THE IMPLEMENTATION OF REWARDS AND PUNISHMENTS ON STUDENTS IN TEACHING ENGLISH OF SMP 32 MUKOMUKO

(Descriptive Qualitative Study at Eighth Grade Students of SMP 32 Mukomuko in Academic Year 2020/2021)

THESIS

Submitted as A Partial Requirements for the Degree of *Sarjana Pendidikan* (*S.Pd*) in English Education study program

By:

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ENGLISH EDUCATION STUDY PROGRAM
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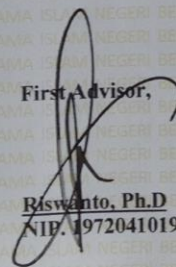
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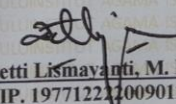
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MOTTO

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وَأَنَّهُۥ هُوَ أَضْحَكَ وَأَبْكَىٰ ﴿٤٣﴾

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43. Moreover, He is the One Who brings about joy and sadness,

(QS. An Najm : 43)

"Do not let what you cannot do interfere with what you can do"

(John Wooden)

DEDICATION

In the name of Allah the Beneficent and the Merciful, the final project is dedicated to:

1. My beloved parents, Mr. Muktar, and Mrs. Rona. Thank you very much for your support and endless pray to me. Always gives motivation to me in accomplishing this thesis. I am very grateful to have you, no special words can express this how much I love you.
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5. All members of the TBI-B class, I wish us all success in the future.
6. My friends in my campus, thank you for your advice and support so far.

PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled "An Analysis of the implementation of rewards and punishments on students in teaching english at eighth grade students of SMP 32 mukomuko (A Descriptive Qualitative Study at Eighth Grade Students of SMP 32 Mukomuko in Academic Year 2020/2021)" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sections in the form of repealing my thesis and academic degree.

Bengkulu,   2021

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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيمِ

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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. 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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ABSTRACT

Sri Wahyuni. *Implementation of Rewards and Punishments on Students in Teaching English of SMP 32 Mukomuko (Descriptive Qualitative Study at Eighth Grade Students of SMP 32 Mukomuko in Academic Year 2020/2021).* A Thesis of Undergraduate Degree at English Department, Faculty of Tarbiyah and Tadris, State Institute of Islamic Studies of Bengkulu.

Advisor: 1. Riswanto, Ph.D   2**.** Detti Lismayanti, M.Hum

This research aimed to describe the implementation of rewards and punishments in teaching English, and students responses. The method which was used in this research was descriptive qualitative. The subjects of this research were eighth grade students of SMP 32 Mukomuko in Academic Year 2020/2021 in which consist of 30 students. The implementation of rewards and punishments in teaching English was taken from the observations and interviews while students responses are taken from a questionnaire. Based on the data analysis by interactive model, it was found the teacher used rewards and punishments in learning English to control student behavior in the learning process. The type of reward used by the teacher was giving gestures, expressions, adding value, and giving praise. Then the types of punishment were additional assignments, memorizing vocabulary, warnings, decreasing student grades, and moving students sitting positions. The enthusiastic students about rewards and punishments 66% agree. 43% of student interest in learning increased after the application of rewards. while 43% of students did not repeat bad behavior. From the research results, it was concluded that the implementation of rewards and punishments by the English teacher has been good. It could be sawed from the increasing motivation students in learning and bad behavior has been rare.

Keywords: *Rewards, Punishments, Teaching English*

ABSTRAK

Sri Wahyuni. *Implementation of rewards and punishments on students in teaching English of SMP 32 Mukomuko (Descriptive Qualitative Study at Eighth Grade Students of SMP 32 Mukomuko in Academic Year 2020/2021).* Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Tadris, IAIN Bengkulu.

Advisor: 1. Riswanto, Ph.D   2**.** Detti Lismayanti, M.Hum

Penelitian ini bertujuan untuk mendeskripsikan implementasi hadiah dan hukuman dalam pembelajaran bahasa Inggris, dan respon siswa. Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif. Subjek penelitian ini adalah siswa kelas VIII SMP 32 Mukomuko Tahun Ajaran 2020/2021 yang berjumlah 30 siswa. Penerapan hadiah dan hukuman dalam pembelajaran bahasa Inggris diambil dari observasi dan wawancara sedangkan respon siswa diambil dari angket. Berdasarkan analisis data dengan model interaktif, ditemukan bahwa guru menggunakan hadiah dan hukuman dalam pembelajaran bahasa Inggris untuk mengontrol perilaku siswa dalam proses pembelajaran. Jenis hadiah yang digunakan guru adalah memberi gerak tubuh, ekspresi, nilai tambah, dan pujian. Kemudian jenis hukuman adalah penambahan tugas, menghafal kosakata, peringatan, penurunan nilai siswa, dan memindahkan posisi duduk siswa. Siswa yang antusias terhadap hadiah dan hukuman 66% setuju, 43% minat belajar siswa meningkat setelah penerapan penghargaan. Sedangkan 43% siswa tidak mengulangi perilaku buruk. Dari hasil penelitian dapat disimpulkan bahwa penerapan hadiah dan hukuman oleh guru bahasa Inggris sudah baik. Hal ini dapat dilihat dari motivasi belajar siswa yang semakin meningkat dan perilaku buruk sudah jarang terjadi.

Kata kunci: Hadiah, Hukuman, Pembelajaran bahasa Inggris

TABLES OF CONTENTS

CHAPTER I INTRODUCTION

CHAPTER II LITERATURE REVIEW

CHAPTER III RESEARCH METHOD

CHAPTER IV RESEARCH RESULT AND DISCUSSION

CHAPTER V CONCLUSION AND SUGGESTION

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background

Among the factors affecting the learning of students, motivation is thought to be a very significant reason for achievements. Motivation is a very significant factor that influences the success or failure in second language learning since the frequency of use of learning strategies, the willpower of learning, goal setting, and consistency in learning could be directly affected by motivation.[1] Integrative motivation is those that indicate an interest in learning the language to communicate with members of the second language community. It is characterized by those who learn the second language to identify themselves with the language speaking group and ultimately join it. They define instrumental motivation as a motivation towards learning a second language to achieve some advantage. A learner with instrumental encouragement recognizes the language to be a tool for earning a reward.[2]

According to Qin, Xiaoqing & Wen, low student achievement is strongly influenced by low motivation in learning. The low learning achievement of students in Indonesia is more due to weak motivation in learning. Students who have high learning potential will exert all their abilities to develop their various potentials. On the other hand, students

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[1] Qin, Xiaoqing & Wen, Qiufang. Internal Structure of EFL Motivation at the Tertiary Level in China. *Foreign Language Teaching and Research*, 2002. 34, 51-58.

[2] Gardner, R. & W, Lambert. *Attitudes and Motivation in Second Language Learning*. (Rowley, Mass: Newbury House, 1972).p. 123.

who lose motivation, do not find reasons to develop all of their potentials, resulting in low learning achievement.[3] Investigated the relationship between motivation and achievement. From these studies, they found that instrumental motivation influenced both high achievers and low achievers; while those with high achievers have greater integrative motivation than those who are lower; High achievers have a strong sense of accomplishment.[4]

In the modification of behavior, the teacher should be able to manage the students' interaction with other students and students with the teacher. Controlling and managing the students' behavior in the class is quite hard for teachers. The class that has the variety of the students' background that some of them is a troublemaker and has problem behavior such as fighting, disrespect, defiance, damaging school property, refusing to accept sanctions, have no interest in learning, noisy in class. As a result, such behaviors must be minimized to ensure that learning takes place effectively. However, there are also appropriate and good student's behaviors. The teacher not only needs to minimize the students problem behavior but also maintaining the appropriate behavior. So, teachers strategies and techniques in managing student behavior are needed.

One of the techniques that can be used by teachers for the manage students behavior is by giving rewards and punishments. According to

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[3]Gunadi, C. L., & Gunawan, W. *Hubungan Motivasi Akademik dengan Prestasi Belajar Siswa SMA 'X' di Jakarta Barat*. Noetic Psychology 2016, 4(1), 23-42.
[4]Pan, Guirong and Peipei Li. "*The Relationship between Motivation and Achievement-A Survey of the Study Motivation of English Language Teaching*", Maret 2009). P. 123.

Langa reward and punishment have a major role in behavioral change strategies. This implementation is to provide stimulation to students who are encouraged by a student to be motivated to accomplish the task being charged to form student behavior. Rewards and Punishments are one of the teachers efforts to increase the student's learning interest to develop their skills.[5] In the same line with Langa, Santrock also gives a proposed definition of rewards and punishments are two techniques used frequently by teachers in classrooms for controlling behaviors. A reward is used for getting the behavior to occur more often. Meanwhile, punishments is the teachers action which gives a consequence that can reduce the likelihood of a behavior occurring.[6]

The result of pre-observations at SMP 32 Mukomuko on March 3rd, 2020, This school has several annoying students who are often noisy in class, such as not paying attention, not understanding lessons so that learning in the classroom is not optimal and students are not enthusiastic about learning. However, some students are always active, responsive in learning, and enthusiastic about learning English. Students from different backgrounds have different ways and success rates. Controlling unwanted behavior and maintaining good student behavior so that students are motivated in learning the teacher using rewards and punishments. From these different student behaviors, the researcher wants to discuss and

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[5]Langa, Claudiau. *Rewards and Punishments Role in Teacher-Student Relationship from the Mentor's Perspective. Acta Didactica Napocensia*, 2014. 7, (4).Pp.7-12,.
[6] John W. Santrock. *Educational Psychology: Classroom Update: Preparing for Praxis and Practice.* New York: McGraw-Hill, 2006. P. 216.

analyze the implementation of rewards and punishments in this school. How teachers use this technique so that students are enthusiastic in class and minimize bad behavior. The class becomes effective and students are eager to learn English.

Based on the explanation above, the researcher has the motivation to do the research "Implementation of Rewards and Punishments on Students in Teaching English of SMP 32 Mukomuko (Descriptive Qualitative Study at Eighth Grade Students of SMP 32 Mukomuko in Academic Year 2020/2021)".

B. **Identifications of the Problems**

From the background explanation above, the researcher can identify the problems that arise as follows:

1. the students learning process not effective

2. The students have low motivation in learning

3. Students achievement is unsatisfactory

C. **Limitation of the Research**

The focus of this research is on the implementation and students responses to the implementation rewards and punishments on students in teaching English at Eighth Grade Students of SMP 32 Mukomuko in Academic Year 2020/2021. The researcher used the theory of rewards and punishments by John W. Santrock. Based on the theory, rewards and punishments are techniques used frequently by the teacher in classrooms for controlling behaviors.

D. **Research Question**

Based on the explanation in the background above, the researcher observed a lot of challenges that can be observed. Therefore, this research only focuses on the research question as follows:

1. How is the implementation of rewards and punishments on students in teaching English at eighth grade students of SMP 32 Mukomuko?

2. What are students responses about the implementation of rewards and punishments on students in teaching English at eighth grade students of SMP 32 Mukomuko?

E. Research Objective

Based on the above problem formulation, the researcher can formulate the objectives of the research as follows:

1. To describe the implementation of rewards and punishments on students in teaching English at eighth grade students of SMP 32 Mukomuko.

2. To describe students responses about the implementation rewards and punishments on students in teaching English at eighth grade students of SMP 32 Mukomuko.

F. Significant of the Research

Based on the results of this research, the researcher hopes to provide some benefits for students, teachers, schools, readers. Here are the benefits:

1. Students

    Students can comprehend the purpose of the implementation of rewards and punishment is not solely for rewards for good or bad deeds but as a form of coaching towards individuals.

2. Teachers

    Educators can used rewards and punishments appropriately, so teachers can create a good classroom to attract the attention of students during the learning process so that the aim of English teaching can be accomplished well.

3. Schools

   Schools know how to reward and punish students.

4. Readers

   Readers know the concept of rewards and punishments, and also a way to motivate others, so that, this research can be a reference for readers to apply in their lives as well as in their management.

G. Definition of Key Terms

The terms used by the researcher in this study are as follows:

1. Rewards and Punishments

   From the explanation of John W. Santrock rewards and punishments are techniques for controlling student behavior. Rewards to reinforce behavior and make the behavior happen more frequently. Conversely, punishment is to weaken inappropriate behavior and minimize repetitive behavior.

2. Teaching English

   Teaching English as a foreign language involves the ability to convey English in an interesting and fun way. Teachers encourage students to improve their English skills through listening, speaking, reading, and writing. So that the learning material is well understood by students, the teacher needs fun techniques and strategies.

CHAPTER II
LITERATURE REVIEW

A. Reward and Punishment

1. Operant Conditioning

Operant conditioning or instrumental conditioning is a form of learning technique where the consequences of behavior produce changes in the probability that the behavior will occur. Operant conditioning is theory was developed by B.F Skinner. In Skinner's theory responses are controlled by their consequences, Skinner found that behavior is repeated when followed by a positive consequence, and behavior is not repeated when followed by a neutral or negative consequence. Rewards and punishments as a consequence of the behavior of the organism.[7]

According to Alberto and Troutman in the book, Santrock applied behavior analysis involves applying principles of operant conditioning to change a person's behavior. Two uses of applied behavior analysis are important in education: increasing behavior and reducing unwanted behavior.[8] According to Dunlap at all in the book Santrock starting with some general observations, then moving on to determining specific target behaviors that need to be changed, as well as observing conditions that need to be reinforced or occur frequently. Furthermore, the objectives of the behavior are set, specific reinforcers or punishments are selected, the

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[7]Santrock, *Educational Psychology*. p. 215.
[8] Santrock, *Educational Psychology*. p. 222

behavior management program is carried out, and the success or failure of the program is evaluated.[9]

Reinforcement of rewards is a consequence that can increase the occurrence of a behavior. Conversely, punishment is a consequence that can reduce the occurrence of unwanted behavior. For example, the teacher tells a student, "Congratulations". The teacher said that was very proud of the stories the students wrote. "If students are more diligent than before and write better next time, the teacher's positive comments are said to have succeeded in strengthening or increasing student motivation". If the teacher frown at a student for talking in class and the students talking decreases, your frown is said to punish the speaking student.[10]

According to Domjan in the book Santrock, two forms of reinforcement are positive reinforcement and negative reinforcement. In positive reinforcement, the response is increased because it is followed by a reward stimulus, for example, the teacher's positive comments on the desired student behavior. In contrast to negative reinforcement, an increased response is followed by the elimination of unpleasant stimuli. For example, a mother scolds her daughter to do homework and keeps nagging. Finally, the daughter grew tired of hearing the nagging and did

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[9] Santrock, *Educational Psychology*. p. 222
[10] Santrock, *Educational Psychology*. p. 216.

the homework. The child's response (doing his homework) eliminates unpleasant stimuli.[11]

According to Matejcek there are some general guidelines for the use of rewards and punishments in the educational process.[12] Gifts given right after behavior are the best. Sometimes a gift can not be given immediately but must be given as soon as possible. Because the awards do not work when they are given long after the behavior occurs. But this applies especially to toddlers and preschool kids but this can also happen to students in junior high school. They feel their achievement is not valued because the teacher gives long appreciation and also the motivation of students is quite reduced which is very different from gift giving right after a behavior. So from the above explanation, it can be concluded that behavior is a reaction because there is a relationship between stimulus and response that is very influential on changes in behavior that is good or bad.

a. **The Implementation of Rewards and Punishments**

According to Slavin, the implementation of rewards and punishment is the way to get the best outcome, such as giving the student an alternate means of receiving some positive reinforcement,

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[11] Ibid., loc.cit,
[12] Matejcek. *An International Problem: A Report from Czechoslovakia, Bulletin of the Orton Society.* 2007 Vol 18, Issue 1.Pp 13-22.

punishing them for being off-task, strengthening them for being on-task, and preventing physical punishment.[13]

In giving the rewards, Educators must understand the reason student behavior is reinforced. Because giving rewards too easily or too difficult can lose their motivational effect, and the teacher should be careful not to set up the rewards that only the ablest students smart, but also for improvement, excellent effort, and behave well.[14] Besides, the teacher should choose effectively reinforces because not all reinforces are the same for every student, make rewards contingent and timely. The teacher must give rewards only after the students perform desirable behavior and it is more effective when they are given in a timely way, as soon as possible. Moreover, it has to be positively reinforcing and educate the students and be sure to identify the student's behavior.[15]

In providing rewards and punishments, the teacher must understand several criteria and tips in applying these techniques. Some guidelines that can be used in implementing rewards to improve the desired behavior in the classroom are as follows: [16]

1) Decide what behaviors you want from the students, and reinforce these behaviors when they occur. For example, praise or rewards for

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[13] Slavin, Robert E., *Educational Psychology: Theory and Practice*. (Tenth edition, New Jearsey: Pearson, 2012).P. 337

[14] Emmer, Edmud T. and Carolyn M. Evertson. *Classroom Management for Middle and High School Teachers*, (eight edition, New Jearsey: Pearson, 2009). P.139.

[15] Santrock, *Educational Psychology*. Pp. 218–219.

[16] Slavin, *Educational Psychology: Theory and Practice*. Pp. 121–123.

good work. Do not rewards work that is not up to the student's abilities or students who are not performing well. Use positive rewards with the least complex and tangible rewards that will work. In other words, if the compliment reward is more successful, don't use small toys or material incentives.

2) Tell the students the behavior you want and the reason. Giving the reason to the student for everything they accomplished is taught them to realize its value and make them more motivated.

3) Reinforce appropriate behavior as soon as possible after it occurs. Delayed reinforcement is less effective than immediate reinforcement. Students must know how they are doing in class. So as quickly as possible give their grade, praise, or feedback right after students do.

   Here are some principles that teachers can use in giving punishment to be effective and humane:[17]

1) Make it clear to the student why he or she is being punished

2) Provide the student with an alternative means of obtaining some positive reinforcement

3) punish for being off-task, also reinforce for being on-task

4) Avoid physical punishment

5) Avoid punishing while in a very angry or emotional state

6) Punish when a behavior starts than when it ends.

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[17] Slavin, *Educational Psychology: Theory and Practice*, P. 337.

b. Type of Rewards and Punishments

In Susan Lamke book there is some type of rewards and punishments:

1) The response will increase because it is accompanied by a reward stimulus. Positive rewards reinforce the behavior by providing multiple consequences for students. For example, the teacher gives the students praise for their excellent score on the test. If your teacher rewards you every time you finish homework, you will often repeat this behavior in the future, thus strengthening the behavior of completing your homework.

2) Negative rewards or negative reinforcement, the frequency of a response increases because it is followed by the removal of an unpleasant stimulus. Negative reinforcement strengthens behavior because it stops or removes an unpleasant experience. For example, the teacher always nags at the students to do the task and keep nagging so that makes the students stressed.

3) Positive punishment is a consequence that decreases the probability that a behavior will occur by adding an unpleasant stimulus. In this way, it works to present negative consequences imposed on the individual after the undesirable behavior has been demonstrated. When an individual is subjected to negative consequences, the individual is less likely to repeat the same behavior in the future. An example of positive punishment is given additional assignments

to students who do not do homework, when the students cheat in the test the teacher will give the punishments by giving the additional assignments.

4) Negative punishment is a consequence that decreases the probability that a behavior will occur by withdrawing an unpleasant stimulus. Negative punishment can also be named as the punishment of removal. Some examples of negative punishment are thrown the students with an eraser if crowded, hit the students with a ruler if not obey the rules, a student is losing part of his free time for not following the instructions given by the teacher.[18]

c. **The Purpose of Reward and Punishment**

In general, the purpose of the rewards and punishment in the learning process is to produce changes in the probability that some behaviors will occur.[19] As well as the Santroct statement, Robert also states that positively reinforces or reward is the way to strengthen a behavior while positive punishment is the way to weaken a behavior, escape from an unpleasant situation, or preventing something unpleasant from occurring. So, before the teacher applies the techniques, the teacher knows the purpose and function of the techniques. The purpose of implementing reward and punishment is to

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[18]Susan Lamke et al., *the Well-managed Classroom: Strategies to Create a Productive and Cooperative Social Climate in Your Learning Community*, Illustrated edition (Boys Town Press, 2007).Pp. 45–54.
[19]Santrock, *Educational Psychology.* P. 215.

motivate students to excel in learning by changing indecent behavior or maintaining appropriate behavior.

The main purpose of reward and punishment is the same, even though each concept of purpose or function has differences. Reinforcement means strengthening or increasing the students' desirable behavior in hope that that behavior will occur.[20] Larson states that by recognizing and rewarding good behavior, teachers motivate the students to improve their social skills.[21] As in rewards, Santrock and Edmund also clarify some uses of rewards.

1) Rewards use as incentives to engage in task and learning, in which case the goal is to control the student's behavior. For example, the teacher gives the students some rewards if they get the best score on the test. This function leads to the perception, that the students' behavior was caused by external rewards, and not by the students' own motivation to be competent.

2) Rewards are used to convey information about students' mastery that can increase the students' intrinsic motivation by increasing their sense of competence. For example, the teacher puts a reward system in which the more work students accomplish, the more points they will earn. Here, the students will be motivated and feel competent in their work.[22]

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[20]Santrock, *Educational Psychology.* P. 216.
[21] Mary Jo Larson. *Teaching English As A Foreign Language To Large, Multilevel Classes* (USA: Peace Corps, 1992).
[22]Santrock, *Educational Psychology.* P. 421.

3) Rewards as an extra motivational tool to encourage students to practice appropriate behavior or to improve participation in under-motivated students such as recognition, positive feedback, and the satisfaction that accompanies learning and goal attainment.

4) Convey confidence in the student's ability to do well in the classroom. For example by displaying an encouraging "can do" attitude, that generates student's excitement and self-confidence.[23]

On the other hand, the purpose of the punishment according to Santrock is to decrease the students' undesirable behaviors.[24] From the description above, it can be concluded that the use of rewards and punishments has a similar purpose and function, namely to form good behavior and minimize student delinquency.

2. The kinds of Reward

There are some kinds of reward that teacher can use in the class:[25]

a. Non-Verbal Reward

The non- verbal reward is a kind of reward in the form of gestures and mimics of the teacher. Gesture and mimic cannot be understood by every student, because the teacher does not say it directly to the students. Only certain students can understand it. Gesture can be like applause, two thumbs up, clap students'

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[23] Emmer, Edmud T and Carolyn M. Evertson. *Classroom Management for Middle and High School Teachers*. P. 124–125.

[24] Santrock, *Educational Psychology.* P. 222.

[25] Irawati and An Fauzia Rozani Syafei. *The use of Reward and Punishment to Increase Young Learners' Motivation in Learning English as Foreign Language Adapted to Indonesian Context*. Journal of English Language Teaching, (2016) Volume 5 No. 1 Serie D

shoulders, and shaking hands. Mimic can be like a smile and gaze. It can increase students' interest in learning and make them more active to share their ideas.

b. Compliment or Positive Feedback

Compliment or positive feedback from the teacher shows that the teacher appreciates students' actions and achievements in the class. They are an easy reward to be used by the teacher in the class but it gives a big effect on the students in learning the language. As extrinsic motivation, compliment or positive feedback should be given in the right way because they can increase students' spirit and their confidence in the class. Here are examples of compliments that teachers can use in the class, the word "great, good for you, excellent, very good" can be used by the teacher for students who can answer the teacher's question and the answer is correct. Meanwhile, the words "thank you for caring, thanks for helping, you are a good friend" used for students who care for their teacher and their friend. The word "spectacular, outstanding performance, marvelous" can be used for students' performance in the class, like singing, storytelling, and others.

c. Point or Sticker

A point or sticker can be used as a symbol of the students' results in learning. Every student in the class will get a different number of points or stickers. If the students had the lowest point in

the class, they have to be more active in the class than before to get the higher point. The teacher can give five points or one start if the students can focus during the learning process, ten points, or two stars if they actively participate in the class, and fifteen points or three stars if the students can do the task well and correct. Teachers can give different kinds of stickers depends on the level of the students. For kindergarten student, the teacher can give sticker which looks like pet, doll, and car. For elementary school student, the teacher can give sticker which looks like Barbie, hello kitty, star, and sun for girl students. For boy students, the teacher can give sticker which looks like kinds of ball and flag from every country.

d. Present

The present is a kind of reward in the form of things like candy, pencil, pen, eraser, etc. The present does not have to be something expensive, it can be cheap or the teacher can make it on her own (handmade). Students will feel happy when the teacher gives them a present. They will keep it and tell their friends about the present and they will also tell their parents about the present from the teacher at home. The present can make students enjoy their learning process and breaking down their stress in the class.

Before the class begins the teacher has informed students that they will get a reward if they follow the class well, focus on the learning process and complete the assignment well. Rewards are

given to students both individually and in groups. So, based on the explanation above it can conclude, Prizes are educators' reactions to the achievements of students. It aims to enable students to repeat the behavior to get better.

3. **Types of Reward**

   a. Positive Reward

   One type of reward is positive rewards. Positive rewards are the frequency of a response increases because it is followed by a rewarding stimulus, as in the example in which the teacher's positive comments increased the students writing behavior.[26] Edmund and Carolyn explained some example of positive rewards that can be used for the teacher in managing classroom.[27]

   1) Grades and other symbols, In this strategy, the teachers use some grades such as A+, excellent, 100, etc., and other symbols such as a star, table marking, sticker, etc. to appreciate the student's behavior or achievement in the class.

   2) Recognition, Recognition in here means of giving attention to the student. For example, by praising them in fronts of the class, awarding a certificate for achievement, or displaying the students' work or project.

   3) Competition, The teacher held a competition for the student and chooses the best students in the class are one way to create the activity

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[26] Santrock, *Educational Psycholog.* P. 216.
[27] Emmer, Edmud T and Carolyn M. Evertson. *Classroom Management for Middle and High School Teachers*. Pp. 139–141.

of the reward. It can make the students have a high motivation to do the assignment.

4) Activities as rewards, The example of activities as rewards are work with a friend, free computer or reading time, visit the school library, watch an English movie in the class, or another activity that supports the students learning process.

5) Material incentives include the awarding of objects of value to the students. For the example are food, pen, books, games, and other materials. And it will better than this reward is correlated to the student's assignment.

4. Kinds of Punishment

Punishment is a consequence of following the bad behavior that students do in the class. Punishment in the classroom needs to be implemented with care, should be educated, and should never be used on single students. There are some kinds of punishment that can be used by the teacher in the classroom:[28]

a. Warning

The warning is an easy punishments to the students in the class. The teacher can give warnings to block students' bad behavior during the learning process. The teacher can say "do not disturb your friend! Be quiet, please! Stop talking please!" By warning the students, they

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[28]Irawati and An Fauzia Rozani Syafei. 2016. *The use of Reward and Punishment to Increase Young Learners' Motivation in Learning English as Foreign Language Adapted to Indonesian Context*. Journal of English Language Teaching, Volume 5 No. 1 Serie D

will not disturb the learning process of other students and do not disturb the teacher's concentration. Students will think that the teacher does not like it if they are disturbing her during the learning process. They also think that something they had done in the class is not good and breaking the rule in learning. Students will not do it again and focus on their lessons.

b. Memorizing vocabulary

Memorizing vocabulary is a kind of educated punishment. The teacher can use this punishment to punish students and to ask them to learn new vocabulary. The purpose of giving this punishment is to make the students know that they are wrong and they should get punishment. By memorizing new vocabulary, it can increase students' English vocabulary. Even though they get punishment; they still learn English. It can make the students more discipline in the class and it will make them have many additional vocabularies.

c. Decreasing students' point

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

assignment well, they will lose ten points and if they disturb their friend or their teacher, they will lose fifteen points.

d. Moving students seat position

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

5. **Types of Punishment**

a. Positive Punishment

Positive punishments as the extrinsic motivation for the students to learn and the alternative of corporal punishment in the classroom. The Ministry of Education and Sports in Uganda define positive discipline or positive punishment as a different way of guiding students by paying attention to their emotional and psychological needs and it includes nonviolent consequences for misbehavior. [29]

Edmund and Carolyn state some examples of positive punishments that did not harm the students.

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[29]Santrock, *Educational Psychology.* P. 421.

1) *Use nonverbal cues.* This punishment is for the minor intervention problems. The teacher can punish the students by giving a signal such as a finger to the lips, a headshake (no-no!), and making eye contact with the students, slightly touching a student, etc.

2) *Use a fine or penalty.* For teaching English this punishment is the most suitable for the students. Giving a fine or penalty also can improve the English student's skill. For example, write verb conjunction, memorize some English vocabulary, multiplying the English task, etc.

3) *Use proximity.* Move closer to the students and combine proximity and nonverbal cues to stop inappropriate behavior without interrupting instruction.

4) *Assign detention or time out*. Time out and assign detention is used for the students to help the students learn self-control and rethink their misbehavior in the class. The student should move out of the class and be permitted to enter the class only after committing to change the behavior.

5) *Design an individual contract with the students*. The teacher will discuss the problem and the solution with the students and try to understand the student's perspective. Hence, the teacher and the students can make the contract in the paper to avoid misbehavior

again. For example, if I (John) did not do the homework, I will have to do it again twice.[30]

B. Teaching English

Regular classroom educators who have not undergone instruction on how to teach ELs, teaching English learners (ELs) is not an easy job. In fact, teaching ELs has become such a highly specialized area, some experts devote their entire careers to researching and perfecting EL teaching strategies. Besides that, as they enter conventional classrooms where English is the medium of instruction, ELs often face a daunting mission. Although there are services that support these students, they are left feeling lost and discouraged. What is required to bridge this gap between teachers and ELs is a system that fully supports teaching material while using validated language teaching strategies that involve reading, writing, speaking, and listening.[31]

According to Vogt and Short using some instructional methods that help to learn com-prehensible to students, students are given additional support. It includes eight key components. The eight elements are:[32]

1. Preparation

Teachers state the aims of the material that are taken from national standards or country. To meet the goals, they schedule practical events.

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[30]Emmer, Edmud T and Carolyn M. Evertson. *Classroom Management for Middle and High School Teachers*. Pp. 174–184.

[31]Goldenberg, Claude, *"Teaching English Language Learners: What the Research Does - And Does Not - Say"* (2008). ESED 5234 - Master List. 27.

[32] Vogt, M., & Echevarría, J. *99 ideas and activities for teaching English learners with the SIOP model*. Boston: Pearson Allyn and Bacon.

The chosen content and language arts standards are posted so that both students and teachers are clear about the focus of the lesson with the overall objective of mastering the content while rising in academic English.

2. Building Background

Teachers relate the background and past experiences of the students with the new learning. teaching students to understand the meaning of vocabulary as a key to learning English. Teachers explicitly teach content vocabulary in various fields. Besides, the emphasis is placed on teaching students the academic vocabulary that is so important.

3. Comprehensible Input

The teacher makes the learning process easy for students to understand by using vocabulary that students know and teachers say if students do not know, states directions verbally and in writing, and demonstrates what students are expected to do. Besides, the students are given guided practice and are involved in a variety of techniques that provide hands-on practice.

4. Strategies

Explicit instruction strategies used by teachers such as questioning techniques that aim to solve problems, organize, predict, summarize, evaluate, and monitor individuals. This technique engages students in the engineering framework which provides the right amount of support and can push the student to a better level.

5. Interaction

    The teacher provides opportunities for students to continuously interact with peers with their study groups. Students interact and work on assignments together. Through this group assignment, students exchange information and knowledge about academics.

6. Practice and Application

    The teacher forms small groups who are given the task to involve a hands-on experience that provides students with important information about a material and puts into practice what they have learned.

7. Lesson Delivery

    The content and objectives of language learning and students who are active in achieving educational goals are the focus of teachers in teaching. The teacher presents the lesson at a moderate pace so that students can understand the material and the class does not get bored.

8. Review/Assessment

    The teachers provide the appropriate feedback so that the students can continue to grow, review the key concepts to ensure long-lasting learning, and provide an assessment to track student progress. The teachers are involved in the "Effective Teaching Cycle for ELs," which includes the following steps: teach a lesson, assess, review key concepts and vocabulary, make adjustments to improve student comprehension, and reteach as needed.

Based on the description above, it can be concluded that English teaching is very developed and has become a subject in education in Indonesia. Students learning English as a second language or foreign language need a fun learning technique. The second language is the language one learns after the first language or mother tongue. While foreign language is the language obtained after the mother tongue and second language. As a new language to be learned, students need a fun learning method, and techniques so that students don't feel forced to learn it. Therefore, the English teacher must motivate students with a fun learning process. Rewards and punishments is an example of a learning technique that can motivate students.

C. Related Previous Studies

As a comparison in this study, researcher examined several previous studies. The first research from Rina Muji Astutik conducted the research entitled The Influence of the Reward and Punishment through the Student's Emotional Intelligence of Social Science Student's at MAN Kota Blitar. The purpose of this study is to: (1) The effect of reward on the emotional intelligence of social science students at MAN Kota Blitar. (2) The effect of punishment on the emotional intelligence of social science students at MAN Kota Blitar. (3) The effect of reward and punishment on the emotional intelligence of social students at MAN KOTA Blitar.

To achieve the above objectives, the approach used in this study is quantitative because of the research data in the form of numbers and data

analysis using statistics. The method of taking data used in this research is a questionnaire with a Likert scale instrument and documentation. Sampling technique using cluster sampling by way of the random cluster is taken by using the Slovin formula, so that obtained the calculation result as much as 198 respondents. Data analysis used is multiple linear regression analysis to determine the effect of reward and punishment on emotional intelligence either partially or simultaneously.

The results showed that (1) reward affects students' emotional intelligence, such as the ability to recognize and manage emotions, empathy, and self-cooperation. (2) According to Daniel Golman Punishment can influence emotional intelligence and can control emotions so that a sense of calm and peace arises. (3) Goldman's concept of emotional intelligence through the giving of rewards and punishments has a positive impact that both aims to shape a good human person.[33]

The second research Irene pajarillo-Aquino under the title The effects of rewards and punishments on the academic performance of students of the college of teacher education. This study aimed to determine the effects of rewards and punishment on the academic performance of students of the College of Teacher Education. The descriptive correlational research method was used in the study to determine the effects of rewards and punishments on the academic performance of the pupils. The respondents of the study were 130 students of the College of Teacher

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[33]Rina Muji Astutik. *The Influence of the Reward and Punishment throught the Student's Emotional Intelligence of Social Science Student's at MAN Kota Blitar*. Maulana Malik Ibrahim State Islamic University, Malang, 2017.

Education and two regular faculty members who were chosen purposively for the conduct of this study. A questionnaire patterned from the study of Marilou J. Catolos was utilized as the main data gathering tool for the study. It was used to elicit information on the effects of rewards and punishments on the students. The grades of the student-respondents in the most recent semester (First Semester SY 2017-2018) were also utilized for this study. It can be concluded that rewards and punishment lead to a change in the behavior of the students especially affecting their academic performance and this study proved that it has resulted in the better performance of the students in their courses. Therefore, it is recommended that teachers should always make the appropriate remarks and appreciation for every act or deed that students do or perform in the class.[34]

The third research from Lubna Jabeen, Dr. Nadeem Iqbal, Dr. Najib Haider, Sajid Iqbal with the title Cross-Correlation Analysis of Reward & Punishment on Students Learning Behavior. The current study aims to investigate the impact of reward and punishment on students' learning behavior. The study used a convenient and simple random sampling technique for data acquisition. Moreover, the paired-sample T-test approach is used to test the correlation of variables. Hence it is concluded that both reward and punishment have a positive significant impact on

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[34]Pajarillo-Aquino, I. (2019). The effects of rewards and punishments on the academic performance of students of the college of teacher education. *International Journal of Advanced Research in Management and Social Sciences*, *8*(6), 245-253.

students' learning behavior whereas punishment has a greater impact and role in learning behavior.[35]

From some of the studies above, the researcher concluded that all previous studies had similarities and differences with this study. The equation is the research variable, namely rewards and punishments. While the difference is this research focuses on analyzing how is the implementation of rewards and punishments in teaching English and also what are students responses to the implementation of rewards and punishments by English teachers in teaching English at eighth grade students of SMP 32 Mukomuko. The subject of this research is an English teacher and students in eighth grade. The respondents of the study were 30 students. The researcher used descriptive qualitative research that is research describes the subject observed in written form.

Table 2.1

Table of Previous Research Summary

No	Name	Title	Method	Result
1.	Rina Muji Astutik	The Influence of the Reward and Punishment throught the Student's Emotional Intelligence of Social Science Student's at MAN Kota Blitar	Quantitative	The results showed that (1) Reward gives effect to emotional intelligence through student's ability to recognize and manage their own emotions, empathy, and cooperation. (2) Punishment gives effect to emotional

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[35]Lubna Jabeen and others, eds. 2015. *Cross Correlation Analysis of Reward & Punishment on Students Learning Behavior.*.

				intelligence. (3) reward and punishments have a positive impact that both aims to shape a good human person.
2.	Irene pajarillo-aquino	The effects of rewards and punishments on the academic performance of students of the college of teacher education	Quantitative	The result of this study that rewards and punishment lead to a change in the behavior of the students especially affecting their academic performance and this study proved that it has resulted in the better performance of the students in their courses.
3.	Lubna Jabeen, Dr. Nadeem Iqbal, Dr. Najib Haider, Sajid Iqbal	Cross Correlation Analysis of Reward & Punishment on Students Learning Behavior	Quantitative	The result of this study that both reward and punishment has a positive significant impact on students' learning behavior whereas punishment has a greater impact and role towards learning behavior
4.	Sri Wahyuni	An Analysis of the Implementation of Rewards and Punishments on students in Teaching English at Eighth Grade Students of SMP 32 Mukomuko (A	Qualitative	As a result of this study, rewards can make students not bored in learning English and enthusiastic in learning increases. The kinds of rewards used by the teacher are giving gestures, expressions, adding

		Descriptive Qualitative Study at Eighth Grade Students of SMP 32 Mukomuko in Acedemic Year 2020/2021)		scores,s and giving compliments. The types of punishment that the teacher applies are given additional assignments, memorizing vocabulary, warnings, decreasing students' points, and moving students' seat position. The implementation of rewards and Punishments in teaching English still include a medium category

CHAPTER III
RESEARCH METHOD

A. Research Design

The research method is a systematic or structured process used by the researcher to answer questions from the research problem formulation. Using the right and accurate method can be easy in the process of data analysis. According to Moeleong qualitative research is research that intends to understand the phenomena about what is experienced by research subjects such as behavior, perception, motivation and action, et cetera. Holistically, and using descriptions in the form of words and language, in a particular natural context, and by utilizing various natural methods.[36] The research design used is a case study design in which the researcher investigates in-depth an activity, process, or group of individuals. Such investigations are limited by time and activity. Researcher collect information with various data collection procedures that have been determined by researcher. The researcher provided an overview of the presentation of the report from the data that has been obtained. Data collection techniques used by researcher to be the main source in obtaining complete and in-depth data.

In this research, the researcher conducted descriptive qualitative research that described the implementation and students' response rewards and punishments in teaching English. Creswell stated that in qualitative

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[36]Moleong, Lexi J. *Metodologi Penelitian Kualitatif*, (Bandung : Rosdakarya, 2012), P. 6.

research, statistics are not used to analyze the data, instead, the inquirer

words (e.g., transcriptions from interviews) or images (e.g.,

Photographs).[37] So, the researcher described the result or data with the

description in written form without giving any statistical procedure.

B. Setting of the Research

This research is conducted at SMP 32 Mukomuko. This school is

located in the village Lalang Luas. Kec. V Koto Kab. Mukomuko. This

research was conducted at eighth grade students of SMP 32 Mukomuko in

academic year 2020/2021. The research schedule carried out by researcher

can be seen below.

Observasi	Date	Time
1.	Monday, November 23rd 2020	12.00-01.20 pm
2.	Wednesday, November 25th 2020	09.45-11.05 am
3.	Monday, December 7th 2020	12.01-01.20 pm
4.	Wednesday, December 9th 2020	09.45-11.05 am

From the table above, the researcher made observations for four

meetings based on the time of learning English. While the interview was

conducted on Wednesday, December 2rd 2020, at 11.00 a.m.

C. Research Objects and Subjects

The objects and subjects of this study are:

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[37]Creswell, J. W. *Research design: Qualitative, quantitative and mixed methods approaches*. (United States of America: Sage Publication, Inc. 2014). P. 232.

1. Object

   According to Sugiyono, the object of research is an attribute of people, objects, or activities that have certain variations that are determined by the researcher to be studied and then draw conclusions.[38] The object of this research was how the implementation and students responses of rewards and punishments in teaching English at eighth grade students of SMPN 32 Mukomuko. Researcher observe and interview to find out the application of rewards and punishments by English teachers. To determine student responses, the researcher divided the questionnaire to the students.

2. Subjects

   According to Arikunto, research subjects are places where data for research variables are obtained.[39] So the subject of this research is an English teacher and students in the eighth grade of SMP 32 Mukomuko Year 2020/2021 totaling 30 students, which is the source of information needed to collect research data based on research problems.

D. **Research Instrument**

   A research instrument is a tool used by researcher to gather information needed to answer the problem under study. In this study, researcher gathered the data by using several instruments namely: Observation Checklist, Interview Guideline, Questionnaire. The following is an explanation of research instruments:

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[38] Sugiyono. 2012. *Metode Penelitian Kuantitatif Kualitatif dan R&B*. Bandung: Alfabeta.
[39] Arikunto, Suharsimi. 2010. *Prosedur Penelitian- Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.

1. Interview Guidelines

   Interviews to get information directly by giving questions to the informant, this is done verbally and the interviewee gives answers to the researcher's questions. The researcher used structured interviews. According to Sugiyono structured interviews are used as a data collection technique by researcher and respondents know the purpose of the interview.[40] Before conducting interviews, researcher has prepared questions to ask respondents. So researcher uses an interview guideline consisting of several questions. The interview was conducted openly or overtly interview. The researcher made an interview with English teachers who teaches eight grade students. This method is used to answer about how the implementation of rewards and punishments in teaching English at eight grade students of SMP 32 Mukomuko in the academic year 2020/2021.

Table 3.1

Interview Guideline

No	Research Variabel	Components	Indicators	Items
1.	Rewards	The implementations of rewards in teaching English	a. Kind of gift given b. Student behavior The way the teacher gives rewards	1, 2, 3,
2.	Punishments		a. Punishments system b. The reason teacher gave the punishment	4, 5,

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[40] sugiyono. 2012. *Metode penelitian kuantitatif kualitatif dan r&d*. Bandung: alfabeta. P. 194-195.

2. Observations Checklist

Observation is a process of gathering information by observing the subject to be studied. Creswell states that a qualitative observation is when the researcher takes field notes on the behavior and activities of individuals at the research site. In these field notes, the researcher records, in an unstructured or semistructured way (using some prior questions that the inquirer wants to know), activities at the research site. Qualitative observers may also engage in roles varying from a nonparticipant to a complete participant. Typically these observations are open-ended in that the researcher ask general questions of the participants allowing the participants to freely provide their views.[41] Researcher conducted participants directly on the subject under study. This method supports to answer about how the implementation of rewards and punishments in teaching English at eight grade students of SMP 32 Mukomuko. This observation is guided by an observation checklist.

Table 3.2

Observation Checklist

No	Indicators	Question	Yes	No
1.	The implementation of rewards	a. Praise or rewards for a good work b. Tell the students the behavior want and the		

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[41]Ibid. P. 139.

			reason		
		c.	Reinforce appropriate behavior as soon as possible after it occurs		
		d.	The teacher give rewards only after the students perform desirable behavior		
		e.	The teacher should consider the target behavior that he/she would like to encourage		
		f.	Students are active in learning after being given a reward		
2.	The implementation of punishments	a.	Giving punishments for a bad behavior		
		b.	Make it clear to the student why he or she is being punished		
		c.	Giving punishment based on school rules		
		d.	Minimize the students' misbehavior		

3. Questionnaire

Researcher used a close-ended questionnaire, the question is closed that the answer to the question posed already provided. Students are asking to put a tick (√) to each degree of agreement based on students' opinions. The questionnaire was written in the Indonesian language so that students could easily understand the questions. This method to know students' responses about the implementation of rewards and punishments in teaching English at eight grade students of SMP 32 Mukomuko. The researcher used Likert scale categories.[42]

1. Strongly Agree (SA)

2. Agree (A)

3. Disagree (D)

4. Strongly Disagree (SD)

Table 3.3

Rating Scale Score

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
Positive	4	3	2	1
Negative	1	2	3	4

Answers strongly agree or agree on a positive question explain that students strongly agree or agree to the statement contained in the questionnaire. Answers strongly agree or agree on negative questions

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[42]Eko Putro W. *Teknik penyusunan instrumen penelitian*. Yogyakarta ; Pustaka Belajar 2012. P. 105.

explain that students have views that are contrary to the existing statement on the questionnaire. The strongly disagreeable or disagreeable answer to a positive statement makes it clear that the student has an opposite view of the statement in the questionnaire. The strongly disagreeable or disagreeable answer to a negative statement makes it clear that the student has a very impartial or impartial view of the statement in the questionnaire.[43]

E. Data Collection Technique

The data obtained comes from research instruments. The researcher describe how to research collects the data. Data collection techniques in this research are as follows:

1. Observation

Observation is the process of collecting data and information directly by observing people and places at the sites.[44] Based on Creswell's explanation, it can be concluded observation is a method of gathering information by participating directly on the subject being observed to determine the subject's behavior and activities naturally. Observations are made during the learning process, the researcher sits at the back of the class and observes class activities during the learning process of English. Observations are guided by the Observations Checklist. Researcher observe the implements of rewards and

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[43]Tri R.Y. (2018). The Impact Of Reward System And Punishment Toward L2 Student's Motivation In English Speaking Classroom At Mts An-Nur Palangkaraya.
[44] Ibid. P. 240.

punishments by teacher. During the observation, the researcher looked at the way the teacher gave it, the types of rewards and punishments that the teacher often gave.

2. Interview

According to Cohen four main kinds of interviews may be used specifically as research tools: the structured interview, the unstructured interview, the non-directive interview, and the focused interview. The structured interview is one in which the content and procedures are organized in advance. This means that the sequence and wording of the questions are determined using a schedule and the interviewer is left little freedom to make modifications.[45] The researcher conducted interviews with English teachers to find out implementation rewards and punishments in class. The interview was guided by the questions the researcher had created. How the teacher gives rewards to students and how the punishments giving system is so that students do not repeat again.

3. Documentation

Documentation is a method of collecting data in the form of records of events that have passed such as daily notes, pictures, and others. According to Creswell during the process of research, the investigator may collect qualitative documents. These may be public documents (e.g., newspapers, minutes of meetings, official reports) or

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[45] Louis Cohen and Lawrence Manion, K. M. *Research Method in Education. (6nd Ed.* London: Routledge, 2007). P. 355.

private documents (e.g., personal journals and diaries, letters, e-mails).[46]

In this study, researcher also used the documentation method where the researcher would collect pictures during the research. Documentation is used to collect and record information to provide evidence or testimony as a real picture of research in the field.

F. Data Analysis Technique

Data obtained from observation, interview, and questionnaire the researcher analyze the data systematically. The process of analyzing data is to simplify data in a form that is easier to read.

Qualitative data analysis is done inductively, that is, research starts from empirical facts. Researcher make direct observations to the field, study, analyze, interpret and draw conclusions from phenomena that exist in the field. Researcher focus on data obtained from the field. From these data, researcher conducted the process of analyzing to find conclusions that later became the results of the study.

Researcher analyze data based on flow Miles and Huberman. Data analysis techniques are interactive models involving four step namely data collection, data reduction, data display, conclusion drawing/verification.[47]

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[46]Creswell, J. W. *Research design: Qualitative, quantitative and mixed methods approaches*. (United States of America: Sage Publication, Inc. P. 239

[47]Miles, b. Matthew and Huberman, A. Michael. *Qualitative Data analysis: An Expended (*Sourcebook Calfirnia : Sage publications, 1994). P.12

1. Data collection

    First, the researcher collected data using interviews, observations, and questionnaires. Researcher made observations at the beginning of the study during the learning process. Meanwhile, interviews were conducted during recess and the questionnaire was distributed to students after the learning process. The observation was still carried out until the end of the study.

2. Data reduction

    After the data is collected, the researcher performs data reduction. The researcher has to make a brief description of data obtained from many sources of data reduction. It means the researcher must take the main points, summarizing, and taking the crucial things.

3. Data displays

    In this step, the researcher shows all the data found after all the data is processed. The researcher then describes the form of the narrative text and classifies it. This data display can serve to make it easier for readers who read the research results. There are several data displays in the form of tables. However, based on the research method, researcher more use narrative text to explain in detail the results of the research.

4. Conclusion drawing/verification

    In the last step of data analysis, namely drawing conclusions or verification. Researcher formulate data results to answer the focus of research. Researcher analyzed the results of the study with the same

code and then combined based on the group after that found a relationship between groups. After all the data is clear then the researcher can get the results and conclusions from the study.
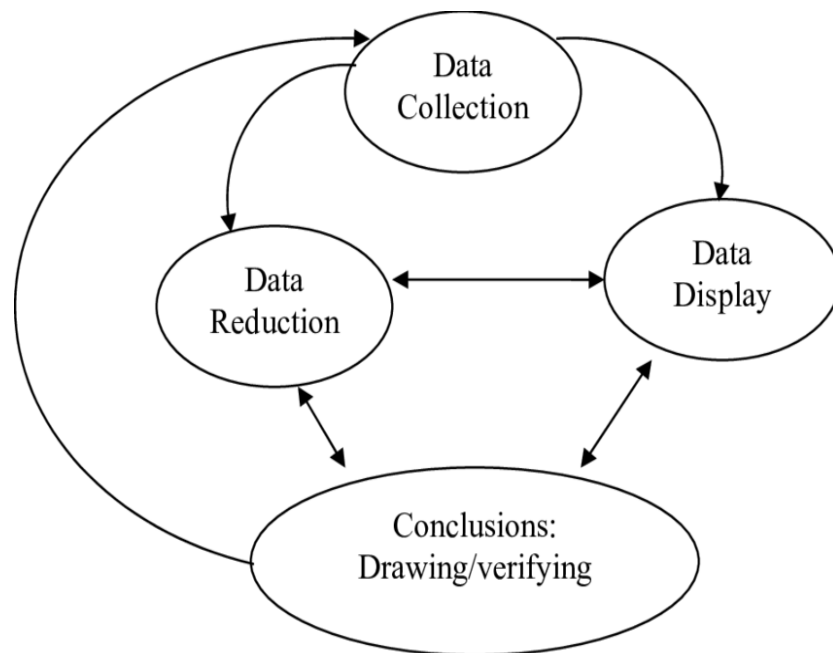

Figure 3.1 Components of Data Analysis: Interactive Model
(Miles and Huberman, 1994:12)

G. Data Trustworthiness

In analyzing the data of this research, researcher need to study and analyze the validity of data sources to obtain valid data. Researcher used triangulation to test the validity of the data. Triangulation is a data analysis technique that benefits something from the data itself to examine the results of the data or as a comparison data.[48] The researcher used the triangulation of data sources to compare and double-check the validation

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[48]Moleong Lexy J., 2001. *Metodologi Penelitian Kualitatif.* PT Remaja Rosda Karya: Bandung. P.178

of the information. Invalidating the data, the researcher compared the data

sources from collected interviews, observations, and questionnaires.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

This chapter presents the result of the study and the discussion in detail. After completing the research and collecting data from teacher and eighth grade students of SMP 32 Mukomuko in Academic Year 2020/2021, the researcher observes how implemented and students responses to the rewards and punishments in teaching English. The description could be seen as the following explanation:

A. Result

The interview, observation was done in order to answer the first research question, in other hands the questionnaire was to answer the second research question. The observation to strengthen answer the first researcher or as support method. The description could be seen as the following explanation:

1. Result of Observation the Implementation of Rewards and Runishments in Teaching English

The researcher did the observations from the beginning of the study to see implementation rewards and punishments by English teachers. Learning in the middle of the Covid-19 Pandemic, this school implements social distancing. Minimizing school activities, the learning process is carried out in the shift namely by dividing students into two groups.

a) First Observation

The researcher did the observation at eighth grade students of SMP 32 Mukomuko on Monday, November 23rd 2020 from 12.00-01.20 pm. Observations during the learning process "Come to my birthday,

please!". The first meeting on this material the teacher first explains the learning objectives. Students identify the things contained in the book. Students are guided to reveal the parts contained in the invitation card structure. In the main activity part, the students made invitation statements and expressed them based on pictures. The teacher gives applause and expressions to students who complete the task.

Based on observations, researcher found that teachers implement rewards more often. The teacher only focuses on explaining the objectives of the learning material, so the teacher has not applied punishment.

b) Second Observation

The researcher did the observation at eighth grade students of SMP 32 Mukomuko on Wednesday, November 25th 2020 from 09.45-11.05 am. At the second meeting of this material, the teacher asked questions about last week's material. The students named Weltri Marhalida answered correctly. Teacher gives a pen as a form of reward for student answers. In the main activity part, the teacher reviewed the material "Come to my birthday, please!". Students are asked to read and pay attention to examples of Greeting cards in the book "When English Rings a Bell". Together students express the meaning of the greeting card. Teachers giving applause to students. At the end of the lesson, the teacher gives the task of making Greeting Cards for someone's success. A student is asked to reveal the meaning of the Greeting Card and the

structure of the text. The student receives a warning penalty for not explaining correctly.

Based on observations, the researcher found the imlementation of rewards and punishments. The teacher began to use punishments on students. Students are required to have understood the basic objectives of the learning material so that for students who complete assignments correctly the teacher is very appreciative.

c) Third Observation

The researcher did the observation on Monday, December 7th 2020 from 12.00-01.20 pm. Observations during the learning process "I'm so happy for you!". At the first meeting of this chapter, the teacher first explains the basics of the material and the objectives of the lesson. In the main activity section, students read a short dialogue related to the activity being carried out and observe the patterns and sentence structures used in the dialogue. Students who sit on the backbench are noisy and disturb the concentration of other students. The teacher gave a warning. With the guidance of the teacher, students formulate questions about how to compose a sentence that states they are carrying out an activity. Students make sentences about what they do and exchange these sentences with a seatmate. So, commotion ensued, the teacher moved student's seat position.

Based on observations, the researcher found that the application of rewards and punishments was used in a balanced manner. Warnings are

given before another punishment is given. So that students already know their reasons for receiving the punishment.

d) Fourth Observation

The researcher did the observation at eighth grade students of SMP 32 Mukomuko on Wednesday, December 9th 2020 from 09.45-11.05 am. In the second meeting of this material, the teacher asked questions about last week's material. Gestures and expressions are given to students who answer the questions correctly. When explanation the learning material, a student named Felgi Novriandi entered the classroom. The teacher punishes for being late by giving a warning penalty. In the main activity part "I'm so happy for you!". The teacher gives assignments to students about the learning material that the teacher has explained. Students are asked to fill in the gaps in text based on instructions from the teacher. Students are asked to disclose and show their assignments to the teacher. A student receives a warning penalty for not completing an assignment correctly.

Based on observations, the researcher found the imlementation of punishments. Teachers use warning penalties more often. During this learning process, the implementation of rewards was rarely used.

The observations were made at eighth grades students at the time of the English learning process for four meetings. Based on the above observations, the researcher found implementation rewards and

punishments were found at each meeting. There are various kinds of rewards and punishments given by the teacher.

2. **Result of Interview the Implementation Rewards and Punishments by English Teachers at Eighth Grade Students of SMP 32 Mukomuko**

Interview data were strengthened by data from observations of the implementation of rewards and punishments in class. The researcher interviewed an English teacher who teaches eighth grade students on Wednesday, December 2nd 2020, at 11.00 a.m. The following is the script of the researcher interview with the interviewee.

Researcher: (R1)

Apa tindakan Anda selama proses pembelajaran terhadap siswa yang berperilaku tidak baik?

(What your actions during the learning process towards students who behave badly?)

English Teacher: (T1)

Saya memberikan arahan agar siswa tidak melakukannya lagi dan jika siswa masih melakukannya maka mereka akan menerima sanksi, seperti memberi mereka tugas tambahan, saya juga menggunakan beberapa teknik pengajaran agar siswa tertarik dalam mengikuti proses pembelajaran.

(I give directions so that students don't do it anymore and if students still do it they will receive sanctions, such as giving them additional assignments, I also use several teaching technique so that students are interested in following the learning process)

Researcher: (R2)

Bagaimana tindakan Anda terhadap siswa yang berperilaku baik atau rajin?

(How your actions towards students who behave well or diligently?)

English Teacher:(T2)

Saya sering memberikan penghargaan berupa pujian atau nilai tambah agar siswa lebih termotivasi untuk belajar.

(I often give rewards in the form of praise or added value so that students are more motivated to learn)

Researcher: (R3)

Bagaimana Anda membuat siswa sering mengulangi perilaku baik dan meminimalkan perilaku buruk?

(How you are to make students repeat good behavior frequently and minimize bad behavior?)

English Teacher:(T3)

Saya sering mengapresiasi perilaku siswa dengan memberikan hadiah dan menghukum mereka jika melakukan perilaku yang tidak diinginkan. Dengan cara itu siswa termotivasi untuk mengulangi perilaku yang baik atau meminimalkan perilaku yang tidak diinginkan.

(I often appreciate students' behavior by giving rewards and punishments them if they do unwanted behavior. That way students are motivated to repeat good behavior or minimize unwanted behavior)

Researcher: (R4)

Bagaimana anda menerapkan hadiah dan hukuman dalam pembelajaran bahasa Inggris?

(How your implement rewards and punishments in learning English?)

English Teacher: (T4)

Ketika siswa berperilaku baik atau buruk saya menerapkan hadiah dan hukuman untuk mengontrol perilaku mereka. Hal ini tidak tertulis dalam rencana pembelajaran karena penerapan teknik ini sudah menjadi kewajiban untuk digunakan dalam proses pembelajaran. Imbalan saya berikan berupa pujian, nilai tambah dan pemberian hadiah kecil yang memotivasi siswa untuk lebih giat belajar. Biasanya, saya memberikan hukuman kepada siswa berupa menugaskan siswa untuk menghafal kosa kata dalam

bahasa Inggris dan memberikan tugas tambahan terkait pelajaran yang telah dipelajari.

(When students have good behavior or bad behavior I implementation the rewards and punishments to control their behavior. this is not written in the learning plan because the application of this method has become an obligation to use in the learning process. I give rewards in the form of praise, add value and give small prizes that motivate students to study harder. Usually, I give punishments to students in the form of assigning students to memorize vocabulary in English and giving additional assignments related to the lessons that have been learned)

Researcher: (R5)

Bagaimana Anda menentukan jenis penghargaan dan hukuman yang akan diberikan, dan bagaimana efek motivasi?

(How do you determine the types of rewards and punishments to be given, and how are the motivating effects?)

English Teacher: (T5)

Sebelum memberi hadiah, saya mengetahui terlebih dahulu tingkah laku siswa, misalnya jika siswa menjawab pertanyaan dengan benar, saya memberi isyarat atau sekedar kata-kata pujian, beda halnya jika siswa mengerjakan tugas dengan cepat dan benar mereka bisa keluar duluan dari teman lain yang belum selesai. Intinya sesuai dengan situasi dan juga perilaku yang dilakukan.

(Before giving rewards or punishments, I know in advance the behavior of students, for example, if a student answers a question correctly, I give gestures or just words of praise, it's different if students do assignments quickly and correctly they can go out or enjoy a break first from other friends who haven't finished. The point is in accordance with the situation and also the behavior that is carried out)

So, Based on the results of observations and interviews, the researcher concluded that at eighth grade students of SMP 32 Mukomuko had implementation rewards and punishments to the process of learning English. Teacher often use it to control student behavior. Students are diligent and more enthusiastic about learning English at school. Bad

student behavior has rarely occurred so that the implementation of punishments is good**.**

3. **Students' Response About the Implementation of Rewards and Punishments in Teaching English**

Answer the second question, the researcher collected data questionnaire from 30 students there was 10 question about rewards and punishments. The researcher analyzed and classified students' responses about the implementation of rewards and punishments in teaching English at eighth grade students of SMP 32 Mukomuko. The following is the percentage of answers from each student's response to the implementation of the rewards and punishments used by the English teacher.

The questionnaire question number 1, from 30 respondents, (66%) 20 respondents choose "Strongly Agree", (16%) 5 respondents choose "Agree", (16%) 5 respondents choose "Disagree", no respondents choose "Strongly Disagree". Indicated that the majority of respondents agree with the implementation of rewards and punishments.

The questionnaire question number 2, from 30 respondents, (40%) 12 respondents choose "Strongly Agree", (30%) 9 respondents choose "Agree", (30%) 9 respondents choose " Disagree", no respondents choose "Strongly Disagree". It proved that the majority of the respondents rarely get rewards like that, but teacher often giving a compliment, adding a score, and also Gesture.

The questionnaire question number 3, from 30 respondents, (43.3%) 13 respondents choose "Strongly Agree", (33.3%) 10 respondents choose

"Agree", (16.7%) 5 respondents choose "Disagree", (6.7%) 2 respondents choose "Strongly Disagree". It proved that the teacher giving students punishments if students behavior like that.

The questionnaire question number 4, form 30 respondents, (43.3%) 13 respondents choose "Strongly Agree", (16,6%) 5 respondents choose "Agree", (10%) 3 respondents choose "Disagree", (30%) 9 respondents choose "Strongly Disagree". It is indicated that the respondents enthusiastic about learning because of getting the rewards.

The questionnaire question number 5, from 30 respondents, (40%) 12 respondents choose "Strongly Agree", (20%) 6 respondents choose "Agree", (30%) 9 respondents choose "Disagree", (10%) 3 respondents choose "Strongly Disagree". It proves that punishments can weaken the enthusiasm for student learning for some students, but it is different from students who already have high enthusiasm for learning.

The questionnaire question number 6, from 30 respondents, (63%) 12 respondents choose "Strongly Agree", (26.6%) 8 respondents choose "Agree", (33%) 10 respondents choose "Disagree", no respondents choose "Strongly Disagree". It is the shows that teacher often apply rewards in class and students are happy to get these rewards.

The questionnaire question number 7, from 30 respondents, (53.7%) 16 respondents choose "Strongly Agree", (36.7%) 11 respondents choose "Agree", (10%) 3 respondents choose "Disagree", no respondents choose

"Strongly Disagree". It proved that punishments can minimize bad behavior.

The questionnaire question number 8, from 30 respondents, (60%) 18 respondents choose "Strongly Agree", (26.6%) 8 respondents choose "Agree", (10%) 3 respondents choose "Disagree", (3%) 1 respondent choose "Strongly Disagree". It proved that rewards can motivate students to learn English.

The questionnaire question number 9, from 30 respondents, (46.6%) 14 respondents choose "Strongly Agree", (30%) 9 respondents choose "Agree", (16.6%) 5 respondents choose "Disagree", (6.6%) 2 respondents choose "Strongly Disagree". It proves that the majority of respondents are motivated or increased in learning. Some students rewards only in return for their work.

The questionnaire question number 10, from 30 respondents, (43%) 13 respondents choose "Strongly Agree", (10%) 3 respondents choose "Agree", (30%) 9 respondents choose "Disagree", (16.6%) 5 respondents choose "Strongly Disagree". This proves that the majority of respondents have not obeyed school regulations and the implementation of punishments has not been successful.

Based on the answers from the questionnaire results, the researcher can conclude that the implementation of rewards and punishments at eighth grade students of SMP 32 Mukomuko in the academic year 2020/2021 is good. This can be seen from the questions that have been

answered by students. The researcher classifies in percentage terms to make it easier to analyze from each student's answer.

B. Discussions

Based on the research, the researcher discussed the research findings. In this section, researcher discuss research findings with related references. To validate the research findings, the researcher tries to discuss them by referring to the theories related to the answers to the problem formulation. The explanation be presented below:

1. The Implementation of Rewards and Punishments in Teaching English

Researcher analyzed the implementation of rewards and punishments on students in teaching English to eighth grade students of SMP 32 Mukomuko in the academic year 2020/2021. From the results of the interview about the teacher's actions during the learning process towards students who behave badly.

> *(T1) Saya memberikan arahan agar siswa tidak melakukannya lagi dan jika siswa masih melakukannya maka mereka akan menerima sanksi, seperti memberi mereka tugas tambahan, saya juga menggunakan beberapa teknik pengajaran agar siswa tertarik dalam mengikuti proses pembelajaran.*

> *(I give directions so that students don't do it anymore and if students still do it they will receive sanctions, such as giving them additional assignments, I also use several teaching techniques so that students are interested in following the learning process)*

From these findings, it can be concluded that the teacher punishes only students who behave badly in the learning process.

Before giving sanctions the teacher reprimands or provides suggestions so that students do not repeat the behavior.

> *(T2) Saya sering memberikan penghargaan berupa pujian atau nilai tambah agar siswa lebih termotivasi untuk belajar*
>
> *(I often give rewards in the form of praise or added value so that students are more motivated to learn)*

From the results of teacher interviews about the teacher actions towards students who behave well or are diligent, it can be concluded that teacher often rewards students who behave well, such as being studious, often answering teacher questions. The purpose of this rewards is so that students are encouraged to learn English well.

> *(T3) Saya sering mengapresiasi perilaku siswa dengan memberikan hadiah dan menghukum mereka jika melakukan perilaku yang tidak diinginkan. Dengan cara itu siswa termotivasi untuk mengulangi perilaku yang baik atau meminimalkan perilaku yang tidak diinginkan.*
>
> *(I often appreciate students' behavior by giving rewards and punishments them if they do unwanted behavior. That way students are motivated to repeat good behavior or minimize unwanted behavior)*

The results of teacher interviews about how to make students repeat good behavior frequently and minimize bad behavior in the process of learning English, it can be concluded that the teacher implementation rewards and punishments to the behavior that students have done. Good behavior is appreciated with rewards while unwanted behavior is rewarded with punishments. According to Santrock rewards and punishments are used by teachers to control student behavior so that their behavior occurs more frequently and minimizes bad

behavior.[49] So from the explanation above it is the same as the actions that the teacher took to students at eighth grade students of SMP 32 Mukomuko. The giving of rewards and punishments is also to make students often do good behavior and stop doing bad behavior anymore.

> *(T4) Ketika siswa berperilaku baik atau buruk saya menerapkan hadiah dan hukuman untuk mengontrol perilaku mereka. Hal ini tidak tertulis dalam rencana pembelajaran karena penerapan teknik ini sudah menjadi kewajiban untuk digunakan dalam proses pembelajaran. Imbalan saya berikan berupa pujian, nilai tambah dan pemberian hadiah kecil yang memotivasi siswa untuk lebih giat belajar. Biasanya, saya memberikan hukuman kepada siswa berupa menugaskan siswa untuk menghafal kosa kata dalam bahasa Inggris dan memberikan tugas tambahan terkait pelajaran yang telah dipelajari*

> *(When students have good behavior or bad behavior I implementation the rewards and punishments technique to control their behavior. This is not written in the learning plan because the application of this technique has become an obligation to use in the learning process. I give rewards in the form of praise, add value and give small prizes that motivate students to study harder. Usually, I give punishment to students in the form of assigning students to memorize vocabulary in English and giving additional assignments related to the lessons that have been learned)*

From the results of teacher interviews about how to implements rewards and punishments in learning English, it can be concluded that rewards and punishments are teacher actions towards student behavior. This is one form of motivation that the teacher uses to encourage students to learn English. Matejcek stated that some teacher guidelines use rewards and punishments in the learning process. Rewards are given right after the behavior has occurred because rewards do not work

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[49]Santrock. Education Psychology: *Classroom Update: Preparing for Praxis and Practice*.

if they are given long after the behavior has occurred.[50] Students feel that their achievement is not appreciated because the teacher gives a long appreciation and also reduces student motivation which is very different from giving rewards after behaving.

> *(T5) Sebelum memberi hadiah, saya mengetahui terlebih dahulu tingkah laku siswa, misalnya jika siswa menjawab pertanyaan dengan benar, saya memberi isyarat atau sekedar kata-kata pujian, beda halnya jika siswa mengerjakan tugas dengan cepat dan benar mereka bisa keluar duluan dari teman lain yang belum selesai. Intinya sesuai dengan situasi dan juga perilaku yang dilakukan.*

> *(Before giving rewards or punishments, I know in advance the behavior of students, for example, if a student answers a question correctly, I give gestures or just words of praise, it's different if students do assignments quickly and correctly they can go out or enjoy a break first from other friends who haven't finished. The point is in accordance with the situation and also the behavior that is carried out)*

From the results of the interview about how the teacher determines the type of rewards and punishments to be given, as well as the influence of motivation on students. It can be concluded that before giving rewards and punishments, the teacher first knows the behavior of the students then determines the type of rewards or punishments to be given. Emmer stated that when giving rewards, teachers must understand the reasons for reinforcing student behavior. Because giving rewards that are too easy or too difficult can lose their motivational effect. Likewise, with punishments, it is important to determine the

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[50]Matejcek. *An International Problem: A Report from Czechoslovakia, Bulletin of the Orton Society*. 2007 Vol 18, Issue 1.Pp 13-22.

correct punishments for the behavior of the students. If punishments are given frequently, the effect of giving punishments is less successful.[51]

Strengthen the above interview results, the researcher also used the observation method. From the observation result, it can be concluded that the English teacher who teaches the eighth grade has implemented rewards and punishments. The teacher often gives rewards for new material or new chapters, this gift is intended to make students happy with the material they have just learned. The teacher makes the teaching and learning process fun and the students are not bored with the material being studied. The rewards that are often given are expressions, gestures, and praise. The application of punishments is used when bad behavior occurs. Giving punishments aims to prevent students from repeating and minimize bad behavior so that it does not happen again in the future. The punishments that teachers often give are warnings.

Based on the explanation above, it can be concluded that the English teacher at eighth grade students of SMP 32 Mukomuko has implemented rewards and punishments in learning English. The purpose of applying this technique is to control behavior and motivate students to learn English. And can also reinforce good behavior and weaken students' bad behavior. The teacher give rewards and punishments based on student behavior. The form of rewards and

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[51]Emmer, Edmud T. and Carolyn M. Evertson.*Classroom Management for Middle and High School Teachers*, (eight edition, New Jearsey: Pearson, 2009). P.139.

punishments are given based on the attitudes that have been done by students. Types of rewards that teachers often give are praise, added value, and gestures. While the types of punishments given are warnings, memorizing vocabulary, and giving additional assignments related to the lessons that have been learned.

2. **Students' Response About the Implementation of Rewards and Punishments in Teaching English**

The researcher analyzed students responses about the implementation of rewards and punishments on students in teaching English at eighth grade students of SMP 32 Mukomuko. Based on the results of the questionnaire form 30 students who have answered or checklist one of the questionnaire answers fields. The questionnaire contained 10 questions consisting of questions about students responses to the application of rewards and punishments given by the English teacher in their class. The results of student answers in form percentage of each question that has been checked. The researcher concluded the percentage results in the form of analysis. Based on the many students who checked the answers and the scale categories the students chose.

The researcher found that the student response to the rewards technique was very good or students strongly agreed with the application of rewards. Students enjoy the learning process and are motivated to learn. Some student behavior or student habits get better after being rewarded. Santrock stated that reinforcement of rewards is a

consequence that can increase the occurrence of a behavior.[52] Students imitate the behavior of students who excel because these students often get praise or attention from the teacher. Irawati and Fauziah stated that compliments or positive feedback from the teacher shows that the teacher appreciates students' actions and achievements in the class. They are an easy rewards to be used by the teacher in the class but it gives a big effect on the students in learning the language.[53] However, it is different from the application of punishments. Some students agree to use punishments in the process of learning English. Reinforced from the results of observations and interviews, students who disagree are categorized as students who are less motivated. These students are not motivated to learn English so they do unwanted behavior. Different from students who agreed with the application of punishments, they did not want to do the same behavior and they were afraid of getting punishments. Santrock also stated that punishment is a consequence that can reduce the occurrence of unwanted behavior.[54]

So from the results of the researcher findings on the eighth grade students of SMP 32 Mukomuko, it can be concluded that the students response to the application of rewards and punishments is good. There are several types of rewards that can make students happy in learning and there are also types of rewards that can make students less

[52]Santrock, *Educational Psychology*. p. 216.

[53]Irawati and An Fauzia Rozani Syafei.*The use of Reward and Punishment to Increase Young Learners' Motivation in Learning English as Foreign Language Adapted to Indonesian Context*. Journal of English Language Teaching, (2016) Volume 5 No. 1 Serie D

[54]Santrock, *Educational Psychology*. p. 216.

enthusiastic about learning or lazy. Irawati and Fauziah stated that the rewards that teachers can use to control student behavior in the learning process are Non-Verbal Rewards, Compliment or Positive Feedback, Point or Sticker, and Present. While punishments that are good for use in the learning process are Warning, Memorizing vocabulary, Decreasing students points, and Moving student seat position.[55] Several kinds of rewards and punishments above are good or recommended to use in the educational process because they really help teachers in managing the class and controlling student behavior.

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[55]Irawati and An Fauzia Rozani Syafei. 2016.*The use of Reward and Punishment to Increase Young Learners' Motivation in Learning English as Foreign Language Adapted to Indonesian Context*.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter contained the conclusion of the findings and suggestions in developing the implementation of rewards and punishments in teaching English of SMPN 32 Mukomuko.

A. CONCLUSION

Based on the research findings, the researcher concludes that the implementation of rewards and punishments can control student behavior in the learning process. The classroom environment has been good such as students are happy, diligent, enthusiasm for learning increases, and students are more motivated. Punishments minimize bad behavior and students rarely repeat.

Student responses to the implementation of rewards and punishments by the English teacher from 30 students chose to strongly agree with the implementation of rewards and punishments was 66%, then the enthusiasm for student learning increased after the implementation of rewards was 43%, while the implementation of student punishments that did not repeat bad behavior is 43%. Student response to the implementation of these techniques is very good. Learning motivation increased and students bad behavior decreased.

B. SUGGESTION

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

1. To students to be able to continue to have learning motivation and to be able to minimize bad behavior so that they can improve their mastery of the subject matter. Students know the purpose of the application of rewards and punishments, and continue to do good not only to get rewards from these behaviors.

2. To teachers, especially English teachers, to further improve the application of rewards and punishments to encourage student learning motivation. Use rewards and punishments based on the behavior of students and there needs to be active interaction between the teacher and students so that rewards and punishments gives can really increase student motivation and can be expected to achieve better.

3. To school, always support the application of rewards and punishments to improve student behavior for the better. Schools are expected to be more creative in creating new forms of reward and punishment to increase student discipline and motivation.

4. To the reader, the researcher hopes that this research can be used as a reference in controlling behavior and improving education. Increase knowledge about implementation rewards and punishments in teaching English.

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