

**THE STUDENTS' PERCEPTION OF REWARD AND PUNISHMENT TOWARD THEIR
MOTIVATION IN ENGLISH LEARNING AT MTSN 8 KEDIRI**

THESIS



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FACULTY OF EDUCATION AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY
MALANG
June, 2022**

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*To Compile Thesis in Undergraduate Program English Education Department
Faculty of Education and Teacher Training*

Maulana Malik Ibrahim State Islamic University Malang



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FACULTY OF EDUCATION AND TEACHER TRAINING
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MALANG

June, 2022

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The Researcher,



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LEGITIMATION SHEET

**THE STUDENTS' PERCEPTION OF REWARD AND PUNISHMENT
TOWARD THEIR MOTIVATION IN ENGLISH LEARNING AT MTsN 8
KEDIRI**

THESIS



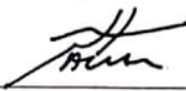
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Assalamu'alaikum Wr. Wb

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Therefore, we believed that the thesis of Moh. Deni Irkhamil M. has been approved for further approval by the board of examiners.

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MOTTO

“Dreams do not come true by themselves, but dreams will come when we strive to achieve them.”

DEDICATION

First, I dedicate this thesis to my family, especially my parents, **Nur Hadi** and **Lilik Zunaidah**, who have supported, motivated, understood, and prayed for, instilled a fighting attitude in all things, and much more. Secondly, I dedicate it to my grandmother and grandfather, who have always taught me the values of life since childhood, and not to forget the English Education lecturer who has provided extraordinary knowledge in my every process. Finally, I would like to thank my friends who have always supported me in completing this thesis. I believe that the people around me will witness my future success.

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In the name of Allah, the most beneficent, the most merciful.

All praise belongs to Allah SWT, who has been giving mercies and blessings. The author can write a thesis to fulfill a bachelor's degree on this occasion. *Shalawat* and *Salam* are always to be given to our prophet Muhammad SAW who has guided us from the darkness to the lightness.

This thesis entitled "The Students Perception of Reward and Punishment Toward Their Motivation in English learning at MTsN 8 Kediri" will not be successful without the support and motivation of the people involved. Then, the author thanks Dr. H. Langgeng Budianto, M. Pd., for the advice, suggestions, motivation, and the time until the writer completes this thesis. In addition, the author also thanks:

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2. Dr. H. Nur Ali, M.Pd, as the Dean of the Faculty of Education and Teacher Training
3. Dr. H. Langgeng Budianto, M.Pd., as the Head of the Department of English Education, and Dr. Alam Aji Putera, M. Pd., as the Secretary of the Department of English Education.
4. All my beloved lecturers in English Education Department
5. To the Instrument's Validator, Mr Harir Mubarok, M.Pd.,
6. The principal, teachers, staff, and the students of MTsN 8 Kediri
7. All writer special friends in English Education Department (Annisa Jihan salsabil and Iqbal Hidayatullah)

Malang, June 10th, 2022

Moh. Deni Irkhamil M.

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LATIN TRANSLITERATION GUIDE

The following Arabic-Latin transliteration is guided by the Decrees of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543 b/u/1987 as follows:

Alphabet

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	<u>h</u>	ط	=	th	و	=	w
خ	=	Kh	ظ	=	zh	ه	=	h
د	=	d	ع	=	'	ء	=	'
ذ	=	dz	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

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LIST OF ABBREVIATIONS

MTsN : Madrasah Tsanawiyah Negeri

SA : Strong Agree

A : Agree

N : Neutral

DA : Disagree

SDA : Strongly Disagree

P : Percentage

F : Frequency

FF : Interviewee

YY : Interviewee

NS : Interviewee

AL : Interviewee

CL : Interviewee

HI : Interviewee

AZ : Interviewee

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ABSTRAK

Maulana, M. Deni Irkhamil (2022) Presepsi Siswa Mengenai Penghargaan dan Hukuman terhadap Motivasi Siswa dalam Pembelajaran Bahasa Inggris Di MTsN 8 Kediri. Skripsi, Jurusan Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Dr. H. Langgeng Budianto, M.Pd.

Kata Kunci: Perception, Reward, Punishment, Motivation

Tujuan penelitian ini ialah untuk mengetahui presepsi siswa mengenai penghargaan dan hukuman terhadap motivasi siswa dalam belajar Bahasa Inggris. Jenis penelitian ini adalah penelitian kualitatif. Subyek penelitian ini adalah siswa kelas VIII-A MTsN 8 Kediri. Observasi, kuisisioner, dan wawancara digunakan dalam proses mengumpulkan data. Data – data tersebut kemudian dilakukan analisis dan diinterpretasikan sesuai dengan penelitian kualitatif dengan adanya reduksi data, penyajian data, dan penarikan kesimpulan. Hasil Penelitian ini menunjukkan; (1) adalah presepsi siswa mengenai penghargaan dan hukuman dalam meningkatkan pembelajaran bahasa Inggris bernilai positif, memotivasi, menarik, interaktif, melatih tanggung jawab siswa. (2) Motivasi siswa dalam mengikuti pembelajaran Bahasa Inggris mengalami peningkatan secara internal dan eksternal. (3) Untuk jenis reward pembelajaran menemukan suatu temuan bahwa dari 7 jenis reward dalam pembelajaran Bahasa Inggris guru MTsN 8 Kediri sering menggunakan jenis 3 jenis yaitu pujian, point, dan non-verbal. jenis reward tersebut penggunaannya sesuai dengan kebutuhan siswa ketika pembelajaran berlangsung hasilnya membuat siswa menjadi lebih bersemangat dalam belajar Bahasa Inggris. (4) Dari 8 jenis punishment dalam pembelajaran, guru lebih sering menggunakan model hukuman peringatan, non – verbal, stimulus physical punishment dan pengurangan poin karena hal ini disesuaikan dengan kondisi dan kebutuhan siswa dalam belajar agar tercapainya pembelajaran kondusif dan efektif. Sehingga dapat disimpulkan bahwa Hasil presepsi siswa menunjukkan hasil positif mengenai penghargaan dan hukuman terhadap motivasi siswa dalam belajar Bahasa Inggris. Terlebih lagi, motivasi siswa dalam mengikuti pembelajaran mengalami peningkatan baik dari factor internal dan eksternal.

ABSTRACT

Maulana, M. Deni Irkhamil (2022) *The Students Perception of Reward and Punishment Toward Their Motivation in English Learning at MTsN 8 Kediri*. Thesis of English Education Department at Faculty of Education and Teacher Training of Maulana Malik Ibrahim State Islamic University Malang. Advisor, Dr. H. Langgeng Budianto, M.Pd.

Keywords: Perception, Reward, Punishment, Motivation.

The purpose of the study was to find out students' perceptions of rewards and punishments on toward their motivation in learning English. This research used qualitative research. The subjects of this study were students of class VIII-A MTsN 8 Kediri. Observations, questionnaires, and interviews were used to collect data. The data is analyzed and interpreted following qualitative research with data reduction, presentation, and conclusion. The results of this study show; that (1) students' perceptions of rewards and punishments in improving English language learning are positive, motivating, engaging, interactive, and training students' responsibility. (2) Students' motivation to participate in English learning has increased internally and externally. (3) For the type of reward in learning, a finding is that of the seven kinds of reward in English learning, the MTsN 8 Kediri teacher often uses three types: praise, point, and non-verbal. This type of reward is used according to the needs of students when learning takes place, and the results make students more enthusiastic about learning English. (4) Teachers of the eight types of punishment in learning use the warning punishment model, non-verbal, physical punishment stimulus, and point reduction because this is adjusted to the conditions and needs of students in learning so that conducive and effective learning can be achieved. So, it can be concluded that the students' perception results showed positive results regarding rewards and punishments on students' motivation in learning English. Moreover, students' motivation to participate in learning has increased both from internal and external factors.

مستخلص البحث

المولانا، محمد دني ارحام. (2022). تصورات الطلبة حول التقدير والعقاب لتحفيز الطلبة في تعلم اللغة الإنجليزية في المدرسة المتوسطة الإسلامية الحكومية الثامنة كيديري. البحث الجامعي، قسم تعليم اللغة الإنجليزية، كلية علوم التربية والتعليم. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج.

المشرف : الدكتور الحاج لانغغ بودياننتو الماجستير.

الكلمات المفتاحية : الإدراك، المكافأة، العقاب، التحفيز.

كان الأهداف لهذا البحث الجامعي هو تحديد تصورات الطلبة للتقدير والعقاب لدوافع الطلبة في تعلم اللغة الإنجليزية. استخدم الباحث البحث النوعي . كان موضوعات لهذا البحث الجامعي من الطلبة في الفصل الثامن بالمدرسة المتوسطة الإسلامية الحكومية الثامنة كيديري. يتم استخدام الباحث الملاحظة والاستبانة والمقابلة في عملية جمع البيانات. ثم يتم تحليل هذه البيانات وتفسيرها وفقا للبحث النوعي مع تقليل البيانات وعرض البيانات واستخلاص الاستنتاجات. تظهر نتائج هذا البحث الجامعي في ما يلي: (1) تصورت الطلبة للمكافآت والعقوبات في تحسين تعلم اللغة الإنجليزية إيجابي، محفز، جذاب، تفاعلي، تدريب مسؤوليات الطلبة. (2) ازاد دافع الطلبة للمشاركة في تعلم اللغة الإنجليزية داخليا وخارجيا. (3) بالنسبة لأنواع الثواب والعقاب في التعلم، وجد أنه من بين 7 أنواع من العقاب في تعلم اللغة الإنجليزية، غالبا يستخدم المعلم في المدرسة المتوسطة الإسلامية الحكومية الثامنة تتكون من ثلاثة أنواع ، وهم الثناء والنقطة وغير اللفظية. يتم استخدام هذا النوع من المكافآت وفقا لاحتياجات الطلبة عند حدوث التعلم النتائج تجعل الطلبة أكثر حماسا في تعلم اللغة الإنجليزية. (4) من بين 8 أنواع من العقاب في التعلم ، يستخدم المعلمون في كثير من الأحيان نماذج التحذير والعقاب البدني غير اللفظي والتحفيز وتقليل النقاط لأن ذلك يرتبط بظروف واحتياجات الطلبة في التعلم من أجل تحقيق تعلم موات وفعال. لذلك يمكن الاستنتاج أن نتائج إدراك الطلبة تظهر نتائج إيجابية فيما يتعلق بالتقدير والعقاب لتحفيز الطلبة في تعلم اللغة الإنجليزية. علاوة على ذلك، زاد دافع الطلبة في المشاركة في التعلم من العوامل الداخلية والخارجية.

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research question, object of study, the significance of the study, the limitation of the study, and the definition of terms.

1.1 Background of The Study

Education is the main forum for creating a generation that excels intellectually, with creed and morals. Julaiha (2014) argues that education is an effort to educate students' character to have a wise soul in taking every problem. Hanafy (2014) argues that the whole concept of learning is the presence of stimulus and response elements. Achieving the education goals requires many sacrifices, energy, and material and moral struggles. Jang (2004) argues that education is a place where the primary purpose of an interaction is to have specific characteristics. While in a broad sense, education is a human effort to increase active learning, which would be helpful in the future of his life. A student currently studying would undoubtedly get an increase in skills and provisions for himself and the country (Laborda, 2015).

Implementing the education process must have a role model in implementing learning in the learning process. One of the institutions that oversee world education is (UNESCO). *The United Nations Educational, Scientific and Cultural Organization* is a world education organization that regulates policies. It sets the goals of world education into four categories: (1)

learning to know, (2) learning to do, (3) learning to be, and (4) learning to live together. This education aims to create regularity with the code of ethics in the learning world.

Meanwhile, the agency that oversees the learning process is the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia (KEMENDIKBUD). The institution was founded on 19 August 1945 with the motto "*Tut Wuri Handayani*." Its main task is to establish policies in education, formulate curriculum standards and implement teaching facilities. This has been regulated based on the Constitution's UUD ayat 31 Pasal 5. The purpose of national education has two main objectives for the Indonesian state. (1) National Education aims to improve, enhance capabilities, and create a dignified national character and civilization to educate the nation's life. (2) national education seeks to develop students' potential to become fully human in faith and holiness to God Almighty, noble character, knowledge, healthy, creativity, capability, and independence.

According to religious rules, seeking knowledge and pursuing education are regulated in the verses of the Qur'an. The primary verse explains the importance of education for all his people to study. So, education can make people moral and valuable to others in their life. Not only that, education is even mandatory starting in the womb until the end of his life.

وَمَا كَانَ الْمُؤْمِنُونَ لِيَنْفِرُوا كَافَّةً ۚ فَلَوْلَا نَفَرَ مِنْ كُلِّ فِرْقَةٍ مِّنْهُمْ طَائِفَةٌ لِّيَتَفَقَّهُوا فِي الدِّينِ وَلِيُنذِرُوا قَوْمَهُمْ إِذَا رَجَعُوا إِلَيْهِمْ لَعَلَّهُمْ يَحْذَرُونَ

(9: 122) And the believers should not all go out to fight. Of every troop of them, a party only should go forth, that they (who are left behind) may gain sound knowledge in religion and warn their folk when they return to them so that they may beware.

The verses of the Quran are a form of integration between research and science of knowledge as taught by the State Islamic University of Maulana Malik Ibrahim Malang as a reflection of the relevance or relevance of these verses to research that must be reasonably accurate.

However, several problems require an effective and innovative solution in implementing education. There are so many main reasons why the implementation of Indonesian education is hampered, including economic factors where family backgrounds have lower incomes so that they do not have sufficient capital to take children to the level of education. Ahmad & Chongnam (2013) argue that the problem factor in education arises when the demographic location of an area is far from the city centre. Hence, it requires extra energy to reach it. As we know that the place of the State of Indonesia is very diverse, so there are some areas of the country that are very difficult to reach. As a result, students decide not to continue their education level.

In addition, formal education problems arise due to the internal conditions of education actors in the form of low levels of student motivation in attending learning (Mumary, 2017). This factor is a severe problem for teachers because if students cannot catch the teacher's explanation well, students will not be able to understand a material clearly. Purnama et al. (2019) argue that motivation in

learning is the main element. Without learning motivation, the learning process is challenging to achieve success. Yeung et al. (2011) argue that students' motivation level is influenced by self-efficacy and interest. There are many fundamental causes for students' low motivation to learn at MTsN 8 Kediri, which is caused by the interactive level of the subjects delivered. If students' background is not interested in a lesson, they will quickly feel bored and lazy in learning.

Referring to previous research, improving English learning to be more effective requires an extraordinary approach and strategy. According to Syarifuddin (2020), reward and punishment are learning techniques that can increase student interest in learning languages. However, if the application is not carried out objectively, it will cause a significant problem, such as jealousy between students in learning. Therefore, this study aims: (1) to analyze the teacher's perception of rewards and punishment in the EFL class. (2) to analyze teacher performance using reward and punishment in EFL class.

Meanwhile, previous research conducted by Sidin (2021) argued that in learning English, the appropriate method used by teachers was a reward and punishment strategy, which made students more confident in learning and even made students more interactive in learning. However, the two previous theories have different opinions regarding using reward and punishment strategies to increase motivation to learn English in the classroom. The first study has a negative view of the reward and punishment strategy. Meanwhile, the second study positively views reward and punishment as increasing student motivation.

The difference between the two previous theories makes the next researcher make the latest findings from this problem.

Therefore, the further researcher is interested in researching the students' perception of reward and punishment in learning English at MTsN 8 Kediri. The research aims to know students' perceptions of rewards and punishment and the problems of learning English due to Covid -19. The object of this research is the bilingual class student of MTsN 8 Kediri, located at JL. Jayabaya menang, Pagu, Kediri district, East Java 64183. This institution has accreditation, aligning with Maulana Malik Ibrahim State Islamic University Malang. In addition, the researcher gets a lot of support and cooperation with MTsN 8 Kediri from teachers and the agency's elements.

Moreover, the student's level of interest at MTsN 8 Kediri is still in the low category in studying English learning, which causes learning conditions due to Covid-19. The average English teacher at MTsN 8 Kediri uses a Textbook for face-to-face learning, one class consisting of 33 students. When the teacher distributes material about it in English, they are not interested in reading it and sometimes late in submitting each assignment. So, the teacher must explain the material in the next meeting. When the learning process takes place, the reflection of the bilingual class is never applied in the learning process. In daily conversations, MTsN 8 Kediri students focus more on using Indonesian and not following the instructions ordered by the teacher. In face-to-face meetings, teachers use reward and punishment strategies to increase learning motivation and encourage students to be active in learning English. Based on the

phenomena above, the researcher wants to examine the students' perceptions of reward and punishment for their motivation in learning English at MTsN 8 Kediri.

1.2 Research Question

Based on the phenomenon above, the research questions were formulated as:

1. What are the students' perceptions of reward and punishment toward their motivation in English learning at MTsN 8 Kediri?
2. What kinds of rewards and punishment on students' motivation in English learning at MTsN 8 Kediri?

1.3 Object of The Study

Based on the explanation of the background above, it can be concluded that the research objects are:

1. To identify students' perception of reward and punishment toward their motivation in learning English at MTSN 8 Kediri, whether students agree or not with the strategy, and any influence on learning English.
2. To find out the kinds of rewards and punishments on students' motivation in English learning at MTSN 8 Kediri that are often used in learning

1.4 Significance of The Study

The research results will show a fact from the reward and punishment strategy results toward students' motivation in English learning at MTsN 8 Kediri.

1. For the students

For students, this research can make an evaluation and knowledge in learning to increase interactive and disciplined learning motivation so that all teacher explanations can be completely accepted.

2. For the teacher

For the teacher, this research will make self-evaluation and information on how to process the class without physical or verbal violence against students in learning English.

3. For the researcher

The researcher hopes that the results of this study can improve experience and development in an educational theory sourced from empirical data. Not only that, but the researcher will also make it an asset in the future in making future learning strategy materials, especially in increasing students' motivation in teaching English and how to process classes correctly and adequately.

1.5 Limitations of The Study

In this study, the researcher can explain and describe students' perceptions of reward and punishment on motivation to learn English at MTsN

8 Kediri by paying attention to the activity level and motivation to learn during learning in current conditions. The object of this research is among 33 students of class VIII - A MTsN 8 Kediri academic year 2021/2022. The researcher chose MTsN 8 Kediri because this class is a Bilingual language class supported by schools implementing reward and punishment learning strategies to increase students' motivation to learn English. In addition, MTsN 8 Kediri has a mission to increase students' attractiveness in learning English in today's era. In this study, research subjects would be observed and then continued by distributing questionnaires consisting of 16 statements. Finally, it was continued with the interview that focused on students' perception of reward and punishment toward their motivation in English learning.

1.6 Definition of Terms

To avoid misunderstanding keywords and critical research concepts, the researcher describes the terms in the following titles:

1. **Perception** is a stimulus in learning that acts as an element to get information about an object that will be studied by taking into account the opinion of an individual or group. According to Tecumseh et al. (2012), perception is a process that starts from the sensing stage in the form of a stimulus and is then received by an object through a tool, namely receptors or senses, which will later be arranged into an object. However, an individual entity will understand things that are sensed. However, an individual sometimes has difficulty describing what he sees around him.

2. **Reward** increases student motivation to participate in learning, which contains positive values in character planting. According to Syarifuddin (2020), the reward is a strategy in education that aims to make students feel comfortable and happy learning a language. In addition, the reward is a tool to encourage students to have better learning motivation. Thus, learning can run effectively, and the teacher has class management.
3. **Punishment** is an education for students who make mistakes and are less profitable to direct good learning behaviour. Febianti (2018) defines punishment as reciprocal feedback where the perpetrator has made a violation that does not follow the rules and regulations in learning. In punishment, the teacher acts as a student controller by paying attention to how well the students can do it so that the punishment here does not burden students and does not contain elements of violence.
4. **Motivation** uses verbal utterances and actions to encourage and increase a strong passion for living through existing problems. According to Arquisola & Walid (2019), motivation in learning is analogous to fuel to move a machine. When a machine gets the appropriate fuel, it will cause a motion to go through the incline. Motivation itself comes from another word Motivate which means encouragement. Broadly, motivation is a psychological symptom in the form of verbal and action encouragement so that a receiver can perform a particular activity.

CHAPTER II

LITERATURE REVIEW

In this chapter, the author presents a research theory and answers research questions. such as perception, reward, punishment, motivation, and previous study

2.1 Perception

2.1.1 The Definition of Perception

Perception is a stimulus in learning that acts as an element to get information about an object that will be studied by taking into account the opinion of an individual or group. In addition, the broad understanding of perception is that perception is a sensory stimulus that arises from the surrounding environment, either auditory, visually, or tactically. According to Mechanisms (2009), perception is a process preceded by sensing carried out by humans to recognize and describe sensory information, then serves as a description and understanding of an object under study.

According to Tecumseh et al. (2012), perception is a process that starts from the sensing stage in the form of a stimulus and is then received by an object through a tool, namely receptors or senses, which will later be arranged into an object. However, an individual entity will understand things that are sensed. However, an individual sometimes has difficulty describing what he sees around him. From the explanation above, the two most important items can be drawn from the definition of perception: (1) Interpretation is a theoretical impression or opinion of a thing. (2) Organizing is the process of

coordinating something. Therefore, it can be said that student perception is a process of sensing the surroundings and then making information that can be used as understanding.

2.1.2 The Process of Perception

Qiong (2017) argues that a process in perception occurs systematically and goes through three stages:

1. Selection

In this stage, an individual will learn from the surrounding environment, where most have experience in a field, both positive and negative. Then the individual tries to filter, which is a good thing to understand.

2. Organization

In this stage, the individual will perform a fundamental perception. The individual will digest an object and then experience it with a technique and a sure way to get a meaningful pattern.

3. Interpretation

In this last stage, the individual will interpret the pattern obtained. Then later, this interpretation will be used as an essential understanding by each individual. Each individual will have a different perception of what he sees around him.

2.2. Reward

2.2.1 The Definition of Reward

Palupi (2016) defines that reward as a form of appreciation to maximize learning in class for students. So that learning is more effective and efficient by paying attention to the level of character and ability of students to achieve their potential, the role of a teacher is not only as a tutor but also to pay attention to the level of intense student conditions. According to Syarifuddin (2020), the reward is a strategy in education that aims to make students feel comfortable and happy learning a language. In addition, the reward is a tool to encourage students to have better learning motivation. Thus, learning can run effectively, and the teacher has class management. In learning, students are flexible based on the nature of the teacher so that in this context, students and teachers have unity.

According to Evans et al. (2010), a reward is a form of teacher concern in increasing student motivation by focusing on student abilities and character in learning. In addition, rewards can indirectly encourage students' psychological conditions in learning so that there is a change in stimulus and response to students. A reward will make the learning situation more flexible and interactive without coercion and intimidation.

Based on Balliet & Mulder (2011) argue that reward is an incentive or an effective tool that has the task of helping and regulating an individual actor in teaching students to learn and function to help pursue their interests. Thus,

making changes will tend to be faster without any obstacles. According to Islam, Setiawan (2018) argues that the notion of reward is the process of giving awards for the achievement of an educational goal through achievements informal and non-formal learning. Islam encourages its people to respect each other to create the Ukuwah Islamiyah. Therefore, Islam recommends that the reference in determining something comes from the Qur'an and hadith.

2.2.2 Kinds of Reward

Sidin (2021) argues that the types of rewards in learning are:

a. Praise

This rewarding form is the type most used by teaching staff. This type of reward can be verbal praise given to the students being led by a teacher. Besides that, it can be in the form of applause when the students being taught can take responsible and positive action. Giving this applause shows that the teacher gives a very satisfying response to the efforts of his students. Thus, the students being taught will get a positive emotional impact. For example, such as *bravo, amazing, good job*

b. Symbolic rewards

This award focuses on goods as a reward for student attitudes and behaviours that amazed teachers at an achievement. Students who achieve pride will be called golden children or gold stars in educational institutions. In addition, academic circles usually do not only give

appreciation to goods. Some even make posters and bulletins. This reward aims to make students proud of what is offered and continue developing their talents. The difference between verbal and symbolic rewards lies in the period because verbal rewards only last a few times. It is different from symbolic ones, which have a long and memorable period.

c. Reward Tokens

This type of award reflects real rewards in the form of money or non-cash tokens so that students can exchange them at any time. Generally, this form of reward is given directly by the principal or homeroom teacher as a form of extraordinary appreciation for students who excel in a tight competition. For example, such a form of noncash money.

d. Tangible and activity rewards

This type of reward is usually delivered directly by the teacher to the student without going through an intermediary, either a symbol or token bonus, to achieve teacher satisfaction with his students. For example, becoming a line leader or the teacher's assistant, being a team leader during activities, or having a certain privilege that distinguishes the student from others.

Meanwhile, Fauzia & Syafei (2016) argues that the kinds of reward consist of three:

a. Non-Verbal

The teacher gives an award to students by providing a Gesture and mimicking. Every student cannot understand it because the teacher does not say it directly to the students. Only sure students can understand it. For example, clapping students' shoulders and shaking hands. Mimics can be like smiles and gazes. It can increase students' interest in learning and make them more active in sharing their ideas. b.

b. Compliment or positive feedback

The form of a reward is in which the teacher shows an attitude of appreciating the actions and achievements of students in learning the language. With this reward, the teacher influences and encourages extrinsic motivation. This context must be used appropriately and adequately to learn languages. The following is an example of a word conveyed in learning, "*excellent, perfect, and awesome*" this is used to provide feedback for students who can answer questions given by the teacher. for "*spectacular, outstanding performance, marvelous, and etc*" can be used for students' performance in the class, like singing, storytelling, and others.

c. Point or sticker

This type of reward is used as a form of teacher appreciation for students by using different points. The teacher can provide a transitive

policy if students are less active in learning. The teacher uses the five points for students who can answer.

2.2.3 Functions of Reward

In general, rewards are a tool to increase students' stimulus and response in learning so that students' motivation and attractiveness can be focused on the teacher's explanation. According to Febianti (2018), rewards as reinforcement in the classroom control and change a less positive behavior. In contrast, Wang (2008) argues that the reward function has two contexts. (1) The reward function balances action and reaction. (2) reward as a reference in measuring how capable students are taught. Therefore. It can be concluded that every reward function tries to increase students' motivation in learning to achieve the target being taught.

2.2.4 The Purpose of Reward in Learning English

According to Lubis (2014), giving rewards in learning English aims to encourage and motivate students in learning so that students' goals will lead to positive things in the future. In addition, the application of rewards in learning is a form of positive and associative interaction between students and teachers to achieve harmony in learning. In implementing this strategy, the main goal lies not in the results but in the process obtained during its implementation. The following are the goals of rewards in learning English:

- a. Have attractiveness while increasing attention in learning

Giving gifts to students is a form of teacher care and appreciation in increasing student motivation in learning. Psychologically, students will be motivated to improve their learning abilities.

b. Become a solution, develop, and increase students' confidence in learning

The teacher can easily give alternative solutions for every problem students face in learning English in the future. Not only that, but teachers also become more aware of the talents and interests of students in learning.

c. Make students more confident with their abilities

It means that when learning takes place, students can carve an achievement in learning so that in the future, students will try to achieve the achievements previously obtained. The reason is based on a reference to becoming a person who is able and more confident in learning.

d. Directing and creating more divergent student thinking in learning

In the reward and punishment method, students will have a broad mind both when learning in the classroom and outside the classroom because students are accustomed to disciplined habits of existing rules.

e. Able to easily control student behaviour in learning

A reward and punishment in learning will make it easier for teachers to manage the class. Because the nature of the applied learning strategy is more directed towards how to improve the class so that it is disciplined who is able and more confident in learning.

2.3. Punishment

2.3.1 The Definition of Punishment

In language, punishment is a sanction aimed at those who violate the rules. The narrow understanding of punishment is an action to enforce the regulations to fulfil harmony. Febianti (2018) defines punishment as reciprocal feedback where the perpetrator has made a violation that does not follow the rules and regulations in learning. In punishment, the teacher acts as a student controller by paying attention to how well the students can do it so that the punishment here does not burden students and does not contain elements of violence. The form of punishment here leads to an increase in students' ability to create something positive.

According to Syarifuddin (2020), punishment is a form of educative approach that educates students. It aims to straighten out students' actions, attitudes, and actions that do not follow the learning rules. The punishment given leads to a positive approach without any harsh punishment. The following opinion by Palupi (2016) that the purpose of punishment in learning is divided into two:

a. Preventive education tool

It means that teachers have the right to prevent actions or student actions that can interfere with other students' learning. Preventive is a social control carried out to prevent or reduce the possibility of undesirable things happening in the future. The teacher carries out this preventative action, either

personally or to protect themselves from bad things that might occur in learning. Because the goal is to prevent and reduce the possibility of unwanted items happening, generally, this is a preventive measure or also minimizes the impact of an adverse event that has or has occurred.

b. Repressive Education Tool

The teacher acts as a policy controller after students act according to applicable rules and regulations. Examples: notices and warnings.

In addition, Lubis (2016) argues that punishment is a tool used as a guidance, policy, and management in providing positive values to students. So that, the definition of punishment can be concluded that a set of rules in learning aims as a form of affection for students without verbal and non-verbal violence so that the primary interaction pattern between teachers and students in learning can be fulfilled completely.

2.3.2 Kinds of Punishment

According to Cohen & Amidon (2010), the types of punishment are divided into two:

a. Preventive punishment

Preventive punishment is a form of controlling and strengthening norms in learning to prevent violations. Usually, this type of punishment is carried out before an error occurs. The form of implication in learning

is generally related to giving warnings without violence against students.

The goal is to lead to favourable treatment.

b. Repressive punishment

Repressive punishment is a form of enforcing policies and norms in learning that occurs after actions or mistakes. So, it is different from the type of prevention. However, this application is in learning without an act of violence. Repressive punishment is divided into two:

1. Verbal Punishment

It means a form of control that is more directed towards educating advice. Its application is to treat students as if they did not make mistakes so that the teacher's role in the language must be proper. For example, when students ignore the teacher's explanation, the teacher gives a follow-up with a smile and then explains and directs that what he does later will harm the student.

2. Non-Verbal Punishment

It means that control over students is more directed to action. Its application in the educational environment increases motivation to learn English by asking students to read storytelling, conversation, sing a song, etc.

However, according to Chartrand & Piché (2019), the types of punishment in learning are as follows:

a. Physical punishment

According to Makewa et al. (2010), physical punishment is inappropriate when applied in learning because it does not follow existing rules. When used in learning, the effect is trauma to students—for example, hitting a student.

b. Words and sentences

Word and sentences are a form of control in education that is more directed towards suggestions. For example, when students make noise in class, the teacher asks them to work on a problem.

c. Stimulus physical punishment

It is a form of control in the educational environment using facial gestures. The implication is that when students in offline classes do wrong actions according to the rules, the teacher gives a facial motion such as eyes wide open.

d. Inconvenient punishment

Inconvenient punishment is a form of control in the educational environment that focuses on students' actions in taking responsibility for what they do—for example, writing sentences as many as ten times repeatedly.

In the application of learning English, Fauzia & Syafei (2016) stated that kinds of punishment are as follows:

a. Warning

A warning is a punishment that is easy for students in the class that the teacher prevents the child's behavior before committing adverse actions in learning. For example, please don't be crowded in class.

b. Memorizing vocabulary

Memorizing vocabulary is a form of control in learning that gives instructions to those who ignore learning by learning new vocabulary. The purpose of this punishment is for students to reflect that what they are doing is inappropriate. In addition, students can improve their English language skills.

c. Decreasing students' point

It means a form of control in the classroom by using a point reduction system in learning. For example, when online learning through WhatsApp media, the teacher gives instructions via Chat Groups. However, some students don't answer later. The teacher says, "if you are not active in learning, I will reduce the daily value later."

d. Moving student's seat position

A form of control is carried out in face-to-face learning. When there are less obedient students during learning, the teacher can move the student's position to a more appropriate place to focus more on learning.

2.3.3 Types of Punishment

According to Maguire et al. (2010), in the application of education in general, educational institutions are more likely to use stimulus and response learning theory because this theory follows the character and personality of students in learning. Sidin (2021) that the types of punishment in learning are divided into two:

a. Positive punishment

It means making the rules in learning more beautiful and minimizing unwanted things in learning. The concept of applying this type of punishment is to give more educative punishments to students. For example, one can write poetry, memorize vocabulary, and sing.

b. Negative punishment

It means a form of social control that is non-verbal so that students are obedient and submissive to what is given. The concept of applying violence is like standing in front of the class and going home at the end. This type of form is inappropriate because it makes students afraid of learning.

2.3.4 Functions of Punishment

In an application in learning, punishment is not applied in violence but leads to a positive form of control (Chartrand & Piché, 2019). The following are some of the main functions of the punishment:

a. Create order in learning

In the application of reward and punishment, the benefit obtained is that students' thinking patterns in language learning will be more obedient to the rules in the classroom. Logically, when there is a binding punishment in learning, students obey the rules to create an orderly atmosphere and achieve learning goals.

b. The creation of harmonious relations between each other

When the teacher applies rewards and punishments in class, the benefits obtained are tolerance of others. Therefore, each student can know the abilities of their classmates so that each other will try to appreciate.

c. Obey each other's rules in learning

Regulations will make students more obedient and listen to what the teacher explains. So that in the classroom, the learning process will be more interactive. Not only that, the application of this strategy tries to balance the stimulus and student response.

d. Improving students' skills and abilities in learning

One of the functions that get rewards and punishment is that each student tries competitively to get an achievement to achieve a reward given by the teacher. Not only that, students will try hard how students can become number one. Therefore, indirectly students' skills will increase without realizing it.

2.3.5 The Purpose of Punishment in Learning

The form of punishment that teachers give students in learning aims to raise a spirit of humility and responsibility (Cohen et al., 2010). In this era, most students forget the attitudes that must be grown in learning. In addition, according to Edwards (2017), this application generally aims to educate students to have an attitude of regularity and obey existing rules. The things that need to be considered are that punishment does not mean that students in learning must respect teachers, but rather, they want to create an attitude that they will not make mistakes that interfere with others learning.

2.3.6 The Strengths and Weaknesses of Reward and Punishment

Wijaya et al. (2020) argue that in the application of reward and punishment learning strategies, there will be strengths and weaknesses:

1). Strengths

- a. Train and educate students to have a competitive spirit

One of the positive benefits of reward and punishment in learning is that students are accustomed to always maximizing the teacher's

orders. Whatever the teacher orders, the students will be competitive to achieve it.

b. Motivating students to cultivate learning souls

The causal relationship between positive rewards and punishments is that students are not tired of learning. Thus, students do not want the achievements obtained to be later received by other students so that all students are encouraged to be active in all things.

c. The between students and teachers creates an emotional relationship

In learning, students will get complete guidance from the teacher because, in the classroom, the teacher will know each student's ability to learn. When finding a problem, the teacher will directly ask about the problem and provide a solution. However, it can be an emotional relationship between teachers and students.

d. Students who have low learning motivation will be encouraged to compete healthily with their classmates to get a reward as a form of achievement

It means that using rewards and punishment will make students more active in learning. Being involved in this context means continuously improving one's ability not to be left behind by his classmates.

2). Weaknesses

a. Its application will issue a lot of sacrifices in terms of energy, morals, and thoughts to provide rewards for student achievements.

One of the weaknesses of students who do not upgrade themselves is that they will get depression because they cannot compete with their classmates. In addition, it will drain students' energy in reaching the instructions given.

- b. Terms of; students will get psychological pressure and burden for lazy students in learning. It will create a sense of lack of confidence in one's abilities

It means that in learning, students' mental burden will be tested psychologically because of conditions. In addition, the causal factor is based on the fact that students are not brave enough to ask the learning teacher, so students' abilities are stuck and left far behind their classmates.

2.4 Motivation

2.4.1 The Definition of Motivation

According to Arquisola & Walid (2019), motivation in learning is analogous to fuel to move a machine. When a machine gets the appropriate fuel, it will cause a motion to go through the incline. Motivation itself comes from another word Motivate which means encouragement. Broadly, motivation is a psychological symptom in the form of verbal and action encouragement so that a receiver can perform a particular activity. Arquisola & Walid (2019) added that motivation is essential in helping students learn. The teacher will often motivate students verbally and inaction even in daily learning. In a motivation, there are fundamental concepts that become a reference:

a. Traditional Model

This motivation is usually given to improve the souls of work to have a proper work ethic and benefit the surroundings. In addition, this motivation is also able to make individuals more alive.

b. Human Relations Model

This motivation is usually given to students in learning. In addition, this motivation is given to workers to stimulate enthusiasm in meeting social needs.

c. Human Resources Model

This motivation is usually given to individuals due to several factors, not just money or goods but also the need for achievement and meaningful work.

2.4.2 The Types of Motivation

Prihartanta (2015) argues that the types of motivation are divided into two:

a. Intrinsic Motivation

Intrinsic motivation is a motivation that does not require external stimulation. There is an urge to do something in every individual soul. For example, when students already have a love for English vocabulary, students do not wait for the teacher's orders to memorize vocabulary.

b. Extrinsic motivation

This motivation is usually found in our surroundings because this motivation requires encouragement from an individual from outside. For example, when students do not have a happy spirit in English, the teacher tries to motivate them by encouraging them that they will easily travel abroad when they are brilliant in English.

2.5 Previous Study

This study was sourced from several previous research references to obtain important information in continuing research. First, the research

conducted by Syarifuddin (2020) is related to An Analysis of Reward and Punishment in EFL Classroom. This study aims to analyze teacher perceptions in the use of reward-punishment in EFL classroom, analyze teacher performance in the use of reward and punishment in learning, know the types of rewards and punishments used, and know the merit and demerit reward and punishment. The method used is the qualitative research method, which requires teacher reflection in learning. The findings of this study are: First, reward and punishment are beneficial for teachers in organizing and carrying out learning. Second, the teacher gets problems in its implementation, such as being inconsistent, unfair, and making other students jealous. Third, teachers use two types of rewards: instructional and non-instructional.

Sidin (2021) carried out the second research, with the research title being the application of reward and punishment in teaching adolescents. This study explores the literature that discusses the forms of reward and punishment. The researcher used qualitative methods (questionnaire, interview, and observation) in this study using research objects at the University of science and technology Taiwan. The findings of this study were the theoretical rewards formed increased students' motivation in learning and made students more diligent in studying. So that students will quickly achieve the desired achievement in learning.

The third research was conducted by Lubis (2014) with the research title related to reward and punishment in the English Foreign language classroom. This study aimed to identify and explore the rewards and

punishments used in teaching the EFL classroom. Besides that, the researcher seeks to discover how learning using the learning strategy is. The researcher uses a qualitative research method using the research object at SMPN 2 Vocational Muda. The findings in this study reveal that behaviour, classroom management, and students can be controlled easily during learning. In addition, the policies and rules made by the teacher can be obeyed by students during the learning process. Psychologically, students' thinking patterns can be more structured in learning. The reward given during teacher learning uses two forms, namely verbal and non-verbal rewards. Verbal rewards are more directed towards praising students who can do the teacher's results. At the same time, non-verbal is more for more multifunctional gifts.

Further research was carried out by Gregory (2012) with the research title looking into the issue of reward and punishment in students. The researcher aims to focus on students' perception of reward and punishment toward their motivation in learning. In addition, the purpose of this study is to try to find the perception in the following learning. The method used is qualitative research in the form of questionnaires, interviews, and observations. The object of this research is for students to study by collecting supporting data in learning. The results obtained in this study are that the role of reward and punishment strategy can control the behavior of less obedient students in learning. In addition, the level of student discipline in participating in learning is increasing because of the shape of the research strategy used.

The thing that distinguishes the previous research lies in the research subject and object. Previous research only focused on teacher perceptions and objects studied by teachers in schools. Meanwhile, this study aims to determine students' perceptions of reward and punishment on motivation to learn English. Then, the research object used in this study was students of MTsN 8 Kediri as the center for collecting research data.

CHAPTER III

RESEARCH METHOD

In this section, the author explains the methods used by the researcher related to research design, the subject of the study, research instruments, data collection, data analysis, and data validity.

3.1 Research Design

In this research, the method used is qualitative research. Yilmaz (2013) argues that qualitative research is a study that focuses on the constructivist and is assumed to be a dynamic form of reality. In addition, qualitative research has a flexible, descriptive, and in-depth framework for phenomena from different perspectives. Therefore, qualitative research seeks to understand an event from an experience that has already occurred. The researcher used a case study to focus on the investigation. There is a combination of the definitions above. Researcher describe students' perceptions of reward and punishment toward their motivation to learn English. So the researcher assumes that qualitative methods are suitable for use as an investigation and explore data to get a detailed picture of the research.

Meanwhile, Rusliwa & Somantri (2005) added that qualitative research establishes an intense interaction with the object to be studied. The goal is to see reality resulting from the individual's reconstruction in the social environment. In this case, the researcher researched the students' perception of positive rewards and punishment toward their motivation to learn English.

Therefore, this research is suitable if it is associated with the above understanding.

Qualitative research leads to interpretation, meaning that the research process is relatively long. In this case, integration is needed between the study and the research object. Yannis & Nikolaos (2018), the researcher is the main element in collecting and analyzing data. In this context, the researcher has focused on intense interaction with English subject students at MTsN 8 Kediri to collect information related to the title of the research to be studied.

3.2 The subject of The Study

This research was conducted at MTsN 8 Kediri. This research consists of a questionnaire, interview, and observation. In this study, the research object has focused on English students' at MTsN 8 Kediri and grade VIII-A students at MTsN 8 Kediri who are studying English in the academic year 2021 – 2022. The majority are students aged 16 to 18 years. In one class, VIII – A, consisting of 33 students, most have different backgrounds ranging from skills and even characters. The teacher's as object required some information from the English teacher at MTsN 8 Kediri. The average range of teachers is 27-55 years old, wherein there are 2 English teachers in one school, and each has different experiences and backgrounds in learning English. A teacher with the initials AZ is a senior teacher in bilingual class VIII-A. The other teacher with the initials HI is a backup teacher who is in charge of replacing senior teachers when they cannot teach. Besides that, the reasons for this study are (1) MTsN 8 Kediri

applies a positive reward and punishment learning strategy to increase students' motivation. So that it follows the title of the research to be studied (2) the level of student motivation while learning English is low, so that trying to analyze the problems - problems in language learning. (3) Researcher wants to know how the results of students' perceptions of reward and punishment toward their motivation in learning English at MTsN 8 Kediri. The researcher divided this qualitative research into two sources, namely. Primary subject and secondary data, the following is an explanation regarding these two things:

3.2.1 Primary Subject Source

The main target of the researcher is finding out related information - information supporting research. This research uses MTsN 8 Kediri teachers and students in grades VIII-8 A as the primary sources for the researcher to explore and find out all sources of information.

3.2.2 Secondary Subject Source

It is the second source of information after the primary subject source, which data can be retrieved through learning support sources at MTsN 8 Kediri, such as journals, books, and websites that match the research title.

3.3 Research Instrument

There are three main instruments in the data collection process in the research. Observations are made to check the statements the researcher has prepared to see the actual conditions in the field. Later, the object under review ensures that the things made have been checked on the checklist. Furthermore,

the researcher used a questionnaire, meaning that the perceptions of students regarding reward and punishment toward their motivation in learning English can provide information regarding the study's title by filling in a questionnaire. To avoid problems from the respondents, the researcher used Bahasa. Furthermore, the next step is interviewing the research object and using interview techniques to get in-depth information. In this context, interviews support questionnaires and observation because many factors can affect students' perceptions of reward and punishment toward their motivation to learn English at MTsN 8 Kediri.

3.4 Data Collection

In collecting data, this study used several variations related to qualitative research. The approaches used in the study are interviews, observations, and questionnaires to prove valid and credible research.

3.4.1 Observation

For the initial stage, the first data grouping was done using observation through learning English in class VIII A of MTsN 8 Kediri. According to Siddiqui et al. (2007), observation is an activity in research that seeks to observe an object of study by making a note to record the essential things during observations. At this stage, the researcher made direct observations in class VIII-A for several meetings. The primary purpose of doing this observation is to know the learning process using reward and punishment.

3.4.2 Questionnaire

A questionnaire is a variation on research that helps in the process of collecting data for the researcher. Besides that, questionnaires are primary data collection tools using a survey method to get respondents' opinions. In addition, the questionnaire can be distributed to respondents in various ways, including: (1) It is carried out directly by the researcher; (2) Sent by the post office; (3) Sent via information technology.

The questionnaire is well designed to obtain valid data results in this section. The researcher presented a questionnaire with 16 points, 8 points relating to students' perception of reward and punishment and 8 points on student motivation in English learning. To facilitate the researcher and participants, the researcher uses English and Indonesian in every statement. The questionnaire system was carried out at the MTsN 8 Kediri directly. The process was carried out on April 25, 2022. Of the number of students who answered the questionnaire, 33 students. The type of questionnaire used a Likert scale: students do not have to think about their answers to avoid bias in the study. The purpose of closed questions is to provide ordinal data regarding students' perception of reward and punishment in English learning and students' motivation in English learning at MTsN 8 Kediri.

3.4.3 Interview

A process of digging up data and investigating individual actors or several people to obtain information related to the research objectives to be

achieved. In the interview, the researcher provided an instrument of questions to convey to the research object. In general, interviews are more often carried out face to face because they are considered more detailed in obtaining valid information. According to Nilamsari (2014), an interview is a conversation between an individual and the interviewer. Then, the interviewer gets an opinion and in-depth information.

In this study, the researcher conducted interviews with five students in the bilingual class of MTsN 8 Kediri. Then, the words and sequences were predetermined using an open interview approach. Therefore, each respondent must be asked the same basic questions. In addition, the questions in the interview were taken from additional questions to support the data obtained. For interviews, *see the appendix*. The interview process was carried out in stages, and this research was carried out on April 25, 2022. To improve and maintain the validity of the data, the researcher recorded every conversation in the gist, rewritten, documented, and analyzed the data. In the interview process, the researcher used the Indonesian language because it makes it easier for students to answer questions during the process. The interview aims to answer the types of reward and punishment in learning English at MTsN 8 Kediri, students' perceptions of reward and punishment in learning English, and students' motivation to learn English at MTsN 8 Kediri.

3.5 Data Analysis

In qualitative research, data analysis is shown by descriptive text. According to Rijali (2018), data analysis is an effort to systematically organize data from observations, interviews, and others to make it easier for the researcher to understand the studied case. The main objectives of data analysis in general are (a) the effort to find data is a field process with various pre-field preparations, (b) structuring the data obtained while in the field coherently, (c) presenting the data obtained, and (d) trying to find meaning in a case that occurred. However, after getting data from observation, questionnaire, and interview, the next step is data reduction, data display, and Conclusion Drawing.

3.5.1 Data Reduction

It is a process for selecting and simplifying data and abstracting from the rough data transformations that emerged from written data research. Even though data reduction before data is collected, the researcher must make a conceptual framework related to the study. In short, the meaning of data reduction is: (1). Summarising the data, (2) coding, (3) tracing themes, (4) making clusters. So at this stage, the data used in learning is relevant, and the data used qualitative obtained from observation data, questionnaires, and field interviews with all informants. After all, is collected, the data is reduced by separating important data and unnecessary data in the form of tables and transcripts of results. Its primary purpose is to facilitate the collection of data while at the same time making it easier to conclude. The researcher used data

reduction by dividing the four; 4: strongly agree, 3: agree, 2: disagree, and 1: strongly disagree. The four categories have limited each student's answer. Then, the researcher can conclude and summarize the answers in the form of a table.

3.5.2 Data Display

An activity to collect important information related to research to facilitate concluding the research results and withdrawing an action. The form of data presentation in qualitative research is field notes, matrices, graphs, networks, and charts. The purpose of each form is to create information related to research that is coherent and clear.

3.5.3 Conclusion Drawing

The third stage is making a decision as well as verifying. In qualitative research, preliminary conclusions are still temporary, meaning they can change if there is no support from solid evidence. However, if the conclusions drawn are supported by substantial evidence, the research is valid and consistent. Then, it is used as a flexible conclusion. The decision results answer the students' perception of reward and punishment toward their motivation in English learning at MTsN 8 Kediri.

3.6 Data Validity

In the validity stage, the researcher used a triangulation model, which means testing data validity by paying attention to supporting other data as a form of checking and comparing one data and other data. In addition, the validity triangulation data model can be carried out based on data sources, data collection

techniques or methods, time, and theory. Therefore, the data triangulation process aims to test data credibility by checking the data obtained from several sources.

In this study, different people and sources carried out the accuracy of data collection. First, it refers to the number of students taking the population of class VIII-A MTsN 8 Kediri among 33 students. Then, the validity triangulation model tests the validity and checks the data obtained through several methods: observation, questionnaire, and interviews. Finally, the triangulation data model has been represented by twenty questions that have been provided in the questionnaire to answer this research evidence. The steps taken to perform data triangulation are as follows:

- 1) Do a check of data from one source of informants with other informants.

This stage is a process of testing the validity of data. In this stage, the researcher also tries to obtain consistent data.

- 2) Comparison between interview and questionnaire

In this stage, the researcher compared the data obtained from the interviews and questionnaire. In addition, if the data being compared is the same, then the data obtained is accurate. On the other hand, if the data results are unequal, then the data is inaccurate. However, it takes extra time to get certainty of data.

CHAPTER IV

RESEARCH FINDINGS

In this stage, the researcher presents research findings, analyzes the data, and discusses. This research was conducted to investigate problems related to the students' perception of reward and punishment, students' motivation in English learning, and kinds of the reward and punishment in English learning.

4.1 Research Findings

From the data collection process in the form of observation, questionnaire, and interview, it can be explained that the research results are as follows:

For observations carried out during learning in the classroom, the researcher himself did when the learning took place. The questionnaire contains 16 questions, of which eight questions related to students' perception of reward and punishment and eight related to students' motivation in English learning at MTsN 8 Kediri. A total of 33 students responded to the questionnaires distributed during English learning. The questionnaire is in the form of a checklist to make it easier for students to fill out. Each item statement in the questionnaire aims to answer research questions related to what are students' perceptions of reward and punishment and student motivation in English learning.

Meanwhile, the interview contains 15 questions about the kind of reward and punishment often used and applied in learning English at MTsN 8 Kediri. Five students of class VIII-A were taken from the results of the highest scores in filling out the questionnaire for interview informants. In addition, the interview aims to

answer research questions related to "kinds of reward and punishment which are often used in learning English."

For the questionnaire results, the researcher can show by using the Likert scale model in which the model has the characteristics of the scale, which can be odd and even, and the scale uses four levels. For a study in Indonesia, this model is highly recommended for research. The following is a descriptive presentation of the data results using four scales:

4: Strongly Agree

3: Agree

2: Disagree

1: Strongly Disagree

4.1.1 Students' Perceptions of Reward and Punishment in Learning English

The first research problem relates to students' perceptions of rewards and punishments in a questionnaire consisting of 8 questions to obtain data from students' perceptions. Then, the data was divided into four: strongly agree, agree, disagree, and strongly disagree. The following table shows students' perceptions of reward and punishment.

Tabel 4.1.1

Questionnaire Data about Students' Perception of Reward and Punishment

No Statements	Questionnaire Statements	Scale	Frequency	Percentage
1	<i>Guru menerapkan pembelajaran Bahasa Inggris dengan menggunakan reward and punishment dalam kelas</i> The teacher applies English learning by using rewards and punishment in class	4	9	27,2%
		3	19	57,5 %
		2	5	15,1%
		1	0	0%
2	<i>Metode reward and punishment yang diterapkan oleh guru sesuai dengan karakter siswa</i> The reward and punishment method applied by the teacher follows the student's character	4	5	15,1%
		3	12	36,3%
		2	14	42,4%
		1	2	6%
3	<i>Pembelajaran Bahasa Inggris menggunakan reward punishment sangat efektif diterapkan dalam kelas</i> Learning English using reward-punishment is very effective in being applied in the classroom	4	5	15,1%
		3	16	48,4%
		2	11	33,3%
		1	1	3%
4	<i>Metode reward and punishment membantu siswa lebih focus dalam belajar Bahasa Inggris</i> The reward and punishment method helps students focus more on learning English	4	9	27,2%
		3	14	42,4%
		2	6	18,1%
		1	4	12,1%
5	<i>Guru menerapkan pembelajaran reward and punishment dengan baik</i> The teacher applies reward and punishment learning well	4	7	21,2%
		3	13	39,3%
		2	11	33,3%
		1	2	6%
6	<i>Saya merasa senang Ketika pembelajaran menggunakan reward and punishment dalam kelas</i> I feel happy when learning uses rewards and punishment in class	4	5	15,1%
		3	14	42,4%
		2	11	33,3%
		1	3	9%
7	<i>Saya merasa lebih tenang ketika pembelajaran dilakukan</i>	4	6	18,1%
		3	12	36,3%

	<i>dengan metode reward and punishment</i> I feel relaxed when learning is done using the reward and punishment method	2	13	39,3%
		1	2	6%
8	<i>Saya merasa takut ketika guru menerapkan pembelajaran dengan menggunakan reward and punishment</i> I feel afraid when the teacher applies learning by using reward and punishment	4	0	0%
		3	10	30,3%
		2	12	36,3%
		1	11	33,3%

Based on the questionnaire above, the results indicated that the student responses related to the teacher applying English learning by using rewards and punishment in class amounted to 15,1% choosing strong agree. Meanwhile, 57,5% agreed with 33 students, 15,1% disagreed with the statement, and the total number of students who strongly disagreed with the statement reached 0%. All respondents have given their opinion regarding the first statement, "The teacher applies English learning by using rewards and punishment in class." So it can be concluded that teachers at MTsN 8 Kediri use reward and punishment in learning English.

The questionnaire results above show that students positively perceive applying English learning by using rewards and punishments in class. Then, the results above are strengthened by the results of the respondents' opinions below:

CL: *"Teachers apply English learning by using reward and punishment to make students more enthusiastic in learning. The implementation starts with the QnA model, and then the teacher gives a reward as a value for students who can answer."*

AL: *"Learning using reward and punishment applied by the teacher model is a point or additional value."*

The second statement in the table above is, "The reward and punishment method applied by the teacher is following the student's character." From the percentage above, we can see that 15,1% of students strongly agree, 39,3% of the 33 students agree, 42,4% disagree, and 6% strongly disagree.

The results of the questionnaire in point two it is supported by the opinions of respondents YY and AL in the following interview:

YY: *"Teachers often apply to learn with an additional point model so that students who do not understand the instructions are afraid."*

AL: *"Anxiety arises in learning English because students are less confident with the applied learning model."*

The results questionnaire and interview above show that the statement the reward and punishment method applied by the teacher is not following the student's character. This is because the model applied by the teacher makes students anxious and worried that they could not answer the questions posed by the teacher in the QnA.

The following statement relates to "Learning English using reward-punishment very effectively in the classroom". The percentage results show that 15.1% of respondents strongly agree, or about five. Therefore, 48,4% of 33 respondents chose to agree with the statement. Meanwhile, 33,3% of respondents disagreed with the statement, and 3% of 1 respondent strongly disagreed with the statement. Therefore, the total number of respondents answered the questionnaire was 33 respondents.

The questionnaire results above showed that the respondents have a positive vote for the statement of point 3. Then these results are strengthened by the results of interviews with respondents YY and NS below:

YY: *"This effectively increases students' enthusiasm for learning English. Besides, it can make students more confident in learning."*

NS: *"So far, the application in learning is very effective because students are encouraged to get an award in the form of additional value in learning."*

From the results above, it can be concluded that the application of Learning English using reward-punishment is very effective in the classroom.

The fourth statement relates to "the reward and punishment method helps students focus more on learning English". Around 27.7% of respondents indicated their choice, namely strongly agree. It means that nine respondents have determined their voting rights. Meanwhile, 42,4% of respondents from a total of 33 chose to agree, and 18,1% chose to disagree with the statement the researcher gave. Therefore, 12,1% of respondents strongly disagree with the statement, or about 4 of the total respondents, namely 33. From these results, it can be concluded that the reward and punishment method help students focus more on learning English.

The results of the questionnaire above were strengthened by interviews with FF and NS, which stated that:

FF: *"It helps students understand better the material presented by the author during English learning."*

NS: *"In my opinion, reward and punishment in learning can help students be more open-minded and disciplined in participating in English learning so far."*

The following statement relates to the teacher applying reward and punishment learning well. The percentage level of respondents who chose strongly

agree reached 21,2% out of 33 respondents. Then, 39,3% of respondents chose to agree with the fifth statement. It means that 13 respondents out of 33 respondents have made their choice. 33,3% of respondents chose to disagree with the statement given by the researcher, and 6% of respondents strongly disagreed with the statement given. Therefore, all 33 respondents have answered the given statement. The results show that they learn well if the teacher applies reward and punishment.

The results of the fifth point questionnaire showed that students had a positive vote for the statement. Then it is reinforced by the expressions of respondents AL and CL in the following interview:

AL: "The teacher applies reward and punishment well where the initial process of its application begins by asking the condition of the students in the class. Then it is followed by the questions from the previous material. Students who can answer will get an additional value."

CL: "Usually, the teacher does not directly apply reward and punishment learning in the classroom, but rather, the teacher asks the student's condition whether the learning time is in good condition or not."

The sixth statement relates, "I feel happy when learning uses rewards and punishments in class". The percentage of respondents shows that 15,1% of the total 33 respondents strongly agree with the statement. In addition, a total of 42,2% of respondents decided to agree. It means that around 14 respondents have made their choice. Meanwhile, respondents who disagreed with the given statement reached 33,3%. It means that a total of 11 respondents have given their answers. Therefore, 9% of 33 respondents stated strongly disagreed with the statement.

The questionnaire results above show that students positively perceive the 6th point statement. Then the interview process results align with the interviews' results. So that it can be proven by the following AL and CL expressions:

CL: *“Usually, students are delighted in learning English because of the feedback from the teacher if they can be active in the class, making students competitive in learning.”*

AL: *“Most students in the class are delighted when the teacher gives feedback, and every student can answer and understand the instructions given.”*

From the results above, it can be concluded that most students agree with the statement related I feel happy when learning uses rewards and punishments in class.

The next statement relates to feeling relaxed when learning is done using the reward and punishment method. The percentage table results above show that 18,1% of respondents chose to strongly agree with the statement. It means that 6 of the 33 respondents have answered. Then, 36,3% of respondents chose the agreed scale. Meanwhile, 39,3% of the total 33 respondents disagreed with the statement, and 6% of respondents answered strongly disagree. From these results, we can conclude that students do not feel calm when learning is carried out using rewards and punishment. On the contrary, the majority feel worried and anxious that they cannot answer the instructions given by the teacher.

The questionnaire results above are strengthened by the results of interviews with the following informants' NS and FF:

NS: *“In my opinion, sometimes feelings of anxiety and worry arise if they cannot fully fulfil the teacher's instructions. Even the majority who do not understand the material seem passive in class.”*

FF: *“The anxiety arises when the QNA phase in the classroom is related to English material where students sometimes do not fully understand the material presented.”*

The eighth statement is, “I feel afraid when the teacher applies to learn by using reward and punishment”. The percentage table above shows that 0% of the 33 respondents strongly agree with this statement. It means that there are no respondents who choose the statement. So then, 30,3% of respondents chose to agree with the statement. Meanwhile, 36,3% of the total 33 respondents disagreed with the eighth point statement, and 33,3% of the 33 respondents strongly disagreed with the statement.

The results of the questionnaire above are strengthened by evidence from interviews with informants CL and YY below:

CL: *“In my opinion, reward and punishment have advantages and disadvantages in learning. My perception as a student in learning, reward, and punishment are many, including improving students' English skills.”*

YY: *“Reward and punishment in learning can increase student's self-confidence to get better grades in learning English.”*

From the results above, we can conclude that most students at MTsN 8 Kediri do not feel afraid when learning using the reward and punishment model. Even rewards and punishment can increase students' confidence in learning.

The results above have been synchronized by Klegeris & Hurren (2022). They argue that perception is the view of the receptor or receiver related to the phenomenon around both by considering several factors. Therefore, the above results are purely from students' perceptions during learning English using learning methods and derived from students' experiences in interpreting the views of

learning designed by the teacher, where the good and bad of learning lies in how the teacher applies values in learning.

4.1.2 The Student's Motivation in English Learning

The second research problem relates to students' motivation in English learning at MTsN 8 Kediri. The questionnaire consists of 8 questions to obtain data on student motivation. Then, the data will be divided into four scales: strongly agree, agree, disagree, and strongly disagree. The following table shows student motivation in English learning.

Table 4.1.2
Questionnaire Data about Students' Motivation in English Learning

No Statements	Questionnaire Statements	Scale	Frequency	Percentage
9	<i>Saya sering mempelajari bahasa Inggris tanpa ada perintah dari guru</i> I often study English without any orders from the teacher	4	4	12,1%
		3	16	48,4%
		2	12	36,3%
		1	1	6%
10	<i>Saya merasa semakin aktif dalam pembelajaran bahasa Inggris</i> I feel more active in learning English	4	5	15,1 %
		3	16	48,4%
		2	12	36,3%
		1	0	0%
11	<i>Saya sering bertanya kepada guru ketika menemukan permasalahan dalam pembelajaran</i> I often ask the teacher when I find problems in learning	4	3	9%
		3	13	39,3%
		2	13	39,3%
		1	4	12,1%
12	<i>Saya merasa percaya diri dalam mempelajari Bahasa Inggris</i> I feel confident in learning English	4	4	12,1%
		3	17	51,5%
		2	11	33,3%
		1	1	3%

13	<i>Saya sering merasa optimis Ketika pembelajaran bahasa Inggris</i> I often feel optimistic when learning English	4	5	15,1%
		3	16	48,4%
		2	11	33,3%
		1	1	3%
14	<i>Saya merasa memiliki skill lebih dalam pembelajaran Bahasa Inggris</i> I feel I have more skills in learning English	4	1	3%
		3	16	48,4%
		2	11	33,3%
		1	5	15,1%
15	<i>Pola pikir saya menjadi lebih terbuka dalam pembelajaran Bahasa Inggris</i> My mindset is becoming more open in learning English	4	6	18,1%
		3	11	33,3%
		2	14	42,4%
		1	2	6%
16	<i>Saya sering mempelajari bahasa Inggris dari sumber lain diluar pembelajaran</i> I often learn English from other sources outside of learning	4	8	24,2%
		3	12	36,3%
		2	9	27,2%
		1	4	12,1%

The questionnaire results showed that the ninth statement is “I often study English without any orders from the teacher”. 12,1% of the total 33 respondents strongly agreed with the researcher's statement. Then 48,4% of respondents chose to agree with the statement. About 16 respondents out of 33 have already determined the answer. Respondents who disagreed with the statement reached 36,3%, and respondents who strongly disagreed with the statement reached 6% of the total 33 respondents. So, it can be concluded that most respondents agree with the statement I often study English without any orders from the teacher.

The questionnaire results above show that students vote positively for the statement eighth. Then it is proven by the results of interviews with the initials of informants CL and FF.

CL: *"It can increase my enthusiasm for learning English, and sometimes I often read books related to English after coming home from school. I am motivated to get rewards from the teacher."*

FF: *"I usually read English-related material at night because I want to add insight and have satisfying results in learning."*

The following statement relates to feeling more active in learning English.

The table presented above shows that respondents who chose the scale of strongly agree reached 15,1% of the total 33 respondents. Then, respondents who agreed with the tenth point statement reached 48,4%. Approximately 16 respondents have determined the answer to choose the agreed scale. Meanwhile, respondents who decided to choose the disagree scale reached 36,3% of the total 33 respondents who answered and 0% for respondents who strongly disagreed with the statement. The number of respondents who answered the point 10 statement reached 100%. So based on the questionnaire above, it can be concluded that the respondents agree with the statement that feeling more active in learning English.

The interview results showed that students voted positively for the tenth point statement. Reinforced by evidence from interviews with the following initials YY and AL:

YY: *"In my opinion, reward and punishment in learning can make students' characters more active because they want to get feedback from the teacher so that they are competitive with their classmates."*

AL: *"Usually, students ask questions in learning English so that the teacher gives rewards such as "good, nice, and excellent."*

The following questionnaire relates to "asking the teachers when I find problems in learning". The percentage above shows that the level of students who chose the scale of strongly agree reached 9% of a total of 33 respondents. Then the percentage of respondents who chose to agree reached 39,3%. Meanwhile,

respondents who strongly agreed were equivalent to respondents who chose to disagree 39,3%. Respondents who chose strongly disagree reached 12,1% of the total 33 respondents.

The results of the questionnaire above are in line with the related statement I often asked the teacher when I found problems in learning that FF and CL reported in the following interview process:

FF: *"I think there are only a few students in the class who ask when they find problems in learning because students are afraid of getting punished if they don't understand the instructions."*

CL: *"In my opinion, asking questions in class is only sufficient if you find a problem. You directly ask, and if you don't find a problem, don't ask."*

So, from the results of the questionnaire above, it can be concluded that the level of students who agree and disagree with the I often ask the teacher when I find problems in learning results are equivalent, meaning that there is no significant difference between the two. It means that students are neutral with the statement.

When questioned about feeling confident in learning English, It can be demonstrated that the respondents who chose strongly agreed it reached 12,1%, meaning that as many as four out of 33 chose the statement. Meanwhile, respondents who answered the agreed scale with the statement reached 51.1%. Respondents who chose the disagree scale with statement point 11 reached 33,3% of the total 33 respondents. For respondents who answered strongly disagree scale reached 3%.

The following statements that NS and FF reported supported the questionnaire result:

NS: *"If I see that when learning English begins, most students in the class are confident in their abilities, and even every teacher opens questions, many of my friends ask in detail."*

FF: *"Many of my classmates often try their best during the mid-semester exam."*

Based on the results above, most respondents, more precisely students at MTsN 8 Kediri, increase their self-confidence when learning English.

The following statement relates to feeling optimistic when learning English. The table of questionnaire results above shows that respondents who chose the strongly agree scale reached 15,1%. Then, respondents who selected the agreed scale with the statement above reached 48,4%. This is inversely proportional to the respondents who chose the disagree scale, only 33,3% of the total 33 respondents. On the strongly disagree scale, the scale reaches 3%. So it can be concluded that respondents agree with the statement I often feel optimistic when learning English.

The questionnaire results above show that students vote positively for the statement. So that it is in line with the results of interviews with respondents' initials AL and CL below:

AL: *"Of course, as a bilingual class student, I feel more optimistic because learning English is our goal."*

CL: *"As students, we feel that learning English is my goal to be able to enter a bilingual class, so I must feel optimistic in class."*

Questionnaire point 14 relates to "I feel I have more skills in learning English". The percentage table results above show that 3% of respondents chose the strongly agree scale of 33. Then, respondents who selected the agree scale reached 48,4%. It means that 16 respondents have chosen the scale. Meanwhile, respondents who answered disagreed with the statement reached 42,4% of the total

respondents, and 15,1% strongly disagreed with the questionnaire statement point 14. The statement above can be proven by two informants initial with CL and YY:

CL: *"Yes, I feel that the skills in learning English are starting to develop, covering four skills, namely reading, listening, writing, and speaking."*

YY: *"Of course, reward and punishment modelled learning can make students try their best in learning, then the impact is that students will have skills."*

So, from the results above, it can be concluded that students feel that English language skills have increased periodically in their ongoing learning.

The subsequent questionnaire is related to My mindset, which is becoming more open to learning English. The presentation results above show that respondents who chose the strongly agree scale reached 18,1%. Then, respondents who selected the agree scale reached 33,3% of the total 33 respondents. Inversely proportional to the total respondents who chose the agree scale, Respondents who chose to disagree were 42,4% higher, and 6% chose a scale of strongly agree with the point 15. So, it can be concluded that students at MTsN 8 Kediri disagree with statement point 15 because their mindset in learning English has not changed.

The following statements revealed by NS and AL demonstrated the evidence of the result of the questionnaire above:

NS: *"There is no change in the mindset in learning because the majority think that students are based on teacher appreciation."*

AL: *"There is no change in the statement because students' focus is only on studying and being disciplined, so they don't get a punishment."*

The last questionnaire is related to learning English from other sources outside of learning. 24,2% of respondents chose a scale of strongly agree among 33 respondents. Then, respondents who chose the agreed scale with the statement

above reached 36,3%, where this percentage is relatively high. Meanwhile, the disagree scale reached 27,2%, lower than all agree. The percentage of respondents who strongly disagree with statement point 15 reached 12,1%, meaning that about four respondents have chosen the scale.

The results of the questionnaire indicated that students have a positive opinion. So, it was also supported by the informants in the statement as follows:

CL: *"Students in my class often learn all English skills through social media such as Instagram because it is simpler and clearer."*

YY: *"I study English more often through youtube sources because the discussion is clearer."*

Therefore, from the above results, it can be concluded that most students at MTsN 8 Kediri learn English from many sources other than textbooks.

From the results of all the questionnaires above, it can be proven by Prihartanta (2015) stating that motivation is a form of encouragement and action from internal and external a person to do all things optimally and ideally. In addition, Dauyah et al. (2018) argue that motivation significantly impacts the psychology of students' learning English in the classroom. When learning takes place actively, the impact of motivation on students will be even more significant. So the above phenomenon shows that the role of motivation in the student learning process at MTsN 8 Kediri is very substantial.

4.2 Results of the Interview with Students about Reward and Punishment

4.2.1 Kinds of Reward

In this stage, the researcher conducted the data collection process by interviewing five students of class VIII-A MTsN 8 Kediri. The students were interviewed regarding the rewards often used in learning English at MTsN 8 Kediri. The interview was conducted on April 25, 2022. In this section, the researcher presents the interview data using a transcript model to confirm and strengthen students' responses to kinds of rewards in English learning. The code is as follows in presenting interview data: I: as the interview. AI: stands as the answer to the interview.

I.1: What kinds of reward are often used in learning English at MTsN 8

Kediri?

AI.1:

NS: *"For learning English, the teachers of MTsN 8 Kediri often use praise models, giving points, and non-verbal. Praise reward, the application in learning, is when the teacher explains a material related to English. Then, the teacher asks about the material that has been delivered and whether there are any questions related to the material. Then students respond to the teacher's questions correctly. The teacher's response is a good job and amazing. "For the type of reward point system, when the learning is finished, the teacher gives five questions related to the material presented, and students are asked to work on the questions. Each question contains 20 points. If students can answer the questions, they will get 100 points. For non-verbal, the teacher usually opens a QnA session at the beginning of the lesson, which aims to check the understanding of the previous material if students answer the teacher's response by clapping and raising two thumbs.*

YY: *"So far, teachers have only applied simple reward models such as applause, point, and praise or flattery. I think it is more necessary because of its simple shape and following the students' character in the class."*

AL: *"I think the type of reward is still conditional in the application of learning. Usually, the teacher gives an additional point. Sometimes, I don't know that."*

CL: *"The types often used during learning are praise, points, and applause. Besides that, the teacher applies it in a certain tempo."*

FF: *"In my opinion, the teacher applies rewards following the portion of students such as giving a thumbs up, giving additional points and compliments."*

Based on the interview transcript above, it can be concluded that most students stated that the types of rewards often used in learning English are praise, point, and non-verbal.

The second interview question concerns students' reasons for using rewards in language learning. Again, they reported in different manners as follows:

IA.2:

NS: *"Because it makes us more enthusiastic and optimistic in following the lesson, I felt that my classmates were getting more active in asking the teacher."*

YY: *"I think it is more necessary because of its simple shape and following the students' character in the class, and I can be excited to get good grades and a reward from the teacher."*

AL: *"I think we like to get points from the teacher."*

CL: *"I think it motivates student learning in the classroom to focus more on learning."*

FF: *"Back to the function because it can increase student motivation in learning English."*

Based on the interview results above, the reward is often applied in learning English because it makes most students feel happy, motivated, and relaxed. After all, they get feedback in the form of rewards for every effort they make.

The third interview question relates to the benefits of rewards in learning English. Again, the respondents demonstrated differences among those. The following excerpt reported their views:

IA. 3:

NS: *“In my opinion, the essence of the benefits of its application is to make students more motivated in learning, more interactive in learning to be more accomplished.”*

YY: *“The benefit of rewards in learning is to educate students and students to be more active and have skills in learning English.”*

AL: *“In my opinion, there are many benefits of rewards, namely making students more accomplished, able to compete with the outside world, having broad knowledge both internally and externally.”*

CL: *“Educate students to have good behaviour, be diligent, and be responsible”*

FF: *“The main benefit is that it makes students more responsible in carrying out every action they do by making the song's behaviour a reference.”*

Based on the interview results above, it can be concluded that the main benefit of reward in learning is to make students have a spirit of responsibility and discipline and be diligent in learning English.

4.2.2 Results Kinds of Punishment

In the next stage, the researcher conducted the data collection process by interviewing. The students of class VII-A at MTsN 8 Kediri aimed to determine the kinds of punishment often used in learning English at MTsN 8 Kediri. the researcher presents the interview data using a transcript model to strengthen students' responses to kinds of punishment in English learning. The code is as follows in presenting interview data: I: as the interview. IB: stands as the answer to the interview.

In the first question of the interview, the researcher focused on knowing the kinds of punishment teachers often apply in learning English. The results of their views were reported as follows:

IB.1:

- FF: *"So far, for learning English in the bilingual class, the form of punishment includes warnings, physical stimulus punishment, decreasing points, and non-verbal punishments."*
- YY: *"I think it is a warning, decreasing points, non-verbal, facial expressions, and maybe the teacher applies it to make students disciplined in learning."*
- CL: *"So far as I know, the teacher applies a light punishment model and does not traumatize students, such as warnings, decreasing points, non-verbal reading of reading texts, and facial gestures. Teachers often apply when the class is not conducive and interferes with learning".*
- AL: *"For the types of punishment that are often used in learning, in my opinion, there are only 2, namely warnings and decreasing points".*
- NS: *"For the kinds of punishment used in learning, there are only three decreasing points, warnings, and non-verbal, especially I do not know."*

Based on the results of interviews and most students' perceptions of the types of punishment, it shows that the types of punishment often applied in learning English at MTsN 8 Kediri consist of warning, non-verbal, and physical punishment stimulus, and decreasing points.

The next question in the interview relates to the students' reasons for applying punishment, which teachers in the learning process often apply. They reported as following:

IB.2:

- FF: *"Actually, the implementation depends on the position and condition of the teacher in teaching. For warnings, the time for the mid-semester and end-semester exams is usually carried out. Then, the application occurs"*

for the physical punishment stimulus when learning in class. For example, the teacher asked questions related to the material at a meeting on past tense material, but no students responded. Then the teacher gives facial gestures to students who ignore learning. He added: "Meanwhile, the punishment model for decreasing points is carried out during daily tests where every correct question will get a full score, and the teacher will reduce the points. I think the teacher adjusts the character needed by the students. I often know that teachers try to make students more disciplined in learning without things that make students lazy to study."

YY: *"I think this punishment is not so burdensome for students in learning. Besides that, each type of punishment may be applied when a student violates it, so the punishment is more conditional depending on whether the student's learning object is in good condition."*

CL: *"Because this type does not make students traumatized in learning, maybe this type makes students more self-evaluate from their mistakes."*

AL: *"I don't know fully, but I think behind the application may be the teacher wants to create effective learning so that all the material presented is fulfilled and makes students understand the material without breaking the rules."*

NS: *"I think it's more of a student's need in learning because sometimes there are a lot of students when learning English in class often make the learning process not conducive."*

Based on the interviews above, it can be concluded that the main goal of teachers in implementing punishment is to make students more disciplined, conducive, and effective in participating in the English learning process at MTsN 8 Kediri.

The third interview question is related to students' perceptions of the effect of punishment on learning English. They claimed their views as follows:

IB 3:

FF: *"I think my classmates find it easier to follow the teacher's instructions during English learning."*

YY: *"So far, most of my classmates have become more responsible in following the lessons. the purpose of this responsibility is to avoid any punishment such as deduction of points."*

CL: *“For the impact of punishment in learning, the main thing is that most students become more conducive. But there are still 3 to 5 students who sometimes don't obey the teacher's orders.”*

AL: *“I think the impact is that classroom learning becomes more interactive and fun because no students are making trouble.”*

NS: *“The impact of punishment in learning is that some students are afraid to cheat, make noise, and don't obey the teacher's instructions.”*

Based on the interview above, it can be concluded that the use of punishment in learning impacts student activity because students become more afraid and more obedient in participating in English learning.

4.3 The Result of Teacher Interview Using Reward and Punishment in English Learning

In this stage, the researcher observed the teacher of class VIII-A, which class was a bilingual class. This observation aims to know the process of learning English by using reward and punishment. The observation stage is carried out for a long time to determine how teachers apply learning by using reward and punishment. Besides that, the researcher also has an observation guideline that contains a research statement making it easier for researchers to make observations

Before learning starts, students must be ready in class because the learning system is offline. For the first meeting, the material related to simple past tense. Then, the teacher made attendance and pre-activities. He also asked about students' conditions. Afterwards, the teacher reviewed the previous material with the QNA session for class VIII-A students of MTsN 8 Kediri. During the pre-activities process, the teacher asked: *“Did you remember our material last week, students? are you still remember or not my students?”*.

After that, learning enters the core activities where the teacher explains the simple past tense related to the definition of the simple past, the simple past tense formula, functions, and examples of simple past sentences. Then the teacher explains the learning material in detail. After achieving the learning objectives, the teacher gives five questions related to the material presented. The instructions for the question are to translate into English and then change it into the simple past tense. The questions are, *Andi berenang di kolam renang hari minggu lalu, ayah dan aku bermain sepakbola keamrin, ibu tidak membuat nasi goreng tadi malam, santi menulis surat untuk temanya tadi pagi, dan apakah dita mencuci bajunya seminggu lalu.* The processing time for the questions is 15 minutes.

In the next session, the teacher used rewards and punishment in learning. The following are the teacher's instructions: *"For those who have exchanged your work with your classmates. For students whose work is correct, I will give a score, and for students who answer incorrectly, I will reduce it.* The teacher said, *"who wants to come forward and do your work in the whiteboard."* Then some students come forward to work on the questions. One of the students named CL came forward to work on question No. 1 on the blackboard, and the answer was correct. Then the teacher said, *"CL, good job, and your answer is correct."*

In addition to the ongoing learning, the teacher also found that some students in class VIII-A did not obey the instructions given by the teacher working on the five questions. The teacher's action is to give punishment in the form of a warning to the student: *"students, do not cheat on your friends' work."* However, these students still do not adequately comply with the teacher's instructions. The

teacher also takes firm action during the learning process. Then the teacher said, *"I want to decrease your point."* From the several forms of punishment, the teacher tries to make learning more disciplined in the classroom.

The next stage is post activities. At this stage, the teacher tries to strengthen students' understanding by asking several questions related to the material presented at this meeting. For example, the teacher asked, *"what is our topic today, students?". Who can answer my question? I will be crowned the most active student this week"*. Then after the session, the teacher closed the lesson by reading *Alhamdulillah* together.

To find out in-depth related to the use of reward and punishment in English learning, the researcher interviewed April 25, 2022, with a teacher initial AZ and HI

Q1: Teacher gets into EFL and past career to date

AZ: *"My initial history started from SDN Ngebrak, graduating in 1992. Then continuing my junior high school in 1995 at SMPN Gampengrejo, graduating in 1995. In 1998 I continued my vocational high school at SMKN 1 KEDIRI. After that, he continued at STAIN KEDIRI, graduating in 2003. In my first year, from 2003 to 2008, I became an honorary teacher in several educational institutions with English subjects and continued in 2012 to join PPG at the University of Jember. Then in 2013 until now, he has become a civil servant with English subjects at MTsN 8 Kediri."*

HI : *"I am an alumni/graduate of Jawaahirul Hikmah Middle and High School, Ponpes JH (Jawaahirul Hikmah Tulungagung). Entered the cottage from 2008 to 2018. Undergraduate study at STKI PGRI Tulungagung. After graduating from college (2016), I helped teach either as an assistant or a teacher at JH High School Junior High School with several subjects (mathematics, arts, culture, science, history, etc. I never taught English subjects because there were plenty of English teachers. In 2018 I tried registering for the CPNS Test, English Teacher Formation (S.Pd., S.Hum, S.S), which was only the Ministry of Religion agency that opened the*

vacancy. Alhamdulillah, I passed and was accepted, starting from the administrative selection, SKD test, and SKB. After that, he was officially inaugurated as a civil servant teacher within the Ministry of Religion in 2019. So with that language. I went to study majoring in English education until now teaching at MTsN 8 KEDIRI. "

The results of interviews with teachers with the initials AZ and HI related to teachers getting into EFL and past careers to date show that teachers have done an in-depth study and a reasonably progressive journey to become English teachers. So that from each teacher's background, they can convince students of teachers' competencies starting from pedagogic, personality, professional, and social competencies.

Q2: Teacher opinion when learning carried out using reward and punishment applied to students

AZ: *"I think learning is done with this method when most students are happier and more comfortable. Even when I observe learning, most students in the class compete with their classmates to get a prize from the teacher. while for punishment, I use only as a controller so that learning activities can be controlled and effective."*

HI: *"In my opinion, while learning English, this method can make you enthusiastic and positive because it can generate motivation in learning. In addition, the punishment applied does not burden students in learning."*

The results of interviews with teachers with the initials AZ and HI indicate that teacher opinion when learning is carried out using reward and punishment applied to students is positive because, in the learning process, it can make students more happy, comfortable, and enthusiastic. They also mentioned that this method could increase students' enthusiasm for participating in learning English in class.

Q3: The benefits of implementing reward and punishment

AZ: *"In my opinion, reward benefits are to make students better individuals in terms of mentality, knowledge, and achievement in learning. Meanwhile,*

the advantage of punishment is that it makes students more personally responsible for carrying out every action and makes their character disciplined in learning."

HI: *"The benefits of rewards, in general, make students more active, enterprising, and diligent in learning because of the rewards that students want to get. Besides that, the advantage of punishment is to make students' personalities more character in overcoming every problem."*

The results of the interview above indicate that the benefits of implementing reward and punishment are very varied. It also revealed the benefits of reward and punishment. It can make students more active, responsible, and disciplined in participating in learning. They also showed that these rewards and punishments continue to be practised and implemented to make students accustomed and more mature in attitude.

Q4: The weaknesses of reward and punishment

AZ: *"In my opinion, the weakness of this method lies in the period of application in learning. For example, when this method is applied daily, students will become bored and create a gap between active and less active students. Another disadvantage is that it creates personal problems for less active students. The weakness of punishment is that it can make students traumatized by punishment even though the nature of the punishment applied is light."*

HI: *"Experience while teaching English with reward and punishment creates a lack of confidence in students. Then, it causes students to overthink during learning for fear of not getting a reward. Lastly, for punishment, the weakness is that it makes it more difficult for students to obey the teacher's instructions."*

The interview process with AZ and HI indicated that the weaknesses of reward and punishment varied. First, it creates a gap among students. Second, traumatize students with the punishment that is applied. Third, cause overthinking in students. They also revealed that the teacher wanted to make more solutions to the weaknesses mentioned.

4.4 Result of Students' Perception of Reward and Punishment Toward Their Motivation in English Learning at MTsN 8 Kediri

4.4.1 Students' Perception of Reward and Punishment in English Learning

To answer the first research question related to students' perception of reward and punishment in English learning, the researcher conducted an early observation stage as the identification stage. Then the researchers distributed a questionnaire with the number of volunteers who completed the questionnaire totalling 33 respondents. The researcher also interviewed five students to strengthen the research and as additional information for researcher. After the observation, questionnaire, and interview are completed, then the data can be explained as follows:

- a. The first statement relates to the teacher applying English learning by using rewards and punishments in class. The questionnaire data shows that the highest percentage indicates that 57,5% agree with the first statement. Further interviews were conducted. 4 students stated that the teacher applying English learning using reward and punishment with a point model could increase students' motivation to learn. Meanwhile, one student stated that the teacher did not implement learning using reward and punishment. From the five students interviewed, the difference was not too significant. So, based on students' perceptions, it can be concluded that teachers apply English learning by using reward and punishment in learning.

- b. The second statement relates to the reward and punishment method applied by the teacher following the student's character. The highest percentage reached 42,4% of students who agreed with the statement point 2. After further interviews with the informants, 4 out of 5 informants thought that the reward and punishment model in learning was not following the student's character because it created anxiety for students. So, this result is very significant because most students agree with statement point 2. So, it can be concluded that students' perceptions in the application of reward and punishment in learning English at MTsN 8 Kediri are appropriate because they do not cause fear and follow the student's character.
- c. The third statement relates to Learning English using reward-punishment is very effective in the classroom. The highest percentage in the third statement reached 48,4% of respondents who agreed with this statement. Then the researcher conducted further interviews with five students. Three students stated that reward and punishment are very effective because they can make students more enthusiastic about learning and get more marks when answering the teacher's questions. Meanwhile, two students stated that they disagreed because they were afraid they would not be able to answer the instructions given by the teacher when learning English in class. Based on these results, it can be concluded that most students' perceptions agree with point 3 because it makes learning more enthusiastic and active in class.
- d. The fourth statement relates to the reward and punishment method helps students focus more on learning English. The highest percentage reached

42,4%, agreeing with the fourth point statement. Then further interviews showed that three students stated that they could make students focus on learning because they were motivated to get rewards from the teacher. Then two students stated that they did not entirely focus on learning because they feared punishment if they did not fully understand the material. So from these results, there are no such significant differences from one informant to another. From these results, it can be concluded that most students' perceptions show that reward and punishment in learning English can make students focus on the material given by the teacher in learning English.

- e. The fifth statement relates to the teacher applying reward and punishment to learning well. In this statement, the percentage on the questionnaire indicates that 39,3% of respondents agree with statement point 5. Three students stated that they were suitable from the further interviews with five students at MTsN 8 Kediri, especially in class VIII-A. In its application, the teacher usually knows more about the condition of the students when applied. Meanwhile, two students stated they were not good because they were not optimally and consistently. So based on the above results, some differences are not too significant. So we can conclude that teachers can apply reward and punishment in learning English well.
- f. The fifth statement relates to I feel happy when learning uses rewards and punishments in class. From the questionnaire results on point 6 that 42,2% of respondents agree with the statement. Meanwhile, in the interview process, it was shown that two students did not agree with the statement

because the reason for the form of punishment made learning less comfortable for fear of reducing points, while three students agreed because learning could be enjoyable. Usually, the teacher gave rewards that made students get excited. The form of rewards in learning English at MTsN 8 Kediri can make students compete healthily with their classmates. The difference between minority and majority informants is not so significant that it can be concluded that some students feel happy when learning uses reward and punishment.

- g. The objective statement relates to feeling relaxed when learning is done using the reward and punishment method. The percentage on the questionnaire showed 39,3% of the total 33 respondents disagreed with the 7th point statement. From the interview results, four students stated that they disagreed because the learning made some students who did not fully understand the material presented become afraid. This fear is caused by punishment as a reduction in grades. They even have confidence in their abilities. Besides that, one student stated that he agreed because it was able to make him more enthusiastic about learning. From the results of these data, it can be concluded that students of MTsN 8 Kediri class VIII-A feel uneasy when the learning process uses reward and punishment.
- h. The eighth statement relates that I feel afraid when the teacher applies to learn by using reward and punishment. The highest percentage reached, 36,3%, disagreed with the statement. In-depth information interviews were conducted with five students. Four students stated that they did not agree

because of the reward and punishment despite a lack. It turned out that there were many advantages, such as increasing learning motivation and being confident in personal and interactive abilities. One student agrees because this form of punishment is a personal burden for students, not to mention the results he can get at the end of the semester due to being less active in learning. From these results, it can be concluded that students disagree with the statement of point 8, which considers reward and punishment to make students afraid of learning.

4.4.2 Students' Motivation in English Learning

To find out the motivation in learning English, the researcher also conducted observation, questionnaire, and interview, so the results of students' motivation in learning can be explained as follows:

- a. Statement nine relates to I often studying English without any orders from the teacher. The highest percentage on the questionnaire showed that 48,4% agreed with the statement point 9. Then it was strengthened by interview data for five students. Three students agreed with the statement. Then two students disagreed with the statement of point 9. The interview results showed significant differences in student motivation in learning due to many factors, both internal and external student conditions. From the results above, it can be concluded that most students agree that students often learn English without being instructed by the teacher.

- b. The following statement relates to I feel more active in learning English. In this statement, the data obtained through a questionnaire showed that the highest frequency reached 48,4% of respondents who agreed with the statement. Then the interview stage was carried out to get factual information, and the results were three informants agreed, and two informants disagreed. Some informants also argued that sometimes students felt they often asked and answered questions given by the teacher. In contrast, other passive students do not dare to answer and ask questions in the learning process. From the data results above, it can be concluded that many students actively learn English.
- c. Statement points 11 relates to I often ask the teacher when I find problems in learning. The questionnaire presentation above shows that the results of students who agree reach 39,3%, and students who do not agree with the statement point 11 reach 39,3%. Because the questionnaire showed balanced results, the researcher conducted an in-depth interview to obtain significant results. The interview results show that the results are balanced between one informant and other informants, on average, having the same answer. In class VIII-A, some students who find difficulties in learning will ask questions. However, students who do not find problems in learning will not ask questions and are passive in learning. From the results above, it can be concluded that the total number of 33 students of class VIII-A MTsN 8 Kediri partly asked in learning, and some did not.

- d. The next point relates to I feel confident in learning English. From the results of the highest percentage of questionnaires, 51,5% of respondents agreed with statement 12. Then continued with the interview stage, and the results were that four students agreed with the statement, and one student disagreed with the statement. The opinion of the informants agreed because when learning took place, the teacher gave a stimulus such as a reward to stimulate students' learning power to be active. Meanwhile, the informants who disagreed argued that in learning, not all students could be confident with them due to different levels of understanding. So based on the above results, it can be concluded that the number of students who feel more confident in learning is higher.
- e. Point 13 relates to I often feel optimistic when learning English. From the percentage results above, it can be presented that 48,4% of students agreed with the statement. Then a further interview stage was carried out to get in-depth information. The results showed three students agreed, one disagreed with the statement, and one strongly disagreed. The difference between informant one and other informants is quite significant. So from the above results, it can be concluded that students often feel more optimistic about learning English at MTsN 8 Kediri.
- f. The following statement relates to I feel I have more skills in learning English. In the questionnaire results above, it can be shown that the percentage of students who agree is 48,4%. From the interview results, it can be shown that three students agreed with the statement, and two

disagreed with it. Most students who agree think that because they are often active in asking questions in learning, they feel they can master and understand well, so they can finally have skills related to the material. So it can be concluded that most students feel they have skills in learning English.

- g. The statement point 15 relates to my mindset is becoming more open in learning English. The questionnaire data showed that 42,4% of respondents disagreed with the statement of point 15. The researcher then interviewed the students with the highest questionnaire results. The results showed that four students did not agree with the statement. The reason is that students sometimes have homework related to the material. English. However, their mindset is still not fully open when students do these tasks at home. From the analysis results above, it can be concluded that most students have not been able to be more open in learning English.
- h. The last statement relates to I often learning English from other sources outside of learning. The results of the highest percentage show that 36,3% of respondents agreed with the statement. In the next stage, the result is three students agree. These students often study English such as from social media. One student stated that he had never studied English from other sources, and one student had never studied English from other sources because, at home, students felt bored. So from these data, it can be concluded that students often learn English from other sources.

4.4.3 Kinds of Reward and Punishment in English Learning

The researcher interviewed five students to answer the second research question related to the kinds of rewards and punishment in English learning at MTsN 8 Kediri. The goal is to discover a recent discovery related to the kinds of rewards often used in learning English and the types of punishments often used in learning English. Then the data can be explained as follows:

4.4.3.1 Kinds of Reward in English Learning

The interviews with five students of class VIII-A of MTsN 8 Kediri related to kinds of rewards in English learning showed that four out of a total of 5 students interviewed stated that teachers usually apply various rewards methods in learning English. The kinds often used are praise, giving points, and non-verbal. The form of praise is usually when the teacher applies the process when learning takes place. Students can answer the teacher's instructions, and then the teacher gives feedback, *good job, great, excellent, etc.* The form of application points is that when learning takes place in core activities, the teacher provides practice questions. Then students who can answer correctly will get a score equivalent to the effort the students are making.

Meanwhile, for spontaneous non-verbal implementation when learning occurs, the teacher provides a stimulus in the form of questions or previous material and then quickly responds in the form of an appropriate answer. The teacher gives applause raising both thumbs and accuracy. Therefore, researcher are trying to prove and confirm theories related to rewards in learning that are following their

application. Sidin (2021) argues that the types of rewards in learning consist of rewards, symbolic rewards, token and tangible rewards, and activity rewards. Meanwhile, Fauzia & Syafei (2016) argue that rewards are nonverbal, positive feedback, and points or stickers in learning English. Therefore, based on the opinion of experts from a total of 7 kinds of rewards in learning, the researchers found that at MTsN 8 Kediri often applies types of rewards in the form of praise, points, and nonverbal English to increase students' motivation in learning.

4.4.3.2 Kinds of Punishment in English Learning

After the interview process related to kinds of punishment in English learning, four informants stated that the forms of punishment in English learning that teachers often use are warnings, nonverbal, and decreasing points. Then one student stated that the type of punishment in learning at MTsN 8 Kediri consisted of warnings and deduction of points. In the informant's opinion, some differences are not so significant. It can be concluded that the type of punishment in learning at MTsN 8 Kediri is in the form of warnings, non-verbal, stimulus physical punishment, and decreasing points. Warnings are applied in everyday English learning, *such as silent, keeping focus, not cheating each other, etc.* Then for non-verbal punishment, usually the teacher gives punishment for doing something like reading or storytelling to make students more disciplined in learning. Meanwhile, decreasing points in English learning are usually applied when students do not work on questions, so the teacher controls it. Chartrand & Piché (2019) argues that punishment according to the student's character is in the form of words and sentences, physical stimulus punishment, and inconvenient punishment.

Meanwhile, Fauzia & Syafei (2016) stated that punishment in learning generally includes a warning, memorizing vocabulary, decreasing student points, and moving students' seat positions. Based on previous research, of the eight types of punishment in learning, the researcher tried to confirm the most appropriate punishment applied in learning at MTsN 8 Kediri, including warning, non-verbal, physical punishment stimulus, and decreasing of points because this is adjusted to students' conditions and needs to achieve conducive and practical learning.

4.5 Discussion

In this section, the researcher will discuss the research results at MTsN 8 Kediri. This discussion relates to the research problem in chapter I. students' perception of reward and punishment, students' motivation, and the kinds of reward and punishment in English learning. If the application of reward and punishment is carried out in the classroom well, classroom learning can increase students' motivation in learning English and make students interactive. A reward is a tool to increase the stimulus and response of students in participating in learning so that students' motivation and attractiveness can be focused on the teacher's explanation. Meanwhile, punishment is a means of controlling students to be disciplined in following the learning process.

Based on the study, the results can be concluded that the impact of Covid-19 makes students more easily bored and lazy to do the assignments given by the teacher, so the MTsN 8 Kediri teacher chose a reward and punishment learning strategy to increase students' motivation in learning English. In addition, the role of

reward and punishment also tries to provide a stimulus and response process to focus more on learning. When the learning process in the classroom takes place, the reward and punishment function is as a liaison between individuals and groups or groups with individuals to lead to more active and interactive interactions.

In terms of students' perception of reward and punishment, most students view reward and punishment as a learning method that can increase students' motivation to learn English. Based on the questionnaire and interview results, it can be concluded that some students of MTsN 8 Kediri are very supportive and positively perceive the use of reward and punishment in learning. Moreover, reward and punishment can function as a driving force and, at the same time, foster active students both externally and internally. Phungphai (2021) supported this study on high school students in Sakhon province Bangkok, showing that reward and punishment affect students' positive emotions, enjoyment, and relaxation in learning English. In addition, the learning objectives in learning can be met. Indrawati et al., (2021) the effect of reward and punishment can increase student enthusiasm, motivation in learning English, and discipline in learning. This factor makes students happy and comfortable in learning English.

In terms of students' motivation in English learning English, it was carried out utilizing a questionnaire and interview process. As a result, most students at MTsN 8 Kediri had an active, responsive, and confident character in learning. Moreover, the result shows that students' motivation for learning increased both internal and external. Internal conditions show that students want to learn a learning material by sharing sources without an order from the teacher, and students are even

more enthusiastic about learning English. Then external factors show that the teacher's role in providing verbal and action support also impacts learning English in the classroom, for example, making students more diligent in carrying out every instruction the teacher gives. So, this is by Prihartanta (2015) states that motivation is a psychological phenomenon that encourages students to take any action with a specific purpose consciously.

Meanwhile, it is done by interviewing several informants for different kinds of rewards and punishment in learning. The result is that teachers often use three types of rewards in learning. First, the type of praise reward means that in learning, the teacher responds in the form of positive feedback on the results done by students. The main goal is to make students happy and comfortable spirit in learning. Second, related to the type of reward point, the teacher tries to appreciate the work done by students by giving a value comparable to what he is doing. Third, related to non-verbal, the teacher's response is in the form of actions. The main goal is to foster enthusiasm for learning. From the results of this study, it means that the type of reward applied in learning by the teacher is a liaison between the inner bond between students and teachers in the learning process. This aligns with Risqi (2016), who states that a reward is a form of teacher appreciation for students' efforts to maximize learning.

The kinds of punishment show that in English learning at MTsN 8 Kediri, the teacher controls the learning process with a warning model, non-verbal, decreasing point, and physical punishment stimulus. The main goal is to create order in the learning process between students and teachers, improve students'

learning ability, and obey every existing rule. This punishment is not intended to traumatize students in learning but to foster an active spirit of students in learning English effectively. This follows Cohen et al. (2010), who state that punishment aims to increase responsibility and humility.

CHAPTER V

CONCLUSIONS AND SUGGESTION

5.1 Conclusion

Based on research findings, data analysis, and discussion forum in the previous chapter, the researcher concludes as follows:

1. Students' perception of reward and punishment in English learning at MTsN 8 Kediri can be reasonably based on the questionnaire and interviews. This can be proven by the sufficiently high percentage of the questionnaire and is strengthened by the interview results. So that it shows that positive student perceptions are related to reward, and punishment in English learning and can be presented as follows: first, the teacher applies English learning by using reward and punishment, reaching 57,5% agree, strengthened by interview results. Some students agree. Then the reward and punishment method applied by the teacher follows the student's character, reaching 42,4% of respondents agreed, reinforced by the results of interviews, 4 of 5 informants agreed. Third, learning English using reward and punishment is very effective in the classroom based on a questionnaire reaching 48,4% of respondents agreeing with the interview results. Most of the informants agreed. Furthermore, the reward and punishment method help students focus more on learning English reaching 42,2% agree; moreover, the interview results in 3 out of 5 agree. Fifth, teacher applies reward and punishment learning well 39,3% agreed to be strengthened by the interview

results. Most of them agreed with the statement. Sixth, I feel happy when learning uses reward and punishment in class, reaching 42,2% agree with the statement, and 3 out of 2 informants gave positive responses. Moreover, I feel relaxed when learning is done using the reward and punishment method, reaching 36,3% agree. Eighth, I feel afraid when the teacher applies learning by using reward and punishment 36,3% of respondents disagree because it does not cause fear in learning. So it can be concluded that students' perception of reward and punishment in English learning is positive in learning.

2. Students' motivation to learn English can be good in questionnaires and interviews. This is shown. Most of the answers showed positive results and increased student motivation in learning from an internal and external perspective. Ninth, I often study English without any orders from the teacher, with a scale reaching 48,4% agreeing with the interview's results stating that they often learn without any orders. Tenth, I feel more active in learning English, reaching 48,4%, agreeing with the interview results. 3 out of 5 stated that they felt more active in learning. Eleventh, I often ask the teacher when I find problems in learning reaches 39,3% agree, and 39,3% of respondents disagree. This means that the results are balanced with the interview results showing balanced results.
3. Meanwhile, I feel confident in learning English 51,5% stated that they agreed, and reinforced by the interview results, the majority indicated that they were able to make them more confident. Then, I often feel optimistic

when learning English; the highest questionnaire results reach 48,4% agree, and interview three results are positive. Furthermore, I feel I have more skills in learning English reaching 48,4% agree. Meanwhile, the interview results stated a positive response regarding this statement. Fifteenth, my mindset is becoming more open to learning English, with the highest at 42,2% disagree. Finally, I often learn English from other sources outside of learning, reaching 36,3% stating that they agree, reinforced by the results of interviews. 3 out of 5 students gave positive responses regarding this statement.

4. For the type of reward in learning, a finding was found that of the seven types of reward in English learning, MTsN 8 Kediri teachers often use three types: praise, point, and non-verbal. This type of reward is used according to the needs of students. When learning takes place, the results make students more enthusiastic about learning English. Meanwhile, of the eight types of punishment, teachers often use warning models, non-verbal, stimulus physical punishment, and decreasing points because this is adjusted to the conditions and needs of students in learning so that conducive and effective learning can be achieved.

5.2 The Suggestions

Based on the conclusions above, some suggestions are given, including:

1. For the teacher

The teacher has had a good performance in learning, including skills and attitude in teaching English at MTsN 8 Kediri. However, teachers must be more innovative in implementing learning using reward and punishment so that students do not feel bored with the model that has been applied. It would be nice if the teacher did learning English using reward and punishment with an active discussion model between students with the support of several learning technologies such as youtube and others.

2. For students

In terms of learning, students have begun to understand every instruction given by the teacher when using rewards and punishment in learning English. In every meeting, the students have done their best for themselves while following the lesson. However, for the interactive aspect in the classroom, students must be more active in learning and take advantage of every available time to achieve more effective and efficient learning.

3. For future research

For further research, I hope that it will focus on developing learning related to reward and punishment in English learning and development. It is deepening English skills in listening, speaking, writing, and reading to create research innovations that are more detailed and specific.

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APPENDICES

APPENDICES

Appendix 1 (Research Permission Letter)



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
[http:// fitk.uin-malang.ac.id](http://fitk.uin-malang.ac.id), email : fitk@uin_malang.ac.id

Nomor : 564/Un.03.1/TL.00.1/03/2022 18 Maret 2022
Sifat : Penting
Lampiran : -
Hal : Izin Penelitian

Kepada
Yth. Kepala MTsN 8 Kediri
di
Kediri

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Moh. Deni Irkhamil M.
NIM : 18180006
Jurusan : Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik : Genap - 2021/2022
Judul Skripsi : **The Students Perception of Reward and Punishment Toward Their Motivation in English Learning At MTsN 8 Kediri**
Lama Penelitian : **Maret 2022** sampai dengan **Mei 2022** (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.



Tembusan :

1. Yth. Ketua Program Studi TBI

Appendix 2 (Questionnaire Guideline)

QUESTIONNAIRE GUIDELINE

My name is Moh. Deni Irkhamil M., and I am a student. I am currently studying for a bachelor's degree at English Education Department, Faculty of Education and Teacher Training at Maulana Malik Ibrahim State Islamic University, Malang. I conducted this research to fulfil the undergraduate requirements entitled "The Students' Perception of Reward and Punishment Toward Their Motivation in English Learning at MTsN 8 Kediri".

The questionnaire below consists of 16 questions that can be completed in no more than 10 minutes. All recorded responses will be kept confidential to maintain the participant's and institution's reputation. Filling out this questionnaire indicates that you consent to be a part of this research.

Participant Name	:	
NIS	:	
Sex	:	

Please choose according to yourself by Strongly Agree (SA), Agree (A), Disagree (D), or Strongly Disagree (SD) with the statements provided.

No.	Statement	SA	A	D	SD
	The Student's Perception of Reward and Punishment				
1.	Guru menerapkan pembelajaran Bahasa Inggris dengan menggunakan reward and punishment dalam kelas <i>The teacher applies English learning by using rewards and punishment in class</i>				
2.	Metode reward and punishment yang diterapkan oleh guru sesuai dengan karakter siswa <i>The reward and punishment method applied by the teacher follows the student's character</i>				
3.	Pembelajaran Bahasa Inggris menggunakan reward punishment sangat efektif diterapkan dalam kelas <i>Learning English using reward-punishment is very effective in being applied in the classroom</i>				
4.	Metode reward and punishment membantu siswa lebih focus dalam belajar Bahasa Inggris <i>The reward and punishment method helps students focus more on learning English</i>				
5.	Guru menerapkan pembelajaran reward and punishment dengan baik				

	<i>The teacher applies reward and punishment learning well</i>				
6.	Saya merasa senang ketika pembelajaran menggunakan reward and punishment dalam kelas <i>I feel happy when learning uses rewards and punishment in class</i>				
7.	Saya merasa lebih tenang ketika pembelajaran dilakukan dengan metode reward and punishment <i>I feel relaxed when learning is done using the reward and punishment method</i>				
8.	Saya merasa takut ketika guru menerapkan pembelajaran dengan menggunakan reward and punishment <i>I feel afraid when the teacher applies to learn by using rewards and punishment</i>				
The Student's Motivation					
9.	Saya sering mempelajari bahasa Inggris tanpa ada perintah dari guru <i>I often study English without any orders from the teacher</i>				
10.	Saya merasa semakin aktif dalam pembelajaran bahasa Inggris <i>I feel more active in learning English</i>				
11.	Saya sering bertanya kepada guru ketika menemukan permasalahan dalam pembelajaran <i>I often ask the teacher when I find problems in learning</i>				
12.	Saya merasa percaya diri dalam mempelajari Bahasa Inggris <i>I feel confident in learning English</i>				
13.	Saya sering merasa optimis Ketika pembelajaran bahasa Inggris <i>I often feel optimistic when learning English</i>				
14.	Saya merasa memiliki skill lebih dalam pembelajaran Bahasa Inggris <i>I feel I have more skills in learning English</i>				
15.	Pola pikir saya menjadi lebih terbuka dalam pembelajaran Bahasa Inggris <i>My mindset is becoming more open in learning English</i>				
16.	Saya sering mempelajari bahasa Inggris dari sumber lain diluar pembelajaran <i>I often learn English from other sources outside of learning</i>				

Appendix 3 (Instrument of Interview)

Interview Guideline

The questions below are aimed at students with the highest perceptions of the questionnaire results.

Interview guideline

The student's perception of reward and punishment in English learning

1. Bagaimana pendapatmu ketika pembelajaran dilakukan dengan menggunakan reward and punishment?
What is your opinion when learning is carried out using reward and punishment?
2. Apa yang kamu rasakan ketika model pembelajaran Bahasa Inggris menggunakan reward and punishment?
How do you feel when the English learning model uses reward and punishment?
3. Bagaimana guru menerapkan reward dan punishment ketika pembelajaran Bahasa Inggris berlangsung?
How the teacher applies reward and punishment when learning English takes place?
4. Hal apa yang membuat reward and punishment dalam pembelajaran Bahasa Inggris menjadi lebih menarik?
What makes reward and punishment in learning English more interesting?
5. Apa permasalahan yang kamu temui Ketika pembelajaran Bahasa Inggris dilakukan dengan menggunakan reward and punishment?
What problems do you encounter when learning English is done using reward and punishment?
6. Apa kekurangan dan kelebihan reward and punishment dalam pembelajaran Bahasa Inggris?
What are the advantages and disadvantages of reward and punishment in learning English?

The student motivation in English learning

7. Hal apa yang membuat reward and punishment meningkatkan percaya diri dan keaktifan siswa dalam pembelajaran?

What makes reward and punishment increase students' confidence and activeness in learning?

8. Apakah dengan guru menerapkan reward and punishment berpengaruh terhadap kemampuan pemahaman Bahasa Inggris kalian?

Do the teachers' apply rewards and punishment affect your ability to understand English?

9. Apa yang membuat reward and punishment mampu meningkatkan motivasi siswa dalam pembelajaran?

What makes reward and punishment able to increase student motivation in learning?

10. Apa kelebihan dan kekurangan reward and punishment ketika diterapkan untuk meningkatkan motivasi siswa?

When applied to increase student motivation, what are the advantages and disadvantages of reward and punishment?

Kinds of reward and punishment in English learning at MTsN 8 Kediri

11. Apa jenis reward yang sering digunakan dalam pembelajaran Bahasa Inggris di MTsN 8 Kediri?

What types of rewards are often used in learning English at MTsN 8 Kediri?

12. Mengapa jenis reward tersebut sering digunakan dalam pembelajaran Bahasa Inggris di MTsN 8 Kediri?

Why is this type of reward often used in learning English at MTsN 8 Kediri?

13. Hal apa yang membuat jenis reward tersebut lebih menarik untuk diterapkan dalam proses pembelajaran?

What makes this type of reward more attractive to apply in the learning process?

14. Apa jenis punishment yang sering digunakan dalam pembelajaran Bahasa Inggris di MTsN 8 Kediri?

What types of punishments are often used in learning English at MTsN 8 Kediri?

15. Mengapa jenis punishment tersebut sering diterapkan dalam pembelajaran?

Why is this type of punishment often applied in learning?

Appendix 4 (Instrument Validation Letter)

	<p>KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG FAKULTAS ILMU TARBIYAH DAN KEGURUAN Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id</p>	
Nomor	: B- 1071 /Un.03/FITK/PP.00.9/03/2022	29 Maret 2022
Lampiran	: -	
Perihal	: Permohonan Menjadi Validator (Ahli Instrumen)	
<p>Kepada Yth. Harir Mubarak, M.Pd di - Tempat</p>		
<p>Assalamualaikum Wr. Wb.</p>		
<p>Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:</p>		
Nama	: M. Deni Irkhamil M.	
NIM	: 18180006	
Program Studi	: Tadris Bahasa Inggris (TBI)	
Judul Skripsi	: The Student's Perception of Reward and Punishment Toward Their Motivation in English Learning at MTsN 8 Kediri	
Dosen Pembimbing	: Dr. H. Langgeng Budianto, M.Pd	
<p>maka dimohon Bapak/Ibu berkenan menjadi validator media skripsi tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.</p>		
<p>Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.</p>		
<p>Wassalamu'alaikum Wr. Wb.</p>		
<p>Wakil Dekan Wakil Dekan Bid. Akademik</p>   <p>Dr. Muhammad Walid, M.A NID. 308232000031002</p>		

Appendix 5 (Validation sheet from Mr Harir Muabarok, M.Pd.)

Validation Sheet

Blueprint of interview and questionnaire guide

The Students' Perception of Reward and Punishment Toward Their Motivation in English Learning at MTsN 8 Kediri

Validator	:	Harir Mubarak M.Pd
NIP	:	19870708201802011152
Expertise	:	English Education Department
Instance	:	UIN Maulana Malik Ibrahim Malang
Validation Date (dd/mm/yyyy)	:	30/03/2022

A. Introduction

This validation sheet is used to get an assessment from the validator (Mr/Ms) on the research instrument that I use. Every feedback and suggestion are essential for increasing the quality of the instrument. Thank you so much for your willingness to become a validator in my study.

B. Guidance

- In this part, please give a score on each item with sign (✓) in the following columns below:
 - 1 = Very poor
 - 2 = Poor
 - 3 = Average
 - 4 = Good
 - 5 = Excellent
- Please give your feedback and suggestion in the columns.

C. Assessment Rubric

1. The construction of research instrument

No	Introduction	Score					Feedback/suggestion
		1	2	3	4	5	
1	Research instrument relevant to the research objectives						<i>Please check the blueprint</i>
2	Research instrument formulated as well						<i>Please check the blueprint</i>
3	Research instrument based on the previous study						<i>Please check the blueprint</i>

2. The language used in the research instrument

No	Introduction	Score					Feedback/suggestion
		1	2	3	4	5	

1	Research instruments use excellent and correct language									<i>Please check the blueprint</i>
2	Research instrument clear and easy to understand									<i>Please check the blueprint</i>
3	Research instrument interactive and communicative									<i>Please check the blueprint</i>

3. The effectiveness of the research instrument

No	Introduction	Score					Feedback/suggestion	
		1	2	3	4	5		
1	The research instrument can help the researcher examine detail the student's perception of reward and punishment in learning English at MTsN 8 Kediri							<i>Please check the blueprint</i>
2	Research instrument can describe the student's perception of reward and punishment							<i>Please check the blueprint</i>

D. Feedback and suggestion

The content and structure in the blueprint need to be revised in advance for distribution to research participants.

E. Conclusion

Based on the assessment, it can be concluded that:

You can give a strikethrough on the answer that does not relate or match with your opinion.

1. Suitable to be used to collect data without revision
2. ~~Suitable to be used to collect data in revision~~
3. ~~Not suitable to use collect data~~

Malang, March 30th, 2022

Validator,



Harir Mubarak, M.Pd.

Appendix 6 (Questionnaire Result)



No Responden	Question Number															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	A	D	A	SA	A	A	A	A	A	A	A	A	SA	A	SA	SA
2	SA	SA	A	SA	A	A	D	D	A	A	A	A	A	A	D	D
3	SA	SA	A	SA	SA	SA	SA	SD	A	SA	SA	SA	A	A	SA	A
4	A	A	A	A	D	D	D	A	A	A	A	A	A	A	A	A
5	A	A	A	A	A	A	A	SD	A	A	SD	A	A	A	A	SA
6	A	SA	A	A	A	A	A	SD	SD	A	A	D	A	D	SD	D
7	SA	SD	D	A	A	A	A	A	A	A	A	A	A	A	SA	SA
8	A	D	D	A	A	A	SA	A	SA	A	D	A	D	D	D	SA
9	D	SD	D	SA	SA	A	A	A	A	A	A	A	SA	A	A	A
10	SA	SA	A	SA	SA	SA	SA	D	A	SA	A	SA	SA	A	SA	A
11	A	A	A	A	A	D	D	D	D	D	A	D	D	D	A	A
12	A	A	D	A	A	A	SA	SD	A	A	D	A	A	A	A	SD
13	A	D	A	D	D	D	D	SD	D	D	SD	D	A	SD	D	D
14	A	D	A	A	A	A	A	SD	D	D	D	A	A	D	D	D
15	SA	D	SA	A	A	SA	A	A	A	A	SD	A	A	A	A	SA
16	A	D	A	A	SD	SD	D	D	D	D	D	D	D	D	D	A
17	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
18	A	A	SA	SA	A	A	D	SD	A	SA	D	D	D	D	D	A
19	A	A	A	SD	SD	A	A	A	SA	A	A	SA	A	A	SA	A
20	A	D	D	SD	D	SD	D	A	D	D	D	A	A	SD	A	SD
21	A	D	D	D	D	SD	SD	SD	D	D	D	D	D	D	D	D
22	A	A	D	SD	A	D	D	D	D	D	D	D	D	D	SD	SA
23	SA	A	SA	SA	SA	SA	SA	SD	A	SA	A	A	SD	SD	D	SD
24	A	D	SA	SA	A	A	A	D	A	A	A	A	A	A	A	A
25	A	A	D	D	D	D	A	SD	A	D	SD	A	A	A	A	A
26	A	D	A	D	D	D	D	D	D	D	D	SD	D	SD	D	D
27	D	A	D	D	D	A	A	D	D	A	A	SA	A	A	SA	SD

28	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
29	SA	A	A	A	SA	D	D	D	D	SA	SA	D	D	SA	D	A
30	D	D	SD	SD	D	D	SD	D	SA	A	D	A	SA	A	A	SA
31	SA	A	SA	SA	SA	A	A	A	SA	A	A	A	A	A	A	SA
32	A	D	A	A	D	D	D	SD	A	D	D	D	D	D	D	A
33	SA	SA	A	A	SA	SA	SA	A	A	A	SA	A	SA	SD	D	D
34	D	D	D	A	D	D	D	D	D	D	D	D	D	D	D	D

Note:

SA	A	D	SD
Strong Agree	Agree	Disagree	Strong Disagree

Appendix 7 (Interview Transcript)

Interview 1

Students	:	Students 1
Date	:	April 25 th , 2022
Coding Description	:	An (Interviewer) CL (Respondent)

A1		<i>Asalamulaikum, Wr. Wb.</i>
CL		<i>Walaikumsalam Wr. Wb.</i>
A1		Does the teacher apply English learning by using rewards and punishment in class?
CL		<i>"Teachers apply English learning by using reward and punishment to make students more enthusiastic in learning. The implementation starts with the QnA model, and then the teacher gives a reward in the form of a value for students who can answer."</i>
A1		Does the teacher apply reward and punishment learning well?
CL		<i>"Usually, the teacher does not directly apply reward and punishment learning in the classroom. Rather, the teacher asks the student whether the learning time is in good condition."</i>
A1		Do you feel happy when learning uses rewards and punishments in class?
CL		<i>"Usually, students are delighted in learning English because of the feedback from the teacher if they can be active in the class, making students competitive in learning."</i>
A1		When the teacher applies to learning, do you feel afraid of using reward and punishment?
CL		<i>"In my opinion, reward and punishment have advantages and disadvantages in learning. My perception as a student in learning, reward, and punishment are many, including improving students' English skills."</i>
A1		Do you often study English without any orders from the teacher?
CL		<i>"It can increase my enthusiasm for learning English, and sometimes I often read books related to English after coming home from school. I am motivated to get rewards from the teacher."</i>
A1		Do you ask the teachers when I find problems in learning
CL		<i>"In my opinion, asking questions in class is only sufficient if you find a problem. You directly ask, and if you don't find a problem, don't ask."</i>

A1		Do students feel optimistic when learning English?
CL		<i>"As students, we feel that learning English is my goal to be able to enter a bilingual class, so I must feel optimistic in class."</i>
A1		Do students have more skills in learning English?
CL		<i>"Of course, reward and punishment modeled learning can make students try their best in learning, then the impact is that students will have skills."</i>
A1		Do you learn English from other sources outside of learning?
CL		<i>"Students in my class often learn all English skills through social media such as Instagram because it is simpler and clearer."</i>
A1		What kinds of rewards are often used in learning English at MTsN 8 Kediri?
CL		<i>"The types often used during learning are praise, points, and applause. Besides that, the teacher applies it in a certain tempo."</i>
A1		Why do teachers use reward and punishment in learning?
CL		<i>"I think it is more for motivating student learning in the classroom to focus more on learning."</i>
A1		What are the benefits of reward and punishment in learning?
CL		<i>"Educate students to have good behavior, be diligent, and be responsible"</i>
A1		What kinds of punishment do you know in learning English in MTsN 8 Kediri?
CL		<i>"So far as I know, the teacher applies a light punishment model and does not traumatize students, such as warnings, decreasing points, non-verbal reading of reading texts, and facial gestures. Teachers often apply when the class is not conducive and interferes with learning".</i>
A1		Why does the teacher apply punishment in learning English?
CL		<i>"Because this type does not make students traumatized in learning, maybe this type makes students more self-evaluate from their mistakes."</i>
A1		What is the effect of punishment when applied to English learning?
CL		<i>"For the impact of punishment in learning, the main thing is that most students become more conducive. But there are still 3 to 5 students who sometimes don't obey the teacher's orders."</i>

Interview 2

Students	:	Students 2
Date	:	April 25 th , 2022
Coding Description	:	An (Interviewer) FF (Respondent)

A2		<i>Asalamulaikum, Wr. Wb.</i>
FF		<i>Waalai kumsalam Wr. Wb.</i>
A2		Does the reward and punishment method help students focus more on learning English?
FF		<i>"It helps students understand better the material presented by the author during English learning."</i>
A2		Do students feel relaxed when learning is done using the reward and punishment method?
FF		<i>"The anxiety arises when the QNA phase in the classroom is related to English material where students sometimes do not fully understand the material presented."</i>
A2		Do you often study English without any orders from the teacher?
FF		<i>"I usually read English-related material at night because I want to add insight and have satisfying results in learning."</i>
A2		Do students often ask the teacher when they find problems in learning?
FF		<i>"I think there are only a few students in the class who ask when they find problems in learning because students are afraid of getting punished if they don't understand the instructions given."</i>
A2		Do you often study English without any orders from the teacher?
FF		<i>"It can increase my enthusiasm for learning English, and sometimes I often read books related to English after coming home from school. I am motivated to get rewards from the teacher."</i>
A2		Do students feel confident in learning English?
FF		<i>"Yes, many of my classmates often try their best during the mid-semester exam."</i>
A2		What kinds of rewards are often used in learning English at MTsN 8 Kediri?
FF		<i>"In my opinion, the teacher applies rewards following the portion of students such as giving a thumbs up, giving additional points and compliments."</i>
A2		Why do teachers use reward and punishment in learning?

FF		<i>"Back to the function because it can increase student motivation in learning English."</i>
A2		What are the benefits of reward and punishment in learning?
FF		<i>"The main benefit is that it makes students more responsible in carrying out every action they do by making the song's behavior a reference."</i>
A2		What kinds of punishment do you know in learning English in MTsN 8 Kediri?
FF		<i>"So far for learning English in the bilingual class, the form of punishment includes warnings, physical stimulus punishment, decreasing of points, and non-verbal punishments."</i>
A2		Why does the teacher apply punishment in learning English?
FF		<i>"The implementation depends on the position and condition of the teacher in teaching. For warnings, the time for the mid-semester and end-semester exams is usually carried out. Then, the application occurs for the physical punishment stimulus when learning in class. For example, when at a meeting on past tense material, the teacher asked questions related to the material, but no students responded. Then the teacher gives facial gestures to students who ignore learning. He also added: "Meanwhile, the punishment model for decreasing points is carried out during daily tests where every correct question will get a full score, and the teacher will reduce the points. I think the teacher adjusts the character needed by the students. I often know that teachers try to make students more disciplined in learning without things that make students lazy to study."</i>
A2		What is the effect of punishment when applied to English learning?
FF		<i>"I think that my classmates find it easier to follow the teacher's instructions during English learning."</i>

Interview 3

Students	:	Students 3
Date	:	April 25 th 2022
Coding Description	:	An (Interviewer) YY (Respondent)

A3		<i>Asalamulaikum, Wr. Wb.</i>
YY		<i>Walaikumsalam Wr. Wb.</i>
A3		Does the reward and punishment method apply by the teacher follow the student's character?
YY		<i>"Of course, related with students' characters. teachers often apply to learn with an additional point model so that students who do not understand the instructions are not afraid."</i>
A3		What do you think about learning English using reward-punishment very effectively in the classroom?
YY		<i>"This is very effective in increasing students' enthusiasm for learning English. Besides, it can make students more confident in learning."</i>
A3		Do you feel afraid when the teacher uses reward and punishment?
YY		<i>"No, Reward and punishment in learning can increase student's self-confidence to get better grades in learning English."</i>
A3		Do you feel more active in learning English?
YY		<i>"In my opinion, reward and punishment in learning can make students' characters more active because they want to get feedback from the teacher to be competitive with their classmates."</i>
A3		Do you feel you have more skills in learning English?
YY		<i>"Of course, reward and punishment modeled learning can make students try their best in learning, then the impact is that students will have skills."</i>
A3		Do you learn English from other sources outside of learning?
YY		<i>"I study English more often through youtube sources because the discussion is clearer."</i>
A3		What kinds of rewards are often used in learning English at MTsN 8 Kediri?
YY		<i>"So far, teachers have only applied simple reward models such as applause, point, and praise or flattery. I think it is more necessary because of its simple shape and following the students' character in the class."</i>

A3		Why do teachers use reward and punishment in learning?
YY		<i>"I think it is more necessary because of its simple shape and following the students' character in the class, and I can be excited to get good grades and get a reward from the teacher."</i>
A3		What are the benefits of reward and punishment in learning?
YY		<i>"The benefit of rewards in learning is to educate students and students to be more active and have skills in learning English."</i>
A3		What kinds of punishment do you know in learning English in MTsN 8 Kediri?
FF		<i>"I think it is a warning, decreasing points, non-verbal, facial expressions, and maybe the teacher applies it to make students disciplined in learning."</i>
A3		Why does the teacher apply punishment in learning English?
YY		<i>"I think this type of punishment is not so burdensome for students in learning. Besides that, each type of punishment may be applied when a student violates it, so the punishment is more conditional depending on whether the student's learning object is in good condition."</i>
A3		What is the effect of punishment when applied to English learning?
FF		<i>"So far, most of my classmates have become more responsible in following the lessons. the purpose of this responsibility is to avoid any punishment given such as deduction of points."</i>

Interview 4

Students	:	Students 4
Date	:	April 25 th , 2022
Coding Description	:	An (Interviewer) NS (Respondent)

A4		<i>Asalamulaikum, Wr. Wb.</i>
NS		<i>Walaikumsalam Wr. Wb.</i>
A4		Does learning English using reward-punishment very effectively in the classroom?
NS		<i>"So far, the application in learning is very effective because students are encouraged to get an award in the form of additional value in learning."</i>
A4		Does the reward and punishment method help students focus more on learning English?
NS		<i>"In my opinion, reward and punishment in learning can help students be more open-minded and disciplined in participating in English learning."</i>
A4		Do you feel relaxed when learning is done using the reward and punishment method?
NS		<i>"In my opinion, sometimes feelings of anxiety and worry arise if they cannot fully fulfill the teacher's instructions. Even the majority who do not understand the material seem passive in class."</i>
A4		Do students feel confident in learning English?
NS		<i>"If I see that when learning English begins, most students in the class are confident in their abilities, and even every teacher opens questions, many of my friends ask in detail."</i>
A4		What kinds of rewards are often used in learning English at MTsN 8 Kediri?
NS		<i>"For learning English, the teachers of MTsN 8 Kediri often use praise models, giving points, and non-verbal. Praise reward, the application in learning, is when the teacher explains a material related to English. Then, the teacher asks about the material that has been delivered and whether there are any questions related to the material. Then students respond to the teacher's questions correctly. The teacher's response is a good job and amazing. "For the type of reward point system, when the learning is finished, the teacher gives five questions related to the material presented, and students are asked to work on the questions. Each question contains</i>

		<i>20 points. If students can answer the questions, they will get 100 points. For non-verbal, the teacher usually opens a QnA session at the beginning of the lesson, which aims to check the understanding of the previous material if students answer the teacher's response by clapping and raising two thumbs.</i>
A4		Do you learn English from other sources outside of learning?
NS		<i>"I study English more often through youtube sources because the discussion is clearer."</i>
A4		Why do teachers use reward and punishment in learning?
NS		<i>"Because it makes us more enthusiastic and optimistic in following the lesson, I felt that my classmates were getting more active in asking the teacher."</i>
A4		What are the benefits of reward and punishment in learning?
YY		<i>"In my opinion, the essence of the benefits of its application is to make students more motivated in learning, more interactive in learning to be more accomplished."</i>
A4		What kinds of punishment do you know in learning English in MTsN 8 Kediri?
NS		<i>"For the kinds of punishment used in learning, there are only three decreasing points, warnings, and non-verbal, especially I do not know."</i>
A4		Why does the teacher apply punishment in learning English?
NS		<i>"I think it's more of a student's need in learning because sometimes there are a lot of students when learning English in class often make the learning process not conducive."</i>
A4		What is the effect of punishment when applied to English learning?
NS		<i>"The impact of punishment in learning is that some students are afraid to cheat, make noise, and don't obey the teacher's instructions."</i>

Interview 5

Students	:	Students 5
Date	:	April 25 th , 2022
Coding Description	:	An (Interviewer) AL (Respondent)

A5		<i>Asalamulaikum, Wr. Wb.</i>
AL		<i>Walaikumsalam Wr. Wb.</i>
A5		Does the teacher apply English learning by using rewards and punishment in class?
AL		<i>"Learning using reward and punishment applied by the teacher model is a point or additional value."</i>
A5		Does the reward and punishment method apply by the teacher follow the student's character?
AL		<i>"Yes, Anxiety arises in learning English because students are less confident with the applied learning model."</i>
A5		Does the teacher apply reward and punishment learning well?
AL		<i>"The teacher applies reward and punishment well where the initial process of its application begins by asking the condition of the students in the class. Then it is followed by the questions from the previous material. Students who can answer will get an additional value."</i>
A5		Do you feel happy when learning uses rewards and punishments in class?
AL		<i>"Most students in the class are delighted when the teacher gives feedback, and every student can answer and understand the instructions given."</i>
A5		Do you feel more active in learning English?
AL		<i>"Yes, Usually, students often ask questions in learning English so that the teacher gives rewards such as "good, nice, and excellent."</i>
A5		Do you feel optimistic when learning English?
AL		<i>"Of course, as a bilingual class student, I feel more optimistic because learning English is our goal."</i>
A5		What kinds of rewards are often used in learning English at MTsN 8 Kediri?
AL		<i>"I think the type of reward is still conditional in applying to learn. Usually, the teacher gives an additional point. Sometimes, I don't know that."</i>

A5		What are the benefits of reward and punishment in learning?
AL		<i>"In my opinion, the essence of the benefits of its application is to make students more motivated in learning, more interactive in learning to be more accomplished."</i>
A5		What are the benefits of reward and punishment in learning?
AL		<i>"I think we like to get points from the teacher."</i>
A5		What kinds of punishment do you know in learning English in MTsN 8 Kediri?
AL		<i>"For the types of punishment that are often used in learning, in my opinion, there are only 2, namely warnings and decreasing points".</i>
A5		Why does the teacher apply punishment in learning English?
AL		<i>"I don't know fully, but I think behind the application may be the teacher wants to create effective learning so that all the material presented is fulfilled and makes students understand the material without breaking the rules."</i>
A5		What is the effect of punishment when applied to English learning?
AL		<i>"I think the impact is that classroom learning becomes more interactive and fun because there are no students making trouble."</i>

Interview 6

Students	:	Teacher 1
Date	:	April 25 th , 2022
Coding Description	:	TN (Interviewer) AZ (Respondent)

T1		<i>Asalamulaikum, Wr. Wb. Good morning sir!!</i>
AZ		<i>Waalaiikumsalam Wr. Wb. Morning!!</i>
T1		How do you get into EFL? Could you briefly discuss your past career to date?
AZ		<i>"My initial history started from SDN Ngebrak, graduating in 1992, and then continuing my junior high school in 1995 at SMPN Gampengrejo, graduating in 1995. In 1998 I continued my vocational high school at SMKN 1 KEDIRI. After that, he continued at STAIN KEDIRI, graduating in 2003. In my first year, from 2003 to 2008, I became an honorary teacher in several educational institutions with English subjects and continued in 2012 to join PPG at the University of Jember. Then in 2013 until now, he has become a civil servant with English subjects at MTsN 8 Kediri."</i>
T2		When learning is carried out using reward and punishment applied to students, what is your opinion?
AZ		<i>"I think learning is done with this method when most students are happier and more comfortable. Even when I observe learning, most students in the class compete with their classmates to get a prize from the teacher. while for punishment, I use only as a controller so that learning activities can be controlled and effective."</i>
T3		How does the teacher apply reward and punishment when learning English?
AZ		<i>"Usually, in its application, I see the condition of the students, whether they are in the best position to learn or not. After confirming later, the teacher begins to apply the reward and punishment learning model by asking the material to students who can answer and will get additional points. Then the second way is to do the questions. students who have finished can answer forward and be given feedback in the form of additional points."</i>
T4		What are the challenges you face in using reward and punishment?
AZ		<i>"The main challenge that I feel as a teacher is the condition of students in learning. Because every student has a different level of problem, for example, when learning at noon, most students feel</i>

		<i>tired and sleepy in participating in learning. So when applying rewards and punishments in learning, it cannot be maximized."</i>
T5		In your opinion, what are the steps for implementing reward and punishment in English class that will affect your teaching performance?
AZ		<i>"Steps in applying reward and punishment are: (1). Pre-activities means the initial stage in which the teacher performs a stimulus and response action using reward and punishment. (2) Main - activities mean that the teacher fully implements reward and punishment at this stage. For example, giving some questions and assessing the student's work will be carried out. (3) Post-activities means at the final stage where students will get rewards and punishment for every result they do. So far, this application is very influential on learning because most students become more active and interactive."</i>
T6		What are the benefits of implementing reward and punishment?
AZ		<i>"In my opinion, the benefits of reward are to make students better individuals in terms of mentality, knowledge, and achievement in learning. Meanwhile, the advantage of punishment is that it makes students more personally responsible for carrying out every action and makes their character disciplined in learning."</i>
T7		What are the weaknesses of reward and punishment?
AZ		<i>"In my opinion, the weakness of this method lies in the period of application in learning. For example, when this method is applied daily, students will become bored and create a gap between active and less active students. Another disadvantage is that it creates personal problems for less active students. The weakness of punishment is that it can make students traumatized by punishment even though the nature of the punishment applied is light."</i>

Interview 7

Students	:	Teacher 2
Date	:	April 25 th , 2022
Coding Description	:	TN (Interviewer) HI (Respondent)

T1		<i>Asalamulaikum, Wr. Wb. Good morning sir!!</i>
HI		<i>Waalaiikumsalam Wr. Wb. Morning!!</i>
T1		How do you get into EFL? Could you briefly discuss your past career to date?
HI		<i>"I am an alumni/graduate of Jawaahirul Hikmah Middle and High School, Ponpes JH (Jawaahirul Hikmah Tulungagung). Entered the cottage from 2008 to 2018. Undergraduate study at STKI PGRI Tulungagung. After graduating from college (2016), I helped teach either as an assistant or a teacher at JH High School Junior High School with several subjects (mathematics, arts, culture, science, history, etc. I never taught English subjects because there were plenty of English teachers. In 2018 I tried to register for the CPNS Test, English Teacher Formation (S.Pd., S.Hum, S.S), which was only the Ministry of Religion agency that opened the vacancy. Alhamdulillah, I passed and was accepted, starting from the administrative selection, SKD test, and SKB. After that, he was officially inaugurated as a civil servant teacher within the Ministry of Religion in 2019. So with that language. I went to study majoring in English education until now teaching at MTsN 8 KEDIRI. "</i>
T2		What is your opinion when learning is carried out using reward and punishment applied to students?
HI		<i>"In my opinion, while learning English, this method can make you enthusiastic and positive because it can generate motivation in learning. In addition, the punishment applied does not burden students in learning."</i>
T3		How does the teacher apply reward and punishment when learning English?
HI		<i>"The application is based on the condition of the students when they are learning English. One example is that if the student's condition is less interactive, one solution is to apply this method. First, the teacher will review the previous material. after that, the teacher will give a warm-up in the form of questions related to the material. The</i>

		<i>answering system is taken from the students who respond the fastest. Then, if it is true, the student will get points from the teacher."</i>
T4		What are the challenges you face in using reward and punishment?
HI		<i>"I think the challenge lies in the student's study schedule. When the English learning schedule collides with brain-draining lessons such as mathematics, it is difficult to apply learning with reward and punishment."</i>
T5		In your opinion, what are the steps for implementing reward and punishment in English class that will affect your teaching performance?
HI		<i>"In applying reward and punishment, I usually follow the RPP, namely pre-activities and post-activities. The reason is that the student's condition is still classified as enthusiastic in learning at this stage. Meanwhile, the post activities stage is only for reviewing the material that has been explained. The existence of this reward and punishment affects learning conditions."</i>
T6		What are the benefits of implementing reward and punishment?
HI		<i>"The benefits of rewards, in general, make students more active, enterprising, and diligent in learning because of the rewards that students want to get. Besides that, the advantage of punishment is to make students' personalities more character in overcoming every problem."</i>
T7		What are the weaknesses of reward and punishment?
HI		<i>"Experience while teaching English with reward and punishment creates a lack of confidence in students. Then, it causes students to overthink during learning for fear of not getting a reward. Lastly, for punishment, the weakness is that it makes it more difficult for students to obey the teacher's instructions."</i>

Appendix 8 (Research Completion Letter)



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN KEDIRI
MADRASAH TSANAWIYAH NEGERI 8**

Jl. Joyoboyo Desa Menang Kecamatan Pagu Kabupaten Kediri Provinsi Jawa Timur 64183
Telp (0354) 4520213 E-mail msnpagu@rocketmail.com

SURAT KETERANGAN PENELITIAN

NOMOR: B- 160 /Mts.13.33.08/PP.00.5/05/2022

Yang bertanda tangan di bawah ini :

Nama : Dra. Siti Umi Hanik, M. Pd. I
NIP : 196701031996032002
Jabatan : Kepala MTsN 8 Kediri

menerangkan dengan sesungguhnya bahwa :

Nama : MOH. DENI IRKHAMIL M
NIM : 18180006
Semester : 8
Prodi : TADRIS BAHASA INGGRIS

Telah selesai melakukan penelitian pada MTsN 8 Kediri 3 (Tiga) Bulan, terhitung mulai tanggal 26 Maret 2022 sampai dengan 28 April 2022 untuk memperoleh data dalam rangka penyusunan skripsi yang berjudul " **THE STUDENTS PERCEPTION OF REWARD AND PUNISHMENT TOWARD THEIR MOTIVATION IN ENGLISH LEARNING AT MTsN 8 KEDIRI** "

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Kediri, 09 Mei 2022
Kepala Madrasah,














Dra. Umi Hanik



Appendix 9 (Documentation)



Appendix 10 (Thesis Consultation logbook)

No	Tgl/Bln/Thn	Materi Bimbingan	Tanda Tangan Pembimbing Proposal Skripsi
1	30/11/2021	Technical of consultation and thesis proposal	
2	21/12/2021	Consultation chapter I, II, and III	
3	29/12/2021	Revise and consultation chapter I, II, and III	
4	05/01/2022	Consultation chapter I, II, and III	
5	17/01/2022	Final consultation chapter I, II, and III	
6	19/03/2022	Revise seminar proposal	
7	21/03/2022	Consultation research instrument	
8	23/03/2022	Revise research instrument	
9	25/03/2022	Konsultasi berkaitan pengambilan data penelitian	
10	12/05/2022	Consultation chapter I, II, III, IV and V	
11	23/05/2022	Revise chapter I, II, III, IV and V	
12	25/05/2022	Consultasi hasil revisi chapter IV and V	
13	27/05/2022	Penyempurnaan chapter IV and V	



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://tarbiyah.uin-malang.ac.id> email : psg_uinmalang@ymail.com

14	04/06/2022	Pendaftaran sidang	
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Menyetujui,
Dosen Pembimbing

Dr. H. Langgeng Budianto, M.Pd
NIP. 19711014 200312 1 001

Malang, 04 Juni 2022
Mengetahui,
Ketua Jurusan TBI

Dr. H. Langgeng Budianto, M.Pd
NIP. 19711014 200312 1 001

*Appendix 11 (Students' Identity)***CURRICULUM VITAE**

Name	:	Moh. Deni Irkhamil M.
Students' ID Number	:	18180006
Place and date of birth	:	Tulungagung, 09 Oktober 1999
Faculty/ Department	:	Faculty of Education and Teacher Training/English Education
Year of Entry	:	2018
Adress	:	Dsn. Karangdoro RT/RW 03/02, Desa Padangan, Kecamatan Ngantru, Kabupaten Tulungagung
Phone Number	:	0895396126435
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Educational Background

1. 2005 – 2006 TK Roudhotul Athfal Tulungagung
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