

**THE IMPLEMENTATION OF REWARDS AND PUNISHMENTS
FOR STUDENTS' MOTIVATION IN ENGLISH LEARNING AT
JUNIOR HIGH SCHOOL KEMALA BHAYANGKARI 1
PEKANBARU**



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Thesis

Submitted in Partial Fulfillment of the Requirements for
Undergraduate Degree in English Education
(S.Pd)



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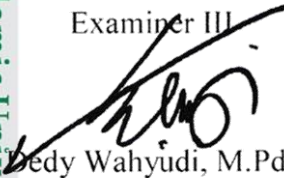
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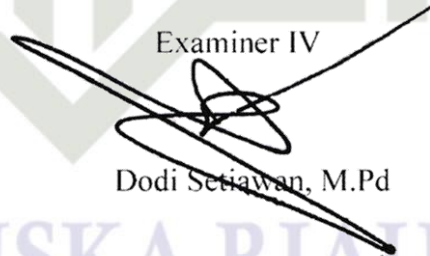
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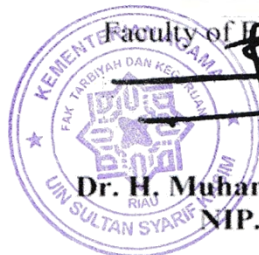
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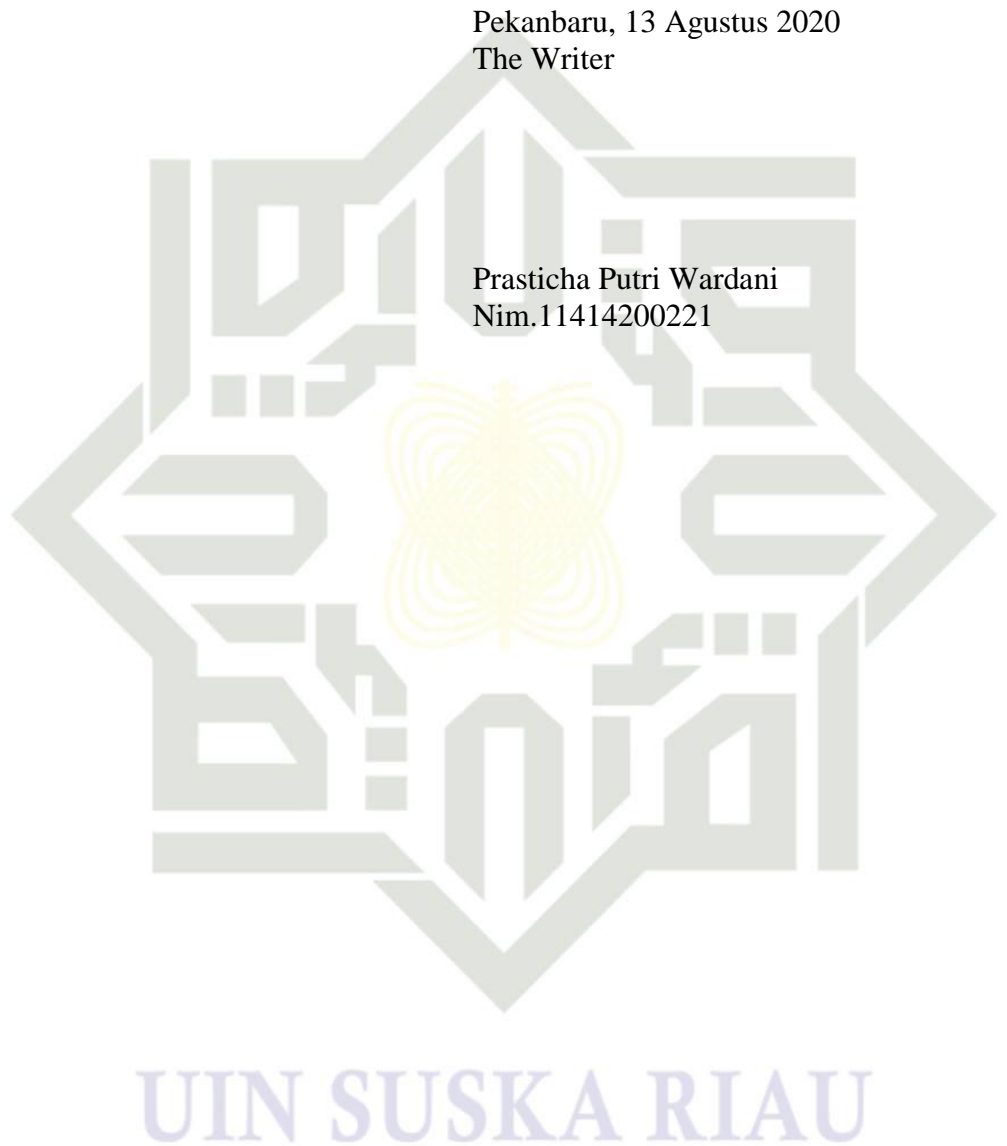
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Finally, the writer realizes that there are many short comings in this thesis. Therefore, constructive critiques and suggestions are needed in order to improve this thesis. May Allah Almighty, the lord of universe bless you all. Amin.

Pekanbaru, 13 Agustus 2020
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ABSTRAK

Prasticha Putri Wardani, (2018): Penggunaan Hadiah dan Hukuman Terhadap Motivasi Siswa dalam Belajar Bahasa Inggris di SMP Kemala Bhayangkai 1 Pekanbaru.

Objek utama pada penelitian ini adalah untuk menemukan penggunaan dari hadiah dan hukuman serta respon dari siswa tentang hadiah dan hukuman yang diberikan oleh guru Bahasa Inggris. Selain itu, masalah utama pada penelitian ini adalah untuk mencari tahu alasan mengapa hadiah dan hukuman yang diberikan oleh guru Bahasa Inggris tidak memberikan dampak pada motivasi siswa dalam belajar Bahasa Inggris. Penelitian ini dilakukan di SMP Kemala Bhayangkai 1 Pekanbaru. Penelitian ini adalah penelitian kualitatif. Peneliti menggunakan observasi dan wawancara untuk mendapatkan data, yang mana pada observasi peneliti mengobservasi dengan menggunakan natural observasi dan pada wawancara, peneliti menggunakan diskusi focus grup yang dibagi menjadi lima grup dua peserta. Populasi dari penelitian ini adalah semua siswa tahun kedua dari SMP Kemala Bhayangkai 1 Pekanbaru. Sampel dari penelitian ini terdiri dari 10 siswa dan menggunakan tehnik purposive sampling, (3 siswa) dari kelas VIII.1, (3 siswa) dari kelas VIII.2 dan (4 siswa) dari kelas VIII.3. peneliti mengambil sampel berdasarkan nilai siswa untuk mendapatkan hadiah dan hukuman di dalam kelas. Hasil dari penelitian ini menunjukkan bahwa para siswa menjadi kurang tertarik dengan pelajaran Bahasa Inggris di karenakan sikap dari guru Bahasa Inggris itu sendiri dan para siswa merasa bahwa motivasi belajar mereka bisa meningkat jika guru Bahasa Inggris menggunakan hadiah dari pada hukuman. Penggunaan dari hadiah dan hukuman tidak seimbang di SMP Kemala Bhayangkai 1 Pekanbaru.

Kata kunci: *Hadiah, Hukuman, Motivasi, Belajar Bahasa Inggris.*



ABSTRACT

Prasticha Putri Wardani, (2018): The Implementation of Rewards and Punishments for Students' Motivation in English Learning at Junior High School Kemala Bhayangkari 1 Pekanbaru.

The main object of this research was to find out the implementation of rewards and punishments and the students' respond about the rewards and punishment that give by the teacher. Therefore, the main problem was wanted to know about the reason why rewards and punishment that gave by the teacher do not affect to students motivation in English Learning. Therefore, this research was conducted at Junior High School Kemala Bhayangkari 1 Pekanbaru. This research is qualitative research. The researcher applied observation and interview to get the data, while in observation the researcher observe in natural condition and for the interview, the researcher use focus group discussion that divide the group into five groups in two. The population of this research was all the second year students of Junior High School Kemala Bhayangkari 1 Pekanbaru. The sample of this research consisted of 10 students were taken by using Purposive Sampling technique, (3 students) from class VIII.1, (3 students) from class VIII.2 and (4 students) from VIII.3. The researcher was choose the sample based on students score to get reward and punishment in the classroom. The result of this study, which showed that the students become less interest in English learning because of the behavior of the teacher itself and the students felt that they can increase their motivation if the teacher used reward rather than punishment to them. The implement rewards and punishments are not balance at Junior High School Kemala Bhayangkari 1 Pekanbaru.

Keywords: *Reward, Punishment, Motivation, English learning.*

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ملخص

فراستيكا فوتري ورداني، (٢٠٢٠): تطبيق المكافأة والعقاب لتحفيز التلاميذ في تعلم اللغة الإنجليزية في مدرسة كيمالا بايانجكاري المتوسطة ١ بكنبارو

إن الهدف الأساسي من هذا البحث هو معرفة تطبيق المكافأة والعقاب الذين قام بهما مدرس اللغة الإنجليزية ومعرفة استجابات التلاميذ لهما. والمشكلة الأساسية فيه هي لمعرفة اعتذار عدم أثر المكافأة والعقاب الذين قام بهما المدرس في تحفيز التلاميذ في تعلم اللغة الإنجليزية. وقامت الباحثة بهذا البحث في مدرسة كيمالا بايانجكاري المتوسطة ١ بكنبارو. وهذا البحث هو بحث كفي. واستفادت الباحثة من الملاحظة والمقابلة للحصول على البيانات، فقامت بالملاحظة بشكل طبيعي، وقامت بالمقابلة بشكل مناقشة مجموعة التركيز التي تنقسم إلى خمسة مجموعات ولكل مجموعة تلميذان. ومجتمع البحث جميع تلاميذ السنة الثانية في مدرسة كيمالا بايانجكاري المتوسطة ١ بكنبارو. وعينته عشرة تلاميذ حصلت عليهم الباحثة من خلال العينة الهادفة، (ثلاثة تلاميذ) من الفصل الثامن "١"، و(ثلاثة تلاميذ) من الفصل الثامن "٢"، و(أربعة تلاميذ) من الفصل الثامن "٣". وأخذت الباحثة العينة ناظرة إلى نتائج التلاميذ للحصول على المكافأة والعقاب في الفصل. ونتائج البحث دلت على أن التلاميذ غير مهتمين بتعلم اللغة الإنجليزية من أجل موقف المدرس، والتلاميذ يعتقدون أن تحفيز تعلمهم سيترقى من أجل استمالة المكافأة والعقاب. وأخيرا إن تطبيق المكافأة والعقاب في مدرسة كيمالا بايانجكاري المتوسطة ١ بكنبارو غير متوازن.

الكلمات الأساسية: مكافأة، عقاب، تحفيز، تعلم اللغة الإنجليزية.



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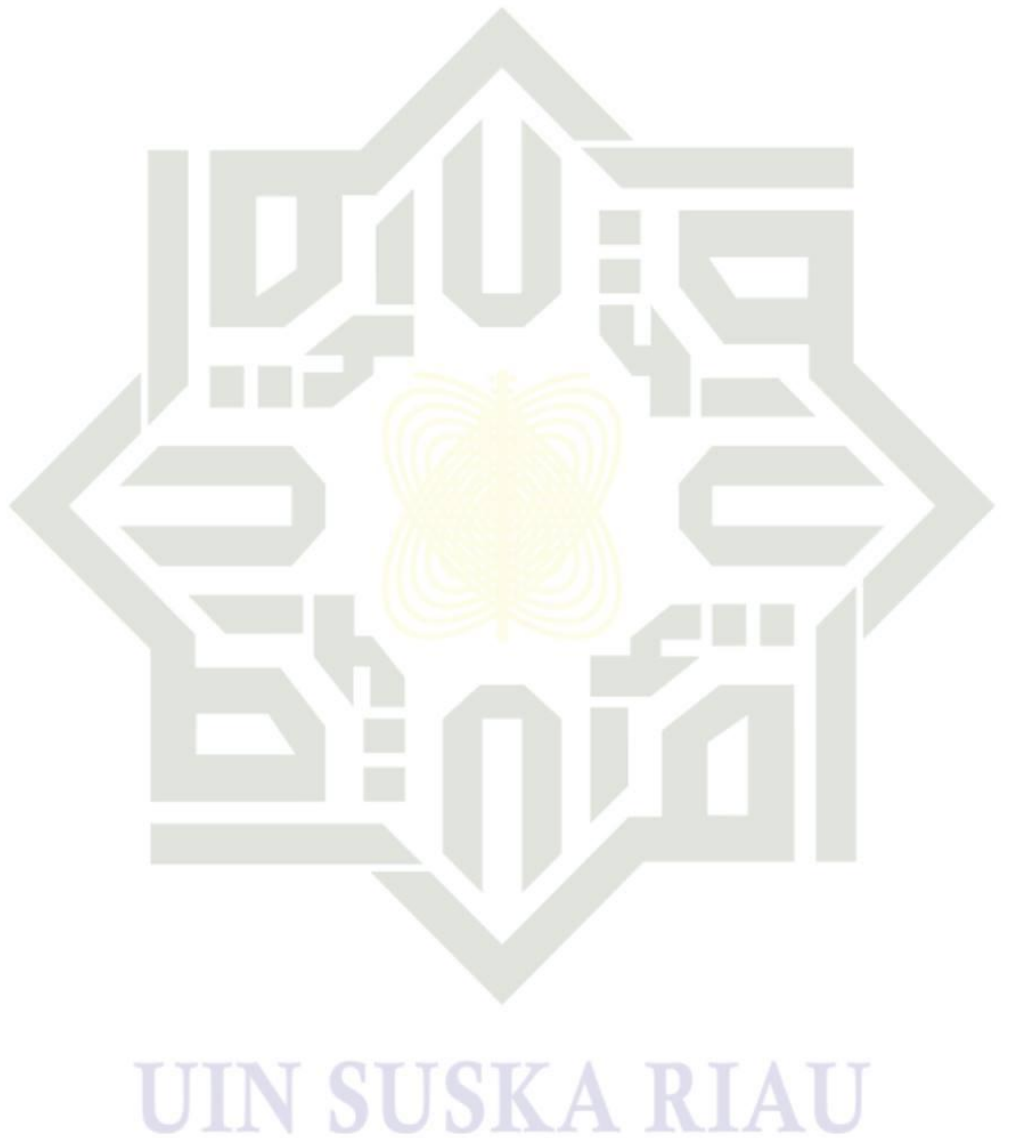
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- Appendix 1 Data of Observation
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CHAPTER I

INTRODUCTION

A. Background Of The Problem

As the way of education, English has been place as the first foreign language and it can be officially taught since in elementary school. English also can be seen as the global language. According to Crystal (2003, p.1) English is a global language, wherever people want to go, they will see English. Based on the statement, it can be conclude that English is importance for people. That's why people need to learning about English, include in Indonesia. There are so many purposes of learning English in Indonesia. According to Lamb, M (2011, p. 3) the purpose of learning English is to make people become competitive in education and work. Not only that based on Juniar (2016, p. 10) one of the purposes is to action or develop the ability of communication with others.

According to Juniar (2016, p.10) it is not easy to learn English in Indonesia. Because of English is not a mother tongue in Indonesia, it may be need strongly motivation for students to learn it. According to Dornyei (1994, p. 273) motivation is one of the main determinants of second language learning. Ghullam, H. & Lisa, A. (2011, p. 90) stated the use of motivation is something essential in the learning and education process. Without motivation, it is difficult to achieve the successful in learning process. Motivation and learning activity has related each other. Juniar (2016, p. 11) stated motivation has always tied to learning activities and often inferred from the outcomes of



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learning. Fadel (2013, p. 123) stated some studies also shown that motivation is positively linked to success in learning English. Juniar (2016, p. 10) stated that's why it is important to students need motivation in learning English in order to increase the student spirit to learn it.

According to Saranraj (2016, p. 7) teacher should know that motivation plays significant role in successful second language learning. The teachers at Junior High School Kemala Bhayangkari 1 Pekanbaru are very good. They teach by using lesson plan, curriculum and textbook to help students to learn. According to Crosby & Harden (2000, p. 335) teacher called as a good teacher when they help students to learn. Besides they teach their students by using various methods in order to make the students not bored and motivated in learning process. The purpose of using various and interesting methods are to make the students change their perception about English.

Based on the writer observation, the teacher of English at Junior High School Kemala Bhayangkari 1 Pekanbaru is a good teacher and she has tried various methods in order to make her students feeling happy in teaching and learning process. At that school, English is taught two times a week with using 65 as score of KKM and use 13 curriculum.

In fact, most of the students of Junior High School Kemala Bhayangkari 1 Pekanbaru seem do not interested in learning English and they do not motivated to learn it. Some of the students are lazy to learn English because they are not interested to learn that language. In learning process, they



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do not pay attention when the teacher explains the lesson and some of the students play with their friends in learning process. This problem must be solved by the teacher itself. So that students are become interest and motivated to learn about English. The English teacher in Junior High School Kemala Bhayangkari 1 Pekanbaru has been trying to using rewards and punishment in teaching and learning process to increase student motivation in learning English. But the using of rewards and punishments do not work for most of students there. French and Raven said in Langa (2014, p. 7) rewards and punishments have the position power in the classroom. Ching (2012, p.30) said the goal of rewards and punishments is to motivate students to learn. In addition, O'Reilly (1989, p. 42) said “rewards and punishments positively affected group drive, productivity and cohesiveness and it also give the positive affect in students attitudes”. It indicates that there is a gap between theory of the expert above and the reality at school.

Based on the writer's experience, it can conclude that student motivation in learning English is still less than optimal and the using of rewards and punishments still do not work for most of students there. Based on the phenomena above, the writer is interested in conducting a research entitles **“THE IMPLEMENTATION OF REWARDS AND PUNISHMENTS FOR STUDENTS' MOTIVATION IN ENGLISH LEARNING AT JUNIOR HIGH SCHOOL KEMALA BHAYANGKARI 1 PEKANBARU”**.



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B. Problem

1. Identification Of The Problem

Based on the explanation above, the writer identified the problems as follows:

- a. How is students' learning motivation at Junior High School Kemala Bhayangkari 1 Pekanbaru?
- b. What kinds of rewards and punishments does the teacher use in motivating the student?
- c. What is students' respond towards the implementation of rewards and punishments strategy?
- d. How is students' motivation in learning English at Junior High School Kemala Bhayangkari 1 Pekanbaru?

2. Limitation of the Problems

According to identification of the problem, the writer found there are some problems in this research. It is important for the writer to limit the problems that will be studied. Therefore, the writer tries to study about the implementation of rewards and punishments to increase students' motivation in learning English at Junior High School Kemala Bhayangkari 1 Pekanbaru.



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3. Formulation of the problem

The writer specifies the problems in the following research question:

- a. How is the implementation of rewards and punishments at Junior High School Kemala Bhayangkari 1 Pekanbaru?
- b. How is students' respond about reward at Junior High School Kemala Bhayangkari 1 Pekanbaru?
- c. How is students' respond about punishments at Junior High School Kemala Bhayangkari 1 Pekanbaru?
- d. How is students' motivation in learning English at Junior High School Kemala Bhayangkari 1 Pekanbaru?

C. Objectives and Significance of the Research

1. Objectives of the Research

- a. To explain about the implementation of rewards and punishments at Junior High School Kemala Bhayangkari 1 Pekanbaru.
- b. To explain what is students' respond of reward at Junior High School Kemala Bhayangkari 1 Pekanbaru.
- c. To explain what is students' respond of punishment at Junior High School Kemala Bhayangkari 1 Pekanbaru.
- d. To explain how is students' motivation of punishment at Junior High School Kemala Bhayangkari 1 Pekanbaru.



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2. Significance of the Research

- a. Give information to the English teacher about the importance of the rewards and punishments in learning English.
- b. Give information to the teacher the level of the students motivation in learning English in order to make the teacher can find which rewards and punishments can make the students become more motivate in learning English.
- c. To explore a way to make students become motivate and interest also in learning English.
- d. To make the writer know about the effective ways to make students become more motivate in learning English with using rewards and punishments.

D. Definition of Terms

1. Implementation

(Peter, Tran, & Adam, 2013) said:

“Implementation research is crucial to improving our understanding of the challenges we face in confronting the real world by broadening and deepening our understanding of these real-world factors and how they impact implementation”.

2. Reward and punishment

Reward in this research is some kinds of incentives that are given to the student for certain positive behavior as the teacher’s appreciation.

According to Przewoźna-Krzemińska (2012, p. 263) The function of rewards is to develop and improve the positive behavior.

According to Kelishadroky, Shamsi, Bagheri, BehrozShahmirzayi, & Mansorihanabadi (2016, p. 784). The term punishment is defined as waking up or warning someone Punishment in this research is consequence that receive by the students that have negative behavior to be discipline. Reward and punishment aim to make the student being good (Langa, 2014).

3. Motivation

Baron in Nawaz & Yasin (2015, p. 56) state that motivation is a set of process that related with the positive energy to direct people to achieve their goals. Przewoźna-Krzemińska (2012, p. 263) said motivation plays a huge role in the life and have a function for individual. It increases phenomenon of needs, change and intention.

E. Reason for Choosing the Tittle

There are some reasons why the writer is interested in carrying out this research. This research is conducted based on the following reasons

1. The title is relevant to the writer's status as a student of English Education department.
2. The title of this research is not yet investigated by other previous researchers.
3. The location of the research facilitates the writer in conducting this research.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Learning English in Indonesia

Learning English nowadays has become a major issue in many countries of the world, including Indonesia. English is learned as a compulsory subject beginning in junior high school up to university level as mandated in the national Indonesian educational system.

Based on the writer experience that learning English in Indonesia for nine years from the third grade of primary school until the twelfth grade of senior high school. English teacher help the students to develop four language skills that enable them to read, listen, speak and write in English.

Making the students acquire with four language skills is not easy for most Indonesian students. It because, learning English often makes them felt frustrated. Therefore, it is part of a teachers' task to consider some aspects that can be support and help them to have better performance and achievement in learning English. Then one of the aspects that can include is motivation. Motivation takes an important role in the teaching and learning process. Anjomshoa & Sadiqhi (2015, p. 126) said motivation can influence the student's achievement. Dornyei & Ushioda in Shuqair (2013, p. 124) also said motivation give the motivation to students is inevitable in learning English. Students will work purposefully and



energetically if they are well motivated. There are 2 ways to develop student motivation in learning English those are with intrinsic motivation and extrinsic motivation. According to Chiew Fen & Poh Kiat (2015, p. 98) Intrinsic motivation is motivation that can be found from the individual itself and extrinsic motivation is motivation that come from outside individual.

2. The Theoretical of Rewards and Punishments in Learning Process

The use of rewards and punishments in a teaching and learning process is basically as energy to increase student motivation. French and Raven said in Langa (2014, p. 7) rewards and punishments have the position power in the classroom. O'Reilly (1989, p. 42) said “rewards and punishments positively affected group drive, productivity and cohesiveness and it also give the positive affect in students attitudes”. Skinner said in Anjomshoa & Sadiqhi (2015, p. 128) promised or giving reward to the student included to behavioral learning theorist make the student become motivated to complete a task. Then, Langa (2014, p. 7) stated that the punishment give the positive impact in educational strategy.

So it can conclude that the implementation of rewards and punishments have positive effect in learning English. Ahmadreza, Ali, Mohammad, Behroz & Motjaba (2016, p. 783) said rewards and punishment are the two learning techniques that always used in education.

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3. Definition of Reward and Punishment

Reward is the give of praise by verbal or non-verbal action. Verbal action like given by motivational words, such us saying good, right, excellent, etc. and non-verbal it can be like smile, give applause, gift and etc. Reward is usually gave to the student who have the best score in the class or who can complete the learning task, or can be a good example to the others student. To make it simply, reward is a thing or belonging given to student for their achievement result and it marked by positive situation.

Dehhoda stated in Ahmadreza, Ali, Mohammad, Behroz & Motjaba (2016, p. 783) the literal meaning of reward means make someone become excited, willing and wishful. Reward can divide into two types, there are positive and negative. For positive reward, it means make the behavior of student increase and negative reward it means, student who have not given reward for appreciate their task, they will decrease their motivation in learning. The function of rewards is to develop and preserve the positive behaviors. Then the examples of rewards are given money, a diploma or medal, or a valuable object which is a form of recognition or rewards.

According to Ahmadreza, Ali, Mohammad, Behroz & Motjaba (2016, p. 783) punishment is a process to waking up or warning someone with negative reinforcement to make someone become discipline and to correct the wrong behavior. Krzeminska (2012, p. 263) stated “punishment is used for person who commit a crime or in any way violated the law

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moral standards, punishment is also the educational mean intended to inhibition of various offense”. So, punishment is given by someone who did some crime in a negative situation.

Similar like rewards, punishments also has the positive and negative types. For positive punishment, it is the introduction of the annoying action to reduce the undesirable behavior. For example, teacher gives student homework, but they do not make it, then the teacher punish the student with stand up in front of the class as long as the class ended. The punishment makes the student avoid the same mistake and the negative punishment is the situation to reinforce the negative behavior, it usually marked by lose of something. Ahmadreza, Ali, Mohammad, Behroz & Motjaba (2016, p. 783) said for example, students known by the teacher playing hand phone, then the teacher taken away the hand phone.

4. Form of Rewards and Punishment

According to Moberly et al (2005), rewards take various forms of sticker, candy, treats, pencils, prizes, certificate, praise and money. Partin in Riswanda (2016, p. 11) categorized rewards in many forms, the first one is reward in form of gift such us candy, sticker, pencil, books, and chocolate. The second one is reward in form of activity such us taking a break, playing games, becoming teacher assistant and borrowing something. The third form of rewards is social reinforcement such us ranking, award, applause, smile and admission of friends and teachers. The

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last form is reward in form of intrinsic reinforcement such as joy, goal achievement, self-satisfaction, meaningful humor and self-expression.

According to Moberly (2005) researchers identify several forms of punishment in its use. The use of punishment often appears in the form of “consequence”, such as losing recess, seeing the principal, giving up privileges and having skorsing as a result of inappropriate behaviors. Verbal interaction like reprimand is a kind of punishment too stated by Cohen et al (2010). Maag (2001) mentioned forms of punishment that are still used by schools are in-school or out of the school suspension, expulsion, fines, detention, restitution, and even corporal punishment. Richardson, Rosenthal & Burak (2012) said Corporal punishment is physically punishing students and inflicting pain. Leung (1991) made categories for punishment items. The first item is symbolic like placed and report and demerit. The second item is teacher based such as teacher telling off, sent to principal, teacher watching closely, low or bad marks on work and private chat with teacher. The third item is curtailment of activity such as given lines, extra homework, sent out of room or special room and no favorite activity. The last one is home linked like bad report, bad note to parents and parent come to school. Those things are some forms of punishment existed in learning.

Ahmadreza, Ali, Mohammad, Behroz & Motjaba (2016, p. 783) said there are some situations where punishment is inevitable are as follows:

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- a. To teach some skill including how to say no.
- b. To prevent someone from experiencing critical danger.
- c. To force someone to stop an undesirable behavior.

Not only that, there are some conditions that must be met with punishment:

- a. Punishment must be appropriate to the fault and follow by student understand about their fault.
- b. Before punishment, the reason for the undesirable behavior should be identified.
- c. The teacher must make the effect and result of the punishment and it must be justify.
- d. The teacher must be permitted by the parts to punish the student.
- e. The age of learner must be considered while applying the punishment.
- f. Punishment must occur in the presence of authorities and certain delegated individuals.
- g. The negative reinforcement must be identified carefully.
- h. Before give the punishment, necessary information regarding possible interventions must be gathered.

The use of rewards and punishments have to be give the positive effect for students in the classroom and it is important to know where the use of implementation of rewards and punishment are success in English learning process. Langa (2014, p.7) recommended that the teacher use rewards as a stimulator of motivation in the education process and in



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certain situation need to choose punishments to shape students behavior to the positive strengthening. Ching (2012, p. 30) stated schools have different types of rewards and punihsments and all of them have one common goal which is to motivate studnets in learning. Addition by Irawati (2016, p.266) she use rewards and punishment to increase students motivation in teaching English. While punihsments have the goals to make the students more discipline and change their bad behavior.

For the result of all the theories, the use of rewards and punishments called as successful strategy in learning process if it can make students have and achieve motivation to learn and change their attitude from negative to positive behavior in the classroom.

5. Effect of Reward and Punishment

From the theoretical and definition of reward and punishment, that can be seen that both have some effects to control the behavior wherever it is good or bad. Reward may reinforce the behavior in used which it is nice behavior and punishment is used to decrease inappropriate behavior. For the result of the use of reward and punishment in learning, it has a probability that student will motivated if there are rewards and punishment follows some action or tasks. Then, there are some effects of both of reward and punishment.

For the first point is discussed about the effect of reward, reward has many impact for the student. Langa (2014, p. 7) said one of them is catching the student being good. Ilegbusi (2013, p.36) stated that “if a



child knows that they will get a reward for complete the task, they will be motivated to work hard to get the reward”. Ryan & L.Deci (2000, p. 57) stated that all behavior are motivated by rewards. If teacher can use the right method of rewarding, it can obtain the excellent result. According to Ahmadreza, Ali, Mohammad, Behroz & Motjaba (2016, p. 783) there are five principle need to be considered the reward:

- a. Choosing the right reinforcing agents. For different agents have some different result for each individual. It should be carefully to considered the situation for each individual.
- b. Reward immediately after behavior to have the best result. Do not delay to give the reward if student do the appropriate behavior or may the use of reward method fail.
- c. Extent of reinforcement. The extent to which the subject is deprived of the reward is an important factor. Consider a teacher who always encourages students with or without reason for all their behaviors become much less effective.
- d. Novelty of situation and reinforcing agent. Studies indicate that people prefer being involved in novel situation rather than doing repetitive task.
- e. Constructive. A child must be rewarded in a way that is constructive and precludes pride, self-appreciation and self-centeredness. Reward must make the child a better person and guide that person toward

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goals. It must also lead to increased effort and overall create a better human being.

Researcher also show that reward become a good method in the improvement of student achievement. Leuven, Oosterbeek, & Klaauw (2010, p. 1244) resulted on their experiment journal that they find a small and significant positive effect of the large reward on achievement. According to Langa (2014, p. 7) teacher recommended to use reward as a stimulator of motivation in the education process. Even if where is a punishment, it is much efficient to use reward to shape student behavior.

Even though some researcher find reward has a good impact, but the other researcher find that reward have a bad impact. If student is over-rewarded, they will always expect about the reward. For example: if a child rewarded every time they help at home, the reward become less effective and may lead to harmful outcomes. If children become used to being praised or rewarded by their parents, they lose their interest and not creative. Then it is not good too much give the reward to children or student, so give them just according to the portion. Be careful if under-rewarded. It is also not good for the children or student. Under-rewarded can make them became worthless and depression.

According to Langa (2014, p. 8) the application of rewards by teachers must observe the following principles:

- a. if the pupil is told what it is received for, the strengthening is more efficient;

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- b. purposes must be strengthened on a short term basis, so that the pupil can make the connection between the behavior wished from it and the strengthening;
- c. the strengthening must not be granted to counterbalance reprimands for previous facts; it must be the consequence of the pupil's behavior;
- d. reward must be granted in time and not with delay (in order for the pupil to establish the same connection);
- e. The granting of rewards may be made for a set of actions or contents.

Taking into account that rewards shall lose their value in time, the teacher must announce in good time which is the structure of contents or actions for which that reward type is given.

Then, the second is discussed about the effect of punishment. The researcher found some argument about the use of punishment. Punishment creates anxiety and stress. Langa (2014, p. 7) said Contemporaneous pedagogy consider that punishment is an educational strategy with positive connotations, a guide means, a moral concept that related to the conscience concept.

Skinner in Holth (2005) described three main effects of punishments. First, an aversive stimulus (punishment) may elicit responses which are incompatible with punishment response. Second, previously punished behavior becomes the source of conditioned stimuli which evoke incompatible behavior. Third, behavior which reduces the conditioned

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aversive stimulation arising from the behavior itself or from concurrent circumstances, will be reinforced.

In other case, Moberly, Wadder and Duff (2005) explained that “the use of punishment also bring consequences”. Punishment can lead a child three responses, calculation of risks, blind conformity or revolt. According to Kohn, punishment can lead to children feeling anger, defiance and wanting revenge. These feelings certainly are not conducive to building a caring community or fostering social competence in children. The dispensing of punishments is simply another way of adults exercising power over children.

According to Langa (2014, p. 7) punishment can be used in these situation:

- a. To teach some skills including how to say no.
- b. To prevent someone from experiencing critical danger.
- c. To force someone to stop an undesirable behavior.
- d. Too much punishment can deteriorate the parent-child or student-teacher relationship. Sometimes, unnecessary punishments may lead to resistance. Punishment also gave by fairly.

There are several conditions that must be met to justify punishment:

- a. Punishment must be appropriate to the fault and immediately follow it so that students know their fault.

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- b. Before give the punishment, the reason for the undesirable behavior should be identified and appropriate guidance must be given. If all else fails, punishment must be resorted to as a last measure.
- c. The teacher must make certain that the effect and result of the punishment must justify application.
- d. The teacher must be permitted by the pasts to punish the student.
- e. The age of the learner must be considered while applying the punishment.
- f. Punishment must occur in the presence of authorities and certain delegated individuals.
- g. The negative reinforcement agent must be identified carefully.
- h. Prior the punishment, necessary information regarding possible interventions must be gathered.

In applying a punishment, the following aspects shall be taken into account:

- a. Prevention of avoidance of punishment by specifying the steps necessary to re-win privileges.
- b. Avoidance of aggressiveness supposes with drawing privileges, without using aggressiveness.
- c. Prompt application of punishment- due to the possibility of establishing a connection between the undesirable behavior and the applied punishment.
- d. Consistency of the teacher's attitude in applying the same algorithm for all the pupils making mistakes.

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- e. Use of warning: upon the first deviation, the pupil shall receive a warning, upon the second deviation, some privileges shall be withdrawn and if it continues, shall be punished.
- f. Resorting to punishment is necessary to be made deliberately.

The use of punishment must not be overused. In addition to punishment, indulgence in other activities such as advisement and blame can prove harmful and lead to stubbornness and hatred. Stubbornness leads children to indifference and thus educational practice will no longer be effective.

According to Langa (2014, p. 7) many argue that punishment must not be used in education. But, it is difficult to imagine education without punishment. It can not be discipline exactly. Some psychologist think that moderate punishment is necessary for forming the child's personality during childhood.

The negative effect of punishment there are:

- a. students who have observed others being punished have come to mimic the behavior and tried to punish others,
- b. Being aggressive. Student will be aggressive towards those who punish them.
- c. By physical punishment, student becomes constantly overstressed since they always worried about doing the wrong thing and being punished in front of others. It can make students get mental dysfunction.
- d. Student who received physical punishment because of poor performance will lose their confidence and begin to feel incompetent in doing big things.

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- e. Students will feel worthless and will be more willing participate in criminal activities.
- f. Physical punishment teachers the child that hitting others is the way to obtain what they desires. And this will make them punish those who are weaker.

Then finally, the frequency of the behavior can be increased, decreased or vanished after reward or punishment is given.

6. Student Motivation Related to Reward and Punishment in Learning

According to Ryan & Deci (2000) motivation means to be moved to do something. Juniar (2016, p. 10) stated motivation is usually defined as an internal state that arouses, directs, and maintains behavior. Nawaz & Yasin (2015, p. 56) said motivation is come from the word “motivate”, it means to convinced take action for need satisfaction. Hanson (2003) defines motivation as “an inner state that energizes, moves, channels and sustains behavior towards goal”. Draft in Nawaz & Yasin (2006, p. 56) said motivation includes a set of internal as well as external forces that activate the speed of doing any task until aim is achieved. Baron defines the word “motivation” in the following way, “motivation is a set of processes concerned with a force that energizes behavior and directs it towards achieving some specific goals”. So as the result, motivation is something that makes people moves to do something to achieve their goals.

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According to Rost in Anjomshoa & Sadiqhi (2015, p. 126) motivation has been called the “neglected heart” of language teaching. Teacher should increase student motivation in the classroom. Anjomshoa & Sadiqhi (2015, p. 126) said without student motivation, there is no life in the class. Chiew Fen & Poh Kiat (2015, p. 98) stated motivation is a crucial factor in learning the second language and it is influenced by variables like personality and attitudes of learners, learning styles and power relationship between languages. Motivation is an important psychological construct that affects learning and performance in at least four ways. As follows:

- a. Motivation increase an individual energy and activity level.
- b. Motivation directs an individual toward certain goals. Motivation affects choices people make and the result they find rewarding.
- c. Motivation promotes initiation of certain activities and persistence in those activities.
- d. Motivation affects the learning strategies and cognitive processes and individual employs.

Motivation also known as a stimulant for achieving a specific target. Without motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough on their own to ensure learner achievement.

Motivation can be classified as two types, first is intrinsic motivation and second is extrinsic motivation. According to Anjomshoa &

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Sadiqhi (2015, p. 126) Intrinsic motivation refers to the motivation that originated inside a person. Juniar (2016, p. 10) said characterized as natural motivation, it can be found within the individual and related to the individual identity and sense of well-being. Intrinsic motivation is motivation that stimulated by personal interest.

Then the second is extrinsic motivation, according to Anjomshoa & Sadiqhi (2015, p. 126) extrinsic motivation comes from outside source rather than the self as a simply. Chiew Fen & Poh Kiat (2015, p. 98) said the extrinsic motivation comes from outside the individual. Intrinsic motivation and extrinsic motivation are the general kinds of motivation, and it can be develop to the other specific area like education area.

Motivation has a strong relation to reward and punishment. Matera (2010) explained that level of student motivation influenced by external reinforcement (reward and punishment). In the relation of reward and punishment for student motivation, Banko, Cameron, Pierce in Riswanda (2016, p. 16) indicated that student motivation levels increase when rewards are gives. But Kohn argue that reward is no longer distributed to the same student. Matera (2010) said student intrinsic motivation to complete the same task and decreased and even damaged. Reward and punishment really do have a connection to student motivation. According to Ilegbusi (2013) the adoption of reward and punishment system believe in the use of reward and punishment to motivated to learn as they will be motivated to work hard. He also added “students who are successful and

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who derive satisfaction from a learning activity are motivated toward additional learning”. Moberly et al (2005) said Lee canter’s theory of discipline and behavior management points teachers to recognize positive behavior and to use discipline hierarchy of consequence for inappropriate behavior in order to affects student motivation positively.

According to Ilegbusi (2013) punishment is positively able to eliminate wrong response (behavior or action) and speed up learning as a common sense that someone will not continue to what was punished. It affects strengthening the motivation to learn or to do work of students. It can be seen that punishment is needed to motivate student both to avoid and not to repeat inappropriate behavior. Those who believe in positive affect of this issue can rely on the explanation above. Ilegbusi (2013) in his observation, made a statement that the form of reward and punishment of motivation effects seem fairly clear less generally and less permanently effective. Wittmer and Honig in Moberley et al (2005, p.361) believed that with the increase in the use of external reinforcement, children’s social behavior and internal rewards may decrease. Horner et al. (2009) concern pointing that the formal use of reward in school causes students failed to develop their intrinsic motivation or self-managed motivation, and it is supported by Moberly et al. (2005) that a reward can be manipulative to cause intrinsic motivation to decline. According to Sullo (2009, p.33) “the natural reward for learning is the good feeling to accomplish something, not being rewarded”. For the role of punishment in motivating students,

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Illegbusi (2013) told there are more controversies about it since the beginning. Earlier findings simply stated that punishing wrong responses removes them and speed up learning, but later findings indicated that the conditioning of fear of punishment is the primary consideration causing that removal of the punished response. Students might be motivated to high marks in the class, but students motivated by fear of punishment will stop work as soon as the teacher left the class since it is difficult to use punishment effectively to motivate learning of a more permanent character. Philpot in Matera (2010) said punishment handed out to the student is a clear opportunity for him or her to become disinterested or emotionally detached from the person, assignment, or even the environment. That statement show that student motivation can be decreased since students get disinterested or detached from what in related and who punished them. In addition of Illegbusi (2013) p.38, “punishment is mortifying, produces anxiety and is fraught with hazard in teacher-students relationship”. Those are how some studies shows their results arguing reward and punishment actually have bad influences on student motivation through manipulative ways.

7. Curriculum Approach Based on The Research

Curriculum has started to be applied in the school include in the Junior High School Kemala Bhayangkari 1 Pekanbaru.. For a long time ago, all of school in Indonesia applied about KTSP curriculum (2006 curriculum). But now, since 2013 all of the schools started to change



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KTSP curriculum become 2013 curriculum, include Junior High School Kemala Bhayangkari 1 Pekanbaru. Said (2013, p. 163) stated since 1975 curriculum, curriculum 2013 brings innovation for nearly all dimension. Djuwairiah (2014, p.7) stated there are the main purpose of 2013 curriculum, those are to shape the individuals who are faithful in God, good in characters, confident, successful in learning, responsible citizens and positive contributors to the civilization.

2013 curriculum also make a role about teaching English, where English will be used as the essential subject matter. According to Djuwairiah (2014, p.7) the government controls the operation of general and vocational senior secondary school in which English is taught as an essential subject matter. The goal of English teaching is to equip students with the ability to develop:

- a. Oral and written communicative competence to the informal literacy level.
- b. The awareness of the nature and the importance of English roles played in global competition among nation
- c. Understanding about the interrelationships of language and culture.

There are many ways how to equip students ability to develop the goals, one of the ways is with using rewards and punishments. Theory motivational techniques based on needs by Chistoper Winch and John Gingel in Misriyah (2015, p. 86) stated rewards as motivation techniques to meet the needs of achievement in academic and nonacademic students. For



punishments Theory of motivation techniques based on needs by Chistoper Winch and John Gingel in Misriyah (2015, p.87) stated punishment as motivational techniques do things better and there is a change of attitude becomes more disciplined. It can help students to achieve the goals and not only that, with reward and punishments, it can make the students became have a good attitude, motivation and discipline in English learning process and also can help the students achieve the main purpose of curriculum that are good in characters, confident and successful in learning.

B. Relevant Research

1. A qualitative research was conducted by Pratiwi Sri Nur Pebriani from University of Pendidikan Indonesia, entitled *“The Implementation of Rewards and Punishments toward Students’ Motivation in English Learning”*. The researcher conducted the research at junior high school level in 2013. She found that the teacher should use external rewards and will not rely on the rewards to improve their motivation learning and teacher’s intention by implementing the punishment are to motivate the students be better to make them discipline and to reduce the negative behavior.
2. A qualitative research was conducted by Muhammad Riswanda Imawan from University of Muhammadiyah Yogyakarta, entitled *“Students’ Perception on Rewards and Punishment Implemented at English Education Department of University Muhammadiyah Yogyakarta”*. The researcher conducted the research in 2016. The writer focus on reward and

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punishment implemented by lecturer in their coyrse/classroom. The writer found that student of EED UMY can be motivated to learn and work hard by reward or punishment. The students are more interesting in learning by reward, and they get depressed, upset and tired of learning by reward, especially unfair reward and the writer found that student motivation can increase by rewards and punishment, and decrease by punishment.

3. A qualitative research was conducted by Siti Misriyah from STAIN Pekalongan, entitled *“Implementation and Implication of Reward and Punishment toward Character Education at Senior High School in Pematang”*. The researcher conducted the research in 2015. The writer focus on the implementation and the implication of reward and punishment toward character education in SMA Negeri 1 Pematang and SMA PGRI 1 Taman. The writer found that giving award be able to motivate pupils to be able pursue and defend achievement. Reward has implications on character education for shaping learners can practice the noble values of good, based on the values of religious and moral values that thrive in the community such as the attitude of honesty and have a passion for achievement, responsibility and cooperation.

Through these relevant researches, the three researchers have revealed the implementation of rewards and punishments in the classroom. Their researches exactly help the writer to do the writer’s research because the writer also picks up the similar problem even though the writer highlight in which circumstances the teachers use rewards and punishments in teaching to contribute classroom interaction.

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C. Operational Concept

Operational concept is a concept to clarify misunderstanding in this research. The method used in this research is qualitative research, which focuses on implementation of rewards and punishment in learning English. It is necessary to clarify briefly the variable used in this research. The writer will analyze the implementation of rewards and punishments based on Andi, Eamonn & Rachel in Langa (2014, p. 8):

1. The students praised in front of other children.
2. The students got private praise
3. The students got good marks
4. The students got good written
5. The students got comments on their work
6. The students praised by other pupils
7. The students parents get informed of students good behaviour.
8. The students being told off in front of the class.
9. The students being told off in private
10. The students being sent to see the headteacher
11. The teacher explaining what is wrong with students behaviour in front off the class.
12. The students being moved to another seat in the classroom.
13. Parents informed about students naughty behaviour.
14. The students being stopped from going on a school trip.

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CHAPTER III RESEARCH METHOD

A. Research Design

For this research, the writer tried to investigate about the implementation of rewards and punishment where the writer concern about what students' respond about rewards and punishments, as the result, the writer chose the qualitative research. According to Myers (1997) Qualitative research are developed to enable researchers to study social and cultural phenomena. Then, Pope & Mays (1995) stated that qualitative research is the development of concepts which help us to understand social phenomena in natural settings, emphasizing the meanings, experiences and views of the participants.

It means that qualitative is a concept to cover several forms of enquiry that helped the writer to understand and to explain the phenomena; it was the phenomena of the implementation of using rewards and punishment for students achievement in learning English.

B. Time and Location

This research implemented on March and this research conducted at Junior High School Kemala Bhayangkari 1 Pekanbaru on Kartini street.

C. Subject and Object of the Research

1. Subject

The subjects of this research were the students of Junior High School Kemala Bhayangkari 1 Pekanbaru in the academic 2017/2018.



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2. Object

While the object of this research explained about the implementation of rewards and punishments for students' motivation in English learning.

D. Population and Sample

1. Population

According to Gay (2000) population is the group of interest to the researcher, the group to which she or he like to results of the study to be generalized. The population of this research were about the 7th , 8th , and 9th grade students of Junior High School Kemala Bhayangkari 1 Pekanbaru in the academic 2017/2018. There was 7 classes, 2 classes for the 7th grade, 3 classes for 8th grade and 2 classes for 9th grade in this school. The number of students of Junior High School Kemala Bhayangkari 1 Pekanbaru were 136 students.

2. Sample

The population above is large enough to be all taken as sample of the research. So, in this research, the researcher took sample by using purposive sampling. According to Ilker, Sulaiman & Rukayya (2015, p.2) purposive sampling is sets out to find people who can and are willing to provide the information by virtue of knowledge or experience. Ilker (2016, p. 3) stated there are 7 types of purposive sampling:

- a. Maximum variation sampling
- b. Homogeneous sampling

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- c. Typical case sampling
- d. Extreme/deviant case sampling
- e. Critical case sampling
- f. Total population sampling
- g. Expert sampling

In addition, the researcher got 10 students for the 8th grade at Junior High School Kemala Bhayangkari 1 Pekanbaru. The writer got the sample by chose the students who have knowledge or experienced about have no impact about rewards and punishments in the class.

Table.1
The Total Population At Tenth Grade Of Junior High School
Kemala Bhayangkari 1 Pekanbaru

NO	CLASS	POPULATION	SAMPLE
1.	VIII.1	18	3
2.	VIII.2	16	3
3.	VIII.3	17	4

E. Technique for Data Collection

To collect the data of this research, the writer applied participant observation and in-depth interview which are admitted as the methods that can distinct the phenomenon in setting and generate rich understanding of the social action that occurs Reeves, Kuper and Hodges (2008, p. 514).

1. Observation

The writer used the participant observation where the writer will be a part of the group being study (Creswell 2002, Angrosino (2005) in Van Note Chism, Doglas and Hilson, (2008)) because the writer wants to know



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how the teachers implement reward and punishment in the classroom teach where the writer got the natural situation that shows the use of rewards and punishments in learning English.

2. Interview

The writer did interview to get the deeper information on participants' personal perception relating to the implement reward and punishment in teaching English. In accordance with Fontana and Frey (2000, in Creswell 2002, p. 46) described interview is the most powerful ways to understand our fellow human being in this case the participant. The writer used focus on group discussion, where the writer divided the group become 5 groups of two and make video recording to collect the data. Freitas (1998, p. 2) stated focus group is one of the qualitative research methods to answer the question and this is a type of in-depth interview accomplish in a group. The focus of the interview is the interaction inside the group. The writer gave the questions and the participants gave answer, idea or comment during the discussion about the implementation of rewards and punishments in more detail.

3. Triangulation Process

After collecting data by using observation and interview, the writer validated the data by using the triangulation process. Based on Fink (2003, p. 165) Triangulation is the collection of data from different sources (such as observations and interviews), based on the assumption that if multiple



sources of information produce similar results, the credibility of the survey's findings are enhanced.

Furthermore Creswell (2002, p. 259) defines triangulation as the process of corroborating evidence from methods of data collection (such as observations and interviews) in qualitative research. It ensures that the study will be accurate because the information refers on multiple sources of information or processes. In this way, it encourages the writer to develop a report that is both accurate and credible. Based on explanation above, triangulation process will help the writer to make the accurate and credible research by using two kinds of collection data which is classroom observation and interview the participant.

F. Technique of Data Analysis

The writer used data reduction technique. In this research, the writer used three analysis components during collection of the data. After collecting the data, the writer moved among the three components of analysis by using the rest of the time. According to Miles and Huberman (1994), the three components are: data collections were analyzed by transcribing, categorizing and interpreting data. in transcribing, the writer selected the information appropriately which was gained by observed and interview. Then, the writer categorized the data into some categories. After categorizing the data, the writer interpreted the data. In presenting the data, writer arranged the data, describe in order to draw the conclusion. Then, the writer considered about the content based on the writer understanding. The data ready to display through

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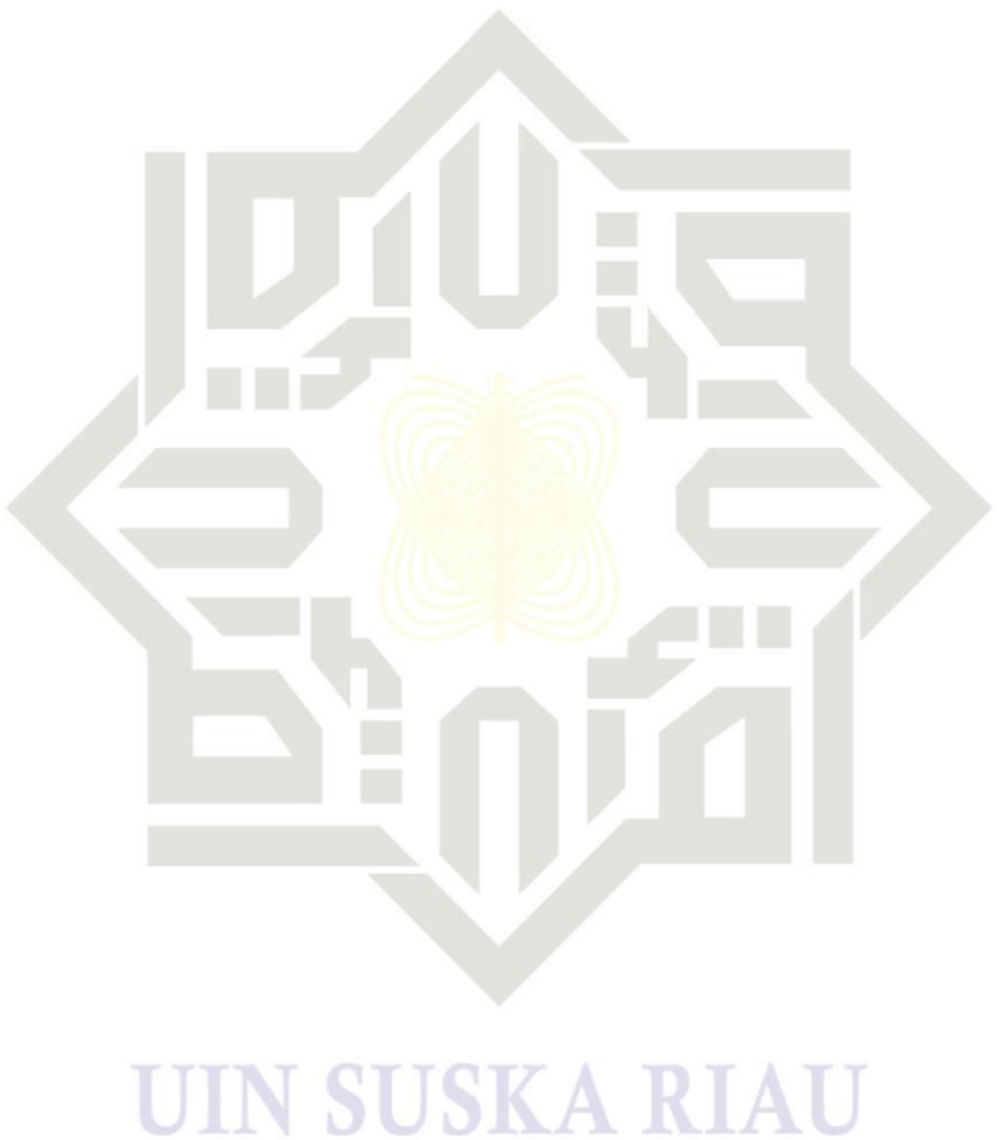
data reduction in order to reduce overlapping unimportant and ambiguous information. In this study, the last step gave conclusions drawn continuously throughout the study.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings from the classroom observation and interview with the teachers, there were some conclusions to draw. For the reward sometimes the teacher use score as a reward and stand up in front of the class and clean the class as the punishment, to make the students more discipline, scared and do not repeat the same mistake. But students become do not affected by the rewards or punishments that give by the teacher because of some of students feels that do not excited and rarely got the reward by the teachers' in the classroom. While in the process of English learning in the class, the teacher did misbehavior to the students like angry with the wrong person and did corporal punishment such us yelling harshly until physical punishment. Beside all of that, it also happened because of the frequency of rarely about giving rewards and too often giving punishment to the students. As a final conclusion, this research confirms previous research findings about the use of rewards and punishments are related to students' motivation in learning. The students are more interesting in learning by reward and they get depressed, upset and tired of learning by over punishments, especially unfair punishment and the writer found that student motivation can increase by rewards and decrease by punishment.

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B. Suggestion

By this research, the researcher hopes, the teachers can do the change in teaching process by using rewards and punishment for students' motivation in English learning. In reward, the researcher suggests the teacher can increase the frequency of giving the reward in the classroom and become fair to give the reward. In punishment, punishment is also important in English learning process to make the students become discipline. the researcher suggest the teacher can change her behavior when implement the punishment to the students such as give the punishment with the reason, do not getting angry or yelled to the wrong students, do not use physical punishment when the students do a mistake, do not too over giving punishment and the use of rewards have to balance with the use of punishment.

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THE DATA OF OBSERVATION

Observe The Implementation Of Rewards And Punishmets In The Clasroom	ENGLISH TEACHER 8 TH GRADE								
	Da y 1	Da y 2	Da y 3	Da y 4	Da y 5	Da y 6	Da y 7	Da y 8	Da y 9
The students praised in front of other children	√					√			
The students got private praise									
The students got good marks									
The students got good written									
The students got comments on their work			√					√	
The students praised by other pupils									
The students parents get informed of students good behaviour.									
The students being told off in front of the class	√	√	√	√	√		√	√	√
The students being told off in private									
The students being sent to see the headtecaher									
The teacher explaining what is wrong with students behaviour in front off the class.		√		√				√	
The students being moved to another seat in the classroom.	√				√				
Parents informed about students naughty behavior.			√			√			
The students being stopped from going on a school trip.									

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OTHERS REWARD AND PUNISHMENT GIVE BY ENGLISH TEACHER

Kinds of reward that gave by the teacher	Memberikan tepuk tangan
Students respond about reward	Siswa terlihat excited terhadap reward yang diberikan oleh guru dan beberapa siswa terlihat biasa saja.
Effect of reward to the student	Biasanya mereka lebih terpacu dan semangat dalam melakukan dan mengerjakan tugas bahasa inggris, seperti mau mangerjakan soal dipapan tulis, menghafal dengan cepat dan menyelesaikan latihan dengan cepat dan benar.
<ul style="list-style-type: none"> Rewards frequency 	Jarang
<ul style="list-style-type: none"> Rewards venue 	Didalam kelas
<ul style="list-style-type: none"> Reason for reward 	Hasil kerja yang bagus dan memuaskan dan mendapatkan nilai tertinggi dalam belajar bahasa inggris
<ul style="list-style-type: none"> Kinds of punishment that gave by the teacher 	Berteriak, melakukan kontak fisik seperti memukul dan pernah menampar, disuruh membersihkan jendelam menyapu lantai, mengepel, membuang sampah, berdiri didepan kelas, dijemur dilapangan, hormat kepada bendera, dan berjalan jongkok
<ul style="list-style-type: none"> Students respond about punishment 	Mengeluh dan menerima
<ul style="list-style-type: none"> Effect of punishment to the student 	Bebereapa siswa ada yang kehilangan semangat, kesal, tertawa dan menerima hukuman yang diberikan. Ada beberapa siswa yang setelah mendapatkan hukuman beberapa hari tidak masuk sekolah.
<ul style="list-style-type: none"> Punishment frequency 	Setiap melakukan kesalahan
<ul style="list-style-type: none"> Punishment venue 	Didalam kelas dan dilapangan
<ul style="list-style-type: none"> Reason for punishment 	Tidak membuat pr, tidak mengerjakan tugas, tidak membawa perlengkapan belajar dan berperilaku tidak baik didalam kelas seperti meribut dan berkelahi.

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INTERVIEW

Interviewees : Student 19 and student 2
 Date : May, 21th 2018
 Place : In Front of Computer Laboratorium

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<p>Kamu siapa namanya ? <i>(what is your name?)</i></p> <p>Kalau kamu? <i>(and you?)</i></p> <p>Miss mau bertanya, reward apa yang pernah kamu terima dari guru Bahasa inggris kamu? <i>(I want to ask you, what kind of reward that you ever received from your english teacher?)</i></p> <p>Score tambahan juga tidak pernah? Itu kan termasuk kedalam reward <i>(additional score also? It included to reward)</i></p> <p>Jarang berarti ya? <i>(so rarely ya?)</i></p> <p>Bagaimana perasaan kamu setelah menerima reward dari ibu guru ? alasannya kenapa? <i>(How do you feel after received a reward by the teacher? And what is your reason?)</i></p> <p>Reward jenis apa yang paling kalian sukai? <i>(what kind of reward do you like?)</i></p> <p>Apa makna reward itu sendiri untuk kamu? <i>(what is reward for you?)</i></p> <p>Bagaimana pengaruh reward itu terhadap motivasi belajar Bahasa inggris kamu dikelas? <i>(How does the reward affect your learning motivation?)</i></p> <p>Sebelumnya apa kalian sudah termotivasi dalam belajar Bahasa inggris?</p>	<ul style="list-style-type: none"> - Murid 2 (student 2) - Murid 19 (student 19) - Tidak pernah, tidak pernah sama sekali. (never) - Pernah, sesekali (yes, rarely) - Iya (anggguk) (yes) - Senang, Iya karena dapat score tambahan tadi, nilai kami jadi tinggi (happy, ya because get the additional score, our score is higher) - Nilai tambahan, kue, makanan (additional score, cake and food) - Buat lebih semangat dan termotivasi (to more excited and motivated) - Jadi lebih giat belajar (more excited to study) - Sudah (yes, iam)
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(Have you been motivated to learn English before?)

Apakah kamu melakukan setelah menerima reward dari ibu guru?

(What do you do after receive a reward by your English teacher?)

Dimana biasanya guru memberikan reward kepada siswa?

(Where does the teacher usually give rewards?)

Dalam keadaan seperti apakah guru memberikan reward?

(In what circumstances does the teacher give a reward?)

Apakah ada contoh dari reward yang tidak memberikan efek positif kepada sikap kamu dalam belajar Bahasa Inggris?

(Are there examples of rewards that do not have a positive effect on you in learning English?)

Apakah menurut kamu pemberian hadiah itu penting dalam proses belajar Bahasa Inggris?

(Do you think that giving gifts as a reward is important in the process of learning English? What is the reason?)

Apakah reward yang diberikan oleh guru membuat kamu menjadi berperilaku baik dalam belajar Bahasa Inggris? Alasannya apa?

(Does the reward given by the teacher make you behave well in learning English? What is the reason?)

Punishment apa yang pernah kamu terima dari guru Bahasa Inggris?

(What punishment have you received from the English teacher?)

Kenapa kalian dijemu dilapangan?

(Why you being dryied on the school yard?)

Bagaimana perasaan kamu setelah

- Senang
(happy)

- Didalam kelas dan didepan kelas
(in the class and in front of class)

- Dalam keadaan belajar seperti pacu pacuan terhadap yang lain.
(When we are active in the class)

- Tidak ada
(nothing)

- Penting, supaya belajarnya lebih giat dan termotivasi
(important, to make us become more motivate)

- Iya.
(yes)

- Jalan jongkok, berdiri didepan kelas, terus menyapu, mengepel, membuang sampah, dijemu dilapangan juga waktu itu miss.
(Waking squatting, standing in front of the class, sweeping, mopping, running around the field.)

- Karena tidak membuat pr
(because we did not make homework)

- Sedih, kesal juga. Harusnya jangan kaya

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menerima punishment dari ibu guru ?
alasan nya apa?

(How do you feel after received punishment from the teacher's? what is the reason?)

punishment apa yang paling membuat kamu takut?

(What punishment makes you most afraid? What is the reason?)

Bagaimana pengaruh punishment itu terhadap motivasi belajar Bahasa Inggris kamu dikelas? Semakin meningkat, menurun atau tidak ada perubahan? Alasannya apa?

(How is the influence of punishment on your English learning motivation in class? Increasing, decreasing or no change? What is the reason?)

Dimana biasanya guru memberikan punishment kepada siswa?

(Where does the teacher usually give punishment to students?)

Dalam keadaan seperti apakah guru memberikan punishment ?

(In what circumstances does the teacher give punishment?)

Apakah menurut kamu pemberian hukuman itu penting dalam proses belajar Bahasa Inggris? Alasannya apa?

(Do you think that punishment is important in the process of learning English? What is the reason?)

Apakah ada hukuman yang membuat kamu menjadi semakin berperilaku tidak baik didalam kelas? Contohnya apa?

(Are there punishments that make you become even worse in class? What is the example?)

Bagaimana perilaku positif dan negative kamu dalam belajar Bahasa Inggris? Baik itu sebelum, ketika mengikuti dan setelah mengikuti pelajaran Bahasa Inggris?

(How is your positive and negative

gitu jugalah miss, jalan jongkok sampai 50 kali keliling lapangan, padahal pr nya Cuma ada 2 yang belum dijawab.

(We were sad and upset because she was told to walk squat 50 times when there were only 2 questions left unanswered)

- Panggil orang tua
(contacted by parents)
- Menurun, kami jadi takut. Kecuali kalau dikasih hadiah.
(decrease, We are afraid and do not motivated, except give rewards make us motivated to learn English)
- Dikelas, didepan kelas, dilapangan juga.
(in the class and school yard also)
- Dalam keadaan tidak membuat pr, meribut didalam kelas, datang terlambat
(when do not make homework, make some noise in the class and coming late)
- Penting, supaya bisa buat jera dan disiplin.
(its importance, to make chary and discipline)
- Ada contohnya jalan jongkok. Kami jadi kesal, gak mau datang ke sekolah lagi miss.
(ya, like walk squat. We felt upset and annoyed, and do not come to school miss)
- Kalau positifnya, kami sengat. Kalau negatifnya kalau udah kena marah gak semnagat lagi kami miss. Kalau negatifnya lagi belajar tu kami malas, kalau positifnya kami belajar baik

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behaviors in learning English?)

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Apakah alasan kamu melakukan perbuatan positif atau negative atau Apakah alasan kamu tidak mau mendengarka perkataan guru walaupun sudah diberikan reward/punishment??

(what is your reason did the positive or negative behavior such as did not hear what teacher said even she have been give you reward or punishment?)

Apakah kamu termasuk siswa yang sangat percaya diri dalam belajar Bahasa inggris?
(are you included in students who are confident?)

Apakah prestasi kamu dalam belajar Bahasa inggris?
(what is your achievement in learning English?)

Apakah kamu semangat setiap kali belajar Bahasa inggris? Alasannya?
(Are you excited every time you study English ?)

Apakah guru kamu pernah memberikan dorongan atau motivasi kepada siswa dalam belajar Bahasa inggris? Contohnya seperti apa ?
(Have your teacher ever given you encouragement or motivation in the classroom? Give me the example?)

Apakah orang tua kamu pernah memberikan dorongan atau motivasi kepada siswa dalam belajar Bahasa inggris? Contohnya seperti apa ?
(Have your parents ever given encouragement or motivation to students in

baik.

(in positively, we are excited, but in negatively if teacher angrywith us, we became do not excited again)

- Okehannya, tiada hari tanpa itu.
(her chatter, no days without it)

- Sangat. Kalau mam bertanya pasti kami menjawab.
(yeah really. If mam ask something, we always give the answer)

- Ikut English club
(follow English club)

- Semangat, semangat. Kadang enggak. Kalau mam tu marah marah gak semangat kami lagi, kadang suka tiba tiba. Dia (aisah) sering kena sasarannya miss.
(if we eager to learn, we keep spirit. But sometimes not. If mam angry with us, we do not eager egaian, and sometimes angry in spontan and she (aisah) often became her target in angry)

- Pernah, misalnya kaya “kalian baik baiklah belajar biar nilainya bagus, biar bisa bangga kedua orang tua”
(ever, like “ you have to be serious tolearn to get good score, so that can make your parents proud of you)

- Pernah, seperti “ belajar Bahasa inggris setinggi tingginya biar bisa keluar negri)
(ya like, learn English higher so that you can go to the other country)



learning English?)

Apakah kamu suka belajar Bahasa Inggris?
(Do you like English?)

Apakah Bahasa Inggris termasuk ke dalam mata pelajaran yang paling kamu sukai?
(Does English include the subjects you like?)

Apakah alasan kamu menyukai atau tidak menyukai pelajaran Bahasa Inggris? Apakah itu ada pengaruhnya kepada sikap kamu dalam belajar Bahasa Inggris di kelas?
(What is your reason being do not like learning English? Is that affect your behavior in learning English in the class?)

Apakah guru yang mengajar menjadi salah satu alasan kamu menjadi menyukai/tidak menyukai pelajaran Bahasa Inggris?
(Is the teacher a factor that causes you like English?)

Apakah kesulitan yang kamu rasakan dalam belajar bahasa Inggris?
(What are your main difficulties and problems in learning English?)

Apakah masalah utama yang kamu hadapi setiap kali belajar Bahasa Inggris?
(What is the main problem that you face every time study English?)

Bagaimana kemampuan kamu dalam bahasa Inggris?
(How is your ability?)

Terima kasih ya atas waktunya untuk interview.
(Thank you for your time)

- Suka, tetapi dengan gurunya tidak suka.
(I like it, but not about the teacher)

- Iya.
(Yes, I do.)

- Tidak suka sama gurunya.
(I do not like the teacher)

- Iya, ada.
(Yes)

- Tidak ada. Kalau ditanya pakai Bahasa Inggris kami paham.
(Nothing, if teacher ask us in English we know and understand)

- Pr nya miss
(The home work miss)

- Iya, bagus.
(Yah, good)

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Interviewers : Student 1 and student 7

Date : May 23th 2018

Place : Class VIII.1

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<p>Selamat pagi, perkenalkan dulu namnya yang laki laki dulu. (<i>good morning, please introduce yourself. Start from the boy</i>)</p> <p>Sekarang miss mau meng interview kalian ya tentang pengaruh reward dan punishment dalam belajar Bahasa inggris kalian. Terutama motivasi kalian dalam belajar Bahasa inggris. Nah yang pertama miss mau bertanya tentang Reward apa yang pernah kamu terima dari guru Bahasa inggris? (<i>now I want to interview you about the effect of reward and punishment in your learning english, especially about your motivation in learning english. so, the first question about what kind of reward you received from your english teacher?</i>)</p> <p>Seandainya guru Bahasa inggris kalian ingin memberikan reward, reward apa yang paling kalian inginkan? (<i>If your teacher wants give you a reward, what reward that you want?</i>)</p> <p>Menurut kalian, apakah reward itu penting dalam proses belajar Bahasa inggris? (<i>do you think reward is important in english learning process?</i>)</p>	<ul style="list-style-type: none"> - Perkenalkan nama saya murid 1 dan nama saya murid 7 (<i>my name is student 1 and my name student 7</i>) - Murid 1: Kalau menurut saya sendiri, kami disekolah belum pernah sama sekali mungkin belum pernah mendapatkan reward dari guru kami. (<i>as I think, we are in this school never get reward from the teacher</i>) Murid 7: Kalau menurut pendapat saya, saya juga belum pernah mendapatkan reward dari guru Bahasa inggris. (<i>in my opinion, I also never get reward from the English teacher</i>) - Murid 7: kalau menurut saya sendiri, saya ingin mendapatkan nilai tambahan. (<i>as I think, I want to get additional score</i>) Murid 1: kalau menurut pendapat saya, saya juga ingin mendapatkan nilai tambahan, jadi murid murid yang lain pun dapat menambahkan nilainya yang kurang-kurang bisa ditambahkan dengan reward tadi. (<i>as I think, I also want to get additional score, so the other students also can get the additional score to their minus score</i>) - Murid 7: kalau bagi pendapat saya, reward itu penting jadi lebih bisa termotivasi untuk belajar Bahasa inggris. (<i>in my opinion, reward is important so it can motivated us in learning English</i>) Murid 1: saya juga sih sama, jadi murid murid yang tadi malas jadi karena ada reward dia mungkin semangat untuk bisa untuk memotivasi murid yang tadi.
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Punishment apa yang pernah kamu terima dari guru Bahasa Inggris?
(What punishment have you received from the English teacher?)

punishment apa yang paling membuat kamu takut?
(What punishment makes you most afraid? What is the reason?)

Em, tunggu. Jadi sebelumnya mam nya pernah ngasih hukuman kontak langsung gitu?
(emm, wait. So your teacher has been give physical punishment?)

Mamanya ngasih hukuman secara tiba tiba atau ada alasannya?
(do your teacher give the punishment spontaneously?)

Apa makna punishment itu sendiri untuk kamu?
(what is punishment itself for you?)

Bagaimana pengaruh punishment itu terhadap motivasi belajar Bahasa Inggris kamu di kelas? Semakin meningkat, menurun atau tidak ada perubahan? Alasannya apa?
(How is the influence of punishment on your English learning motivation in class?)

(me too, so the students that lazy because of rewards maybe can be excited to motivated their self)

- Murid 1: kalau saya belum pernah hehe
(I never get punishment hehe)
Murid 7: kalau saya sendiri, insyaallah juga belum pernah.
(me myself, isyaallah also)

- Murid 1: kalau saya sendiri yang paling saya takut adalah adanya kontak langsung . terus juga mungkin juga bagus jadi muridnya gak nakal nakal lagi.
(for me, I am scared with physical punishment. Actually punishment is good for us, it can give deterrent effect for us)
Murid 7: dan saya sendiri seperti berdiri didepan kelas karena berdiri didepan kelas itu tidak enak.
(for me, iam scared with standing in front of the class)

- Murid 1: Pada teman-teman yang lain pernah.
(yes, to my friends)

- Murid 7: Biasanya ada alasannya.
(usually she has the reason)

- Murid 1: kalau menurut saya punishment itu adalah hukuman yang bisa membuat jera.
(as I think, punishment can give deterrent effect)
Murid 7: kalau saya sendiri juga sama.
(me too)

- Murid 7: kalau menurut saya sendiri mungkin agar siswa itu jera dan merubah sikapnya menjadi lebih baik dan bisa termotivasi untuk belajar Bahasa Inggris. Pertama untuk jera, jadi itu bisa meningkatkan semangat saya lagi untuk belajar.



Increasing, decreasing or no change?
What is the reason?)

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Dimana biasanya guru memberikan punishment kepada siswa?
(Where does the teacher usually give punishment to students?)

Apakah ada hukuman yang membuat kamu menjadi semakin berperilaku tidak baik didalam kelas? Contohnya apa?
(Are there punishments that make you become even worse in class? What is the example?)

Apakah menurut kamu pemberian hukuman itu penting dalam proses belajar Bahasa Inggris? Alasannya apa?
(Do you think that punishment is important in the process of learning English? What is the reason?)

(in my opinion, to make the students Have deferent effect and may be also can increase our motivation in English learnin. First is for deferent effecr, so that it can increase my motivation in english learning)

Murid 1: kalau saya sih juga hampir sama, yaitu untuk jera. Sebenarnya sih bukan untuk memotivasi tetapi untuk ada usaha lainnya untuk mengubah perilaku menjadi lebih baik.

(Almost same,that is for deferent effect. Actually that is not for motivate us but for other effort to change the behavior to be better)

- Murid 1: biasanya kalau kami sedang dikelas yaitu didalm kelas, jadi kalau gurunya sudah terlalu marah mungkin bisa dibuat jadi ke lapangan.
(usually, if we are in the class so, the punishment is in the class, but if the teacher too mad may can be make on the school yard)

- Murid 7: kalau saya sih eee seperti memanggil orang tua, kalau misalnya saya melakukan kesalahan satu kali ketika saya tidak membuat pr saya paling malasnya kalau harus dipanggil orang tua. Jadi ngedown gak semangat.
(for me ee like contacted by parents, if I make a mistake for once when I do not make homework, me too lazy if must contacted my parents. Feeling down and do not excited)

Murid 7: kalau saya sih sama, karna malunya tu misalnya apalagi kalau kita itu dikenal baik dan ternyata disuruh panggil orang tua itu menurut saya enggak hehe
(me too, because of ashamed, when people know you are good student and teacher contacted your parent, I think its not hehe)

- Murid 7: kalau menurut saya sendiri mungkin penting, agar supaya sadar sama kesalahannya, gitu.
(for me its importance, to make we know about our mistake)

Murid 1: sama, ee jadi kalau menurut saya guru yang kejam atau keras itu mungkin



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Bagaimana perilaku positif dan negative kamu dalam belajar Bahasa Inggris? Baik itu sebelum, ketika mengikuti dan setelah mengikuti pelajaran Bahasa Inggris?
(How is your positive and negative behaviors in learning English?)

Apakah kamu termasuk siswa yang sangat percaya diri dalam belajar Bahasa Inggris?
(are you included in students who are confident?)

Apa prestasi kamu dalam belajar Bahasa Inggris?
(what is your achievement in learning English?)

Apakah guru kamu pernah memberikan dorongan atau motivasi kepada siswa dalam belajar Bahasa Inggris? Contohnya seperti apa?
(Has your teacher ever given you encouragement or motivation in the classroom? Give me the example?)

lebih bagus karena biar murid pun juga bisa patuh. Lembut, tapi ada sebagian murid yang sudah dilembutkan malah melunjak.

(same, ee so for me the cruel teacher is good because of can make become obey. Soft, but for some students when teacher being soft to them, they become behave arbitralily)

- Murid 7: kalau menurut saya, kalau tidk moodnya tu saya paling malas kalau guru Bahasa Inggrisnya tu memberikan latihan tetapi ia tidak emnjelaskan dan langsung saja memberikan latihan itu. Kalau lagi moodnya seperti kegiatan ekstrakurikuler, itu menurut saya yang membuat mood.

(for me, if iam not mood, I do not like when the teacher give the exercise but she do not explain it. If iam in good mood like extracurricular, I think that is make me in good mood)

Murid 1: kalau saya tidak moodnya itu sepert kalau lagi awal masuk sudah menceramahi atau memarahi jadi rasanya udah kaya ga mood langsung.

(iam not in good mood if when the teacher come in the beginning she angry, so it feel like bad mood)

- Murid 1: Iya.
(yes)

- Murid 7: Belum pernah.
(never)

- Murid 7: kalau saya sendiri ee pernah. Cuman seperti mengatakan “ kalian harus bisa berbahasa Inggris karena bahasa Inggris itu mudah lho, karena bahasa Inggris itu digunakan sebagai Bahasa internasional, jadi kalian harus bisa berbahasa Inggris, jadi ketika kalian ketemu dengan orang asing kalian bisa berbahasa Inggris.

(I ever, like you have to good in English because of English is easy, because of



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Apakah orang tua kamu pernah memberikan dorongan atau motivasi kepada siswa dalam belajar Bahasa Inggris? Contohnya seperti apa ?
(Have your parents ever given encouragement or motivation to students in learning English?)

Apakah kamu suka belajar Bahasa Inggris?
(Do you like English ?)

Apakah Bahasa Inggris termasuk ke dalam mata pelajaran yang paling kamu sukai?
(Does English include the subjects you like?)

Apakah kesulitan yang kamu rasakan dalam belajar bahasa Inggris?
(What are your main difficulties and

English is international language, so that you have to could be speak in English, so if you meet foreign, you can speak English)

Murid 1: kalau saya sendiri sih motivasinya, jadi mam itu sering mengatakan kepada saya kalau Bahasa Inggris itu tidaklah susah, karena sudah belajar dari sd, jadi tinggal menyambung ke smp saja

(for me, the motivation is like, mam often said to me that English is easy, because of have learn in elementary school, so it can continued in primary school)

- Murid 1: pernah, bahkan orang tua saya pun dirumah menyuruhh sayan untuk ikut les Bahasa Inggris.

(ya, my parents ask me to follow English private)

Murid 7: kalau saya sendiri mungkin bukan dari orang tua, tapi dari kakak, soalnya kakak saya pandai Bahasa Inggris.

(for me its may not from my parents, but from my sister because of she can speak English)

- Murid 7: kalau saya sendiri suka

(me, my self like it)
Murid 1: kalau saya sendiri juga suka, tapi yang tidak disukai itu mungkin dari gurunya. Tapi kalau misalnya gurunya baik, mungkin saya suka.

(me too, but may do not like with the teacher, but if the teacher is good, may I like it)

- Murid 7: kalau saya pribadi iya, karena saya ingin berinteraksi dengan menggunakan Bahasa Inggris

(for me, because of I want to have some interaction with using English)

Murid 1: kalau saya sendiri termasuk juga sih, tapi kalau saya tidak suka Bahasa Inggris dikelas 8 ini mungkin karena gurunya.

(me too, but, if I do not like English in 8th grade it because of the teacher)

- Murid 7: kalau saya sendiri sih lebih seperti menyusun kata kaya dikasih latihan tentang cerita jadi itu sulit. Vocab juga.



problems in learning English?)

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Apayang paling kamu sukai dan [aling tidak kamu sukai dari belajar dengan guru Bahasa Inggris kamu dikelas?
(what do you like and do not like study with your English teacher in the class?)

Biasanya bagaimana sih cara mam mengajar dikelas itu?
(how is the teacher teach you in the class?)

Ooh iya iya kalau begitu, nah kalau begitu sudah selesai. Terimakasih banyak ya atas waktunya
(ooh okay, finish. Thankyou so much for your time)

(for my self like arranged the word like give by the story is hard, vocabulary also)

Murid 1: kalau saya mungkin menyusun kata yang ada tambahan kata verb 1, verb 2 nya itu.

(for me like arranged the word with verb 1, verb 2)

- Murid 1: kalau saya sendiri tidak suka cara mnegajarnya,

(for me, I do not like how she teach us)

Murid 7: kalau saya sih juga sama.

(me too)

- Murid 7: Biasanya pertama belajar menggunakan buku, dijelaskan sebentar oleh mam. Habis itu dsuruh hafal vocab. Setelah itu disuruh mengerjakan latihan, padahal materinya masih belum terlalu paham

(usually, she teach us first with using book, she explain for a while. The she told us to memorize the vocabulary, after that she told us to do a task, while we still do not understand with the material)

State Islamic University of Sultan Syarif Kasim

UIN SUSKA RIAU



Interviewers : Student 21 and student 14

Date/Day : May 24th 2018

: Class VIII.2

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<p>- selamat pagi, coba perkenalkan dulu dirimu (<i>good morning, please introduce yourself</i>)</p> <p>- nah sekarang miss mau bertanya tentang penggunaan reward dan punishment dalam motivasi belajar Bahasa inggris kalian. Pertanyaan pertama yang ingin miss kasih itu adalah Reward apa yang pernah kamu terima dari guru Bahasa inggris? (<i>now, I want to ask you about the implementation of rewards and punishments in your learning motivation. First, what kind of reward that you ever received from your english teacher?</i>)</p> <p>- Bagaimana perasaan kamu setelah menerima reward dari ibu guru ? alasannya apa? (<i>How do you feel after received a reward by the teacher? And what is your reason?</i>)</p> <p>- Reward apa yang paling kamu sukai? (<i>what kind of reward do you like?</i>)</p> <p>- Bagaimana pengaruh reward itu terhadap motivasi belajar Bahasa inggris kamu dikelas? (<i>How does the reward affect your learning motivation?</i>)</p> <p>- Dimana biasanya guru memberikan reward kepada siswa? (<i>Where does the teacher usually give rewards?</i>)</p> <p>- Apakah ada contoh dari reward yang tidak memberikan efek positif kepada sikap kamu dalam belajar Bahasa inggris? (<i>Are there examples of rewards that do not have a positive effect on you in learning English?</i>)</p>	<p>- perkenalkan saya murid 21 dan saya murid 14 (<i>my name is 21 And my name is 14</i>)</p> <p>- murid 21 : score juga pernah dikasih kaya hadiah makanan gitu (<i>score andteacher give me a reward like food</i>) murid 14: D: nilai (score)</p> <p>- murid 21 :Senang (<i>happy</i>) murid 14: senang terus juga mungkin lebih termotivasi (<i>happy and more enthusiasm</i>)</p> <p>- murid 21 : Score</p> <p>- murid 21 :Lebih semangat belajar (<i>wants study more</i>)</p> <p>- murid 14:Didalam kelas (<i>in the class</i>)</p> <p>- Tidak ada. (<i>nothing</i>)</p>
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Apakah menurut kamu pemberian hadiah itu penting dalam proses belajar Bahasa Inggris?
((Do you think that giving gifts as a reward is important in the process of learning English? What is the reason?))

punishment apa yang pernah kamu terima dari guru Bahasa Inggris?
((What punishment have you received from the English teacher?))

Bagaimana perasaan kamu setelah menerima punishment dari ibu guru ? alasannya apa?
((How do you feel after received punishment from the teacher's? what is the reason?))

punishment apa yang paling membuat kamu takut? Alasannya apa?
((What punishment makes you most afraid? What is the reason?))

Bagaimana pengaruh punishment itu terhadap motivasi belajar Bahasa Inggris kamu dikelas? Semakin meningkat, menurun atau tidak ada perubahan? Alasannya apa?
((How is the influence of punishment on your English learning motivation in class? Increasing, decreasing or no change? What is the reason?))

Biasanya mam memberikan punishment terhadap kalian itu ada alasannya atau tidak?
((when your teacher give punishment, is there with the reason or not ?))

Apakah ada contoh dari punishment yang

- Penting.
(important)
- Jalan jongkok waktu tidak bisa mengerjakan pr.
(walking squat when can not do homework)
Murid 14: tidak pernah.
(never)
- Murid 14: kadang kadang sedih, kesal. Karna soalnya pr yang tidak dikerjai hanya sedikit tapi jalan jongkoknya banyak sekali. Hukumannya disamain dengan yang tidak membuat pr sama sekali.
(sometimes sad and feeling annoyed. Because of the homework only do not finished just a little but the walking squat is too much. And the punihsmnet is same with students who do not make homework)
- Murid 2.1:Panggil orang tua
(contacted by parents)
Mrid 14: pukulan dan panggil orang tua.
(physical punishment and contacted by parents)
- Murid 2.1: Kadang meningkat, kadang menurun.
(sometimes increase and decrease)
Murid 14: menurun karena takut itu miss.
(decrease because of scared miss)
- Murid 14: kadang ada alasannya tp kadang dia itu sering salah sangka
(sometimes she give punishment with the reason and sometimes give punihsmnet to the wrong students)
- Murid 2.1 = Punishment memukul dan



membuat kamu menjadi semakin malas untuk belajar Bahasa Inggris?
 (Are there punishments that make you become even worse in class? What is the example?)

Bagaimana perilaku positif dan negatif kamu dalam belajar Bahasa Inggris? Baik itu sebelum, ketika mengikuti dan setelah mengikuti pelajaran Bahasa Inggris?
 (How is your positive and negative behaviors in learning English?)

Apakah kamu termasuk siswa yang sangat percaya diri dalam belajar Bahasa Inggris?
 (are you included in students who are confident?)

Apa prestasi kamu dalam belajar Bahasa Inggris?
 (what is your achievement in learning English?)

Apakah guru kamu pernah memberikan dorongan atau motivasi kepada siswa dalam belajar Bahasa Inggris? Contohnya seperti apa?
 (do your teacher ever given you encouragement or motivation in the classroom? Give me the example?)

Apakah orang tua kamu pernah memberikan dorongan atau motivasi kepada siswa dalam belajar Bahasa Inggris? Contohnya seperti apa?

kontak fisik.
 (punishment like hitting and physical punishment)

- Murid 2.1=Kalau lagi mood ya semangat aja belajarnya, kalau lagi gak mood rasanya malas aja liat yang ngajarnya tu.
 (if in good mood ya feeling excited when study English, when bad mood ya I felt like so lazy to look who teach us)

Murid 14: kalau lagi mood, semuanya mau dipelajari. Tapi kalau lagi gak mood, malas aja mau ngapa ngapain. Malas aja nengoknya.
 (when mood, I want to learn about all, but if not, too lazy to do something and see the teacher)

- Murid 2.1: kadang kadang ya
 (sometimes yes)
 Murid 14: iya
 (yes)

- Murid 2.1: lomba pidato
 (speech contest)
 Murid 14: belum pernah.
 (never)

- Murid 14: biasanya mam bilang "rajin rajinlah belajar bahasa Inggris, bahasa Inggris itu bahasa internasional. Harus bisa, biar bisa ngomong dengan orang asing, biar paham"
 (usually she said "diligently in learning English, English is international language. You have to can speak English, so that you can speak English with foreign")
 Murid 2.1: ya mam Cuma bilang, rajin rajin belajar Bahasa Inggris, biar bisa membanggakan nama sekolah"
 (yeah, she said study hard in English, so that can make proud the school)

- Murid 2.1 dan 14: Ada.
 (yes)

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(Have your parents ever given encouragement or motivation to students in learning English?)

Apakah kamu suka belajar Bahasa Inggris?
(Do you like English?)

Apakah Bahasa Inggris termasuk ke dalam mata pelajaran yang paling kamu sukai?
(Does English include the subjects you like?)

Apakah guru yang mengajar menjadi salah satu alasan kamu menjadi menyukai/ tidak menyukai pelajaran Bahasa Inggris?
(Is the teacher a factor that causes you like English?)

Apa saja alasan yang membuat kamu menjadi menyukai/ tidak menyukai pelajaran Bahasa Inggris? Apakah itu ada hubungannya dengan reward dan punishment yang diberikan oleh guru?
(What is your reason like or do not like English subject? Is that related with reward and punishment from the teacher?)

Apa kesulitan yang kamu rasakan dalam belajar Bahasa Inggris?
(What are your main difficulties and problems in learning English?)

apa yang paling kamu sukai dan tidak kamu sukai dari guru ketika mengajar di dalam kelas?
(What is you like the most and do not like the most when your teacher teach you in the class?)

- Murid 2.1: Iya kadang kadang.
(yes sometimes)
- Murid 14: Iya, karena suka aja. Jadi bisa tau segalanya.
(yeah because I like it, so could know everything)
- Murid 14: Iya
(yes)
Murid 2.1: tidak
(no)
- Murid 2.1: Tidak
(no)
- Murid 2.1 : kesulitan dalam merangkai (vocab)
(confused when arranged vocabulary)
Murid 14:: merangkai kata dan kosa kata
(arrange word and vocabulary)
- Amurid 2.1: yang disukai, kalau lagi mengajar itu tegas gitu, tetapi gak sukanya kadang suka marah marah sendiri, kadang ada alasannya. Tetapi kadang marahnya sama orang satu, semuanya jadi ikutan kena.
(I like when she teach us assertive, but do not like if the teacher getting angry without no reason, but sometimes the teacher angry with 1 student and will angry to all students)
Murid 14: sukanya kadang sambal bercanda juga kadang juga tegas, yang tidak disukai itu ketika marah tanpa alasan.
(I like when teacher teach with making joke and sometimes being assertive, I do

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not like if the teacher angry without the reason)

Maaf klo sekian dulu ya, terimakasih atas waktunya ya.
(okay, thank you for your time)

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UIN SUSKA RIAU



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Interviewers : Student 18 student 8

Date : May, 25th 2018

: in front of computer laboratorium

Day

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

Selamat pagi, boleh perkenalkan dirinya dahulu
(*good morning, please introduce yourself*)

Baik sekarang miss mau bertanya tentang penggunaan reward dan punishment yang diberikan oleh guru Bahasa Inggris kalian terhadap motivasi belajar Bahasa Inggris kalian di kelas, yang pertama miss mau nanya tentang, reward apa yang pernah kamu terima dari guru Bahasa Inggris kamu?
(*now, I want to ask you about the implementation of rewards and punishment that give by your teacher to your motivation in english learning. what kind of reward that you ever received from your english teacher?*)

Seandainya, guru kalian mau memberikan reward kepada kalian, reward apa yang paling kalian inginkan untuk memotivasi belajar kalian didalm kelas?
(*when your teacher give you reward, what kind of reward that you ever received from your english teacher?*)

Apakah mneurut kamu reward itu penting dalam proses belajar Bahasa Inggris?
(*Do you think that giving gifts as a reward is important in the process of learning English? What is the reason.?*)

Apakah kalian pernah mendapatkan punishment dari guru bahasa Inggris?
(*What punishment have you received from the English teacher?*)

Bagaimana perasaan kamu setelah

- Nama saya murid 18 dan nama saya murid 8
(*my name is student 18 and my name is student 8*)

- Murid 18: kalau saya tidak pernah mendapatkan reward
(*me never get reward*)
Murid 8: saya juga tidak
(*me too*)

- Murid 8: jam
(*watch*)
Murid 18: bagi saya tidak perlu, cukup dikasih pujian untuk lebih semangat belajar saja
(*I think that is do not need to give it, its enough to give a praised to make more motivated*).

- Murid 18: sebenarnya sih tidak penting, untuk menyemangatkan dalam belajar saja.
(*actually that is no timportant, only for give fight in learning process*)
Murid 8: sebenarnya juga gak penting sih, Cuma untuk pemberian saja.
(*actually not important also, it just a gift*)

- Murid 18:Pernah, sering hehe
(*yes, often hehe*)

- Murid 18: menyesal sih karena sudah



menerima punishment dari ibu guru ?
alasan nya apa?

(How do you feel after received punishment from the teacher's? what is the reason?)

punishment apa yang paling membuat kamu takut? Alasannya apa?

(What punishment makes you most afraid? What is the reason?)

Bagaimana pengaruh punishment itu terhadap motivasi belajar Bahasa Inggris kamu dikelas? Semakin meningkat, menurun atau tidak ada perubahan? Alasannya apa?

(How is the influence of punishment on your English learning motivation in class? Increasing, decreasing or no change? What is the reason?)

Dimana biasanya guru memberikan punishment kepada siswa?

(Where does the teacher usually give punishment to students?)

Dalam keadaan seperti apakah guru memberikan punishment ?

(In what circumstances does the teacher give punishment?)

Apakah menurut kamu pemberian hukuman itu penting dalam proses belajar Bahasa Inggris? Alasannya apa?

(Do you think that punishment is important in the process of learning English? What is the reason?)

Apakah ada hukuman yang membuat kamu menjadi semakin berperilaku tidak baik didalam kelas? Contohnya apa?

(Are there punishments that make you become even worse in class? What is the

melakukan kesalahan

(I feel sorry because of make mistake)

Murid 8: merasa rugi karena tidak bisa menyelesaikan tugas.

(feeling lose because can not finish my task yet)

- Murid 18: Jalan jongkok, dijemur diluar panas

(walkig squat and dried ion school yard)

Murid 18 : dijemur diluar

(dried on the school yard)

Murid 8: jalan jongkok, sakit miss

(walking squat, because of hurt)

- Murid 8: menjadi menurun

(decrease)

Murid 18: terima terima saja

(accept)

- Murid 18: Didepan kelas

(In front of the class)

Murid 8: di lapangan

(On the school yard)

- Murid 8: dalam keadaan marah

(when angry)

Murid 18: tidak membuat pr

(did not make homework)

- Murid 18: bagi saya sih itu penting, karena supaya siswa itu tidak memberontak guru.

Mereka salah masak tidak dihukum

(I think it is importance, to make students do not rebel to the teacher, they wrong why do not give a punishment)

Murid 8: penting, supaya mereka jera kalau tidak membuat tugas

(ya, importante, to make they become deterrent if do not make a task)

- Murid 18: Tidak ada

(nothing)

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example?)

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Bagaimana perilaku positif dan negative kamu dalam belajar Bahasa Inggris? Baik itu sebelum, ketika mengikuti dan setelah mengikuti pelajaran Bahasa Inggris?
(How is your positive and negative behaviors in learning English?)

Tidak mood itu biasanya karena apa?
(what is the reason of badmood?)

Apakah kamu termasuk siswa yang sangat percaya diri dalam belajar Bahasa Inggris?
(are you included in students who are confident?)

Apa prestasi kamu dalam belajar Bahasa Inggris?
(what is your achievement in learning English?)

Apakah kamu semangat setiap kali belajar Bahasa Inggris? Alasannya?
(Are you excited every time you study English?)

Apakah guru kamu pernah memberikan dorongan atau motivasi kepada siswa dalam belajar Bahasa Inggris? Contohnya seperti apa?
(Have your teacher ever given you encouragement or motivation in the classroom? Give me the example?)

Apakah orang tua kamu pernah memberikan dorongan atau motivasi kepada siswa dalam belajar Bahasa Inggris? Contohnya seperti apa?
(Have your parents ever given encouragement or motivation to students in

- Murid 18: Sikap positive saya biasanya memperhatikan guru, kalau negatifnya saya tidur.

(ya in positive, usually I paying attention with the teacher, and the negative is iam sleeping)

Murid 8: kalau positive nya saya mengerjakan tugas, kalau negatifnya tidak mengerjakan tugas.

(in positive, I do my tasks, and when iam not, I do not do the task)

- Murid 8: Bosan aja gitu
(bored)

- Murid 18: Iya
(yes)

- Murid 8: Tidak ada
(nothing)

- Murid 18: sedang
(standard)
Murid 8: tida terlalu
(not really)

- Murid 8 : Pernah, sering. Rajin-rajin belajar
(ya. Often. Be diligent in studying)
Murid 18 : ee jangan bermain main dalam pelajaran Bahasa Inggris
(ee do not play in study English)

- Murid 18: Pernah, jarang
(ever, rarely)



learning English?)

Apakah kamu suka belajar Bahasa Inggris?
(Do you like English?)

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Apakah Bahasa Inggris termasuk ke dalam mata pelajaran yang paling kamu sukai?
(Does English include the subjects you like?)

Bagaimana cara guru Bahasa Inggris itu memberikan materi kepada kalian? Lebih banyak materinya atau lebih banyak mainnya biasanya?
(how is your teacher give material to you?)

Apa kesulitan dan masalah utama yang kamu rasakan dalam belajar bahasa Inggris?
(What are your main difficulties and problems in learning English?)

Bagaimana kemampuan kamu dalam bahasa Inggris?
(how is your ability)

apa yang paling kamu sukai dan tidak kamu sukai dari mam ketika mengajar di dalam kelas?
(what is you like and do not like the most from your teacher when teach you in the class?)

- Murid 8: sangat suka
(really like)
H: tidak terlalu
(not really)
- Murid 18: hmm ya, alasannya yaitu karena Bahasa Inggris ini merupakan pelajaran yang sangat susah dipelajari jadi harus dipelajari betul betul.
(mm ya, the reason is because of English is difficult so must be studying in serious)
Murid 8: iya, asik aja belajarnya
(ya, so enjoy)
- Murid 18 dan 8: Tidak
(no)
- Murid 18: lebih banyak dikasih latihan
(too much in exercise)
Murid 8: seimbang aja
(balance)
- Murid 18: tidak tahu cara mengartikan
(do not know how to translate)
Murid 8: cara membacanya,
(How to read)
- Murid 18 dan 8: Sedang
(standard)
- Murid 18: ee setiap guru Bahasa Inggris masuk ke dalam kelas pasti ada yang dimarahinya, kalau disukai itu waktu lagi bercanda.
(ee everytime the teacher come to the class, always get angry with the student and like when making a joke)
Murid 8: kalau saya yang tidak disukai, terlalu panjang menjelaskan materinya, bosan aja. Kalau yang disukai ya main game.
(for me, do not like when the teacher too long explain the material, bored. I like when playing game)



UIN SUSKA RIAU

baiklah sekian dulu ya, terimakasih atas waktunya ya.

(okay, thankyou for your time)

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UIN SUSKA RIAU



Interviewers : Student 9 and student 13

Date : May, 25th 2018

Place : in front of computer laboratorium

Day

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<p>Selamat pagi, boleh perkenalkan dirinya terlebih dahulu? (<i>good morning, please introduce yourself</i>)</p> <p>Nah sekarang miss mau bertanya tentang penggunaan reward dan punishment dalam memotivasi kalian dalam belajar Bahasa Inggris. Reward dan punishment tau kan artinya? (<i>now, I want to ask you about the implementation of rewards and punishment in your learning motivation in english. do you know the meaning of reward and punishment?</i>)</p> <p>Nah pertanyaan pertama yang mau miss kasih, Reward apa yang pernah kamu terima dari guru Bahasa Inggris? (<i>I want to ask you, what kind of reward that you ever received from your english teacher?</i>)</p> <p>Bagaimana perasaan kamu setelah menerima reward dari ibu guru? alasannya apa? (<i>How do you feel after received a reward by the teacher? And what is your reason?</i>)</p> <p>Reward apa yang paling kamu sukai jika diberi oleh mam? (<i>what kind of reward do you like?</i>)</p> <p>Apa yang kamu lakukan setelah menerima reward dari ibu guru? (<i>What do you do after receive a reward by</i></p>	<ul style="list-style-type: none"> - Nama saya murid 9 dan nama saya murid 13 (<i>my name is student 9 and me student 13</i>) - Murid 9 dan 13: Iya tau. (<i>yes, we know</i>) - Murid 13 : tidak pernah sama sekali (<i>never</i>) Murid 9: tidak pernah sama sekali dalam bentuk materi, tapi seperti penyemangatan (<i>never give reward in material, but like motivation</i>) - Murid 13: ya pastinya tentunya senang (<i>ofcourse happy</i>) - Murid 9: Ee pastinya tidak perlu dalam bentuk materi, seperti penyemangatan dalam belajar itu saja sudah cukup. (<i>ee, ofcourse do not need to give reward like in material, like a praised and motivate us its enough</i>) - Murid 9: dalam bentuk nilai saja, tidak perlu uang (<i>just score, do not need money</i>) - Murid 9: ya tentunya pasti senang (<i>ofcourse happy</i>) Murid 13: ya pastinya senang lah miss,
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your English teacher?)

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Apakah menurut kamu pemberian hadiah itu penting dalam proses belajar Bahasa Inggris?
(Do you think that giving gifts as a reward is important in the process of learning English? What is the reason?)

Apakah kalian pernah mendapatkan punishment dari mam dewi?
(What punishment have you received from the English teacher?)

Hukumannya dalam bentuk apa tu?
(what kinds of punishments?)
 Bagaimana perasaan kamu setelah menerima punishment dari ibu guru? alasannya apa?
(How do you feel after received punishment from the teacher's? what is the reason?)

Biasanya mam kasih punishment itu karna ada alasannya atau tiba tiba saja?
(is your teacher give punishment with or without ea reason?)

punishment apa yang paling membuat kamu takut? Alasannya apa?
(What punishment makes you most afraid? What is the reason?)

Bagaimana pengaruh punishment itu terhadap motivasi belajar Bahasa Inggris kamu dikelas? Semakin meningkat, menurun atau tidak ada perubahan? Alasannya apa?
(How is the influence of punishment on your English learning motivation in class? Increasing, decreasing or no change? What is the reason?)

Dalam keadaan seperti apakah guru memberikan punishment?
(In what circumstances does the teacher

soalnya kan gak pernah hehe
(ofcourse happy, because never hehe)

- Murid 9: enggak sih miss, pastinya kalau memang dikasih kan untuk buat lebih semangat belajar. Tapi kalau enggak pun ya gak papa.
(not really, if we get it can make us more motivate to study, but if its not, its okay)

- Murid 9:Pernah miss, sering.
(yes miss, often)

- Murid 13: Dalam bentuk hukuman miss, ee omelan hehe, jalan jongkok, bersihkan jendela
(like being scolded hehe. Walking squat, clean the window)

- Murid 9: Ya pastinya pasti kesal, tapi ya kesalnya gak lama.
(ofcourse felling down, but not for a long time)

- Murid 9 :Karena ada alasannya, tapi kadang-kadang juga engga miss.
(because of there is a reason, but sometimes not)

- Murid 9: Hehe, tentunya seperti hormat bendera.
(yes, like honor the flag)
 Murid 13: kalau saya dipanggil orang tua miss.
(contacted by parents)

- Murid 9:Tentunya kalau memang ada memang betulan salah, tidak terpengaruh. Tapi kalau tidak ada salah, itu memang mempengaruhi cara belajar.
(if that is our mistake, that is okay. But, if its not, it affect our learning process)
 Murid 13: kalau saya meningkat miss.
(increase miss)

- Murid 9:Misalnya dalam keadaan seperti tidak membawa pr, tidak membawa perlengkapan ke sekolah



give punishment?)

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Apakah ada contoh dari punishment yang membuat kamu menjadi semakin malas untuk belajar Bahasa Inggris?
(Are there punishments that make you become even worse in class? What is the example?)

Apakah menurut kamu pemberian hukuman itu penting dalam proses belajar Bahasa Inggris? Alasannya apa?
(do you think giving punishment in learning process is important? What is the reason?)

Apakah ada hukuman yang membuat kamu menjadi semakin berperilaku tidak baik didalam kelas? Contohnya apa?
(Are there punishments that make you become even worse in class? What is the example?)

Bagaimana perilaku positif dan negative kamu dalam belajar Bahasa Inggris? Baik itu sebelum, ketika mengikuti dan setelah mengikuti pelajaran Bahasa Inggris?
(How is your positive and negative behaviors in learning English?)

Apakah kamu termasuk siswa yang sangat percaya diri dalam belajar Bahasa Inggris?
(are you included in students who are confident?)

Apa prestasi kamu dalam belajar Bahasa Inggris?
(what is your achievement in learning English?)

Apakah guru kamu pernah memberikan dorongan atau motivasi kepada siswa

(for the examples like when we do not make homework, do not bring stuff)
Murid 13: dan kalau meribut dikelas.
(make some noise in the class)

- Murid 9: Tidak ada
(nothing)

- Murid 13: Penting, tapi jangan terlalu berlebihan.
(important, but do not too much)

- Murid 13: kalau saya miss, kalau tidak lagi moodnya saya tidur.
(me if bad mood, iam sleeping)
Murid 9: saya juga sih miss, kalau lagi gak mood kadang tidur atau golek-golek
(me too miss, if bad mood sometimes sleeping and lying down)

- Murid 13: Iya.
(yes)

- Murid 9: Banyak sih miss, seperti lomba baca puisi
(so many miss, like poem contest)

- Murid 13: Kalau saya kadang-kadang miss,
(me sometimes miss)
Murid 9: tergantung mood pada hari itu.
(based on the day)

- Murid 9: Pernah miss, contohnya “ jangan membolos, pokoknya datang saja setiap hari”
(ever miss, like don't alpha, ya always coming everyday)

- Murid 13: pernah miss, misalnya biarlah datang, pokoknya belajar aja



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dalam belajar Bahasa Inggris? Contohnya seperti apa ?
(Has your teacher ever given you encouragement or motivation in the classroom? Give me the example?)

Apakah orang tua kamu pernah memberikan dorongan atau motivasi kepada siswa dalam belajar Bahasa Inggris? Contohnya seperti apa ?
(Have your parents ever given encouragement or motivation to students in learning English?)

Apakah kamu suka belajar Bahasa Inggris?
(Do you like English ?)

Apakah Bahasa Inggris termasuk ke dalam mata pelajaran yang paling kamu sukai?
(Does English include the subjects you like?)

Apa alasan kamu menyukai atau tidak menyukai pelajaran Bahasa Inggris? Apakah itu ada pengaruhnya kepada sikap kamu dalam belajar Bahasa Inggris di kelas?
(What is your reason being do not like learning English ? is that affect your behavior in learning English in the class?)

Apakah guru yang mengajar menjadi salah satu alasan kamu menjadi menyukai/ tidak menyukai pelajaran Bahasa Inggris?
(Is the teacher a factor that causes you like English)

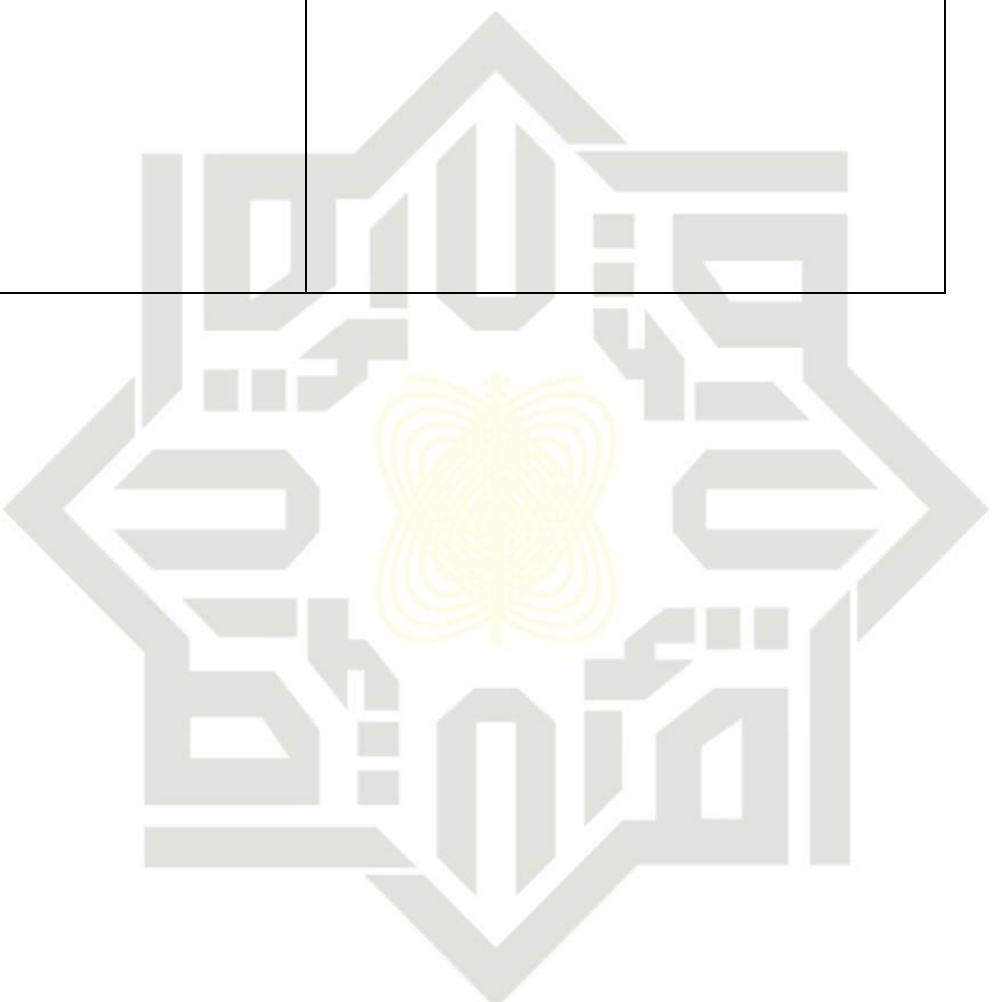
Bagaimana kemampuan kamu dalam bahasa Inggris?
(how is your ability in English?)

ur teacher when teach you in the class?

(ever miss, like coming and studying)

- Murid 9: tentunya pernah
(ofcourse yes)
Murid 13: iya pernah miss
(yes)
- Murid 9: iya
(yes)
Murid 13: tidak, Karena dari sd juga gak suka miss
(no, because since in elementary school I do not like English)
- Murid 13: Ee iya sih, karena banyak lagu lagu dari Bahasa Inggris yang saya hafal.
(ya, because of so many songs from English I have memorize)
- Murid 9: Tentunya iya.
(ofcourse yes)
- Tidak ada
(nothing)
- Murid 13: ee kalau saya miss, menghafal miss
(ee for me, memorize miss)
Murid 9: sama juga miss, menghafal tu paling susah miss.
(me too, memorize is the most difficult)
- Murid 9: Ee tergantung moodnya pada hari itu.
(ee based on the mood at the day)
- Murid 9: Ee gak terlalu pintar gak terlalu bodohh juga.
(ee not too smart and not tooo stupid)
- Murid 13: Waktu baru masuk itu ibaratnya langsung mengomel, tanpa ada alasan

hehe.
(when coming like angry without the reason hehe)



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UIN SUSKA RIAU



Interview the teacher

Name : Dewita Sari, S.pd

Date : Monday, May 21th 2018

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QUESTIONS	TEACHER ANSWER
1. do you applied reward and punishment method in teaching English ?)	<i>Ee, sometimes yes sometimes no</i>
2. What is the benefit of applied reward for the students ?	<i>The benefit is, reward can make the students become more excited.</i>
3. How is students positive respond after received the reward from you ?	<i>The positive respond ya they are happy. May be they want to study more to get the reward.</i>
4. How is students negative respond after received the reward?	<i>Sometimes, they felt proud of their self. Too much proud of their self. So sometimes they felt chesty. But not all students felt like that.</i>
5. What respond that usually students give after received the reward?	<i>Ya happy, they are happy.</i>
6. What kind of reward that you applied in the learning English process?	<i>Usually I give praised, score. Ya generally praised in front of the class.</i>
7. What rewards that you often applied in learning English process?	<i>I ever give score, I give additional score from their friends.</i>
8. How often you give reward to the students in learning English?	<i>Ya not every day, it based on the class. If the class need reward, so I give it to them to increase their enthusiasm. But if not, I will not give it to them.</i>
9. What is students effect after receive reward from you?	<i>Excited ya, excited.</i>
10. What is reason of giving reward	<i>To make them become want to</i>



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to the students in learning English?	<i>study more, to push their enthusiasm. So that, they become more motivate, to make the learning process become more interest, become not sleepy.</i>
11. Where is usually you give the reward to the students?	<i>In the class, in front of the class.</i>
12. Do you applied punihsmnet method in teaching English?	<i>Punishment, of course.</i>
13. What benefit of applied punishment method to the students?	<i>To make the students discipline, they know about the rules and know about what they have to do and not. Ya after the class, there is students that make some noise or disturb their friends, ya I give them punishment to give deterrent effect</i>
14. How is students positive respond after received punishment from you?	<i>Eem, sometimes there is a student if get a punihsmnet, they changed, if not and usually get punishment, they not. Their behavior still like that</i>
15. How is students negative respond after received punishment from you?	<i>Some of the students do not hear me, but not all of them.</i>
16. What respon usually student give after received punishment from you?	<i>Eee ya they follow me. Because of punishment that I give is not in high level. I give punishment that students can do. They know that what are they doing is not good or it might when they are not make the homework or task, nah I give effect so that they do not repeat the same mistake. For the deterrent effect. There is no physical punishment.</i>
17. What kind of punishment that you applied in teaching English process?	<i>Such as stand up in front of the class or sweep the class.</i>
18. How often you give punishment to the students in teaching English?	<i>Eee based on the condition, if they are not doing the task I give the punishment. If they are not doing that and have a logic reason such as sick I</i>



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<p>19. What usually effect that students give after received the punishment from you?</p> <p>20. How is students positive and negative behavior after follow English subject?</p> <p>21. How is students positive and negative attitude in learning English process?</p> <p>22. How is students confidence in learning English in the class?</p> <p>23. How is students achievement in learning english?</p> <p>24. How is students learning outcomes in English subject?</p> <p>25. How is students excited and enthusiasm in learning English?</p> <p>26. How to give students motivation to make them become enjoy in learning English?</p> <p>27. How is students interest in</p>	<p><i>forgive them, but I have to check. Too often is also not good.</i></p> <p><i>The positive, they scared, for tomorrow they do not repeat the same mistake. About the negative, I think there is no effect until now hehe I never get the news. They know about the punishment is reasonable they get and they know the reason why get the punishment.</i></p> <p><i>Ya like the other sudents, if the time is over, they out.</i></p> <p><i>Positive, they good. They follow and enthusiasm. When they do not understand they just keep in silence. But I lured them to ask a question. About the negative, there is students who lazy, sleeping. I give punhsment ya.</i></p> <p><i>Eee their confidence is standard. It proof by the want to try follow the English contest, in the school or out of the school.</i></p> <p><i>Ee standard ya</i></p> <p><i>Satisfying</i></p> <p><i>Excited, excited so if there is a students follow English contest, their friend also want to do that.</i></p> <p><i>Ya, that's difficult because of foreign language, they rarely used in their daily language, I give the simple one, I give a game to memorize about the vocabulary that they will used. There is English club as the extracurricular.</i></p> <p><i>standard</i></p>
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learning English?	
28. How is students motivation in learning English?	<i>Their motivation is standard. For class 8th.1 is excited, 8th.2 standard and 8th.3 is standard.</i>
29. What is the problem that you felt when teach English subject to the students in smp kemala bhayangkari 1 pekanbaru?	<i>Ee maybe because of they rarely used English, so their vocab is need to develop. In personally they are so lack in pronunciation.</i>
30. What is the main problem that you felt in teaching English here?	<i>The main problem is ya maybe the students should learning English since child, follow course or what else so when they in junior high school, they know and do not shocked and suffer. Because of English is the new subject for them, usually if the students already have skill or knowledge before they come to the junior high school, when they are in elementary school, they already hear about vocab, so they easily to confidence than the students who never know about the English knowledge.</i>



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CURRICULUM VITAE



Prasticha Putri Wardani, was born on April 22th, 1996 in Pekanbaru, Riau. She is the first daughter from Syafruddin and Lasiana. She has a brother, his name is Pramudya Egy Saputra. She lives at Pertanian street, Pekanbaru, Riau.

The writer had finished her study at SDN 036 Sukajadi, Pekanbaru (2002-2008), then she continue his study in SMPN 17 Pekanbaru (2008-2011), and she continued at SMAN 5 Pekanbaru (2011-2014). Then in 2014, she continued her study at State Islamic University Sultan Syarif Kasim of Riau at English Education Department, Faculty of Education and Teacher Training. On July 2017, she was doing teaching practice (PPL) in SMP Kemala Bhayangkari 1 Pekanbaru, and KKN (Kuliah Kerja Nyata) in Padang Sawah Village, Kampar Kiri district, Kampar Regency on October 2017.

She followed the final examination of his thesis which entitled: The Implementation of Rewards and Punishments for Students' Motivation in English Learning at Junior High School Kemala Bhayangkari 1 Pekanbaru, on August 13, 2020. she passed her final examination and got her Bachelor Degree of English Education Department at Islamic University Sultan Syarif Kasim of Riau.