as follows: Vision: Realizing Superior, Independent Education and Achievement Mission: among others:

1. Program Synergy and Human Resources Towards Mandiri.

2. Increase motivation and satisfaction in achievement.

3. Creating a conducive learning atmosphere.

4. Increase reading interest in each student.

5. Increasing faith and piety to God Almighty.

6. Increasing science and technology supervision to meet globalization.

Thus if the vision and mission at Kaur 6 Public Middle School are the spirit in carrying out the learning process to achieve maximum results.

3. School Objective Conditions

The journey of an institution or organization will experience chaos and failure to reach the goal if the institution or organization is not well coordinated. Schools as an educational institution should have a good organizational system. A good school organization wants the tasks and responsibilities within carry out the implementation of the school to achieve its objectives equally divided according to the abilities, functions, and authorities that have been determined. Therefore, it is necessary to form a management structure that will run and control the travel of the organization or organization.

The existence of a structure is expected to be able to bring progress to the institution or organization towards a better future and can achieve the desired goals and expectations. Below, the researchers explain the existence of the Kaur 6 Public Middle School which has the trap of facilities, facilities, structures and school organizations that function as a locomotive for the success of an educational institution.

a. Building Condition

School is a work organization organized by a number of personnel in the form of cooperation to achieve institutional goals. This collaboration includes all activities, both curricular and extracurricular. To be able to carry out these activities, various buildings and equipment that are useful for achieving education are needed. The existence of buildings and educational equipment is very important, because without the existence of these buildings and equipment, teaching and learning activities in schools cannot be carried out properly. As a formal education institution, at Kaur 6 Public Middle School. As a formal education institution, at Kaur 6 Public Middle School provides various buildings and facilities and infrastructure that support the learning and teaching process. Fulfillment of these infrastructure facilities, of course, is based on the need for maximum utilization.

b. Infrastructure

In more general terms, these fittings are commonly called educational facilities and infrastructure. This is as stated in article 45 paragraph 1 of Law

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No.20 of 2003 concerning National Education System that every formal and non-formal education unit provides facilities and infrastructure that meet educational needs. Ideally education facilities and infrastructure must be complete, so that educational and training needs can be fulfilled. Of course, to be able to provide complete infrastructure facilities is very expensive. However, it is important to note that, the types of equipment provided at school and management clearly has a major influence on the teaching and learning process, and conversely if it is not adequate, it will hamper the learning process. Therefore, the provision of educational facilities and infrastructure must be tailored to the learning needs of students. Thus, the facility is not to be a display, but is really needed by the school, so that planning is needed based on needs.

The teaching and learning process is expected to be more successful, if supported by adequate educational facilities and infrastructure. Therefore, the government and managers of education must continually strive to fulfill and complete needs. Besides that, it is also important to note that there is awareness among the existing components, to utilize the facilities optimally, effectively, efficiently and responsibly. Procurement of facilities and infrastructure is to help students learn. Educational facilities and infrastructure held in schools must meet educational criteria (education), health (health), safety (safety), needs (need), usability (utility), and finance (economy).

c. Teacher's situation

The teacher is one of the determinants of educational success. Especially in improving human resources resulting from education. Thus, in an educational institution (school), the teacher's role is very strategic and the key to success. The teacher is the first and main factor that will determine the progress and decline of an educational institution. Therefore, in order to become an advanced and quality educational institution, the existing education staff should be truly qualified as an educator who has scientific capacity, competence in their field, has high commitment and dedication and is professional. With the existence of educational staff like this, it is expected that the process of learning and teaching activities and coaching will be able to run smoothly and can produce quality output.

Below can be seen in the table of conditions of the teacher board and subjects taught at Kaur 6 Public High School:

Table 4.1
Data from the Tanjung Kemuning Junior High School 01 Board of Teachers

No.	Name	Last education	Subject teachers/ Additional Hours
1	Nadiur Turliksi, M.Pd	S.1	Counseling department
2	Buyung Anwar, S.Pd	S.1	Civic education
3	Dirhannudin, SPd	S.1	Religious education
4	Endang Karyawan, S.Pd	S.1	Islam
5	Yensi Tulhadiah, S.Pd	S.1	Education islam
6	Sudasmi, S.Ag	S.1	Education islam
7	Milian Sono, S.Pdi	S.1	Education islam
8	Kiswanto, S.Pd	S.1	Citizenship / social
9	Wisna Hayati, S.Pd	S.1	science education

10	Julis Miniarti	S.1	civic education / social science
11	Fitri Mudiyah, S.Pd	S.1	civic education / social science
12	Erita Susanti, S.Pd	S.1	civic education / Sasak language
13	Wayan Mester, S.Pd	S.1	civic education / social science
			civic / mathematical education
14	Hermi Hartati, S.Pd	S.1	Indonesian
15	Sri Maryati, S.Pd	S.1	Indonesian
16	Dahliah, S.Pd	S.1	Indonesian
17	Detah Juniarti, S.Pd	S.1	Indonesian
18	Povi Hernawan, S.Pd	S.1	Indonesian
19	Noki Septiawan, S.Pd	S.1	Civic education
20	Misnawati	S.1	civic education
21	Yensi Tulhadiah, S.Pd	S.1	Indonesian
22	Dialbet, S.Pd	S.1	Cullinary art/ tinkom
23	Beni Yusepa, S.Pd	S.1	Math
24	Fiardi Amri, S.Pd	S.1	Math
25	Sisman Hardi, S.Pd	S.1	Math
26	Jandri, S.Pd	S.1	Math
27	Yemi Arti, S.Pd	S.1	
28	Albit Romantika, S.Pd	S.1	
		S.1	
29	Buyung Sauli, S.Pd	S.1	Science (Biology)
30	Moh. Zainuddin, S.Pd	S.1	Science (Biology)
31	Yeti Israwati, S.Pd	S.1	Science (Biology)
32	Saparuddin	S.1	Science (Biology)
33	Dini Triswani	S.1	Science (Biology)
34	Lalu Ukir, S.Pd	S.1	Science (Physics)
35	Parhiyatul Sahrah, A.Md	D.III	Science (Physics)
36	Drs. Sukri Abdurrahman	S.1	Science (Physics)
37	Mimin Fauzi Yuliana, S.Pd	S.1	Science (Physics)
38	Suhartini, S.Pd	S.1	Tinkom
39	Syamsiah, S.Pd	S.1	social Sciences
40	Siti Hajar, S.Pd	S.1	social Sciences
41	Nurul Hidayati, S.Pd., S.Sos	S.1	social Sciences
		S.1	social Sciences
42	Etayongsari, S.Pd		
43	Trisnoto, S.Pd	S.1	physical education

44	Moh. Saiful Islam, S.Pd	S.1	physical education
45	Mardi, S.Pd	S.1	physical education
46	Djakarsi	PGSLP	English
47	Salmiati, S.Pd	S.1	English
48	Endang Pri Hartini, S.Pd	S.1	English
49	Lale Weni Anjanisari, S.Pd	S.1	Sasak language
50	Ari Kusmayadi, S.Pd	S.1	civic education
51	Sri Rahmawati Hidayah, S.Pd	S.1	civic education
52	Fenti Fatimah, S.Pd	S.1	Art
53	Lalu Saeful Bahri, A.Ma	D.II	Art

Document: Kaur SMP 6 data

d. Employee Condition (employee)

The success achieved in an education is also inseparable from the role of the employees (employees) that exist. The conditions of employees at 6 Kaur Junior High School can be seen in the table below:

Table 4.2
Data from Kaur 6 Junior High School employees

No.	Name	Last education	position / assignment
1	Mahidin, SH	S.1	Chairman
2	Sulistiningsih	SMA	Student affairs
3	Waya riris aryawati	SMK	Treasurer of
4	Lalu marjuni	P.C	the Committee
5	Mahyudin	P.C	Library
6	Jamuhur	SMA	Computer
7	Sitiyem	SMA	School guard
8	Melliyana fitriawati	SMA	The lab.
9	Ahmad muzani. S.Adm	S.1	Computer
10	Nur hasanah	SMA	UKS
			security
			Pemb, BK / BP

Document: Kaur SMP 6 data

e. Condition of Student Students

The development of the number of students at 6 Kaur Junior High School over the past ten years can be seen in the details as in the table below:

B. Presentation of Data

1. Awards and penalties for children's learning outcomes

After the data from the questionnaire regarding rewards and punishments for motivation to learn English SMPN 6 Kaur is obtained, the data is processed with the following steps: The first step is to tabulate the questionnaire scores regarding the rewards and laws regarding motivation to learn English. Next is to calculate the average or mean score (M) of the questionnaire score and standard deviation with the table as follows:

Information :

$N = 30 \sum FX = 1179 \sum FX2 = 46599$

After tabulating student score data regarding rewards and punishments for motivation to learn English, it is known that calculations are carried out with the following steps:

a. Looking for the mean with the formula:

$M = (\sum fx) / N$

$= 1179/30$

$= 39.3$

b. Look for the standard deviation value with the following formula:

$$SD = \sqrt{(\sum[[fx]] \,^\wedge\, 2) / N - ((\sum fx) / N))} \, 2$$

$$SD = \sqrt{(46599 / 30 - (1179/30))} \, 2$$

$$= \sqrt{(1553,3 - 1544,49)}$$

$$= \sqrt{8.81}$$

$$= 2,968$$

c. Determination of TSR (High, Medium and Low) criteria as follows:

After knowing the mean and standard deviation of students regarding the influence of rewards and punishments on motivation to learn English, then the next step is to set the TSR as follows: After the mean (M) and Standard Deviation (SD) are known, the results of the mean and standard deviation are analyzed into the categories M + 1SD and M - 1SD as follows:

The mean + 1SD = 39.3 + 2,968 = 42,268

Mean - 1SD = 39,3 - 2,968 = 36,332

The mean + 1SD = 42,268 and above = 42 including the high category

Mean - 1SD = 36,332 and lower = 36 including low category

Between Mean + 1SD and Mean - 1SD between 42 and 36 are included in the medium category.

Based on the management of the data above, the rewards and penalties for motivation to learn English SMPN 6 Kaur can be detailed as follows:

Table 4.3
TSR Category in Percentage of Variables Awards and penalties f
or learning outcomes

No.	Kategori	Frekuensi	%
1.	High (T)	6	20 %
2.	Low (S)	20	67,7 %
3.	Medium (R)	4	13,3 %

From the management of the data above, it can be seen that rewards and punishments for motivation to learn English at SMPN 6 Kaur are in the medium category. This can be seen from as many as 67.7% of the 30 respondents in the Medium category.

2. Motivation to learn English SMPN 6 Kaur

After the data from students' report scores on motivation to learn English SMPN 6 Kaur is obtained, the data is processed with the following steps: From the management of the data above, it can be seen that rewards and punishments for motivation to learn English at SMPN 6 Kaur are in the medium category. This can be seen from as many as 67.7% of the 30 respondents in the Medium category.

2. Motivation to learn English SMPN 6 Kaur

After the data from students' report scores on motivation to learn English SMPN 6 Kaur is obtained, the data is processed with the following steps: The

first step is to tabulate report card scores regarding motivation to learn English.

Next is calculating the average or mean score (M) of the student report score

score and standard deviation with the table as follows:

Information:

N = 30

$\sum FX = 2352$

$\sum FX2 = 185130$

a. Looking for the mean with the formula:

$M = (\sum fx) / N$

$= 2352/30$

$= 78.4$

b. Look for the standard deviation value with the following formula:

$SD = \sqrt{((\sum [fx] \wedge 2) / N - ((\sum fx) / N)) 2}$

$SD = \sqrt{(185130 / 30 - (2352/30)) 2}$

$= \sqrt{(185130/30 - ((2352)) / 30)}$

$= \sqrt{(6171 - 6146,56)}$

$= \sqrt{24.44}$

$= 4,943$

c. Determination of TSR (High, Medium and Low) criteria as follows:

After knowing the mean and standard deviation of learning motivation in

English SMPN 6 Kaur:

Height:

Mean + 1SD and above : 78.4 + 4.94 : 83.34 Upwards

Low:

Mean - 1SD down : 78,4 - 4,94: 73.46 and below

Medium:

Mean + 1SD and Mean - 1SD : 78,4 - 4,94 English Language 78,4 + 4,94:

73.46 English Language 83.34

Based on the TSR calculation above, it can be seen how the categories of learning motivation in English at Kaur Middle School are summarized in the following table:

Table 4.4
Motivation categories of learning English

Interval	Category
83,34 English 100	High (T)
73,47 English 83,33	Low (S)
0,00 English 73,46	Medium (R)

Based on the management of the data above, the motivation to learn English SMPN 6 Kaur can be detailed as follows:

Table 4.5
TSR categories in percentage variables
Student English learning outcomes

No.	Category	Frekuensi	%
1.	High (T)	8	26,7 %
2.	Low (S)	17	56,6 %
3.	Medium (R)	5	16,7 %

From the management of the data above, it can be seen that the motivation to learn English at SMPN 6 Kaur is in the medium category. This can be seen from as many as 56.6% of the 30 respondents in the medium category.

3. The influence between appreciation and punishment with motivation to learn English To find out whether there is an influence between appreciation and punishment on the motivation to learn English SMPN 6 Kaur, it will be tested using a product moment.

From the table above it can be seen:

N = 30

$\sum X2 = 46915$

$\sum Y2 = 184993$

$\sum X = 1183$

$\sum Y = 2351$

$\sum XY = 92970$

From the data variable X and variable Y above, then it is processed to find out the effect of rewards and penalties on the motivation to learn English in Kaur 6 SMP used product moment formula as follows: $r_{xy} = (N\sum XY - (\sum X)(\sum Y)) / (\sqrt{(\{N.\sum X^2 - (\sum \llbracket X \rrbracket)^2\} \{N.\sum Y^2 - (\sum \llbracket Y \rrbracket)^2\})}$ @) $r_{xy} = (30 \times 92970 - (1183)(2351)) / \sqrt{(\{30 \times 46915 - (1183)^2\} \{30 \times 184993 - (2351)^2\})} r_{xy} = (2789100 - 2781233) / \sqrt{((1407450 - 1399489)(5549790 - 5527201))} r_{xy} = 7867 / \sqrt{((7961)(22589))} r_{xy} = 7867 / \sqrt{179831029} r_{xy} = 7867/13410 r_{xy} = 0.5868$

Based on the calculation above, it is known that r_{xy} (correlation coefficient) between reward and punishment with motivation to learn English is equal to 0.5868. To find out whether there is an effect of appreciation and punishment on students' motivation to learn English SMPN 6 Kaur, then proceed by interpreting r_{xy} (correlation coefficient) with the value of the table "r" product moment, by first looking for the free degree of degrees of freedom (df) with the formula:

df = N-nr

df = 30-2

df = 28

After knowing df of 28, then proceed by looking at the table value "r" product moment, it turns out that df of 28 at a significant level of 5% is 0.361 and 1% which is equal to 0.463. Then after consulting the value of rxy ("r" count) of 0.5868 with the value of "r" table both at a significant level of 5% and 1%, it turns out that the rxy value (correlation coefficient) is greater than the "r" table, this means that Ha accepted is that there is an influence between reward and punishment with motivation to learn English in class V SMPN 6 Kaur and null or Ho hypothesis is rejected.

Table 4.6
Interpretation of the value "rxy"

Value of r	Interpretation
0,00-0,19	The numbers X and Y do have a correlation, but the correlation is so low and so weak that the correlation is ignored (it is assumed there is no correlation between the X variable and the Y variable)
0,20-0,39	Between variables X and Y there is indeed a weak or low correlation .
0,40-0,59	Between the X variable and the Y variable there is indeed a moderate or sufficient correlation
0,60-0,79	Between the X variable and the Y variable there is indeed a strong and high correlation .
0,80-1,00	Between the X variable and the Y variable there is indeed a very strong and very high correlation.[34]

[34] (Sudijono, 2011:189)

From the results of statistical calculations by using the product moment formula, the value of rxy is 0.5868. After being consulted with the interpretation table the value of r turned out to be located between 0.40-0.59 with sufficient or moderate correlation interpretation.

C. Discussion

From the presentation and results of the above data analysis in this study the following results were obtained:

1. Awards and penalties for motivation to learn English

Awards and penalties for the motivation to learn English SMPN 6 Kaur are in the medium category. It is known that as many as 20 samples from 30 respondents were in the medium category and the Mean (M) obtained was 39.3 after being consulted with the score measurement criteria turned out to be located between the score 36-42 or as much as 67.7%.

So the appreciation and punishment for the motivation to learn English SMPN 6 Kaur is good enough. rewards and punishments are very influential in improving children's performance, so that it is possible that students will be more active in learning and eventually will get greater achievement, and vice versa. But the most important thing is the efforts and intentions of students seriously in achieving achievements.

2. Motivation to learn English

Besides the influence of rewards and penalties on motivation to learn English at Kaur 6 SMP with product moment formula of 0.5868, this means

that there is a positive influence between appreciation and law on motivation to learn English at SMPN 6 Kaur at a significant level of 5% at 0.361 and 1 % of 0.463. While the "r" count is 0.5868. Therefore "r" counts greater than the "r" table both at a significant level of 5% and 1%. This means that the hypothesis can be proven that there is a significant correlation between rewards and penalties for motivation to learn English SMPN 6 Kaur.

The hypothesis that the authors propose in this study is that there is an influence between reward and punishment and motivation to learn English at SMPN 6 Kaur proven to be of significance at 5% and 1% significance as follows:

    a. rxy obtained has an effect, because rxy is not equal to 0 (rxy = 0.5868)

    b. The nature of the influence obtained was positive, because the calculated rxy obtained was positive.

    c. rxy obtained significance, because rxy "r" table (table of product moment values).

D. Research Results

Reward and punishment as motivation have functions for students, namely:

1)   Providing Award Information can attract the attention of personnel and provide information or remind them of the importance of something being rewarded compared to other things.

2)   Providing Motivation Appreciation also increases personnel motivation towards performance measures, thereby helping personnel in deciding how

they allocate their time and effort. Both functions regarding giving rewards give an indication that by giving rewards, students can be motivated and attract students' attention that the importance of giving rewards as a form of appreciation is given. Rewarding can function properly if the awarding is carried out in accordance with the procedures and criteria for awarding rewards

The criteria for awarding rewards are as follows:

1) The award must be appreciated by the recipient of the Award which has no value in the eyes of the recipient will not motivate the recipient to excel.

2) Rewards must be large enough to have an impact. If the rewards provided are insignificant, the impact can be counteracted by efforts to increase productivity. Awards must be widely announced in order to have an impact on recipients.

3) The award must be understood by the recipient Personnel must understand well the reasons for the award as well as the value of the award they received.

4) The award must be given at the right time The award must be given after the personnel producing the performance should get the award. If not given immediately, the award will lose the impact as a motivator.

5) the impact of appreciation must be felt in the long term The award can produce more value if the happy feelings generated by the award last long in the recipient's memory

6) Awards must be changed Awarders are often wrong in setting awards and some awards decisions are more difficult to change compared to others. Reward must require cost-efficient. The award that is located is an award that is able to motivate personnel as expected by the company with a minimum cost.

The criteria for awarding rewards, give an indication that reward should be in accordance with the criteria in order to be useful and in accordance with the objectives to be achieved so that the criteria for rewarding are needed to be considered.

The purpose of giving rewards that must be used in giving rewards is to further increase intrinsic motivation from extrinsic motivation, in the sense that students must carry out an action, the meaning of the action arises from the awareness itself. The existence of reward is also expected to build a positive relationship between teacher and student. Because reward is part of the incarnation of a teacher's sense of love for their students.

The purpose of giving rewards is to educate children so they can feel happy because their actions or work are rewarded. In addition, the purpose of giving rewards is also to increase students' willingness to improve or

enhance their achievements. By being given a reward, the teacher aims to form a harder will of the student.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the results of the analysis and discussion, then in this study it can be concluded:

The results of the analysis of the effect of rewards and penalties on motivation to learn English in class VII SMPN 06 Kaur using product moment correlation analysis using the rxy correlation index number of 0.5868. So the interpretation is that there is a positive influence between appreciation and punishment with the motivation to learn English in SMPN 06 Kaur

5% significant level of 0.361 and 1% of 0.463. While the "r" count is 0.5868. Therefore "r" counts greater than the "r" table both at a significant level of 5% and 1%. This means that the hypothesis can be proven that there is a significant correlation between rewards and penalties for motivation to learn English SMPN 06 Kaur. Thus the null hypothesis or HO is rejected while the alternative hypothesis (Ha) reads "there is a positive influence between reward and punishment with the learning outcomes received.

B. Suggestions

Based on the conclusions above, the authors can suggest the following:

a. To parents and teachers to always be able to instill the appreciation and punishment of children from an early age.

b. It is expected that SMPN 06 Kaur students can improve their learning outcomes from what has been obtained so far for good results for the future.

c. For teachers who teach SMPN 06 Kaur, it should be used as input so that in the learning process teachers also pay attention to other factors that influence motivation to learn English.

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