

A THESIS

**THE EFFECTIVENESS OF GIVING REWARD AND
PUNISHMENT USED BY ENGLISH TEACHER TO
APPROACH STUDENTS' MOTIVATION AT
MTs AL-FUROQAN NOLING
KABUPATEN LUWU**



BY :

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REG. NUM. 16.1300.035**

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC RELIGION INSTITUTE
PAREPARE**

2023

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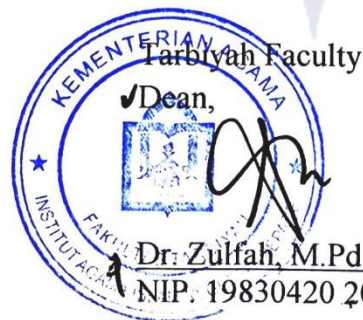
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وعلى اله وصحبه أجمعين ومن تبعهم بإحسان إلى يوم الدين أمّابعدہ

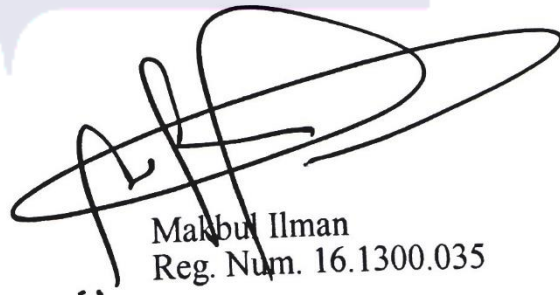
Alhamdulillah Rabbil 'Alamin, thank God we pray to the presence of Allah SWT for all His blessings, guidance and taufik so that the writer can finish writing this thesis with the title “The Effectiveness Of Giving Reward And Punishment Used By English Teacher To Approach Students' Motivation At MTs Al-Furqan Noling Luwu Regency” as one of the requirements to complete the study and obtain a Bachelor of Education (S.Pd) degree at the Tarbiyah faculty of the Parepare State Islamic Institute (IAIN). Shalawat and greetings may always be poured out to the great Prophet Muhammad SAW, and his family and friends who have sacrificed their wealth, soul and body to promote religion and the Muslim community.

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Parepare, November 25th 2022
The writer



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DECLARATION ON THE AUTHENTICITY OF THE THESIS

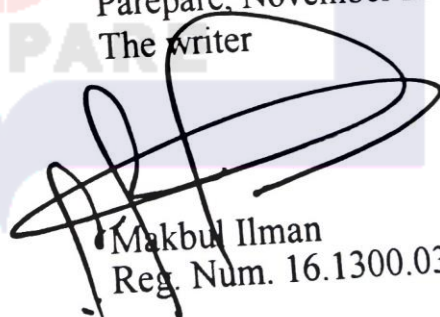
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Stated that himself conducted this thesis, if it can be proved that is copied, duplicated or complicated by other people, this thesis and degree that has been gotten would be postponed.

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ABSTRACT

MAKBUL ILMAN. *The Effectiveness Of Giving Reward And Punishment Used By English Teacher To Approach Students' Motivation At Mts Al-Furqan Noling Kabupaten Luwu.* (Supervised by Hj. Nurhamdah and Abd. Rauf Ibrahim).

The objective of this research is: To find out giving reward and punishment effective to approach Student's Motivation to Learn English, and also to know the students' response toward application Giving Reward and Punishment used by the English Teacher to Approach Student's Motivation to Learn English at the Eight Grade Students of MTs Al-Furqan Noling.

The subject of this study from Mts Al-Furqan Noling and the researcher conducted the research in descriptive quantitative method. Cause of the researcher use total sampling technique, sample of this research is all of students in Mts Al-furqan Noling with a total of 30 active students. The data collection techniques used in this research are observation, questionnaire, interview, documentation and data analysis used likert scale.

Score cumulative that they got by the questionnaire was 2958. The questionnaire's score, analysis result of rate percentage of students' questionnaire showed as 98,6%. Its mean that from the classification of the questionnaire results showed in score 98,6% which "Very Motivated(Very Positive)" category, in other words giving reward and punishment is very effective in motivating students to learn English at Mts Al-furqan Noling. Than the students response toward giving reward and punishment, Based on the interview to several students, the response of the students toward both of giving reward and punishment is good.

Keywords: Reward, Punishment and Motivation

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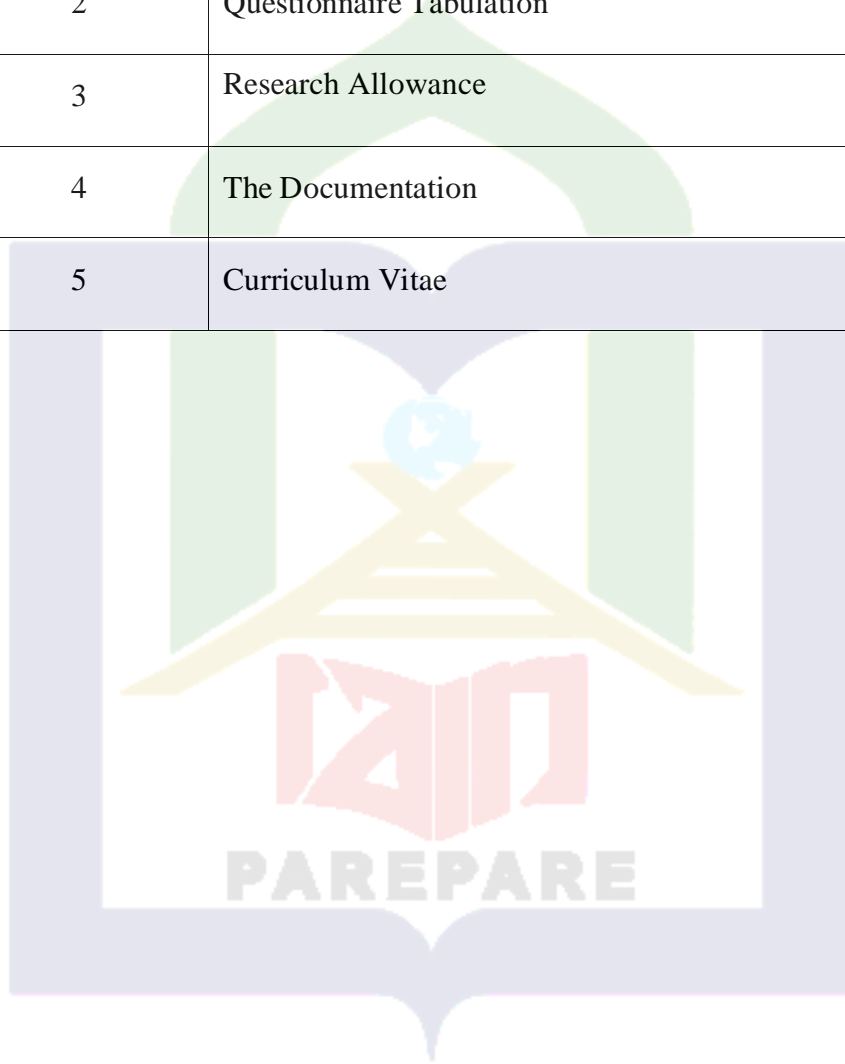
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CHAPTER I INTRODUCTION

A. Background

In learning process, teacher is one of the major components beside the students. Teacher must be able to make the students feel comfortable and relaxed in the process of teaching and learning. The success of learning and teaching process mainly depend on the teacher's role, it means that the teaching method and style used by the teacher strongly influence the students. If the teacher's way and style is interesting in teaching, the students will learn more seriously and enthusiastically the subject that taught by teacher in learning process.

In term of how to determine how the teacher takes and applies a good way of learning, in the application of media and good teaching systems, teachers are required to review the situations and conditions that occur in students from time to time to support the smooth running of the teaching and learning process, both from the internal and external conditions of students. What is meant by internal and external conditions here are the supporting factors and student's learning motivation.

Classroom management is the number one battle that a teacher must win in the classroom.¹ It means that the teacher has to comprehend how to control, manage, and guide the students in the classroom, such as; using interested learning strategy, students' behavior controlling, giving reinforcement, and so on. Based on students' behavior, teacher needed to have a capability to recognize the students' personality to gain quiet environment.

In the learning process where students are motivated to learn, it is evident that students more easily digest the material presented by the teacher and the teacher is more flexible and easy to improvise in the learning process compared to the learning process where students are not motivated to learn. Therefore, to achieve learning

¹Lewis, Beth. 2013. *Nonverbal Ways to Quite Your Students*. <http://About.com>. P. 94
Accessed on April 18th 2021

objectives, teachers are required to be able to master their field, and know their students. where by knowing their students, teachers can find out what is needed and how to motivate their students so that they are able to direct their students in learning more effectively and efficiently in accordance with the character of each student.

Basically, every student has a different personality that possible to be effect their behavior in their learning activity. So the teacher should to understand what the students want to learn. Classroom management is most effective when the teacher, parents, and students are equally committed in upholding the role.² It means that the students' behavior firstly depends on how their parents educate them at home, than the teacher control and guide them at school. Therefore it may to effects to their act which can be positive or negative behavior.

In the study of neuroscience that explain the function and how the process of the brain explained about the differences in the operation and how the left and tight brain processes the information received and how to respond or provide feedback from the information received by the individual. The common characteristic of the left brain are the matters related to logic, ratio, writing and reading skills, and the center of the mathematics. Brain controls in the intelligence quotient (IQ), this part of the brain's memory is also short-term. Meanwhile, the right brain functions in the development of emotional quotient (EQ). For example: interact, communicate, socialiate with others humans and emotional control. In the right brain located the feel, expression of boby, intuitive ability, and integrate such us singing, dancing, and painting.³

The teacher has to have an appropriate strategy, it is a reinforcement strategy. Reinforcement is a think to increase the students' motivation in the class to more

² Lewis, Beth. 2013. *Nonverbal Ways to Quite Your Students*. <http://About.com>. P. 122
Accessed on April 18th 2021

³ M. Syahrudin A, *the differences of brain's structure and learning behavior between male and female based on neuroscience* (Universitas Hamzawadi, *Jurnal Filsafat Indonesia* 2018), Vol 1 p. 38.

creative in learning.⁴ So it can to effect students' value in learning. This argument corresponding with sanjaya, that the reinforcement process can give a positive effect to the students' attitude.⁵ Besides, Hasan said that reinforcement is response to attitude.⁶ It means that teacher give response or comment to the students' act and attitude in learning process. So if the students' have a good attitude, they will be pay attention more to the lesson and be more respect to the teacher in classroom activity.

In reinforcement strategy, the researcher choose two type such Reward and Punishment to be a good way for teacher to motivate students and also control students' attitude, so students able to balancing their own brain processing, . According to O'Deli and Grayson, say that reward is used to encourage students' interest in learning.⁷ In other hand according to fritscher, punishment refers to consequence for undesired behavior.⁸ That's mean people will be punished if he/she did the bad things or behavior.

In learning process there are several problems that are often faced either as a teacher or as a student. Such as how to maintain a stable teaching and learning atmosphere so that both students and teachers remain motivated to carry out the learning process well and fun, how to adjust the teacher's response to the different characters and learning styles of students so that the students can follow and understand the lessons given more easily, how to motivate the students to study hard and not burden them with pressure that can affect both their physical and psychological, how to educate the students to be more communicative both to teachers and fellow students, and much more.

⁴ Vicko, D. 2001. *How to Make the Students More Creative*. Yogyakarta: Pustaka Belajar Offset. P.56

⁵ Sanjaya, W. 2006. *Strategi pembelajaran Berorientasi Standar Proses Pendidikan*. Jakarta: Kencana Prenada Media Group. P. 37

⁶ Hasan, H. 1992. *Keterampilan Memberikan Penguatan*. Padang : UPPL IKIP Padang. P. 17

⁷ O'Deli, C. & Grayson, C., J. 1998. *If Only We Knew What We Know : Identification and Transfer of Internal Best Practices*. California Management Review. P. 164.

⁸ Fritscher, 2009. *Punishment*. <http://phobias.about.com/od/Glosary/g/punishment.htm>. P. 27. Accessed on April 19th 2021

Based on the writer's observation in Mts AL-furqan noling, especially interviews with teacher with different subjects related to the problem of how to motivate student in learning with a lack of technological teaching and learning facilities that force teachers to use learning strategy without any modern technology such as HP, Computer, Internet, etc. The interesting point that the teachers answer are using Reward and punishment. Appropriate and useful reward according to student's needs and punishment that build student's mentality periodically step by step. Researcher choose MTs Al-Furqan Noling as an objective of the research based on the researchers' observation. The researcher found that the teachers in Mts Alfurqan Noling has implemented reward and punishment since several years ago and still apply until now because they consider that by using the appropriate reward and punishment method not only can motivate students in learning, this method can also build mentality and competitiveness among students, so that the majority of teachers use this method as a form for encouraging and motivating students, especially English subject teacher who have further innovated by combining reward and punishment method in the learning process in the quizzes at the end of each meeting. So the researcher very interested to know the effect and response of the students to the method of giving reward and punishment as a solution to the problem of how to increase student motivation in the teaching and learning process.

B. Research Questions

According to the background above, the problem that will be investigate through this study is:

- a. How Much the Effect of Giving Reward and Punishment used by the English Teacher to Approach Student's Motivation to Learn English at MTs Al-Furqan Noling?

- b. What are the student's response toward Reward and Punishment given by Teacher?

C. Objective of the Research

According to the problem statement above, the objective of the research is:

- a. To find out giving reward and punishment effective to approach Student's Motivation to Learn English at the Eight Grade Students of MTs Al-Furqan Noling
- b. To know the student's response toward application Giving Reward and Punishment used by the English Teacher to Approach Student's Motivation to Learn English at the Eight Grade Students of MTs Al-Furqan Noling

D. Significance of the Research

It is expected that result of the research provide useful contribution for:

- a. Teachers

This teacher is expected to give information about reward and punishment implemented, especially in learning English. Therefore, the teachers are expected to pay attention to the students reward and punishment

- b. Students

The students spirit to study and enthusiastic and motivated to learning English.

- c. Researchers

It can be meaningful information or can be taken as reference to create another best way or media about reward and punishment implemented.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

Some researchers have conducted research related to teacher's reinforcement in facilitating their learners to be good language learner and what they found were shown in the following:

The research has done by Afrideswati in her thesis entitled "Descriptive study on reward in teaching and learning process at SLTP 25 PEKANBARU". She had conclusion, the first verbal reinforcement, its percentage is 90%. The second gesture reinforcement, its percentage is 70%. The third touch reinforcement, its percentage is 40%. Last average percentage of reward in learning process to the students from first meeting until the last meeting is 44%. The was 4 part of reinforcement which know by term rewards technique (verbal, gesture, touch, and average), the researcher found that the a pplication of reward in English teaching and learning process in SLTP 25 Pekanbaru is enough.⁹

The research above has done by Afrideswati is related to the research that will be done by the researcher which research related to giving reward on learning process, and then continued by the researcher with more specific cases related to the effect of giving reward and punishment and also complemented by giving punishment as the opposite effect of giving reward.

Based on previous related research finding above the writer could conclude that if the teachers have many ways and methods to teach like giving reward and punishment so the students have high motivation to learn English.

⁹ Afrideswati, 2010 "a descriptive study on reward in teaching and learning process at SLTP N 25 Pekanbaru ", p.74

B. Some pertinent ideas

1. The concept of Teacher

According to Wikipedia, a term derived from the Sanskrit teacher, referring to professional educators with the primary task of educating, directing, teaching, guiding, training, evaluate and assess student.

a. Definition of English teacher

Teacher is one of component in the teaching and learning activities and is well positioned to determine the success of learning, because the main function of teachers is designing, managing, implementing and evaluating learning. Besides, the position of the teacher in the learning process is also very strategic and decisive. Strategic because the teacher determine the depth and breadth of subject matter, while the teacher is decisive for sorting and selecting learning materials that presented.

Teacher is mature person which have responsibility with their student in learning. A good teacher is someone who has competence in stake out the learning program and put in other than executes the class. So the students can be able to learn. At last they can get the purpose or learning process. According to Donald Medley is refer to teacher's ability in create classroom climate

As stated by Usman, a good teacher is a teacher that is able to choose the material, presenting and evaluating, in short capable to carry out the duties and responsibility well'. Teacher is essentially a strategic component that has an important role in determining the forward movement of the nation, even where the teacher is a factor that cannot be replaced by any component in the life of the nation in the past, all the more so in the contemporary era.

In accordance with the Law of the Republic of Indonesia No. 20 of 2003 on National Education System, the professorship teachers are required to continue to develop in accordance with the changing times, science and technology, and the needs of communities include the need for qualified human resources and has the

capability to be able to compete well in regional forums, national and international levels.

Explain that the teacher competency standards developed entirely in 4 parts of competencies, namely pedagogical, personality, social, and professional. These four competencies are integrated in teacher performance.

1). Pedagogic competence

Pedagogical skills that teacher must have regard to the characteristics of students viewed from various aspects such as emotional, moral, and intellectual. This implies that a teacher should be able to master the learning theories and principles of learning, because students have the character, nature, and different interest.

With regard to the implementation of the implementation of the curriculum, a teacher must be able to develop a curriculum unit level education respectively and adapted to local needs. Teachers must be able to optimize student's potentials to actualize his ability in the classroom, and should be able to carry out the assessment of the learning activities that have been performed.

Teacher has the ability to be with regard to the observed aspected, that are:

- (a) Mastery of the characteristic of students from the moral, physical, emotional, social, cultural and intellectual.
- (b) Mastery of learning theories and principles of learning that educates.
- (c) Able to develop curriculum related to the development of the Amnestied.
- (d) Conducting educational development.
- (e) Utilizing information and communications technology for the purpose of educational development activities.
- (f) Facilitate the development of student's potentials to actualize different potentials.

- (g) Communicative effectively, empathic, and manner with the students.
- (h) Assessment and evaluation process and learning outcomes, assessment and evaluation for the sake of learning.
- (i) Make a move to improve the quality of reflective learning.

2) Competence Personality

Performance of duties as a teacher should be supported by a feeling proud of the task entrusted to him to prepare for the future generations of the quality of the nation. Despite severe challenges and obstacles encountered in the implementation of tasks must remain steadfast in fulfilling their duties as a teacher.

Education is a process that is planned to have all progressed through the learning process. Teacher as educators must be able to influence the direction of the process in accordance with the values that are considered good and true in society.

Values including moral, norm, aesthetic, scientific, and ethical behavior effects as members of society and as an individual. Application of good discipline in the learning process resulted in mental, attitude, character and strong personality of students. Teacher are required to be able to teach students about self discipline, learning to read, loved the book, appreciate the time, learning how to learn, obey the rules, and learn how to do. Everything successfully if teachers are also disciplined in carrying out their duties and obligations. Teachers must have ability relating to the integrity and stability of a teacher's personality. These aspects are observed:

- (a) Acting according to the norms of religious, social, legal, and national cultures of Indonesia.
- (b) Present yourself as a noble person, honest, and to be an example for students and the community.
- (c) Present yourself as a wise person, steady, stable, mature, and authoritative.

(d) Showing good ethic, good responsibility, a good sense of pride to be a teacher, and good self- confidence

(e) Uphold the teaching profession code of ethics

3) Social competence

Teachers and student in the public eye is a role model to be emulated and good example in this next life every day. Teachers need to have the social skills to society, in order to implement effective learning process. With his capability automatic relationship with the public schools will go smoothly, so if here is need by parents, teachers will not get into trouble. Socials skills include the teachers' ability to socialize, communicate, collaborate, sympathetic, and have a nice habit.

Teacher performance criteria that must be addressed:

(a). Acting objective and not discriminatory about the consideration of sex, race, religion, the condition of physis, background of fam, and the status of socioeconomic.

(b). Communicate effectively, empathetic, and courteous to fellow educators, staff, parents, and community.

(c). Adapting in charge throughout the Republic of Indonesia which has social and cultural diversity.

(d). Communicate with the community own profession and other professions in writing or the form.

4). Professional Competence

Professional competence is the ability to possess the teachers in the planning, implementation and evaluate of the learning process, to drive student learning activities to achieve the goals of learning, the teachers are required to be able to

deliver learning materials perfectly. Teachers should always update, and master the subject matter presented.

March into the material sought by seeking information through a variety of sources such as reading the latest books, accessing the internet, and keep abreast of the latest advances on the material presented. Competence or ability of personality that teachers have the ability to be related to aspects:

- (a). The teacher has the role and duties as a source of material that never dries in managing the learning process.
- (b). In fulfilling their learning process, students activity should always be created and continue to use teaching methods and strategies appropriate. Teachers can create an atmosphere that encourages students to ask questions, observing, experimenting, and find the true facts and concepts.
- (c). In the implementation of the learning process, teachers should pay attention to the principles of didactic methodology as a science teacher in the learning processes implementation.
- (d). In terms of evaluation, in theory and practice, teachers should be able to carry out in accordance with the objectives to be measured. Types of tests used to measure learning outcomes must be true and correct.

2. The Concept Of Reinforcement

Reinforcement is a consequence that increased an individual's future behavior when that behavior is preceded by a particular stimulus. This reinforcement effect can be measured as a higher frequency of behavior. (e.g. pulling the lever more often), longer duration (e.g. pulling the lever for a longer period of time), greater magnitude (e.g. pulling the lever with greater force), or shorter latency (e.g. pulling

the lever faster following the antecedent stimulus) Although in most cases the reinforcing stimulus is a rewarding stimulus that the individual "appreciates" or "likes" (eg, money received from a slot machine, the taste of a treat, the euphoria produced by an addictive drug), it is not a requirement. Indeed, reinforcement does not even require the individual to consciously feel the effect the stimulus is causing. Furthermore, "beneficial" or "liked" stimuli are not always reinforcing; if someone eats at a fast food restaurant (response) and likes the taste of the food (stimulus), but believes it is bad for their health, they may not eat it anymore and thus not strengthen under those conditions. Thus, reinforcement only occurs when there is observable reinforcement in behavior.

In most cases reinforcement refers to improving behavior but the term can also refer to improving memory. One example of this effect is called post-training where a stimulus (e.g. food) given immediately after the training session enhances learning. This stimulus can also be an emotional one. A good example is that many people can describe in great detail where they were when they learned the World Trade Center was attacked.

a. Giving Skill Reinforcement

Provide reinforcement of skills is a skill that her for provide encouragement, feedback, or reward for students so that on course feel the respect attention. The award has a positive influence in people lives a day- today that encourages a person to improve the behavior and conduct activities. Activity of reward or reinforcement in teaching and learning in the classroom are rarely carried out by teachers.

Providing reinforcement according Wingkel could be in the form contain the following : (a) attention to the teachers, friend, or object discussion (b) behavioral study, read, work on the board (c) completion of the word (PR), (d) the quality of work or duty (neatness, beauty), (e) repair / completion of tasks, (f) independent tasks.

b. Component skills

The use of component skills in the classroom must be selective and liver- the liver, with students age, level, or ability, needs, and background and the nature of the task. Provision should be meaningful for students. Some component skills reinforcement is as follows giver:

1). Verbal reinforcement

Verbal reinforcement to form words- words or sentence that is pronounced the teachers. Example: "good", " good", " exact", "I respect your opinion", " slangy intelligent mind", and others.

2). Gesture reinforcement

This reinforcement is given in the form of expression, facial or limb movements that can give the impression to the students. For example, raised eyebrows, smiles, eye carling, applause, nods of assent, raise your thumb mark, "excellent ", and others.

3). A manner approaching reinforcement

Strengthening do this in a way approaching the student to claim the attention of teachers to work, behavior, or appearance of students. For example, the teachers sat in a group discussion, standing next to students. Often the teachers approached the students movement is given to reinforce the verbal reinforcement.

4). The touch reinforcement

Teachers may express appreciation to the students by patting the shoulder of students, shook hands with students or students raise their hands. Often times for children- small children, the teacher's hair stroked the head students.

5). Providing fun activities by reinforcement

This strengthening may be asking students to help his friend when he finished working on the job correctly first, ask students to lead activities, and others.

6). Form of sign or object reinforcement

Teacher in a variety of business uses - kind of symbol of empowerment to support positive students behavior. Form of strengthening include: written comments on the book work, giving stamps, currency collection, star. Etc.¹⁰ Reinforcement is divided into two types, both positive reinforcement and negative reinforcement. as an example of the two reinforcements is the provision of gifts and punishments which will be discussed briefly below.

3. The concept of Reward

a. Definition of Reward

According to Purwanto, rewards is a tool to educate the students in order that the feel enjoy. Given reward is measured that the teacher has function to strengthen mastery the aim of the education was achieved by the students. The rewards is not only about thing, but it can give reward like; smile, hold up thump that as one present and have influence with active learning. Given reward should give for students are success or can answer the question".¹¹

According to etymology reward means an award or prize. While according to a terms of reward there are a few things: According Ngalim Purmomo reward is a tool to educate children to that child can feel happy because of any act or work gets award. According to Amir Daien Indrakusuma reward is appositive assessment of student learning.¹²

¹⁰ Afrideswati. 2010 “ A descriptive study on reward in teaching and learning process at SLTPN 25 Pekanbaru” (Thesis Sarjana ; English Study Program: Universitas Islam Riau,2010) p.24-25

¹¹ Purwanto, M.Ngalim. *Ilmu teoritis dan praktis* (Bandung: Kemeja Rosda Karya. 1993) p.231

¹² <http://typecet.com/pdf/azirahmanpunishmentandreward.html>. 2021/07/06

According to oxford reward is give something to (someone) in recognition of their service, efforts, or achievements. For example the engineer who supervised the word was rewarded with the MBE.¹³

From all the opinions above it can be concluded that reward is an appreciation of everything that is pleasant feeling given to students for good results in the process of education with the aim to always do good work and praised.

b. Purpose of Reward

The goals of to be achieved in the delivery of reward is to develop and optimize the motivation is intrinsic from extrinsic motivation, in the sense that students do an Act; the act arises from awareness of the students themselves. And the reward, it is expected to build a positive relationship between teachers and students, because it is part of reward rather that the embodiment of love a teacher to students.¹⁴

So the purpose of reward was the most important results achieved were not a student, but with the results have been achieved by students, teachers aim to form the conscience and the willingness better and harder on students. As mentioned above that the reward was in addition to the repressive educational tool that could also be a fun reward incentive or motivation for students to learn better.

c. The Kinds of Reward

Reward is a method that positive towards the leaning process to increase motivation to learn. Rewards were to the students there are many different forms. Rewards have been divided into four types:

1) Praise

¹³ Anonym/definition/reward, <http://oxforddictionary.com/>. 2021/07/06

¹⁴ Anonym/definition/reward, <http://oxforddictionary.com/>. 2021/07/06

Praise is form of reward is most easily done. Praise could be words, such as good, and so on. But also form words that form of suggestion, for example, "else you will never be better again". Besides the form of words of praise could also be the signal or sign. For example, by show the thumb, by patting the child's shoulders, with applause and etc.

2) Respecting

Reward could be shaped in the form of respect for two kinds as well. The first, form a kind of coronation, that children who received honors were announced and displayed in front of his friends or maybe also in front of his parents. Second.

Respect form of granting power to do something, for example, to children who solve difficult problem was told to do it on the board to emulate his friends, and was told to follow another competition and so on.

3) Present

The prize here was a reward in the form of gift of goods. Reward for the provision of goods was also called the material rewards. The gift of these items could consist of tools for school needs, such as pencils, rules, books and so on.

4) Appreciates

If the prize was a reward in the form in the form of goods, it appreciates was opposites. Appreciates not rated in terms of price and usefulness such goods, as well as the prize. Rather, a taken of appreciation in value of terms "impressions" or "value memento". Therefore reward or token of appreciation was also called a symbolic reward. Symbolic rewards may include letters or service mark certificate.

Based on the explanation above, the researcher made conclude that if the teacher applied the kinds of reward above (praise, respecting, present and

appreciates) it can improved the students' motivation and them be happy in learning English.

4. The concept of punishment

a. Definition of punishment

Punishment is defined as giving a stimulus of resistance to reduce or eliminate unwanted behavior. It can be physical or non-physical. Punishment differs from negative reinforcement in that the latter increases the frequency of a behavior by removing the negative event. The use and effectiveness of corporal punishment has also been debated by psychologists, parents, teachers and religious leaders for years.

b. Various kinds of punishment

William Stern put distinguishes three kinds of penalties that are tailored to the developmental level of the children who received the punishment.

1) Penalties associative

Children usually associate between punishment and crime or violation, the suffering caused by punishment with the act violations. To get rid of the bad feelings (the law), it is usually the child away from bad deeds or prohibited. This kind of punishment could be applied to early childhood are only able to feel and to associate anything

2) Logical sentence

This punishment is used against children who have been rather large. With this law, the child understands that the penalty is a logical consequence of the work or actions that are not good. Child understands that he gets the punishment was the result of mistakes done. For example, a child told to wipe the slate clean because he had scribbled and dirty

3) Normative punishment

Normative penalty is punishments that aim to improve the morals of children.

This punishment carried out against violations of the ethical norms, such as lying, cheating, and stealing as well as discipline. Thus, the normative sentence is closely related to the formation of character and personality of children. With this sentence, educators try to influence the conscience of children, child convicts against the wrong actions, and strengthen his will to always do well and avoid evil.¹⁵

This is important normative penalty is applied, because the moral is at the core of education, including education Islam.

In the opinion of al-Abrasyi M. Athiyah, the moral or character education is the spirit (soul) Islamic education, so the position is very important in the implementation of Islamic education.¹⁶

Of the three above-mentioned forms of punishment, associative and normative form of punishment is appropriate for early childhood.

c. The terms of Punishment

- 1) In education, the penalty should be didactic. Penalties that are educational (pedagogical) must meet the following requirements: Let each sentence can be justified.
- 2) The punishment should be to improve and has a value of educating (normative) for the condemned.
- 3) Punishment should not be a threat or retaliation that is individual. Such punishment does not allow for a good relationship between the educator and the educated.

¹⁵ Purwanto, M. Ngalim. *Ilmu teoritis dan praktis* (Bandung: Kemeja Rosda Karya. 1993) p.178

¹⁶ M. Athiyah Al Abrasyi. 1996, *At-tarbiyah al Islamiyyah wa Falasifatuha*, Beirut: Dar Al Fikr; P.12

- 4) Do not punish when we're angry. Because, if so, chances are that the punishment is not fair or too heavy
- 5) Each sentence should be given to the conscious and calculated or considered first.
- 6) For the condemned (child), the punishment can be felt let alone a real grief or suffering. Because of the punishment, the child feels sorry and felt that for the time he lost affection educators.
- 7) Do not engage in corporal punishment because corporal punishment was essentially banned by the state, not in accordance with humanity, and the persecution of their fellow creatures.
- 8) Punishment must not damage the good relations between the educators and the students.
- 9) Their ability to give forgiveness for the educators, after sentencing and after the child realizes his mistake.¹⁷

Athiyah al-Abrasyi as quoted by Hamruni, suggests three conditions if an educator wants to punish students physically. The third requirement is this:

- 1) Before the 10-year-old children should not be beaten
- 2) Punch must not be of 3 times. What is meant by a punch here is a stick or a small stick is not a big stick

Given the opportunity to children to repent of what he did and correct errors without the need to use a punch or destroy his good name (make student shy).¹⁸

¹⁷ A.G. Hendro, *Reward and Punishment*, (Purwokerto: Banyumas,2014), p.18

¹⁸ Hamruni, *Konsep Edutainment dalam pendidikan Islam*, (Yogyakarta: IAIN Sunan Kalijaga, 2008), p.120

So, when someone give punishment, should pay attention to a form of punishment and timeliness of punishment by taking into account the child's condition.

The person who gives punishment also affects the effectiveness of punishment. For example, the authoritative father or a respected teacher of children, are feared by children, so that the punishment given mean

d. Punishment due for Students

Punishment on students, in addition to the expected deterrent effect student does not correct the error, could also bring some other result, which is as follows

- 1) Induce a feeling of revenge on students who put towards teachers or other party that makes punished,
- 2) Make students smarter to hide mistakes that can make it punishable and make students become more recalcitrant,
- 3) Improve student behavior are punished and strengthen the inmate's willingness to do good student, this is a positive result,
- 4) Making students feel guilty, because guilt has been redeemed by the penalty.
- 5) Lowered self-esteem that can eliminate self-confidence in childten.20

5. The Concept of Motivation

There are several definitions of motivation that have been put forward by experts. These definitions are made based on their views and ways of thinking that are typically expressed, as follows.

According to Brown stated that motivation is generally regarded as an impulse in the heart, will, emotion or desire that drives a certain action. Morgan said that motivation is an umbrella term that refers to the circumstances that motivate

behavior, the behavior motivated by these circumstances, and the goal or end of the behavior.

The definition explained above, though contextually different among others, but were nearly the same. They all refer to something that was motivated, which energizes a person to do in order him to gain goals.

a. Kinds of Motivation

General, there are two kinds of motivation, namely intrinsic and extrinsic motivation.

1) Intrinsic Motivation

Intrinsic Motivation is concerned with what place inside the classroom. The following are some factor effecting intrinsic motivation:

a) Physical Condition

It is clearly the case that physical condition helve great effet or learning and can alter a student's motivation cither positively or negatively. Classrooms that are badly lit an overcrowded can be excessively the motivating. Generally teachers should presumably try to make classroom as pleasant as possible, even if conditions are bad it may be possible to improve the atmosphere with posters, students work etc.

b) Method

The method by which students are thought must have some effects on student's motivation: if they were boring they will probably become unmotivated.

c) Teacher

The method of the teacher was very significant in intrinsic motivation, according to welkins, the teacher skill depends on two factors:

(1) Their proficiency

(2) Their expertise method of language teaching, the language proficiency of the teacher is the ability of the teacher to use language fluently and accurately. Their expertise in method and technique of language teaching are the best. possible professional preparation of language teacher in presenting material.

2) Extrinsic motivation

Extrinsic motivation is motivation of occurs for reasons that lie outside the individual or the task, for instance for on external.¹⁹

An extrinsically motivated students studied and learned for other reasons, such as students performs in order to receive a reward like graduating or passing a test or getting a new shirt from mom, or to avoid a penalty like a failing grade, Thus extrinsically motivated students persist as a learning activity for external reward gained or received from it.

From the description above, the research could conclude that extrinsic motivation is motivator to do something because of the stimulus from outside the individual. Learners study because it was about to reach the goal that lies beyond the thing he learned, such as high score, graduation, diplomas, degrees, honors, and honors. Whereas intrinsic motivation is motivator to do something that comes from the individual's own self.

b. The Function of Motivation

- 1) To stimulate someone to do something, without motivation will not appear on something action like study
- 2) Motivation as director. Its mean that direction of action to reach goal.
- 3) Motivation as moving spirit. It is function as machine size of motivation will determine quickly something the job.²⁰

¹⁹ Larry, Barbara, et al, *Reading Difficulties Instruction and assignment*. (1st edition, New York: Random Houses, 1987)

Based on the function of motivation above, the writer could conclude that motivation has functioned as motivator of efforts and achievements. Someone made an effort because the effort. A good motivation in learning would show a good result.

In other words, with diligent effort and primarily based on the motivation, then someone who leaned it would be able to bear a good achievement. Intensity of a student's motivation would largely determine the level of learning achievement.

c. Characteristics of Motivated Students

The characteristic of motivated students divides into seven as follows:

- 1) Positive task orientation, students are willing and ready to handle assignments and challenges and are sure of their success
- 2) Ego participation, students consider it very important to succeed in learning to promote their own (positive) self-image and prestige
- 3) Obsession with achievement, students have a need for achievement to overcome difficulties and obstacles so that they are successful in what they do.
- 4) Broad-minded and aspiring, ambitious students seek challenges that demand higher proficiency, gain grades.
- 5) Having the intended target, the learner is very aware of the learning objectives of certain learning activities and directs his efforts to achieve these goals.
- 6) Perseverance, students consistently invest a high level of learning and are not discouraged by the setbacks they face until they make progress.
- 7) Tolerance of difficult situations, students are not disturbed or frustrated by difficult situations that involve them and continue to try to find ways to solve their problems.

²⁰Malsuder, *Factor Influence the Motivation the Second Year Student of SLTP Negeri 3 Mamasa Learn English, Thesis. Makassar, UNM.1999*

Based on the explanation above, the researcher conclude that the characteristics of motivation students is spend many times studying and deepen their knowledge.

According to Malsuder states that a student can be said as motive students if they:

- a). Pay attention to learning English
- b). Follow all given instruction in English leaning. and
- c). Completes assignments which given by his or her teacher.
- d. Measurement of Motivation

Since motivation is a kind of spirit or mental power that cannot be identified by senses, it s quite hard to measure. It is not the same as distance and weight that can be measured with meter and gram. Motivation is something abstract Therefore, there is only one way to know the motivation, namely to identify indicators because our ability to measure is restricted on something concrete that can be identified by our senses, The definition of motivation and the characteristics of motivated students above give the writer a very clear sight that motivation could be measured through the following two ways.

1) Self- Report Measurement

Motivation, as mentioned above, is a mental power or spirit that can net be identified directly from outside by other people but the subject can touch if intuitively in his inner soul. Therefore, motivation can just be expressed directly by the subject. For example, when Ahmad just calm without any comment on his motivation or at least on speaking English, he does not also produce any English sound in his speech;

Other people cannot know whether or not Ahmad has high motivation on speaking English. Ahmad's motivation on speaking English very much" or "speaking English is boring". This is called self-report because the subject reports about himself.

This measurement was very easy to do because the research just hands out questionnaire with a set of related questions to know the students motivation. By this way, the student gives self-report on their motivation by answering the given questions. The next, the research just analyzes the answer and concludes the students motivation based on that report. However, the measurement was not sufficient because there are so many uncontrollable variables that may influence students answer. Students may answer those gives question with no based on their inner heart saying or mental power but based on other factors. There is so large possibility for the students to tell a lie in this case, a researcher has to try another way of measurement.

2) Behavioral measurement

The most valid data to identify the motivation of students' behavior because behavior was believed as the more accurate indicator that could be used to saw motivation. It is quiet for someone to tell a lie with his behavior. Someone may say that he has a high motivation in speaking English but the more accurate indicator is this participation in speaking English, the research may judge that they have a high motivation on that. This measurement was called behavioral measurement because the researcher analyzes and judges motivation according in the students' behavior.

e. The Principle of Motivation

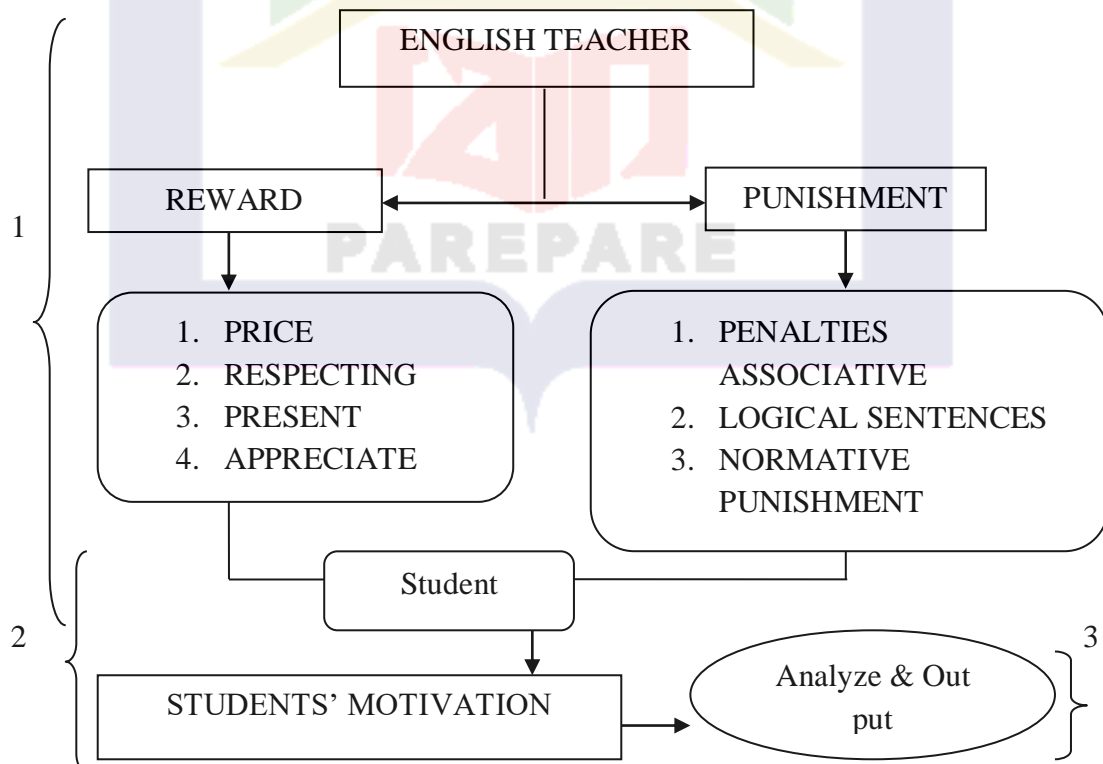
There are several principles of motivation in learning process:

- 1) Motivation as a basic impetus to motivate learning activities.
- 2) Intrinsic motivation is as important as extrinsic motivation in learning.

- 3) Motivation in the form of praise is better than punishment.
- 4) Motivation can foster a positive aura of optimism in learning.
- 5) Motivation can improve learning achievement.

C. Conceptual Framework

This research focused to the effectiveness of giving reward and punishment used by English teacher to approach students' motivations at MTs Al-furqan Noling. The research design the conceptual framework of this research by showing diagram below:



In diagram above, there are three steps of the research explained more. First, Teacher applied giving reward and punishment method in teaching in several meeting. Second, Researcher gave the questionnaire of research to the student as the instrument to collecting data. The last, data analysis and output.

D. Hypothesis

Hypothesis means mere assumption or some supposition to be proved or disproved. Based on the theories, and explanation above, the researcher proposes the hypothesis as follow:

Null Hypothesis (H_0): giving reward and punishment is not effective to improve students' motivation in learning English at MTs Al-Furqan Noling.

Alternative Hypothesis (H_1): giving reward and punishment effective to improve students' motivation in learning English at MTs Al-Furqan Noling.

CHAPTER III

METHOD OF THE RESEARCH

A. Research Design and Variable

1. Research Design

In this study the researcher used a descriptive quantitative method. the method used to study a particular population or sample. Sampling techniques are usually carried out by compatible technical calculations of a particular sample such as the collection of statistical quantitative data with a view to testing the specified hypothesis.

Descriptive research is a research method that seeks to provide a systematic and accurate picture of actual facts and the nature of certain populations with the aim of solving current problems by collecting data or information to be compiled, described and analyzed.

2. Variables

The research design consisted of two variables with the effectiveness of reward and punishment used by English teachers as the first variable and increasing students' motivation at MTs Al-Furqan Noling as the second variable.

B. Location and Duration of the Research

The researcher take place for this research at MTs Al-Furqan Noling Kabupaten Luwu and the duration of the research need one month, because this research need to observe the process of learning and analyze the data.

C. Population and Sample

1. Population

Population is total of all value about certain achievement concerning the horde of object which is complete and clear that has learned and identified feature.²¹

The population of the research is the students of MTs Al-Furqan Noling in academic 2021/2022. The researcher take MTs Al-Furqan Noling as the population.

²¹ Nana Sudjana, *Metode Statistic*, Cet.III, (Bandung: Persit. 1984), p.3.

There are three classes which consisted twelve members of VII class, eight members of VIII class, and ten members of IX class according to the table below.

Table 3.1 population of the students of MTs Al-Furqan Noling

No	Class	Number of Students		Total
		Male	Female	
1.	VII	4	8	12
2.	VIII	4	4	8
3.	IX	3	7	10
Total number				30

2. Sample

Sample is section of population which has common characteristics or it can say that sample taking over individual. Then there are 30 total numbers of students (VII, VIII, IX) that will be the sample of the research, because researcher use Total sampling technique.

D. Operational Definition of Variable

Giving reward and punishment are kind of reinforcement that motivates a person because of the encouragement from the external aspect. Giving reward and punishments is type of motivation that applies to the presences of external treatment (Extrinsic motivation). The kind of reward that would be applied by teacher is Praise, respecting, present, and appreciates, then the kind of punishment that would be applied are penalties associative, logical sentences, and normative punishment.

E. Instrument of the Research

In this study, researchers collected data using a questionnaire research instrument. For various reasons, many researchers use questionnaires as a technique for assessing information from subjects. Questionnaires are relatively economical and have the same questions in each subject. researchers used a questionnaire to examine the effects of reward and punishment on student motivation.

This research questionnaire uses 30 questions consisting of 15 positive statements and 15 negative statements. likert formula as follows:

Table 3.2 Likert scale

Positive statement score	Category	Negative statement score
5	Strongly agree	1
4	Agree	2
3	Undecided	3
2	Disagree	4
1	Strongly disagree	5

1. Measuring instrument

To measure the questionnaire, researchers used a measurement scale in the form of likert scale or a group of people on a social phenomenon. There are five alternative answers or criteria, namely Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD). SS to SD answer are given a point score of 5 to 1. The likert scale also recognizes directions, namely statements that lead to positive or negative direction. If the statement is positive then the score start from 5

to 1 for the SS to SD criteria and if the statement is negative then the score starts from 1 to 5 for the same criteria.

2. Validity and Reliability test of the Instrument

a. Validity test

Validity test is a test conducted to determine the validity of an instrument. The instrument can be said to be valid if it is able to measure what is desired. The validity test on this research instrument uses SPSS software with the *Product Moment* formula as follow:

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

Description:

r_{xy} = Correlation Coefficient

N = Number of test respondents

X = Score each item

Y = Score of all test respondents' items

The criterion is that an item is said to be valid if $r_{count} > r_{table}$ at significant level $\alpha = 5\% < 0,05$.²² The result of the instrument validity test carry out using the *IBM SPSS 21* software application are as follow:

Tabel 3.3 Uji Validitas

NO	Rhitung	Nilai sig.(2-tailed)	Nilai	Rtable	Ket
1	0,645	0,009	0,05	0,514	Valid
2	0,569	0,027	0,05	0,514	Valid
3	0,599	0,018	0,05	0,514	Valid
					Continued
NO	Rhitung	Nilai sig.(2-tailed)	Nilai	Rtable	Ket

²²Anas Sudijono, *Pengantar Statistik Pendidikan*,

		tailed)			
4	0,564	0,029	0,05	0,514	Valid
5	0,670	0,006	0,05	0,514	Valid
6	0,018	0,950	0,05	0,514	Invalid
7	-0,278	0,315	0,05	0,514	Invalid
8	0,635	0,011	0,05	0,514	Valid
9	0,593	0,020	0,05	0,514	Valid
10	0,623	0,013	0,05	0,514	Valid
11	0,525	0,044	0,05	0,514	Valid
12	0,534	0,040	0,05	0,514	Valid
13	0,551	0,033	0,05	0,514	Valid
14	0,539	0,038	0,05	0,514	Valid
15	0,543	0,037	0,05	0,514	Valid
16	0,647	0,009	0,05	0,514	Valid
17	0,602	0,018	0,05	0,514	Valid
18	0,651	0,009	0,05	0,514	Valid
19	0,643	0,010	0,05	0,514	Valid
20	0,174	0,537	0,05	0,514	Invalid
21	0,463	0,074	0,05	0,514	Invalid
22	0,327	0,209	0,05	0,514	Invalid
					Continued
NO	R hitung	Nilai sig.(2-tailed)	Nilai	R table	Ket

23	0,652	0,008	0,05	0,514	Valid
24	0,606	0,017	0,05	0,514	Valid
25	0,664	0,007	0,05	0,514	Valid
26	0,569	0,027	0,05	0,514	Valid
27	0,654	0,008	0,05	0,514	Valid
28	0,586	0,022	0,05	0,514	Valid
29	0,578	0,024	0,05	0,514	Valid
30	0,593	0,020	0,05	0,514	Valid

Based on the instrument trial conducted by distributing questionnaires randomly to 15 students, the result 30 statement in the questionnaire resulted in 25 valid statement items and 5 items declared invalid, so there are 25 statement that can be continued as research instrument in the field.

After testing the instrument on 15 students randomly and getting the result from the instrument test, the author then continued his research on 30 predetermined research samples.

b. Test Reliability

Reliability test is a test that aims to determine the consistency of the instrument used. The instrument is said to be reliable if the test made has consistent result in measuring what is to be measured. To perform the reliability test, the researcher used SPSS software with the *Alphe* formula as follows:

$$r_{11} = \left(\frac{n}{n-1} \right) \left(1 - \frac{\sum \sigma_i^2}{\sigma_t^2} \right)$$

Description:

r_{11} = sought reliability

n = number of item

$\sum \sigma_i^2$ = number of variance score for each item

σ_t^2 = total Variance.²³

The stage of testing the reliability test using the *Alpha Cronbach Technique* using the SPSS21 application. The following are the result of the reliability test instrument of the giving reward and punishment to increase student motivation:

Tabel 3.4 Reliability Statistics

Cronbach's Alpha	N of Items
.746	30

Data source : Output data IBM Statistik 21

Based on the table above, the value of the *cronbach's Alpha* in testing statistical reliability is 0.746, it can be concluded that the statement instrument in the coefficient classification questionnaire is high.

Tabel 3.5 Coefficient Classification Reliabilitas

Coefficient Reliability	Interpretation
$0,00 \leq r < 0,20$	Vary low
$0,20 \leq r < 0,40$	Low
$0,40 \leq r < 0,60$	Enough
$0,60 \leq r < 0,80$	High
$0,80 \leq r < 1,00$	Vary high ²⁴

F. Procedure of Collecting Data

To find out the data, researcher used some method, they are:

1. Observation

²³SuharsiMadrasah Ibtidaiyah Arikunto, *Prosedur Penelitian: Suatu Pendidkatan Praktik*, (Jakarta: Rineka Cipta,2011)

²⁴ Sunda, *Statistik Penelitian Pendidikan*

The researcher enter in the classroom and following the teacher's teaching for several meeting, than the researcher observe teacher's apply the method in teaching relate to the research.

2. Questionnaire

Researcher uses questionnaire to find out data of effectiveness giving reward and punishment used by English teacher to improve students' motivation in learning English MTs Al-Furqan Noling.

3. Interview

Researcher interview the English teacher, and some students about several question related to the research to find out the information that complete the result of the research.

4. Documentation

Researcher used this method to find out the data which have the relation with this research, like the total of students in every class, and background of MTs Al-Furqan Noling.

G. Technique of Data Analysis

The data of this research obtain from the questionnaire that used by the researcher. The questionnaire was classified by using following procedure; the researcher will use likert scale to analyze data from the questionnaire.

1. For the positive statement, the score are: strongly agree 5, agree 4, undecided 3, disagree 2, strongly disagree 1.
2. For the negative statement, the score are: strongly agree 1, agree 2, undecided 3, disagree 4, strongly disagree 5.
3. The research has 15 positive statemen and 15 negative statemen. Therefore, if the student answer s the fifteen positive statement with strongly agree and fifteen negative statement with strongly disagree, the student get 100; and if the student answers all the positive statement with strongly disagree and all of the negative

statement with strongly agree, the student get 20; so the rate score ranges from 20 to 100(interval 100). Since the questionnaire get five categories, the interval that was used to determine the categories is $100:5=20$.

Tabel 3.6 The rating score of the category.

81% - 100%	Very Motivated(Very Positive)
61% - 80%	Motivated(Positive)
41% - 60%	Undecided
21% - 40%	Unmotivated(Negative)
0% - 20%	Very Unmotivated(Very Negative)

The formula:

$$P = \frac{F}{N} \times 100\%$$

P = the percentage

F = frequency of the percentage is being calculated

N = number of cases

CHAPTER IV

FINDING AND DISCUSSION

A. Description of Data and Research Results

The description of the data presented from the result of this study is to provide the general description of the distribution of data obtained in the field and than processed in the tabular form using the percentage description technique. What is presented in the description of this percentage is in the form of a frequency distribution and a histogram that is presented for each indicator along with the percentage of frequency and the score obtained.

1. The Effect Of Giving Rewad And Punishment Toward Students Motivation

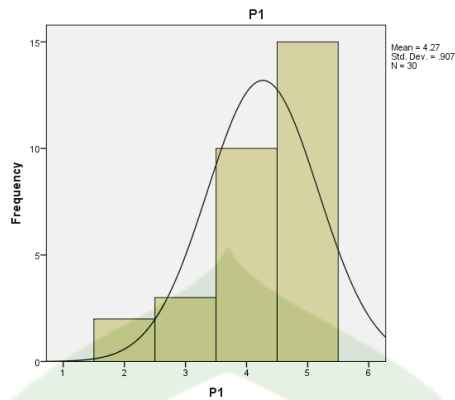
The results of distributing the questionnaire to the students can be seen in the following table and histogram:

- a. Seeing the thumbs up from the teacher motivated me to study English more actively

Tabel 4.1 Melihat acungan jempol dari guru membuat saya termotivasi untuk belajar bahasa inggris lebih giat.

		Frequency	Percent	Valid Percent
Valid	Disagree	2	6.7	6.7%
	Undecided	3	10.0	10%
	Agree	10	33.3	33.3%
	Strongly agree	15	50.0	50%
	Total	30	100.0	100%

Sumber Data: Software IBM SPSS Statistics 21



Sumber: *Software IBM SPSS Statistic 21*

Gambar 4.1. Melihat acungan jempol dari guru membuat saya termotivasi untuk belajar bahasa inggris lebih giat.

Based on table 4.1 it can be seen that of the 30 respondents there were 2 or 6.7% of respondents who chose Disagree, 3 or 10% of respondents who chose undecided, 10 or 33.3% of respondents who chose to agree, and 15 or 50% of respondents who chose strongly agree, while there were no respondents who chose strongly disagree. Thus the table above shows that the highest percentage is in the strongly agree category with a frequency of 15 or 50%.

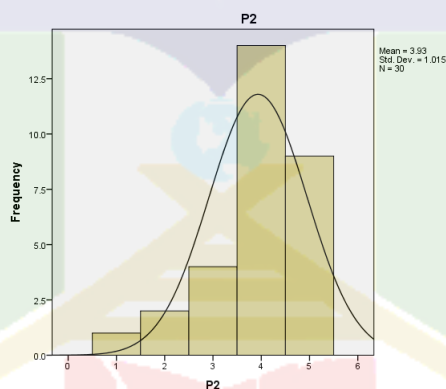
This states that giving reward and punishment to student learning motivation is effective, this can be seen in the percentage of students who answered agree and strongly agreed which amounted to 25 or 83.3% compared to the percentage of students who answered neutral and did not agree which amounted to 5 or 16,7%.

- b. When my teacher patted me directly on the shoulder when I answered, I was even more enthusiastic about learning English

Tabel 4.2. Ketika guru saya menepuk-nepuk pundak saya secara langsung ketika saya menjawab, saya semakin semangat belajar bahasa inggris.

		Frequency	Percent	Valid Percent
Valid	Strongly Disagree	1	3.3	3.3%
	Disagree	2	6.7	6.7%
	Undecided	4	13.3	13.3%
	Agree	14	46.7	46.7%
	Strongly Agree	9	30.0	30%
	Total	30	100.0	100%

Sumber: *Software IBM SPSS Statistic 21*



Sumber: *Software IBM SPSS Statistic 21*

Gambar 4.2. Ketika guru saya menepuk-nepuk pundak saya secara langsung ketika saya menjawab, saya semakin semangat belajar bahasa inggris

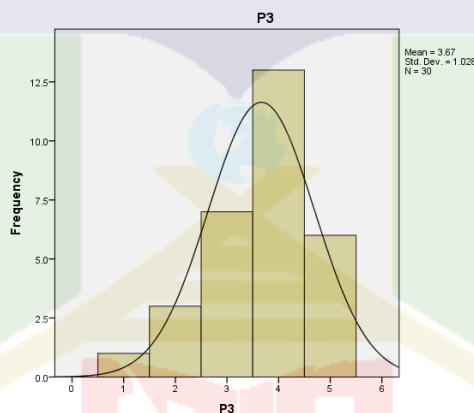
Based on table 4.2 it can be seen that the table above shows that the highest percentage is in the agree category with a frequency of 14 or 46.7%. This states that the provision of reward and punishment on student learning motivation is effective, this can be seen in the percentage of students who answered agree and strongly agreed which amounted to 18 or 76.7% compared to the percentage of students who answered neutral, disagreed and strongly disagreed which amounted to 7 or 23.3%.

- c. Giving gifts in the form of pens, books or pencils does not make me study English more actively

Tabel 4.3. Pemberian hadiah berupa pulpen, buku atau pensil tidak membuat saya belajar bahasa inggris dengan lebih giat

		Frequency	Percent	Valid Percent
Valid	Strongly Agree	1	3.3	3.3%
	Agree	3	10.0	10.0%
	Undecided	7	23.3	23.3%
	Disagree	13	43.3	43.3%
	Strongly Disagree	6	20.0	20.0%
	Total	30	100.0	100%

Sumber: *Software IBM SPSS Statistic 21*



Sumber: *Software IBM SPSS Statistic 21*

Gambar 4.3. Pemberian hadiah berupa pulpen, buku atau pensil tidak membuat saya belajar bahasa inggris dengan lebih giat

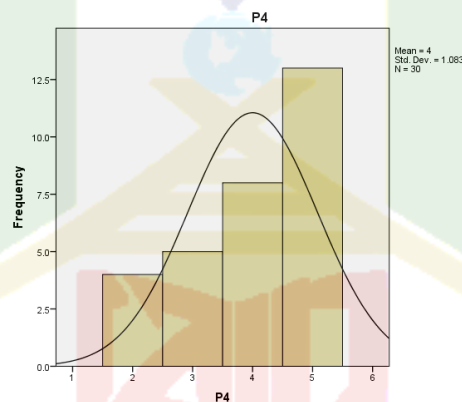
Based on table 4.3 it can be seen that the table above shows that the highest percentage is in the Disagree category with a frequency of 13 or 43.3%. This states that giving reward and punishment to student learning motivation is effective, this can be seen in the percentage of students answering disagree and strongly disagree which amounted to 19 or 63.3% compared to the percentage of students who answered neutral, agreed and strongly agreed which amounted to 11 or 36.7%.

- d. When i see my friend getting a prize for doing a good job, i am motivated to be more active in learning English

Tabel 4.4. ketika saya melihat teman saya mendapat hadiah dari karena mengerjakan tugas dengan baik, saya termotivasi untuk lebih giat belajar bahasa Inggris.

		Frequency	Percent	Valid Percent
Valid	Disagree	4	13.3	13.3%
	Undecided	5	16.7	16.7%
	Agree	8	26.7	26.7%
	Strongly agree	13	43.3	43.3%
	Total	30	100.0	100%

Sumber: *Software IBM SPSS Statistic 21*



Sumber: *Software IBM SPSS Statistic 21*

Gambar 4.4. ketika saya melihat teman saya mendapat hadiah dari karena mengerjakan tugas dengan baik, saya termotivasi untuk lebih giat belajar bahasa Inggris.

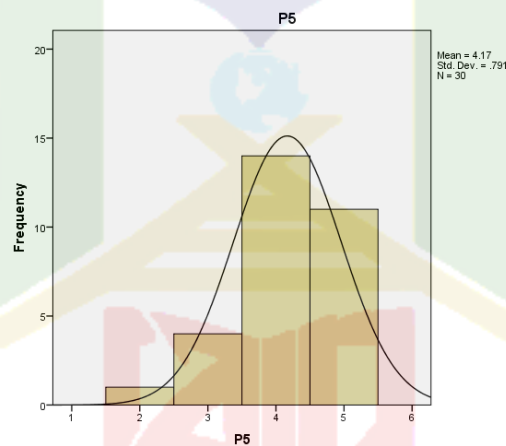
Based on table 4.4 it can be seen that the highest percentage is in the strongly agree category with a frequency of 13 or 43.3%. This states that giving reward and punishment to student learning motivation is effective, this can be seen in the percentage of students who answered agree and strongly agreed which amounted to 21 or 70% compared to the percentage of students who answered undecided and did not agree which amounted to 9 or 30%.

- e. I pay more attention to the lesson when I see my teacher warning my friends who are not focused on studying

Tabel 4.5. Saya lebih memperhatikan pelajaran ketika saya melihat guru saya memperingati teman saya yang tidak fokus dalam belajar

		Frequency	Percent	Valid Percent
Valid	Disagree	1	3.3	3.3%
	Undecided	4	13.3	13.3%
	Agree	14	46.7	46.7%
	Strongly Agree	11	36.7	36.7%
	Total	30	100.0	100%

Sumber: *Software IBM SPSS Statistic 21*



Sumber: *Software IBM SPSS Statistic 21*

Gambar 4.5. saya lebih memperhatikan pelajaran ketika saya melihat guru saya memperingati teman saya yang tidak fokus dalam belajar

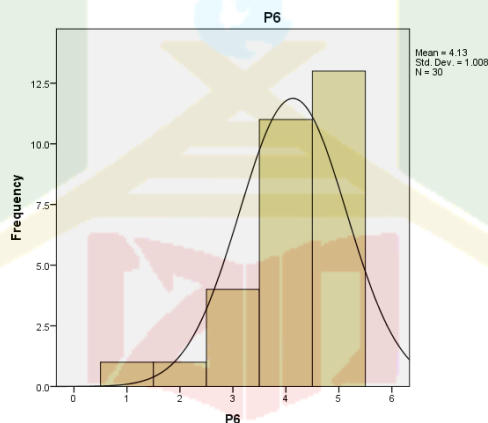
Based on table 4.5 it can be seen that the table above shows that the highest percentage is in the agree category with a frequency of 14 or 46.7%. This states that giving reward and punishment to student learning motivation is effective, this can be seen in the percentage of students who answered agree and strongly agreed which amounted to 25 or 83.3% compared to the percentage of students who answered neutral and did not agree which amounted to 5 or 16.6 %.

- f. When I get a punishment from the teacher for repeating the material taught by the teacher, I feel sorry and don't want to make mistakes again

Tabel 4.6. Ketika saya mendapatkan hukuman dari guru untuk mengulangi materi diajarkan guru, saya merasa menyesal dan tidak ingin melakukan kesalahan lagi.

		Frequency	Percent	Valid Percent
Valid	Strongly Disagree	1	3.3	3.3%
	Disagree	1	3.3	3.3%
	Undecided	4	13.3	13.3%
	Agree	11	36.7	36.7%
	Strongly Agree	13	43.3	43.3%
	Total	30	100.0	100%

Sumber: *Software IBM SPSS Statistic 21*



Sumber: *Software IBM SPSS Statistic 21*

Gambar 4.6. Ketika saya mendapatkan hukuman dari guru untuk mengulangi materi diajarkan guru, saya merasa menyesal dan tidak ingin melakukan kesalahan lagi.

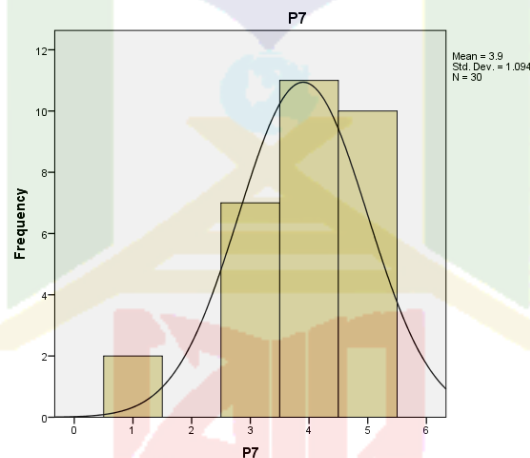
Based on table 4.6 it can be seen that the highest percentage is in the strongly agree category with a frequency of 14 or 46.7%. This states that giving reward and punishment to student learning motivation is effective, this can be seen in the percentage of students who answered agree and strongly agreed which amounted to 24 or 80% compared to the percentage of students who answered neutral and did not agree which amounted to 6 or 20%.

- g. When I received a punishment from the teacher for not paying attention to the lesson by standing in front of the class, I was not motivated to study harder

Tabel 4.7. Ketika menerima hukuman dari guru karena tidak memperhatikan pelajaran dengan berdiri didepan kelas, saya tidak termotivasi belajar lebih giat

		Frequency	Percent	Valid Percent
Valid	Strongly Agree	2	6.7	6.7%
	Undecided	7	23.3	23.3%
	Disagree	11	36.7	36.7%
	Strongly Disagree	10	33.3	33.3%
	Total	30	100.0	100%

Sumber: *Software IBM SPSS Statistic 21*



Sumber: *Software IBM SPSS Statistic 21*

Gambar 4.7. ketika guru memberikan hukuman dari guru memperhatikan pelajaran dengan berdiri didepan kelas, saya tidak termotivasi belajar lebih giat

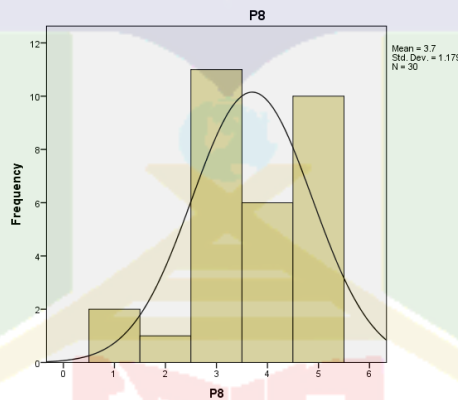
Based on table 4.7 it can be seen that the table above shows that the highest percentage is in the Disagree category with a frequency of 11 or 36.7%. This states that giving reward and punishment to student learning motivation is effective, this can be seen in the percentage of students who answered disagree and strongly disagree which amounted to 21 or 70% compared to the percentage of students who answered neutral, agreed and strongly agreed which amounted to 9 or 30 %.

- h. In the absence of gifts from the teacher I am more motivated to study harder

Tabel 4.8. Dengan tidak adanya hadiah dari guru saya lebih termotivasi belajar lebih giat

		Frequency	Percent	Valid Percent
Valid	Strongly agree	2	6.7	6.7%
	Agree	1	3.3	3.3%
	Undecided	11	36.7	36.7%
	Disagree	6	20.0	20%
	Strongly disagree	10	33.3	33.3%
	Total	30	100.0	100%

Sumber: *Software IBM SPSS Statistic 21*



Sumber: *Software IBM SPSS Statistic 21*

Gambar 4.8. Dengan tidak adanya hadiah dari guru saya lebih termotivasi belajar lebih giat

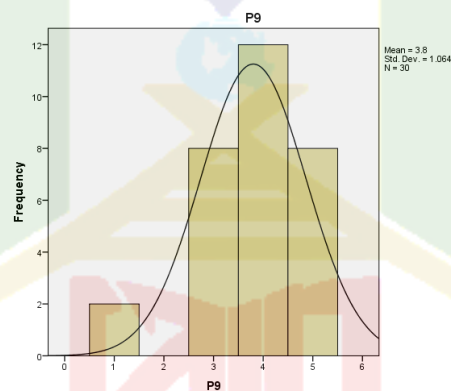
Based on table 4.8. it can be seen that the table above shows that the highest percentage is in the undecided category with a frequency of 11 or 36.7%. This states that giving rewards and punishments to students' learning motivation is effective, this can be seen in the percentage of students answering disagree and strongly disagree which amounted to 16 or 53.3% compared to the percentage of students who answered neutral, agreed and strongly agreed which amounted to 14 or 46.7%.

- i. When I was punished by the teacher to get out of class I felt ashamed and regretful, which made me motivated in learning English

Tabel 4.9. Ketika saya dihukum oleh guru untuk keluar dari kelas saya merasa malu dan menyesal, yang membuat saya termotivasi dalam belajar bahasa inggris

		Frequency	Percent	Valid Percent
Valid	Strongly disagree	2	6.7	6.7%
	Undecided	8	26.7	26.7%
	Agree	12	40.0	40%
	Strongly Agree	8	26.7	26.7%
	Total	30	100.0	100%

Sumber: *Software IBM SPSS Statistic 21*



Sumber: *Software IBM SPSS Statistic 21*

Gambar 4.9. Ketika saya dihukum oleh guru untuk keluar dari kelas saya merasa malu dan menyesal, yang membuat saya termotivasi dalam belajar bahasa inggris.

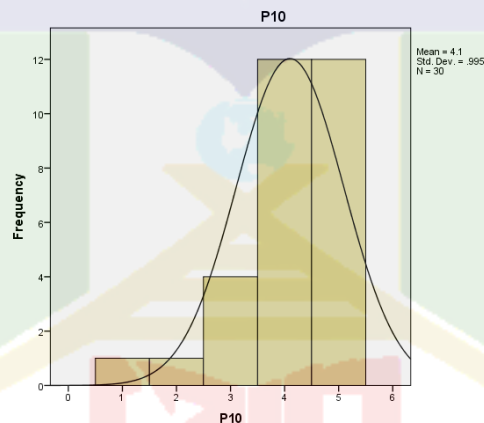
Based on table 4.9 it can be seen that the table above shows that the highest percentage is in the agree category with a frequency of 12 or 40%. This states that giving reward and punishment to student learning motivation is effective, this can be seen in the percentage of students who answered agree and strongly agreed which amounted to 20 or 66.7% compared to the percentage of students who answered neutral and strongly disagreed which amounted to 10 or 33.3%.

- j. I am happy that my teacher's ethics give reprimands and input in learning English when I make mistakes

Tabel 4.10. Saya senang etika guru saya memberikan teguran dan masukan dalam pembelajaran bahasa inggris ketika saya melakukan kesalahan

		Frequency	Percent	Valid Percent
Valid	Strongly Disagree	1	3.3	3.3%
	Disagree	1	3.3	3.3%
	Undecided	4	13.3	13.3%
	Agree	12	40.0	40%
	Strongly Agree	12	40.0	40%
	Total	30	100.0	100%

Sumber: *Software IBM SPSS Statistic 21*



Sumber: *Software IBM SPSS Statistic 21*

Gambar 4.10. Saya senang etika guru saya memberikan teguran dan masukan dalam pembelajaran bahasa inggris ketika saya melakukan kesalahan.

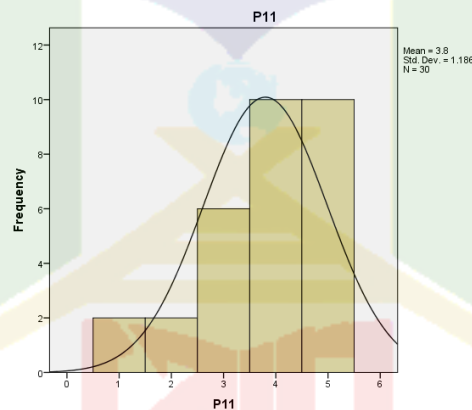
Based on table 4.10 it can be seen that the table above shows that the highest percentage is in the Agree and Strongly agree categories with a frequency of 12 or 40%. This states that giving reward and punishment to student learning motivation is effective, this can be seen in the percentage of students who answered agree and strongly agreed which amounted to 24 or 80% compared to the percentage of students who answered undecided, disagreed and strongly disagreed which amounted to 6 or 20 % .

- k. When the teacher often gives appreciation to me by saying smart, good, perfect and so on, my learning motivation increases

Tabel 4.11. Ketika guru sering memberikan apresiasi kepada saya dengan mengatakan pintar, bagus, sempurna dan lain-lain, motivasi belajar saya meningkat.

		Frequency	Percent	Valid Percent
Valid	Strongly disagree	2	6.7	6.7%
	Disagree	2	3.3	3.3%
	Undecided	6	23.3	23.3%
	Agree	10	33.3	33.3%
	Strongly Agree	10	33.3	33.3%
	Total	30	100.0	100%

Sumber: *Software IBM SPSS Statistic 21*



Sumber: *Software IBM SPSS Statistic 21*

Gambar 4.11. Ketika guru sering memberikan apresiasi kepada saya dengan mengatakan pintar, bagus, sempurna dan lain-lain, motivasi belajar saya meningkat

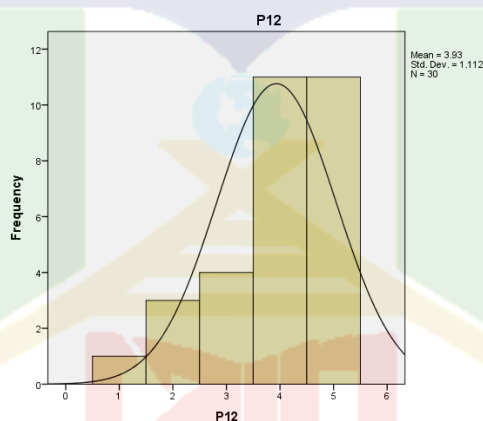
Based on table 4.11 it can be seen the table above shows that the highest percentage is in the agree and strongly agree categories with a frequency of 10 or 33.3%.

1. When the teacher and classmates applaud when I answer questions posed by the teacher, I feel happier learning English

Tabel 4.12. Ketika guru dan teman sekelas member tepuk tangan ketika saya menjawab pertanyaan yang diberikan oleh guru, saya merasa lebih senang belajar bahasa inggris

		Frequency	Percent	Valid Percent
Valid	Strongly Disagree	1	3.3	3.3%
	Disagree	3	10.0	10%
	Undecided	4	13.3	13.3%
	Agree	11	36.7	36.7%
	Strongly Agree	11	36.7	36.7%
	Total	30	100.0	100%

Sumber: *Software IBM SPSS Statistic 21*



Sumber: *Software IBM SPSS Statistic 21*

Gambar 4.12. Ketika guru dan teman sekelas member tepuk tangan ketika saya menjawab pertanyaan yang diberikan oleh guru, saya merasa lebih senang belajar bahasa inggris

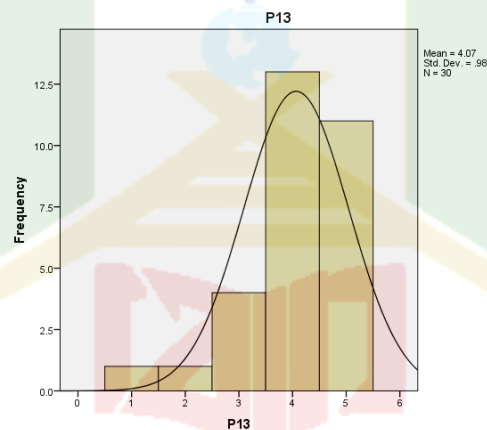
Based on table 4.12 it can be seen that the table above shows that the highest percentage is in the agree and strongly agree categories with a frequency of 11 or 36.7%. This states that giving reward and punishment to student learning motivation is effective, this can be seen in the percentage of students who answered agree and strongly agreed which amounted to 22 or 73.3% compared to the percentage of students who answered undecided, disagreed and strongly disagreed which was 8 or 26.7%.

- m. When the teacher gives gifts to friends as appreciation with the highest scores, I am motivated to improve myself and get the best grades

Tabel 4.13. Ketika guru memberika hadiah kepada teman sebagai apresiasi dengan nilai tertinggi, saya termotivasi untuk memperbaiki diri dan mendapatkan nilai yang terbaik

		Frequency	Percent	Valid Percent
Valid	Strongly Disagree	1	3.3	3.3%
	Disagree	1	3.3	3.3%
	Undecided	4	13.3	13.3%
	Agree	13	43.3	43.3%
	Strongly agree	11	36.7	36.7%
	Total	30	100.0	100%

Sumber: *Software IBM SPSS Statistic 21*



Sumber: *Software IBM SPSS Statistic 21*

Gambar 4.13. Ketika guru memberika hadiah kepada teman sebagai apresiasi dengan nilai tertinggi, saya termotivasi untuk memperbaiki diri dan mendapatkan nilai yang terbaik

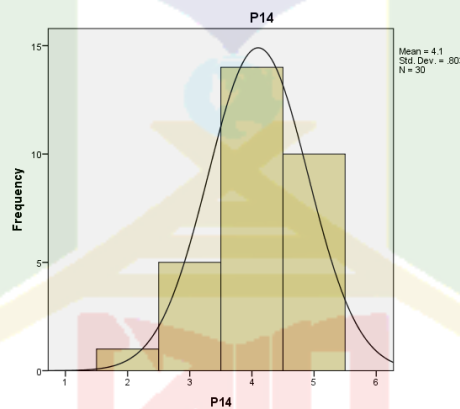
Based on table 4.13 it can be seen that the table above shows that the highest percentage is in the agree category with a frequency of 13 or 43.3%. This states that giving reward and punishment to student learning motivation is effective, this can be seen in the percentage of students who answered agree and strongly agreed which amounted to 24 or 80% compared to the percentage of students who answered undecided, disagreed and strongly disagreed which amounted to 6 or 20%.

- n. When I receive gifts from the teacher, books or pens, when I get the best grades, I am more motivated to maintain my achievements and study harder

Tabel 4.14. Ketika saya menerima hadiah dari guru buku atau pulpen ketika saya memperoleh nilai terbaik saya lebih termotivasi untuk menjaga prestasi dan belajar lebih giat

		Frequency	Percent	Valid Percent
Valid	Disagree	1	3.3	3.3%
	Undecided	5	16.7	16.7%
	Agree	14	46.7	46.7%
	Strongly Agree	10	33.3	33.3%
	Total	30	100.0	100%

Sumber: *Software IBM SPSS Statistic 21*



Sumber: *Software IBM SPSS Statistic 21*

Gambar 4.14. Ketika saya menerima hadiah dari guru buku atau pulpen ketika saya memperoleh nilai terbaik saya lebih termotivasi untuk menjaga prestasi dan belajar lebih giat

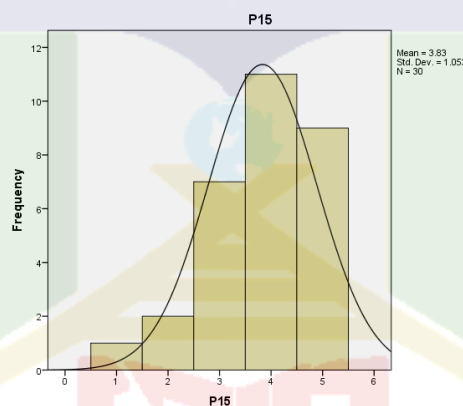
Based on table 4.14 it can be seen that the table above shows that the highest percentage is in the agree category with a frequency of 14 or 46.7%. This states that giving reward and punishment to student learning motivation is effective, this can be seen in the percentage of students who answered agree and strongly agreed which amounted to 24 or 80% compared to the percentage of students who answered undecided and disagreed which amounted to 6 or 20%.

- o. I feel more motivated to study harder to get prizes because I feel competitive with my classmates

Tabel. 4.15. Saya merasa lebih termotivasi belajar lebih giat untuk mendapatkan hadiah karena merasa bersaing dengan teman sekelas

		Frequency	Percent	Valid Percent
Valid	Strongly disagree	1	3.3	3.3%
	Disagree	2	6.7	6.7%
	Undecided	7	23.3	23.3%
	Agree	11	36.7	36.7%
	Strongly Agree	9	30.0	30%
	Total	30	100.0	100%

Sumber: *Software IBM SPSS Statistic 21*



Sumber: *Software IBM SPSS Statistic 21*

Gambar 4.15. Saya merasa lebih termotivasi belajar lebih giat untuk mendapatkan hadiah karena merasa bersaing dengan teman sekelas

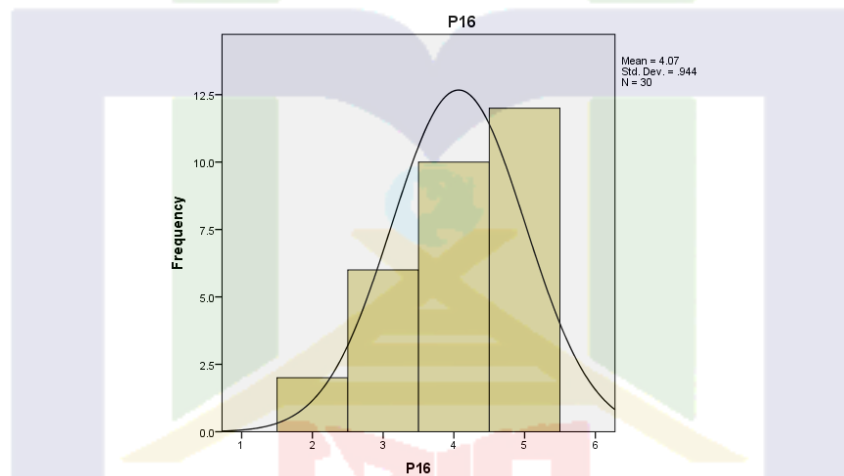
Based on table 4.15 it can be seen that of the table above shows that the highest percentage is in the agree category with a frequency of 11 or 36.7%. This states that giving reward and punishment to student learning motivation is effective, this can be seen in the percentage of students who answered agree and strongly agreed which amounted to 20 or 66.7% compared to the percentage of students who answered undecided, disagreed and strongly disagreed which amounted to 10 or 33.3%.

- p. I don't like being given gifts and being tested by the teacher when I get good grades

Tabel 4.16. Saya tidak senang diberi hadiah dan di[uji oleh guru saat mmendapat nilai yang baik

		Frequency	Percent	Valid Percent
Valid	Agree	2	6.7	6.7%
	Undecided	6	20.0	20%
	Disagree	10	33.3	33.3%
	Strongly Disagree	12	40.0	40%
	Total	30	100.0	100%

Sumber: *Software IBM SPSS Statistic 21*



Sumber: *Software IBM SPSS Statistic 21*

Gambar 4.16. Saya merasa lebih termotivasi belajar lebih giat untuk mendapatkan hadiah karena merasa bersaing dengan teman sekelas

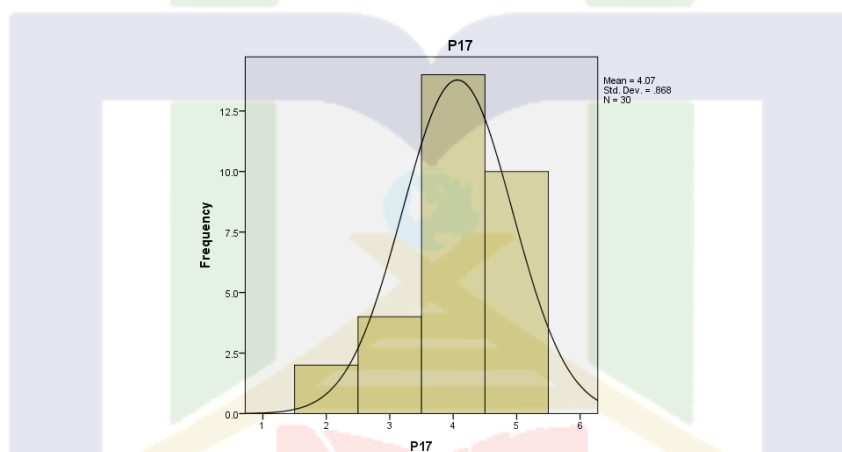
Based on table 4.16. it can be seen that the table above shows that the highest percentage is in the strongly disagree category with a frequency of 12 or 33.3%. This states that giving reward and punishment to student learning motivation is effective, this can be seen in the percentage of students who answered disagree and strongly disagree which amounted to 22 or 73.3% compared to the percentage of students who answered neutral and agreed which amounted to 8 or 26.7%.

- q. In the absence of praise and appreciation given by the teacher, I am motivated to get better grades

Tabel 4.17. Dengan tidak adanya pujian dan apresiasi yang diberikan oleh guru, saya termotivasi mendapat nilai lebih baik

		Frequency	Percent	Valid Percent
Valid	Agree	2	6.7	6.7%
	Undecided	4	13.3	13.3%
	Disagree	14	46.7	46.7%
	Strongly Disagree	10	33.3	33.3%
	Total	30	100.0	100%

Sumber: *Software IBM SPSS Statistic 21*



Sumber: *Software IBM SPSS Statistic 21*

Gambar 4.17. Dengan tidak adanya pujian dan apresiasi yang diberikan oleh guru, saya termotivasi mendapat nilai lebih baik

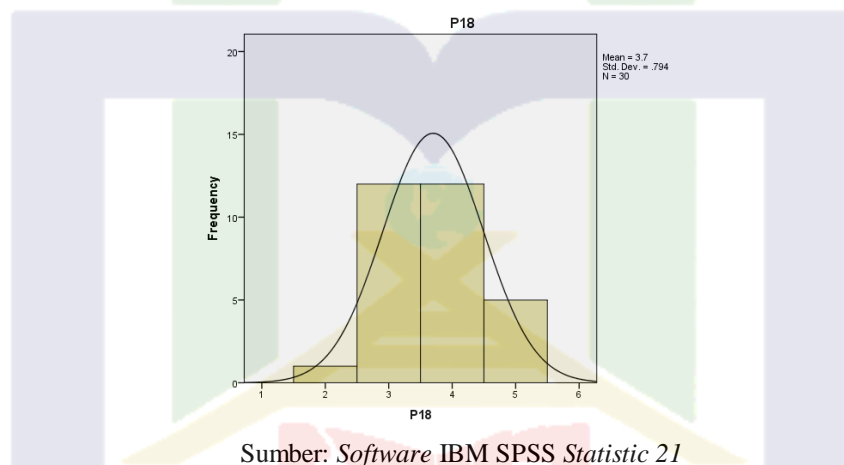
Based on table 4.17. it can be seen that of the 30, the table above shows that the highest percentage is in the strongly disagree category with a frequency of 14 or 46.7%. This states that giving reward and punishment to students' learning motivation is effective, this can be seen in the percentage of students who answered disagree and strongly disagree which amounted to 24 or 80% compared to the percentage of students who answered undecided and agreed which amounted to 6 or 20%.

- r. I am motivated to study harder with no sense of competition with classmates because there are no gifts from the teacher

Tabel. 4.18. Saya termotivasi belajar lebih giat dengan tidak adanya rasa persaingan dengan teman sekelas karena tidak adanya hadiah dari guru

		Frequency	Percent	Valid Percent
Valid	Agree	1	3.3	3.3%
	Undecided	12	40.0	40%
	Disagree	12	40.0	40%
	Strongly Disagree	5	16.7	16.7%
	Total	30	100.0	100%

Sumber: *Software IBM SPSS Statistic 21*



Sumber: *Software IBM SPSS Statistic 21*

Gambar 4.18. Saya termotivasi belajar lebih giat dengan tidak adanya rasa persaingan dengan teman sekelas karena tidak adanya hadiah dari guru

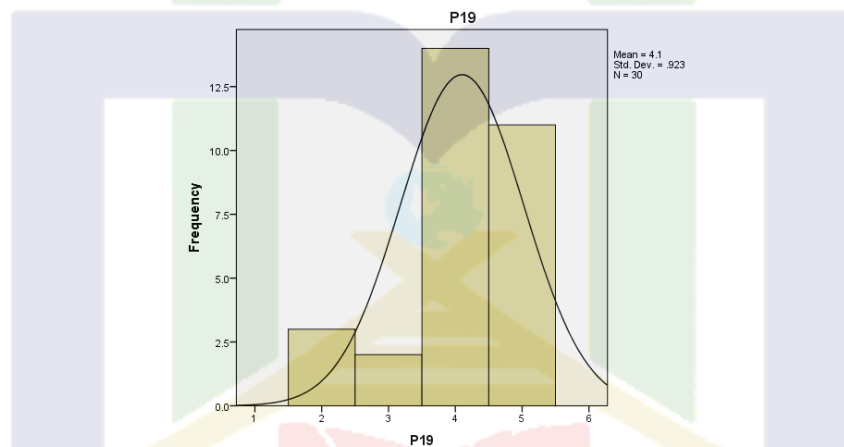
Based on table 4.18. it can be seen that of the 30 the table above shows that the highest percentage is in the undecided category and disagrees with a frequency of 12 or 40%. This states that giving reward and punishment to student learning motivation is effective, this can be seen in the percentage of students answering disagree and strongly disagree which amounted to 17 or 56.7% compared to the percentage of students who answered undecided and agreed which amounted to 13 or 43, 3%.

- s. I feel happy when I'm not focused on the lesson but not scolded by the teacher

Tabel. 4.19. Saya merasa senang ketika tidak fokus pada pelajaran tetapi tidak ditegus oleh guru

		Frequency	Percent	Valid Percent
Valid	Agree	3	10.0	10%
	Undecided	2	6.7	6.7%
	Disagree	14	46.7	46.7%
	Strongly Disagree	11	36.7	36.7%
	Total	30	100.0	100%

Sumber: *Software IBM SPSS Statistic 21*



Sumber: *Software IBM SPSS Statistic 21*

Gambar 4.19. Saya merasa senang ketika tidak fokus pada pelajaran tetapi tidak ditegur oleh guru

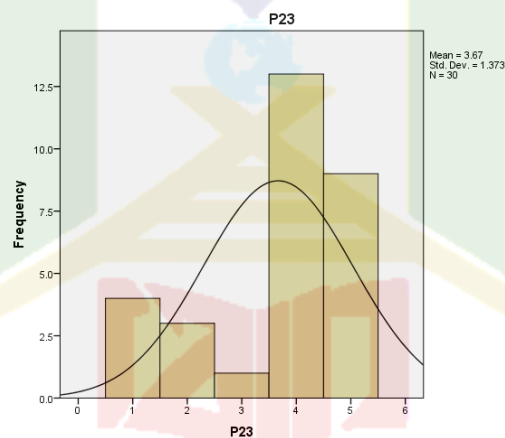
Based on table 4.19. it can be seen that of the 30 the table above shows that the highest percentage is in the disagree category with a frequency of 14 or 46.7%. This states that giving reward and punishment to student learning motivation is effective, this can be seen in the percentage of students who answered disagree and strongly disagree which amounted to 25 or 83.3% compared to the percentage of students who answered undecided and agreed which amounted to 5 or 16.7%.

- t. When the teacher gives gifts to friends as appreciation with the highest scores, I am not motivated to improve myself and get the best grades

Tabel 4.20. Ketika guru memberikan hadiah kepada teman sebagai apresiasi dengan nilai tertinggi, saya tidak termotivasi untuk memperbaiki diri dan mendapatkan nilai terbaik

		Frequency	Percent	Valid Percent
Valid	Strongly Agree	4	13.3	13.3%
	Agree	3	10.0	10%
	Undecided	1	3.3	3.3%
	Disagree	13	43.3	43.3%
	Strongly Disagree	9	30.0	30%
	Total	30	100.0	100%

Sumber: *Software IBM SPSS Statistic 21*



Sumber: *Software IBM SPSS Statistic 21*

Gambar 4.20. Ketika guru memberikan hadiah kepada teman sebagai apresiasi dengan nilai tertinggi, saya tidak termotivasi untuk memperbaiki diri dan mendapatkan nilai terbaik

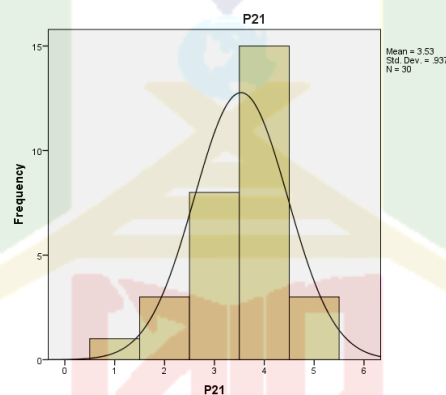
Based on table 4.20. it can be seen that of the 30 respondents the table above shows that the highest percentage is in the disagree category with a frequency of 13 or 43.3%. This states that giving reward and punishment to student learning motivation is effective, this can be seen in the percentage of students answering disagree and strongly disagree which is 22 or 73.3% compared to the percentage of students who answer undecided, agree and strongly agree which is 8 or 26.7%.

- u. When I was given a gift in the form of snacks at the end of the meeting by speaking good English in class, I was not excited to memorize vocabulary more actively

Tabel 4.21. Ketika saya diberikan hadiah berupa makanan ringan diakhir pertemuan dengan berbahasa inggris yang baik di dalam kelas, saya tidak bersemangat untuk menghafal kosa kata lebih giat

		Frequency	Percent	Valid Percent
Valid	Strongly Agree	1	3.3	3.3%
	Agree	3	10.0	10%
	Undecided	8	26.7	26%
	Disagree	15	50.0	50%
	Strongly Agree	3	10.0	10%
	Total	30	100.0	100%

Sumber: *Software IBM SPSS Statistic 21*



Sumber: *Software IBM SPSS Statistic 21*

Gambar 4.21. Ketika saya diberikan hadiah berupa makanan ringan diakhir pertemuan dengan berbahasa inggris yang baik di dalam kelas, saya tidak bersemangat untuk menghafal kosa kata lebih giat

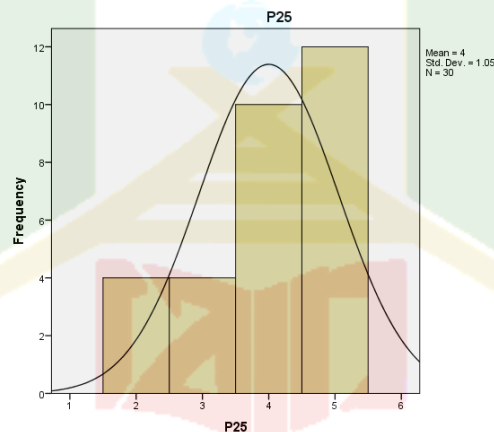
Based on table 4.21. it can be seen that of the 30 respondents the table above shows that the highest percentage is in the disagree category with a frequency of 15 or 50%. This states that giving reward and punishment to students' learning motivation is effective, this can be seen in the percentage of students who answered disagree and strongly disagree which amounted to 18 or 60% compared to the percentage of students who answered undecided and agreed which amounted to 11 or 40%.

- v. When I received a punishment from the teacher for repeating material taught by the teacher, I felt no regrets and wanted to make mistakes again

Tabel 4.22. Ketika saya mendapat hukuman dari guru untuk mengulangi materi yang diajarkan guru, saya merasa tidak menyesal dan ingin melakukan kesalahan lagi

		Frequency	Percent	Valid Percent
Valid	Agree	4	13.3	13.3%
	Undecided	4	13.3	13.3%
	Disagree	10	33.3	33.3%
	Strongly Disagree	12	40.0	40%
	Total	30	100.0	100%

Sumber: *Software IBM SPSS Statistic 21*



Sumber: *Software IBM SPSS Statistic 21*

Gambar 4.22. Ketika saya mendapat hukuman dari guru untuk mengulangi materi yang diajarkan guru, saya merasa tidak menyesal dan ingin melakukan kesalahan lagi

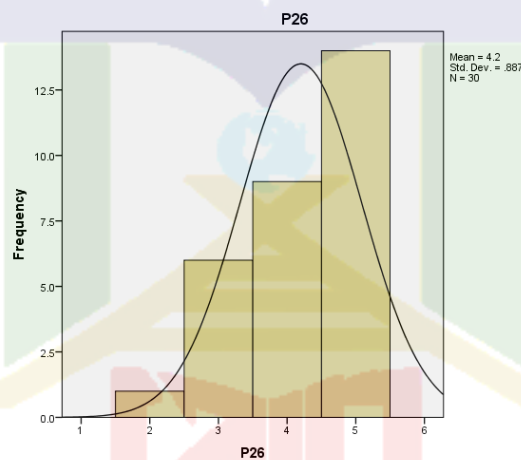
Based on table 4.22. it can be seen that of the 30 respondents the table above shows that the highest percentage is in the strongly disagree category with a frequency of 12 or 40%. This states that giving reward and punishment to student learning motivation is effective, this can be seen in the percentage of students who answered disagree and strongly disagree which amounted to 22 or 73.3% compared to the percentage of students who answered undecided and agreed which amounted to 8 or 26, 7%.

- w. Because teachers often give awards in meetings, I feel excited to attend English lessons on time

Tabel 4.23. Karena guru seringkali memberikan penghargaan dalam pertemuan, saya merasa bersemangat untuk mengikuti pembelajaran bahasa Inggris tepat waktu

		Frequency	Percent	Valid Percent
Valid	Disagree	1	3.3	3.3%
	Undecided	6	20.0	20%
	Agree	9	30.0	30%
	Strongly agree	14	46.7	46.7%
	Total	30	100.0	100%

Sumber: *Software IBM SPSS Statistic 21*



Sumber: *Software IBM SPSS Statistic 21*

Gambar 4.23. Karena guru seringkali memberikan penghargaan dalam pertemuan, saya merasa bersemangat untuk mengikuti pembelajaran bahasa Inggris tepat waktu

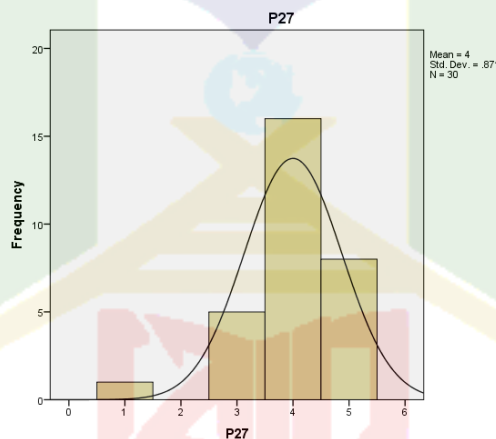
Based on table 4.23 it can be seen that of the 30 respondents the table above shows that the highest percentage is in the agree category with a frequency of 14 or 46.7%. This states that giving reward and punishment to student learning motivation is effective, this can be seen in the percentage of students who answered agree and strongly agreed which amounted to 23 or 76.7% compared to the percentage of students who answered undecided and disagree which amounted to 5 or 23.3 %.

- x. When the teacher gave suggestions and input, when I asked about the learning material I was very happy and excited to hear the teacher's explanation

Tabel 4.24. Ketika guru memberikan saran dan masukan, ketika saya bertanya tentang materi pembelajaran saya sangat senang dan bersemangat mendengar penjelasan dari guru

		Frequency	Percent	Valid Percent
Valid	Strongly Disagree	1	3.3	3.3%
	Undecided	5	16.7	16.7%
	Agree	16	53.3	53.3%
	Strongly Agree	8	26.7	26.7%
	Total	30	100.0	100%

Sumber: *Software IBM SPSS Statistic 21*



Sumber: *Software IBM SPSS Statistic 21*

Gambar 4.24. Ketika guru memberikan saran dan masukan, ketika saya bertanya tentang materi pembelajaran saya sangat senang dan bersemangat mendengar penjelasan dari guru

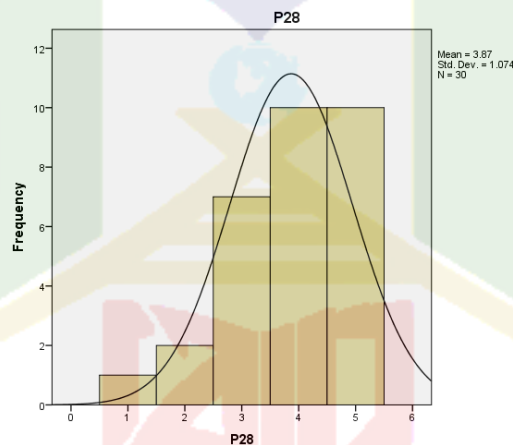
Based on table 4.24 it can be seen that of the 30 respondents the table above shows that the highest percentage is in the agree category with a frequency of 16 or 53.3%. This states that giving reward and punishment to student learning motivation is effective, this can be seen in the percentage of students who answered agree and strongly agreed which amounted to 24 or 80% compared to the percentage of students who answered undecided and disagree which amounted to 6 or 20%.

- y. Because teachers often give awards in meetings, I don't feel excited to attend English lessons on time

Tabel 4.25. Karena guru seringkali memberikan penghargaan dalam pertemuan, saya tidak merasa bersemangat untuk mengikuti pembelajaran bahasa inggris tepat waktu

		Frequency	Percent	Valid Percent
Valid	Strongly Agree	1	3.3	3.3%
	Agree	2	6.7	6.7%
	Undecided	7	23.3	23.3%
	Disagree	10	33.3	33.3%
	Strongly Disagree	10	33.3	33.3%
	Total	30	100.0	100%

Sumber: *Software IBM SPSS Statistic 21*



Sumber: *Software IBM SPSS Statistic 21*

Gambar 4.25. Karena guru seringkali memberikan penghargaan dalam pertemuan, saya tidak merasa bersemangat untuk mengikuti pembelajaran bahasa inggris tepat waktu

Based on table 4.25 it can be seen that of the 30 respondents the table above shows that the highest percentage is in the disagree and strongly disagree categories with a frequency of 10 or 33.3%. This states that giving reward and punishment to student learning motivation is effective, this can be seen in the percentage of students answering disagree and strongly disagree which is 20 or 66.7% compared to the percentage of students who answer undecided, agree and strongly agree which is 10 or 33.3%.

Table 4.26 The questionnaire score

No	Nama Responden	Total
1	Musrifatul Ilmi	111
2	Nur Azizah	76
3	Izzatul Jannah	108
4	Nur Fadillah	113
5	Wahdaniya	116
6	Rismat	80
7	Hasmin Muis	85
8	Patrio	106
9	Fahri Deppung	80
10	Rhaisa Aulia Azalea	108
11	Muh. Sabri hafiz	94
12	Sukma	115
13	Muh. Aqram	69
14	Jodi	111
15	Alfi Husni	68
16	Najwa	104
17	Saskia	98
18	Aisha Amdura Azalea	97
19	Naila Aqsa Konita	111
20	Dita Muhfira	102
21	Rahmaniar	113
22	Muh. Aril Arham	105
23	Muh. Syahrul Izwan	96
24	Rahmat Yudha Azzuri	98
25	Abdul Ilmal	96
		Continued

No	Nama Responden	Total
26	Muh. Alif	98
27	Arham F Ilham	90
28	Muh. Syafrul Azwan	113
29	muh. Ali Imran	109
30	Marwan	88
	Nilai Keseluruhan	2958

N	Valid	25
	Missing	0
	Mean	98.60
	Median	100.00
	Mode	98
	Std. Deviation	13.773
	Variance	189.697
	Range	48
	Minimum	68
	Maximum	116
	Cumulative score	2958

Sumber: *Software IBM SPSS Statistic 21*

The table above shows that the cumulative score that they got through the questionnaire was 2958. Based on questionnaire's score, the result of analysis of rate percentage of students' questionnaire showed as 98,6%. That can be seen from the classification of the questionnaire results, the data showed in score 98,6% which means "Very Motivated(Very Positive)".

2. Students' Response Toward Reward And Punishment

Based on interviews conducted by researchers with several students as a research instrument to determine student responses to giving gifts and punishments to increase student motivation, the results obtained are as follows:

- 1) Of the nine informants as representatives of each class, all informants had a positive opinion about the reward given by the teacher as an appreciation for the efforts they had made, they felt happy and felt more challenged to achieve more. Even though there are those who feel underachieved they are still enthusiastic about learning.
- 2) Regarding students' opinions about giving punishment, all informants had different opinions but in general they thought that giving punishment was normal and acceptable and could also have a positive impact as a controller and limiter for them as well as a reminder not to cross the line, so they don't get punished. Once again the punishment was normal but within reasonable limits.
- 3) As for their response when receiving gifts and punishments from the teacher, of the nine informants, they all felt happy and excited because of the gifts received from the teacher, the reason being that their efforts were appreciated and received appreciation from the teacher. As for their response when getting a punishment from the teacher, the reaction they did varied according to the violation they committed, whether the violation was serious or light, but overall they regretted their mistake. As for the punishment given by the teacher through mistakes made in a quiz, their response is clearly different when they receive a normative punishment, they basically respond with feeling annoyed because they lost, or feel embarrassed because they were wrong in the quiz given, it's just that the error is not something bad because they can keep trying and repeating in other quizzes.

B. Discussion

1. The Effect Of Giving Rewad And Punishment Toward Students Motivation

Motivation is a word that describes how much a person feels related to being attracted to something, be it to achieve a goal or an interest in mastering and owning a certain thing. in other words, motivation is very closely related to the emotions of each individual, where the follow-up that will be taken by the individual regarding

what he wants to achieve next is closely related to how much the individual's motivation is to achieve his goals.

Motivation is divided into two types, namely intrinsic motivation and extrinsic motivation. where intrinsic motivation is motivation that comes from within the individual himself such as health, fitness and comfort in the body, while extrinsic motivation is motivation that is formed from influences outside the individual's body, with respect to the teaching and learning process students' extrinsic motivation in learning usually comes from how interesting the method learning method used, how comfortable the learning atmosphere is, how interesting the material presented by the teacher is, and how well the teacher understands the strengths and weaknesses of his students in learning.

To increase student learning motivation a teacher can also apply various types of reinforcement, including giving gifts and punishments where the giving of rewards and punishments in several theories states that giving rewards and punishments can increase student learning motivation by increasing competition and teacher control in the learning process by There are prizes and rewards applied. In this regard, it was stated in a research scientific paper written by Afrideswati in her thesis entitled "Descriptive study on reward in teaching and learning process at SLTP 25 PEKANBARU". In his research it was said that giving gifts in the learning process was stated to be enough to increase student learning motivation.

To find out the effect of reward and punishment on student motivation, researchers used a questionnaire to answer the first research question. There are five classifications used by researchers to determine the effect of reward and punishment on student motivation. If the results are obtained between the intervals 81% -100% means it is included in the highly motivated category, if 61% -80% means it is motivated, if 41% -60% is in the doubtful category, if 21% -40% then it is included in the category unmotivated, and if 0% -20% then the result is in the very unmotivated category.

In this research questionnaire there were 25 statement items, of which 13 were positive statement items and 12 were negative statement items. Researchers analyzed the question items one by one to determine student responses. Where on positive questions, dominant students prefer answers that strongly agree and agree based on the question items, while for negative questions, many dominant students prefer to disagree and strongly disagree. This proves that the effect of reward and punishment on student motivation as studied by the teacher in learning English at Mts Al-furqan Noling, Luwu Regency is Vary Motivated.

This is evidenced by the results of the researcher's analysis and the total number of student scores obtained a result of 98.6%. based on the classification used by researchers in the previous chapter that 98.6% fall into the Vary Motivated category. The percentage of student responses is calculated by dividing the number of students at a certain level by the total number of samples multiplied by 100% = $F/N \times 100\%$. It can be concluded from this study that students at Mts Al-furqan Noling Luwu Regency are more dominated by good responses, which means the Null Hypothesis (H0) giving rewards and punishments is not effective for increasing students' motivation in learning English. at MTs Al-Furqan Noling was rejected, and the Alternative Hypothesis (H1): reward and punishment are effective for increasing students' motivation in learning English at MTs Al-Furqan Noling was accepted. Thus it can be said that giving gifts and punishments in an effort to increase student motivation can be applied properly.

2. Students' Response Toward Reward And Punishment

Teacher competence in processing the learning process is very important, as evidenced by the more competent a teacher is in processing and controlling the course of the learning process the better the results obtained by students. this is because a student can get maximum results in his learning if he gets maximum support such as supporting teaching materials, adequate learning facilities, appropriate learning methods, and a comfortable learning atmosphere.

Besides that, another very important thing that must always be considered by a teacher is efforts to increase student learning motivation so that they enjoy in learning as much as possible with appropriate and accurate treatment, such as providing reinforcement that can support these things. In this case the provision of reinforcement can be in the form of giving gifts and punishments which can increase student motivation to study harder and also become more disciplined, besides that it can also increase competitiveness among students in the learning process.

Based on the observations obtained by interviewing several subject teachers, it is known that in the current era students tend to be more introverted where they are more comfortable communicating through their online media so that their ability to communicate realistically decreases as evidenced by those who prefer to focus on their own gadgets in situations they are sitting together, their emotional connection to both the teacher and fellow students can also be said to be minimal. Therefore, in an effort to adapt to the times, teachers argue that the teaching and learning process must be more active, both from the provision of material, learning methods, to things that are reinforcement or support in learning where these things can increase students' learning motivation. Therefore, as the best alternative choice, teachers argue that by giving appropriate rewards and punishments is the right way, where these efforts can further increase the intensity of students' communication, the process of emotional activity of students is also more that bring students closer to other students as well. With the teacher emotionally, apart from that giving gifts and punishments is also an effort to increase student competitiveness and also an effort to educate good discipline.

Based on interviews conducted by researchers with several students as a research instrument to determine student responses to giving gifts and punishments to increase student motivation, the results obtained are as follows:

Of the nine informants as representatives of each class, all informants had a positive opinion about the gifts given by the teacher as an appreciation for the efforts they had made, they felt happy and felt more challenged to achieve more. Even

though there are those who feel underachieved they are still enthusiastic about learning. Regarding students' opinions about giving punishment, all informants had different opinions but in general they thought that giving punishment was normal and acceptable and could also have a positive impact as a controller and limiter for them as well as a reminder not to cross the line, so they don't get punished. Once again the punishment was normal but within reasonable limits. Thus, based on the results of interviews with several students, it can be concluded that from the responses they gave, giving gifts and punishments in learning received good responses from students when applied properly according to learning objectives.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

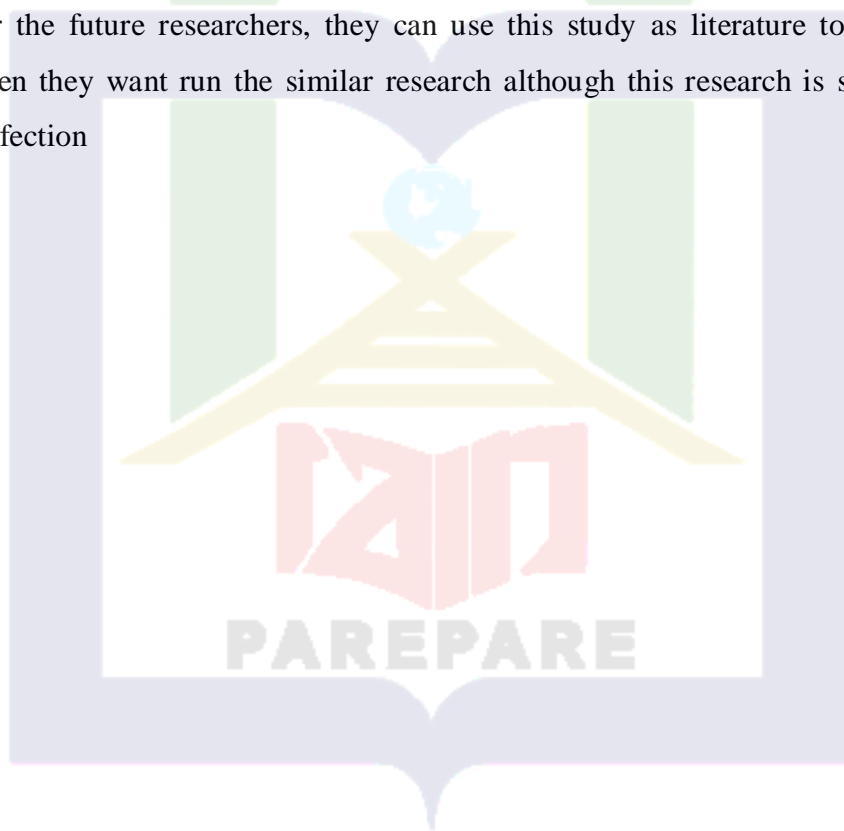
From the results of the research that the authors conducted, the following conclusions were obtained:

1. From the data analysis, it can be seen that the effectiveness of giving rewards and punishments in increasing student motivation in MTs. Al-Furqan Noling which the researchers gave to 30 students was very effective, this can be seen from the results of the study which stated that the average value of the questionnaire was 98.6% which was in the very motivated category. which means that the Null Hypothesis (H0) giving reward and punishment is not effective to improve students' motivation in learning English at MTs Al-Furqan Noling is rejected, and Alternative Hypothesis (H1): giving reward and punishment is effective to improve students' motivation in learning English at MTs Al-Furqan Noling is accepted.
2. According to the Respon Students feel happy and excited because of the gifts received from the teacher, the reason is because their efforts are appreciated and receive appreciation from the teacher. Even though there are those who feel underachieved they are still enthusiastic about learning. As for their response when getting a punishment from the teacher, the reaction they did varied according to the violation they committed, whether the violation was serious or light, but overall they regretted their mistake. they think that giving punishment is normal and acceptable and can also have a positive impact as a controller and a barrier for them as well as a reminder not to cross the line, so they don't get punished.

B. Suggestion

Based on the conclusion, the researcher would like to give some suggestions related to this research for teacher, students and other researcher. The suggestion are as follows:

- a. Students are expected to continue to be active in every lesson and improve their individual skills in communicating, and continue to care about the environment around them so that students can continue to enjoy each of their teaching and learning processes.
- b. Teachers are expected to be able to apply rewards and punishments in their learning process appropriately and accurately so that they can match what students need and the punishments given can hit the target precisely, namely reminders to educate, meaning that giving gifts and punishments can be adapted to physical conditions and student psychology.
- c. For the future researchers, they can use this study as literature to guide them when they want run the similar research although this research is still far from perfection

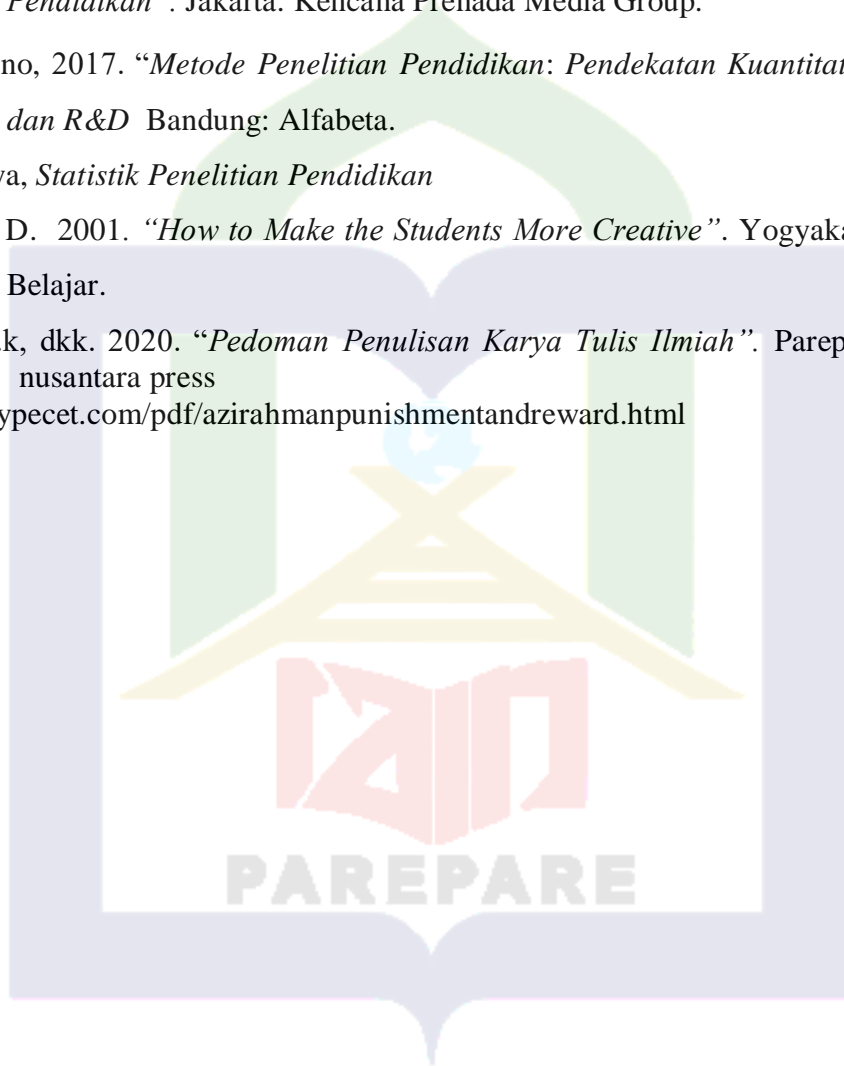




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<http://typecet.com/pdf/azirahmanpunishmentandreward.html>



Appendices



Instrument of the Research

	<p align="center">KEMENTERIAN AGAMA</p> <p align="center">INSTITUT AGAMA ISLAM NEGERI PAREPARE</p> <p align="center">FAKULTAS TARBIYAH</p> <p align="center">Jl. Amal Bakti No. 8 Soreang, Kota Parepare 91131</p> <p align="center">Telp. (0421) 21307</p>
	<p>VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI</p>

NAME : MAKBUL ILMAN

NIM : 16.1300.035

FACULTY : TARBIYAH

STUDY PROGRAM : ENGLISH EDUCATION

TITLE OF THESIS : THE EFFECTIVENESS OF GIVING REWARD AND PUNISHMENT USED BY ENGLISH TEACHER TO APPROACH STUDENTS' MOTIVATIONS AT MTS AL-FURQAN NOLING KABUPATEN LUWU.

ANGKET PENELITIAN

Identitas Responden

Nama Sekolah : MTs Al-Furqan Noling

Kelas/Semester : VIII/2

Nama lengkap :

NIS :

PETUNJUK PENGISIAN

1. Berilah tanda centang pada pilihan yang kalian anggap paling tepat.
2. Bacalah setiap item dengan teliti.
3. Isilah angket ini sesuai dengan keadaan kalian yang sebenarnya.

Ketetangan:

SS : Sangat Setuju

S : Setuju

STS: Sangat Tidak Setuju

R : Ragu-ragu

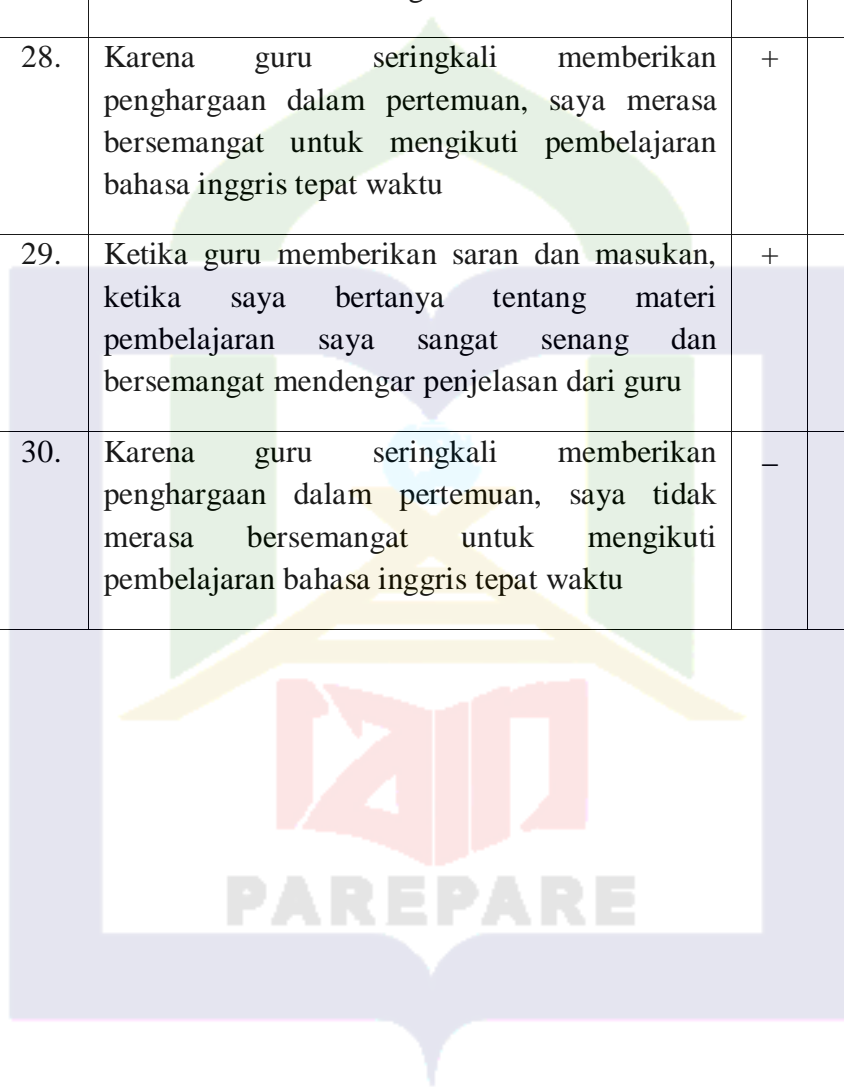
TS : Tidak Setuju

No.	Pernyataan Dan Item	Pilihan sikap				
		SS	S	R	TS	STS
1	Melihat acungan jempol dari guru membuat saya termotivasi untuk belajar bahasa inggris lebh giat	+				
2	Ketika guru saya menepuk-nepuk pundak saya secara langsung ketika saya menjawab, saya semakin bersemangat belajar bahasa inggris	+				
3	Pemberian hadiah berupa pulpen, buku atau pensil tidak membuat saya belajar bahasa inggris dengan lebih giat	-				
4	Ketika saya melihat teman mendapat hadiah dari guru karena mengerjakan tugas dengan baik, saya termotivasi untuk lebih giat belajar bahasa inggris	+				
5.	Saya lebih memperhatikan pelajaran ketika saya melihat guru saya memperingati teman saya yang tidak fokus dalam belajar	+				
6.	saya tidak termotivasi belajar bahasa inggris ketika guru saya memberi acungan jempol di depan teman-teman	-				
7.	Ketika saya diberi hadiah berupa makanan ringan di akhir pertemuan Dengan berbahasa inggris yang baik didalam kelas, saya semakin	+				

	giat untuk menghafal kosa kata lebih giat					
8.	Ketika saya mendapat hukuman dari guru untuk mengulangi materi yang diajarkan guru, saya merasa menyesal dan tidak ingin melakukan kesalahan lagi	+				
9.	Ketika guru memberikan hukuman karena tidak memperhatikan pelajaran dengan berdiri didepan kelas, saya tidak termotivasi belajar lebih giat	-				
10.	Dengar tidak adanya hadiah dari guru saya lebih termotivasi belajar lebih giat	-				
11.	Ketika saya dihukum oleh guru untuk keluar dari kelas saya merasa malu dan menyesal,yang membuat saya termotivasi untuk lebih giat belajar bahasa inggris	+				
12.	Saya senang ketika guru saya memberi teguran dan masukan dalam pembelajaran bagasa ingris ketika saya melakukan kesalahan	+				
13.	Ketika guru sering memberikan apresiasi kepada saya dengan mengatakan pintar, bagus, sempurna, dll, motivasi belajar saya meningkat	+				
14.	Ketika guru dan teman sekelas memberi tepuk tangan ketika saya menjawab pertanyaan yang diberikan oleh guru, saya merasa lebih senang belajar bahasa inggris	+				
15.	Ketika guru memberikan hadiah kepada teman sebagai apresiasi dengan nilai tertinggi, saya termotivasi untuk memperbaiki diri dan mendapatkan nilai yang terbaik	+				
16.	Ketika saya menerima hadiah dari guru berupa buku atau pulpen ketika saya memperoleh nilai terbaik saya lebih termotivasi untuk menjaga	+				

	prestasi dan belajar lebih giat					
17.	Saya merasa lebih termotivasi belajar lebih giat untuk mendapatkan hadiah karena merasa bersaing dengan teman sekelas	+				
18.	Saya tidak senang diberi hadiah dan dipuji oleh guru saat mendapat nilai yang baik	-				
19.	Dengan tidak adanya pujian dan apresiasi yang diberikan oleh guru, saya termotivasi mendapat nilai lebih baik	-				
20.	Saya termotivasi belajar lebih giat dengan tidak adanya rasa persaingan dengan teman sekelas karena tidak adanya hadiah dari guru	-				
21.	Saya merasa senang ketika tidak fokus pada pelajaran tetapi tidak di tegur oleh guru	-				
22.	Ketika diberi hukuman oleh guru dengan keluar dari ruangan, saya merasa senang karena meninggalkan pelajaran bahasa inggris	-				
23.	Saya tidak termotivasi belajar bahasa inggris lebih giat ketika mendapat hukuman dari guru karena tidak malakukan tugas dengan baik	-				
24.	Saya tidak termotivasi belajar lebih giat ketika saya melihat guru memberikan hadiah kepada teman karna nilai yang baik	-				
25.	Ketika guru memberikan hadiah kepada teman sebagai apresiasi dengan nilai tertinggi, saya tidak termotivasi untuk memperbaiki diri dan mendapatkan nilai yang terbaik	-				
26.	Ketika saya diberi hadiah berupa makanan ringan di akhir pertemuan Dengan berbahasa inggris yang baik didalam kelas, saya tidak bersemangat untuk menghafal kosa kata lebih	-				

	giat					
27.	Ketika saya mendapat hukuman dari guru untuk mengulangi materi yang diajarkan guru, saya merasa tidak menyesal dan ingin melakukan kesalahan lagi	-				
28.	Karena guru seringkali memberikan penghargaan dalam pertemuan, saya merasa bersemangat untuk mengikuti pembelajaran bahasa inggris tepat waktu	+				
29.	Ketika guru memberikan saran dan masukan, ketika saya bertanya tentang materi pembelajaran saya sangat senang dan bersemangat mendengar penjelasan dari guru	+				
30.	Karena guru seringkali memberikan penghargaan dalam pertemuan, saya tidak merasa bersemangat untuk mengikuti pembelajaran bahasa inggris tepat waktu	-				



Questionnaire Tabulation

No	Name	Statement														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Musrifatul Ilmi	5	3	5	5	5	4	4	5	5	5	3	5	5	5	5
2	Nur Azizah	4	1	2	3	3	3	5	4	5	1	5	4	1	4	4
3	Izzatul Jannah	4	5	4	5	5	4	5	5	5	5	3	2	3	4	5
4	Nur Fadillah	5	5	5	5	3	5	3	3	3	4	5	4	5	4	5
5	Wahdaniya	5	5	4	3	5	3	4	5	4	5	5	5	5	5	5
6	Rismat	5	4	5	2	4	1	1	1	1	2	2	2	2	3	3
7	Hasmin Muis	4	5	2	5	5	3	3	3	4	3	1	2	3	4	5
8	Patrio	5	4	4	4	4	5	4	3	4	4	5	5	5	4	4
9	Fahri Deppung	2	2	4	3	4	4	3	4	3	4	3	3	5	5	5
10	Rhaisa Aulia Azalea	4	5	5	5	5	4	5	4	3	5	3	3	4	4	4
11	Muh. Sabri hafiz	3	4	2	5	4	5	4	3	3	3	5	4	5	4	3
12	Sukma	5	3	4	5	5	5	5	5	5	5	4	5	4	5	5
13	Muh. Aqram	2	2	1	2	3	4	3	3	3	4	2	1	4	2	1
14	Jodi	5	4	4	2	5	5	4	5	5	5	4	5	5	5	4
15	Alfi Husni	3	3	3	2	2	2	1	2	1	5	1	4	4	3	2
16	Najwa	4	4	3	5	5	5	5	1	5	5	5	4	5	5	3
17	Saskia	4	4	4	3	5	4	4	3	4	4	5	4	4	4	2
18	Aisha Amdura Azalea	4	4	3	3	4	5	5	5	4	3	3	4	3	3	4
19	Naila Aqsa Konita	5	5	5	5	3	5	5	3	3	4	5	5	4	4	4
20	Dita Muhfira	5	4	5	4	4	4	5	5	4	4	4	3	4	3	3
21	Rahmaniar	5	5	4	5	4	5	4	5	5	5	4	5	5	5	4
22	Muh. Aril Arham	5	5	4	4	4	5	4	3	4	4	5	4	4	5	3
23	Muh. Syahrul Izwan	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4
24	Rahmat Yudha Azzuri	4	4	3	4	4	3	4	3	5	5	4	5	4	4	5
25	Abdul Ilmal	5	3	3	4	5	5	3	5	4	5	4	5	5	4	4
26	Muh. Alif	5	4	4	5	4	4	3	4	4	4	3	5	4	5	3
27	Arham F Ilham	3	4	4	4	4	4	4	4	3	3	4	3	4	3	4
28	Muh. Syafrul Azwan	5	4	3	5	5	5	5	3	4	4	5	5	5	4	5
29	muh. Ali Imran	4	5	4	5	4	5	5	5	3	5	4	4	3	5	4
30	Marwan	5	4	3	4	4	4	3	4	4	4	4	4	4	4	3

No	Name	Statement										Total
		16	17	18	19	20	21	22	23	24	25	
1	Musrifatul Ilmi	5	5	5	5	4	2	5	4	4	3	111
2	Nur Azizah	2	4	3	5	1	1	2	3	4	2	76
3	Izzatul Jannah	5	4	4	4	4	4	5	5	5	4	108
4	Nur Fadillah	5	5	5	5	5	5	5	4	5	5	113
5	Wahdaniya	5	5	5	5	5	4	5	5	5	4	116
6	Rismat	3	4	4	4	5	3	5	5	4	5	80
7	Hasmin Muis	4	4	4	2	2	4	4	3	4	2	85
8	Patrio	5	4	3	4	5	3	4	5	4	5	106
9	Fahri Deppung	4	4	4	3	2	3	2	2	1	1	80
10	Rhaisa Aulia Azalea	4	5	5	5	4	4	4	5	4	5	108
11	Muh. Sabri hafiz	5	4	3	5	4	2	5	3	3	3	94
12	Sukma	5	4	4	4	5	4	5	5	4	5	115
13	Muh. Aqram	2	2	3	4	5	3	4	3	3	3	69
14	Jodi	5	5	4	4	4	4	4	5	5	4	111
15	Alfi Husni	5	4	3	2	1	2	3	4	3	3	68
16	Najwa	3	5	3	5	1	4	5	5	4	5	104
17	Saskia	3	3	4	4	4	4	5	4	5	4	98
18	Aisha Amdura Azalea	4	5	3	4	4	3	4	5	4	4	97
19	Naila Aqsa Konita	5	4	3	5	5	5	5	5	4	5	111
20	Dita Muhfira	4	5	5	4	4	3	4	3	5	4	102
21	Rahmaniar	4	4	4	5	4	4	5	5	4	4	113
22	Muh. Aril Arham	5	5	3	3	4	4	4	5	4	5	105

23	Muh. Syahrul Izwan	3	3	4	4	4	4	4	4	3	4	96
24	Rahmat Yudha Azzuri	4	2	4	4	4	4	3	4	4	4	98
25	Abdul Ilmal	4	4	3	4	1	3	2	4	4	3	96
26	Muh. Alif	4	3	3	5	5	4	2	4	4	3	98
27	Arham F Ilham	4	4	4	4	2	4	3	3	3	4	90
28	Muh. Syafrul Azwan	3	5	3	5	5	5	5	5	5	5	113
29	muh. Ali Imran	5	4	4	4	4	4	4	5	5	5	109
30	Marwan	3	3	2	2	3	3	3	4	4	3	88



Research Allowance


**PEMERINTAH KABUPATEN LUWU
DINAS PENANAMAN MODAL DAN PTSP**

Alamat : Jln. Opu Daeng Risaju No. 1, Belopa Telpn : (0471) 3314115

Nomor : 251/PENELITIAN/12.11/DPMPTSP/VII/2022
 Lamp : -
 Sifat : Biasa
 Perihal : Izin Penelitian

Kepada
 Yth. Ka. MTs. Al-Furqan Noling
 di -
 Tempat

Berdasarkan Surat Dekan Institut Agama Islam Negeri Parepare : B.2191/In.39.5.1/PP.00.9/06/2022 tanggal 24 Juni 2022 tentang permohonan Izin Penelitian.
 Dengan ini disampaikan kepada saudara (i) bahwa yang tersebut di bawah ini :

Nama : Makbul Ilman
 Tempat/Tgl Lahir : Pinrang / 07 Juni 1998
 Nim : 16.1300.035
 Jurusan : Tarbiyah / Pendidikan Bahasa Inggris
 Alamat : Dsn. Kambuno
 Kelurahan Noling
 Kecamatan Bupon

Bermaksud akan mengadakan penelitian di daerah/instansi Saudara (i) dalam rangka penyusunan "Skripsi" dengan judul :

THE EFFECTIVENESS OF GIVING REWARD AND PUNISHMENT USED BY ENGLISH TEACER TO APPROACH STUDENTS MOTIVATIONS AT MTS AL-FURQAN NOLING KABUPATEN LUWU

Yang akan dilaksanakan di **MTS. AL-FURQAN NOLONG**, pada tanggal **05 Juli 2022 s/d 05 Agustus 2022**

Sehubungan hal tersebut di atas pada prinsipnya kami dapat menyetujui kegiatan dimaksud dengan ketentuan sbb :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan harus melaporkan kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
2. Penelitian tidak menyimpang dari izin yang diberikan.
3. Mentaati semua peraturan perundang-undangan yang berlaku.
4. Menyerahkan 1 (satu) exemplar copy hasil penelitian kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin tidak mentaati ketentuan-ketentuan tersebut di atas.



1 2 0 2 2 1 9 3 1 5 0 0 0 2 8 3



Diterbitkan di Kabupaten Luwu
 Pada Tanggal 05 Juli 2022

Kepala Dinas,



Drs. H. RAHMAT ANDIPARANA

Kategori Pembina Tk. I IV/b

NIP. 196312311994031079

Tembusan :

1. Bupati Luwu (sebagai Laporan) di Belopa;
2. Kepala Kesbangpol dan Linmas Kab. Luwu di Belopa;
3. Dekan Institut Agama Islam Negeri Parepare;
4. Mahasiswa (i) Makbul Ilman;
5. Arsip.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KEMENTERIAN AGAMA KABUPATEN LUWU
MADRASAH TSANAWIYAH AL-FURQAN NOLING
Jl. Pekuburan No. 4 Kel. Noling Kec. Bupon Kab. Luwu

SURAT KETERANGAN PENELITIAN

Nomor : B-08/MTs. 21. 09.26/ PP. 00.5 / 8/2022

Yang bertanda tangan dibawah ini, Kepala Madrasah Tsanawiyah Al-Furqan Noling Kec. Bupon Kab. Luwu Sul- Sel menerangkan bahwa :

Nama : MAKBUL ILMAN
 Tempat/ Tgl. Lahir : Pinrang, 07 Juni 1998
 NIM : 16.1300.035
 Sekolah Asal : Institut Agama Islam Negeri (IAIN) Parepare

Benar telah melaksanakan penelitian di MTs. Al-Furqan Noling selama 1 bulan. Dengan judul Penelitian "The Effectiveness Of Giving Reward And Punishment Used By English Teacher To Approach Students' Motivations At The Eight Grade Students Of Mts Al-Furqan Noling Kabupaten Luwu"

Demikian surat keterangan ini, agar dipergunakan sebagaimana mestinya.

Noling, 05 Agustus 2022

Rektor MTs. Al-Furqan Noling



The Documentation







CURRICULUM VITAE



Makbul Ilman the writer was born on June 7th in Rajang Pinrang 1998. He is the first child from seven siblings, he has three brothers and three sisters. His father's name is Drs Ilyas and his mother's name is Mariani, S.Ag. He started . She stated formal education on 2004 at SDN 59 NOLING, and graduated on 2010. Then continued his study at Junior High School in MTs Al-Furqan NOLING 1 and graduated on 2013 Then continued his study at SMAN 2 BUA PONRANG, and graduated on 2016, on the middle of August the writer continued his undergraduate education at State Islamic College (STAIN) Parepare, which has now changed to State Islamic Institute (IAIN) Parepare, by selected the Tarbiyah major, English education program. "Do your

best and you can get the best, don't lost your dream just scream and chase it until you hold it well."

