

**“THE EFFECT REWARD AND PUNISHMENT IN INCREASING
STUDENTS’ MOTIVATION TO LEARN ENGLISH”**

SKRIPSI

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Study Program : English Department
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THE MINISTRY OF RELIGIOUS AFFAIRS
STATE INSTITUTE FOR ISLAMIC STUDIES LANGSA

2020 M / 1441 H

STATEMENT OF APPROVAL

**THE EFFECT OF REWARD AND PUNISHMENT IN INCREASING
STUDENTS' MOTIVATION TO LEARN ENGLISH**

Submitted To Tarbiyah and Teachers Training

State For Islamic Studies As Fulfillment Of The Requirement

For The Degree of *Sarjana Pendidikan (SP.d) In English Education*

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Has Been Defended in *Sidang Munaqasyah* by the board of Examiners
and has been accepted as a Partial Fulfillment of Requirements for
Sarjana Pendidikan (S.Pd) in English Education Tarbiyah and
Teachers Training Faculty, on :

Wednesday, 26th August 2020 M
07 Muharram 1442 H

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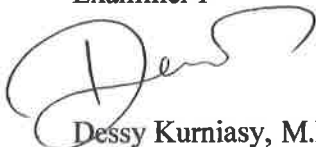
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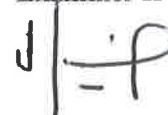
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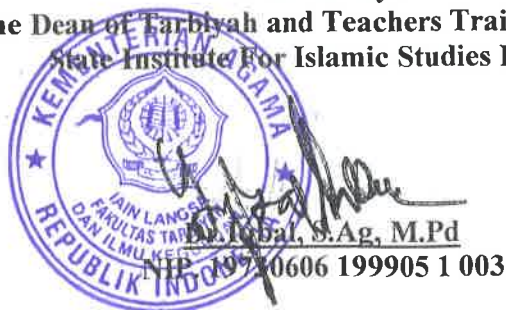
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RADENNI HAPESAH HARAHAP

ACKNOWLEDGMENT

All praises belong to Allah *SWT*, Who gives health and chances for the capability to the researcher to finish this thesis. Peace be upon to our beloved prophet, Muhammad *SAW*, Who has brought us from the darkness of *jahiillah* into the light of knowledge.

Foremost, the researcher would like to express her gratitude to the first supervisor, Rita Mahriza, MS, who assisted to the researcher to construct of the study. Then, the researcher also gratitude her first supervisor for cooperation in the study framEs developments. Moreover, the researcher also gratitude to second supervisor, Wahidah, M.Ed, who assisted in the development of researcher method, the construction of research formulation and so on.

The researcher thanks to big family of M.A Nurul Falah, especially tho English teacher, Elly Yanti Siregar S.Pd and Husni Mubarak Harahap SE and class XII 1 and XII 2 Agama students for assisted during the research.

The researcher also thanks to the fellow lectures in English Department of Tarbiyah at Teacher Training Faculty of IAIN Langsa, for their encouragement, insightful and comments.

Moreover, her special thanks is cretided to her both parents, Anuar Harahap S.Pd and Nur Hamidah Siregar for love, patient, support and pray. Then, her young sisters and brothers Neylani Ifrohi Harahap, Rizky Ananda Putri Hrahap, Rois Shihab Harahap, Muhammad Yasar Alauddin Harahap, Muhammad Yasir Alauddin Harahap and Sapru Rozi Hasibuan for colorful in her life. Thanks to big family of Sobrunnisa, Siregar's Familiy, my uncle Saparuddin Rambe M.Pd and aunty Yulia Enndidar Siregar Am. Keb for loving and support.

The researcher thanks to her best classmates Masthura, Nadia Ulfa, Sevianti Rahayu and all Unit 1 eighth semester, her best friend Linda Fatmawati Dalimunte, Seri Hrp, Wiwi Tj, her best team Salman Paris Harahap, Mumammad Sholeh Sinaga, Ibrahim Ginting, Puji Ramadhan Zefhanya Bangun and all friends who always good and supported researcher to finish thesis hopefully always remember her.

In addition, the researcher hopes to the reader to give any critic, respond and correction. May thesis be usefulland be one of references for the next research and enhance our knowledge. Hopefully Allah *SWT* blesses us forever. Aaamiin Ya Rabbal ‘Aalamiin.

Langsa, 24 th July 2020

The writer

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ABSTRACT

Radeni Hapesah Harahap 2020. "The effect Reward and Punishment in Increasing Students' Motivation to Learn English. *Skripsi* English Department, Tarbiyah and Teacher Training Faculty, State Institute for Islamic Studies (IAIN) Langsa.

Supervisor (1). Rita Mahriza, MS (2). Wahidah, M.Ed

This research was conducted to know the effect reward and punishment in learning English of MA Nurul Falah Tg. Marulak in the academic year of 2020/2021. The population of this research was the class eleventh grade MA Nurul Falah Tg. Marulak and the samples of this research was taken from 25 students of Experimental class and 25 students of control class. The researcher used a English learning to collect the data and the instrument for collecting data was multiple choice. The test consist of two types, namely pretest and post-test.the data were analized by using t-test formula. After analyzing the data, the result of the research showed that the value of t-observed was higher than the value of t-table (5,128) >(1.676) at the level significant of $\alpha = 0.05$ and at the degree of fredom (df) = 48. It can be concluded that applying reward and punishment has significant effect on students achievement in learning English or in other words the alternative hypothesis (H_a) was accepted.

Key Word : *English, Reward, and Punishment.*

CHAPTER I

INTRODUCTION

A. Background of Study

Motivation to learn is something provides, mobilize and engage students in learning.¹Self-motivation to continue to learn is very necessary for every student, in that the motivation will inspire students to remain excited about learning. Conversely, without motivation, students will find it difficult to understand teachers' material explained. Of course, this will affect the quality of himself and his future. In fact, the lack of students' motivation to learn becomes to be a problem that was so distracted for teachers, also as parents of students. Such as, many students spend sleep in learning process, students disregard the teacher's explanation, students are more pleased in a device than reading a book, and others.

The next thing that is a factor in the weakness of student motivation in learning is due to the style and manner of delivery of the material by the teacher. Students will certainly feel bored with monotonous teaching methods, delivery of material that is difficult to understand, lack of involvement in learning media, teachers who are absorbed in themselves, and others. If so, students'

¹Endang Sri Astuti, *understanding of learning motivation* (Bandung: Nusa Media, 2010) , P.

motivation to keep paying attention to the material will further weaken if the teacher does not give a good understanding for students. Weak motivation to learn in students themselves is a major factor experienced by most students, so this causes students to be less interested in learning and to spend several years in school in vain assuming the ultimate goal of education is only to get a job that is on finally students are not serious in terms of learning, will make students make education a formality.²

One approach that can increase attention and make students more active is through giving gifts in the method of reward and punishment. In the education reward is implemented to provide encouragement to students in learning. Therefore according to Slameto "*When students knowledge success, teachers are predictable to give prizes to students (can for their success, so students are stimulated to make further effort*".³In the education punishment is "one of the negative reinforcement that becomes a motivational tool if given correctly and wisely in accordance with the principle of giving punishment".

"Praise is an encouragement for someone to study harder, praise is always associated with good achievement"⁴. In addition to providing the above motivation,

²Alstri Nurcahya :*Motivasi belajar rendah di sekolah kumparan.com* 2018

³Slameto, *Belajar dan Faktor-faktor yang Mempengaruhinya* (Jakarta: Rineka Cipta, 2003), P. 176

⁴Nasution : *Berbagai pendekatan dalam proses belajar mengajar* (Jakarta : PT Bumi aksara, 1986) , P. 78

punishment needs to be carried out. This is so that students try to avoid the punishment promised by their teachers by trying to study hard.⁵

From the brief description above it can be stated that the reward is a stimulus so that students have a response in the form of enthusiasm in learning so as to sustain achievement on the purpose of teaching and learning. Therefore in the context of application reward "teacher also intend that with the reward the child become even more active in its efforts to improve or enhance achievements that have been achieved ". Thus the reward is rewards are given to students for purpose of making students who meant can further enhance the achievements he obtained.⁶

Punishment is a procedure carried out for correct unwanted behavior in a short period of time and done wisely" Punishment is a value that reduces the chance of occurrence a manners ".⁷ Based on this information it can be stated that in the world punishment education is a punishment given to students because of neglect of the task, norms or regulations agreed upon and certainly done in a wise manner.

In teaching, a teacher is predictable to can determine the right teaching approach in learning process. To improve student reasoning in the teaching and learning process it is also essential to create an approach that be able to improve students' attention to the subject material. In the process of the approach, students are

⁵WsWinkel : *Teacher psychology* (Jakarta :Grasindo : 1984), P. 28

⁶ M. Ngalim Purwanto, *Ilmu Pendidikan Teoritis dan Praktis*, (Bandung: PT Remaja Rosdakarya, 2004), P. 182.

⁷Azis, *Reward-Punishment sebagai Motivasi Pendidikan* (Perspektif Barat dan Islam), (Journal: Cendekia Vol. 14 No. 2, July- December 2016), P. 338.

obligatory can act and act actively so the objectives of the learning process can be attained properly.

Teacher or parents can be applying so many learning methods. One of them is the method of reward and punishment. Reward and punishment can be used strengthen positive behavior and weak negative behavior. As in Behavioristic Learning Theory, punishment and rewards can also be used to strengthen and weaken positive responses or negative responses (according to the SR bond theory), specifically disadvantages that will give rise to negative responses and rewards lead to positive responses.⁸

Many factors can be cause lack motivation. These factors such as low self-confidence, the feeling of being lazy to learn, lack of attention from parents or people around, no one is encouraging, and others. Low learning motivation can cause someone to be lazy to learn so that it can cause a child to get low achievement. The characteristics of children who have low motivation such as lazy to learn, lazy to do the task, no desire to know, do not care about the grades, there is no sense of enthusiasm in the class, get a bad grade, and others.

Based on preliminary research done at MA Nurul Falah Tg. Marulak, one of them has characteristics the lack of students' motivation in the learning. Based on the results of preliminary observations the are problems in learning English. First, the problems in the process of learning process students inactive, do not listen and pay

⁸Hamdani and others : *Psikologi Pendidikan Islam* (Bandung: Pustaka Setia 2001),P. 187

attention to learning resulting in less good and upstanding. Second, the difficulties faced by teacher, the lack of reading materials and textbooks. So students only rely on the teacher alone. Third, there is no competition in the learning process so that students are lazy and to involve in the learning. Fourth, there is a thought that English is not important for them. This condition is in line with the situation of salafi-based school which located in the village with less supportive tools and infrastructure.

Furthermore, the students tends to less active. From some problems displayed, it was showed that, most problems faced by students caused by a lack of student motivation to learn. The lack of enthusiasm for students causes lack of motivation towards students in the learning process. AM Sardiman stated “one approach to improve students’ motivation by reward and punishment. There are several research prove reward and punishment effective: *REWARD, PUNISHMENT TERHADAP MOTIVASI BELAJAR SISWA IPS TERPADU KLS VIII MTsN PUNGGASAN* by Alfatory RhezaSyahrul and *THE IMPACT OF REWARD AND PUNISHMENT ON SKILL LEARNING DEPENDS ON TASK DEMANDS* By Adam Steel, Edward H. Silson, Charlotte J. Stagg & Chris I. Baker. Therefore the researcher wants to overcome the problems, trying to make students more active in learning activities, and increasing students’ motivation in learning English by giving *rewards and punishment* to students, it is hoped that they can increase their motivation to learn more actively in the learning process in the class.

B. Research Question

Based on the background of the aforementioned problems, the formulation of the problems raised in this research is as follows;

“Does Reward and punishment affect students’ motivation to learn English at eleventh grade of MA Nurul Falah Tg. Marulak?”

C. Purpose of Study

The purpose of this study is to investigate the effect of reward and punishment toward students’ motivation in learning English at eleventh grade of MA Nurul FalahTg. Marulak.

D. Significance of Study

The rewards and punishment methods are useful for students 'motivation English learning. With regular rewards and punishment methods well organized at least will be Able to known conditions in the form of physical motivation for students themselves.

The results of this study are expected to Nurul Falah Tg. Marulak to further increase learning motivation to English so that student achievement is better and should be tried to apply to other subjects.

For teacher as input for teachers in improving the quality of education at class, finding the right method in providing learning tasks, and gaining knowledge about the implementation of rewards and methods of punishment for students.

For students as input material for students to Utilize methods, awarding gifts and punishment in order to increase of student motivation, motivation to learn because more attractive to students, and a Discourses on how to learn in a fun way.

For school the quality of learning in school, the choice of reward and punishment method is expected to be able to increase motivation and better and empower students so that learning achievement is better and needs to be tried to apply to another lesson, and foster a sense of pleasure towards all subjects.

E. Scope of Study

So that this research can be carried out more focused, effective and in-depth, the researcher determines the variable limits in this study. Researchers examined only with regard to the effects of reward and punishment in increasing students' motivation to learning English at MA Nurul Falah Tg. Marulak eleventh grade. Student learning motivation was chosen because strong motivation will produce good achievements in learning.

F. Terminology

1. Reward is a tool educates children so that they can feel delight since their deeds or work are rewarded. Reward as an educational tool is given when students do something good. Reward (gift) is giving something to others as an award or souvenir.
2. Punishment is interpreted as act presenting unpleasant or undesirable consequences as a result of certain behaviors. Punishment is given in the

presence of an explanation; punishment is immediately given after proof of irregularities.

3. Students' motivation affects every feature of school habit, from attendance, to academic performance, to extra-curricular activities. Promoting the greatest students' motivation possible is extremely important for every teacher. Learning motivation is the general driving force within students that gives rise to learning activities, which ensures continuity of learning activities and gives direction to learning activities, so that the desired goals of the learning subject can be achieved.

CHAPTER II

LITERATURE REVIEW

A. Previous Study

There are several studies that refer to reward and punishment including;

1. Ahmad RisalYunus Islamic Education Management Title: Effect of Reward and Punishment Methods on Increasing Motivation Studied at MTs As'adiyah Putra II Sengkang The background to this problem is the importance of Rewards and Methods Punishment Increases Motivation in Belajar Quran. The formula for the problem is How to Apply the Reward and Punishment Method in MTs As, Adi Putra II Sengkang, How to Motivate Learning the Qur'an in MTs As, Adi Putra PutraSengkang and How does the application of Rewards and Punks affect motivation studied at MTs As, adiyah Putra II Sengkang. In the literature review in this thesis there are several sub discussed, namely Understanding Prizes, Understanding Punishment, Learning Motivation, Qur, a Hadith, research results relevant, mindset. The author uses quantitative descriptive methods and researchers use samples literature or stratified sample that is data collection is done by observation techniques, questionnaire and interview. The data analysis technique used is percentage to overcome this problem, the author uses the Field method namely with visit the object of research directly with the instrument used is observation, questionnaire, and interview. Research results in this thesis The

teacher in giving gifts to participants Grade VII students at MTs As, adiyah Putra II Sengkang are at a fairly large level 69.6% while the percentage rate is either 5.3% and the percentage rate is less than 25%. Teacher in giving Punishment to grade VII students at MTs As'adiyah Putra II Sengkang is at the level of less than 51.7% while the percentage of a good level is 12.5%, and the percentage level is sufficient at 35.7%. Student motivation at MTs As, adiyah Putra II Sengkang is at a sufficient level, which is 57.1% while the percentage levels both 28.5% and the percentage rate is less than 14.2%. There is a significant influence between

2. Ni Kadek Sujiantari with the title of his research the effect of *reward* and *punishment* on student motivation in learning Ips (Study in Junior High School 1 Singaraja Class Viii Academic Year 2015/2016) This study aims to examine the effect of: (1) *reward* on student motivation, (2) *punishment* on student motivation and (3) the effect of *reward* and *punishment* on student motivation in SMP Negeri 1 Singaraja class VIII in the academic year 2015/2016. This research is included in the type of causal research. The populations in this study were students of SMP Negeri 1 Singaraja class VIII. Samples were taken as many as 114 students. Data collected using a questionnaire and analyzed using multiple linear regression analysis with the help of *statistical package program for social sciences (SPSS) for windows* version 16. The results of this study indicate that: (1) *reward* has a significant effect on student learning motivation indicated from the value of $t_{count} > t_{table}$ ($4.156 > 1,982$) or p -

$value < \alpha$ (0,000 <0.05), (2) *punishment* has a significant effect on student motivation shown from $t_{count} > t_{table}$ (4,392 > 1,982) or $p-value < \alpha$ (0,000 <0.05), (3) *reward* and *punishment* simultaneously affect the learning motivation of students shown from the value of $F_{count} > F_{table}$ (33,819 > 3,078) or $p-value < \alpha$ (0,000 <0.05).

3. Giving Reward and Punishment in Order to Improve Student Learning Motivation (Case Study of Class X Ips 3 Students in Man 2 Makassar Model) RasfinahdaRasfinahdaNur (1 *), This study aims to determine: (1) What is the form of reward and punishment given by teachers to students of class XI IPS 3 in Man 2 Model Makassar. (2) What is the learning motivation of students in class XI IPS 3 in Man 2 in Makassar before receiving rewards and punishment from the teacher? (3) What is the motivation for learning in class XI IPS 3 students in Man 2 Model Makassar after receiving reward and punishment from the teacher? To achieve these objectives the researchers used data collection techniques through, observation, interviews, and documentation. The data that has been obtained from the results of research are processed and analyzed using 3 stages, namely Data Reduction, Data Presentation, and Drawing Conclusions. The results showed that: (1) What is the form of reward and punishment given by the teacher to students of class XI IPS 3 in Man 2 Makassar Model, including praise in the form of gestures and words such as giving a thumb, applause, writing to students' assignments, giving grades additional (plus value) for students who answer the question

correctly, and punishment for students who violate it such as cleaning, drying, calling Parents and DO (Drop Out). (2) How is the learning motivation of students of class XI IPS 3 in Man 2 Makassar Model before getting rewards and punishment from the teacher, that is they have a good enough enthusiasm for learning, and have the motivation to learn one of its goals because of the reward or avoid punishment (punishment), because they want to achieve success or success, because of their own desires, or to guard and maintain so that there is always motivation to learn. (3) How is the motivation for learning in class XI IPS 3 in Man 2 Makassar Model after receiving reward and punishment from the teacher, which is getting a positive response, both from the student concerned and other students. This is shown to students who have been given rewards will be more motivated to learn, and enthusiastic students to obtain rewards, and avoid punishment

In this research, the researcher focuses on the effect of reward and punishment in increasing students' motivation to learn English. The subjects are students 'eleventh grade in MA NURUL FALAH Tg. Marulak. The researcher use non-verbal in reward and in punishment use legal fines and detention after school. The research use quantative data use quaisi-experimental research. Technique data collecting pre-test, treatment and post-test, mini observation and questioners to get valid result.

B. Theoretical Framework

1. Reward

The definition of reward it is means reward or prize⁹. Reward is a reaction to a behavior can increase the possibility of the behavior returning. Reward is a positive assessment of student learning.¹⁰

John W. Santrock explained support (reward) is a value that increases the probability that a behavior will happen. Strengthening means in positive reinforcement the response frequency increases because it is followed by a stimulus that supports (rewarding), while in the negative reinforcement, the response frequency increases because it is followed by the removal of an adverse or disagreeable stimulus.¹¹

Therefore, teacher can be conclude the provision of rewards (prizes) is one form of educational facilities in the learning process for participants as reinforcement in the learning process after the child does the right activities. By providing reinforcement in the form of reward students will feel valued so that students will feel satisfaction that will encourage him to return to do the same thing, but in giving it also must meet its requirements. For example, a teacher gives appreciation or praise to students after answering the questions well, so students are more enthusiastic in doing the task.

⁹ . Jhon M. Echol & Hasan Shadly, *An English indonesia dictionary* (Jakarta: Gramedia ,1996), 485

¹⁰ Amir Daien Indrakusuma, *Pengantar Ilmu pendidikan*, (Surabaya : Usaha Nasional , 1973) , P. 159

¹¹John W. Santrock, *Educationa psychology* (terjemahan) Tri wibowo (Jakarta: Prenamdia Group, 2015) , P. 266

2. Reward Objective

Giving *rewards* is very meaningful for children, that is, at least with the existence of children, the children will be confident, even though gift giving by teacher is not always good, but it does not rule out the possibility that gift giving is one thing positive.¹²

Ngalim Purwanto explained Giving *reward* will be very useful for students, especially in providing the stimulus that is good, with the *reward* will have an impact on students is to give a new spirit to engage in activities that will be provided, for example, such as when children get a reward for achievement given by the teacher then the child will be aroused to do the same thing. The use of prizes will be more appropriate and useful if in its implementation always adjusts the conditions, where indeed the teacher giving gift must be as a motivator of student learning. Rewards can be a positive reinforcement for students. In giving an increased response because it is followed by a stimulus that supports (rewarding).

Like in the case where the teacher's good comments improve students' writing behavior. Strengthening (reward) is a consequence that increases the probability of a behavior occurring.¹³

The goal must be achieved in giving *rewards* is to more increase motivations that are intrinsic from extrinsic motivation, in the sense of students doing an action, then the action that is done ascends from the students' own awareness. By giving

¹²Charles Schaefer, *How To Help Children With Common Problem* (Ann Arbor : Van nostrandreinhold 1996) 22

¹³Ngalim Purwanto, *Pendiidikan psikologi* (Bandung : PT Rosdakarya 2006) 182

a *reward*, it is hope that it can make a positive relationship between teacher and student, because the *reward* is part of another manifestation of the love of an educator to students.

Gift giving is a form of positive reinforcement and at the same time is an achievement motivation, so the gift must be appropriate and adapted to the child's condition. According to Marno and Idris in his book teaching strategies and methods there are several objectives for giving. Reward as reinforcement are as follows : giving the attention of students in the learning process, generate, maintain, and increase student motivation, development of thinking students to direction divergent thinking (creative), manage and modify behavior students who are less positive and encourage the emergence of productive behavior.¹⁴

So from some of the goals of the reward it can be concluded that the reward is given to the child so that it becomes motivational, because the gift giving to the child will have a big impact as a stimulus in learning.

3. Kind of Reward

Reward (prize) as one of the learning methods has several forms, namely material and non-material. Strengthening (Reinforcement), which is all forms of response whether verbal or non-verbal which is a variation of the teacher's behavior to student behavior that aims toward afford information or feedback to the recipient of his actions as an act of help or correction the basic skills in implementing rewards consist of several components, namely:

¹⁴Marno and Idris, *Metode dan strategi mengajar*(Yogyakarta: Arruz media 2008) 25

a. Verbal Rewards

Verbal reward is a reward that is delivered in a written or verbal way. Verbal reward forms are:

1). Praise

Praise is to state something positive about someone. Praise is something that makes the person who hears it flattered like very good, smart and awesome.

2). Suggestion

Giving positive suggestions in the process of teaching and learning is an art to arouse learning enthusiasm, full of hope, generate interest, attention and so on. For example, "Well, next time it will be better", "May you have been more diligent in learning" and so on.

3). Sentence

Reward in the kind of sentences is the teacher give reward to students. Sentence means that gives rise to motivation towards students. For example, "Wow, your job is very good", "I am satisfied with your answer", "and your score is getting better.

b. Non-Verbal Rewards

Non-verbal rewards, namely reinforcement expressed through sign language. There are several kind of reinforcement *first*, strengthening in the form of gestures or expressions given a good impress to students, through nodding the head in agreement, shaking the head in disagree, frowning, and shrugging. *Second*, reinforcement by approaching, students approached by teacher will give the

impression of being noticed. For example, teacher can approach students who are working on assignments; this way can give the impression of support for students' activities. *Third*, reinforcement with touch can shake hands, patting the shoulder. Other types of non-verbal reinforcement are as follows:

1) Tribute

Reward in respect is of two kinds. *First*, a coronation reward, which is announce the children gets respect in the presence of classmates, school groups, and parents of students. For example, at the farewell or report card to become class stars. *Second*, reward in the part of giving command to do something. For example, students who well solve hard problems and teacher ask to work on the blackboard to emulate their friends

2) Gift

A gift is award in the form of goods. Awards in the form of goods are material awards. , such as pencils, rulers, textbooks, and the like.

3) Sign of Appreciation

A mark of appreciation is award that cannot be value in terms of price and usefulness of the item in terms of their impressions and value of memories.

This research the researcher used non-verbal method given tribute and gift in to develop in learning process. The reward will give to student who get best or high score in lesson also to students have good attitude, have high motivation in learning English.

4. Terms for *Reward*

Reward has various forms, but if you pay attention to the application of reward in learning, it is not as simple as its form, when it is time, to whom, and how its form is not easy to answer. Give Rewards do not to the smartest students in class, but given to students who are less clever if they have demonstrated better learning achievement than before. Even if necessary gift giving is also given to all students in one class if one day they have shown better learning outcomes than before.

Syaiful Bahri Djamarah explained

“To determine whether a reward is good for some students is something that is not easy. Because if wrong, the reward will not play well. Therefore there are several conditions for using rewards that need to be learned so that in practice they are able to have a positive effect, both in the learning process and for individual students”¹⁵

Requirements in giving rewards that must be understood, which are as follows: To provide a pedagogical reward, it is very important that teachers recognize the protests of their students and know how to respect them appropriately. Do not cause jealousy for other students who feel their work is also better, but does not get a reward. Giving rewards should be frugal, if too often will eliminate the meaning of rewards as an educational tool. Reward is better given after students show their work

¹⁵Syaiful Bahri Djaramah, *Guru dan siswa dalam interaksi pendidikan (Sebuah teori pendekatan psikologi)* (Bandung : Rienaka Cipta, 2005) P, 196

performance. If notified in advance, it has the potential to provoke them to carry out their tasks in a hurry.

In giving and determining rewards (ideals), ideally teacher must use the principle of child justice from one another so that jealousy does not occur, there are several things, teacher must be consider before giving rewards to children, namely:

- a). adjust the rewards should be based on the circumstances and nature of the aspects show of achievement.
- b). give the reward must be immediately after the desired behavior is implemented.
- c). give the reward must be based to the condition of the person who received it.
- d). the reward must really relate to the achievements of the child.
- e).the reward must be replaced (varies).
- f). the reward should be easily achieved.
- g). the reward system should be personal.
- h). do not give awards before students do something good.

Giving rewards to students will main to good deeds. Therefore, the reward given should have three important roles to educate there in behavior, namely: Reward has the value of educating. Reward serves as a motivation to repeat doing well. Reward serves to strengthen better behavior.¹⁶

¹⁶Rashimin, *Jurnal kontekstual Metode Reward And Punishment dalam belajar* (Salatiga: STAIN)

5. Punishment

Punishment in view of behavioristic theory is the unpleasant consequence that is used to weaken behavior. Punishment is a consequence given by the teacher in order to weaken students' negative behavior in the hope that the behavior will not be repeated. The punishment given is usually in the form of unpleasant stimulus. As with reinforcement measures, the effectiveness of punitive measures cannot be assumed but must be demonstrated.¹⁷

Parents and teachers give or intentionally punishment is suffering after an offense, crime or error occurred. Punishment can also as a negative strengthening, but if the punishment is given appropriately and cleverly, it be able to a motivation that can affect learning outcomes. A punishment will make an effect in the form of behavior; in this case, if the effect is not pleasant to students then this effect is namely Punishment.¹⁸

6. Purpose of Punishment

According to Abu Ahmadi and Nur Uhbiyati, the teacher gives punishment with the following objectives: Punishment held to eradicate crime or eliminate crime, carried out to protect the public from improper conducts o that they leave the offending act. "Whereas the goal according to Ngalim Purwanto, quoting from Gunning and his friends, is that punishment is nothing but nurturing of conscience or awakening conscience".

¹⁷H. Djaali, *Psikologi Pendidikan* (Jakarta : Bumi Literasi , 2008) , P. 80

¹⁸Ngalim Purwanto *Psikologi pendidikan* (Bandung: PT Pemuda Rosdakarya 1992), P. 192

7. Kinds of Punishment

The negative reinforcement to students must be done wisely. The age of the students and the severity of the mistakes made needs to be considered what negative reinforcement will be given. The thing to note is that negative reinforcement should not cause feelings of resentment in students so that it damages the good relations between the teacher and students. States the types of negative reinforcement as follows:¹⁹

a. Escape Conditioning

Escape conditioning is some stimulus or event that is removed will increase the strength of the response. Escape conditioning is a form of negative reinforcement because something negative is removed. For example, a teacher says to his students, "if you can answer seven questions that I ask, you will be free from homework." From this example, free from homework is reinforcement in the form of escape from disagreeable conditions or negative reinforcement.

b. Avoidance Conditioning

Avoidance conditioning is some stimulus or event that if delayed or avoided will increase or maintain the strength of the response. Strengthening negative avoidance will result in a voidance behavior. For example, a student who gets a warning will get a red grade for not collecting assignments. To avoid these unwanted circumstances, he will try to do the job well and collect on time.

¹⁹WalgitoBimo*Psikologiumum* (Yogyakarta : Andy Yogyakarta 2010) 81

The giving of punishment in school is the formation of students' attitudes and behavior in school so that they are obedient and obedient to all existing rules or rules or legal norms. Punishment or sanctions given by teachers in schools are as a tool to educate and foster students, so that they are aware and deterrent towards the treatment and deeds they violate. The form or type of punishment according to Suharsimi Arikunto given by the teacher to students at school is as follows:²⁰

c. Reduction of Score or Downgrading

Punishment for this type is the most widely practiced punishment at school, especially applied when students arrive late, not late or collect assignments. For example, a student comes late to school, so as a punishment the student gets a red point or the student points are deducted from 7 minus 2 for being late.

d. Reduction of Rights

This type of punishment is the most effective punishment because it can be used as a students' taste. In this sentence there must be strict supervision from teacher or teachers so that they can choose the right reduction for each student. For example, if there are students who always speak in class without prior permission from the teacher then the child is isolated in his seat so that he has no right at all to talk with his friends.

e. Legal Fines

In this punishment is not a punishment in the form of money but this punishment gives more meaning to "payment". For example, if a student breaks a rule

²⁰ *ibid*, Suharsimi :175

or does not do homework more than twice, then the fine will be given in the form of memorizing tomorrow's lesson or writing 2 sheets.

f. Giving Reproach

In this sentence combined with other penalties students violating important rules intended for students will get reproach. This penalty, the teacher writes the students' mistake in a special notebook. For example, if in the learning process there are students who talk with the theme and have been notified but are ignored, then the teacher has the right to record the child's name in the notes specifically for the teacher in the form of a type of error made by the student.

g. Detention After School

This penalty can only be given if the student is told to stay at school after hours and is accompanied by the teacher. For example, if in the learning process students in one class are busy and are told that the teacher is ignored then the teacher makes a detention after school that is extending the class time after the lesson is over. While the form of punishment given in learning according to Ag. Soejono is as follows:

The form of the gesture that is the rectification effort we carried out in the form of facial cues and other limbs. For example, when a teacher enters the classroom and the class is dirty, the teacher can give punishment cues by not entering the classroom while standing in front of the door staring at the floor littered with trash. Surly in front of his scales when making a scene, or children who make

mistakes and break the rules. Pouting or psychologically surly has hit his feelings and embarrassed with the other friends.

In the form of deeds, this is heavier than the previous effort. Teacher applies to students who do wrong, an act that is not pleasing to him or he prevents students from doing something that becomes his pleasure. For example, when a student still does not change his bad habits to disturb his classmates, then the teacher can tell him to clean the class as a form of punishment.

So all efforts or actions done by teacher on students such as prohibiting, giving orders, advising, punishing are part of the work of educating. The form of the punishment given must be in accordance with the form of the error and carried out in stages so that the punishment given is worth educating and can really change bad habits and not repeat them again, so that teaching and learning activities can run conducive.

In this research, researcher used punishment detention after school. Teacher given advice to students, correct mistakes in learning process and in and helping students in about their difficulties in learning. The punishment will give to students who get lowest score and have bad attitude lack motivation in learning English.

8. Terms of Granting Punishment

According to Jamaluddin Miri in the translation of children's education in Islam, quoting Abdullah Nasih Ulwan's opinion argues that

"Sentencing must be done carefully. An educator in imposing his harsh punishment positions himself as a doctor, so that in giving the punishment in a gentle and loving way. And the thing to remember is that the punishment aims as guidance or improvement".²¹

So *punishment* in the world of education is not limited to imposing punishment on children for an error, resistance, violation, but also to increase children's discipline, motivate learning and improve behavior. In practice, giving punishment at least pays attention to two things, namely as follows: Relating to violations of actions that deviate from social norms or improvement of behavior from immoral acts committed in the community as a process of interaction between children and the community, then punishment is given directly by teacher and the school.

Related to teaching and learning activities is the pedagogical network area of teacher (teachers), in which he acts to educate or teach children. In achieving the goal to form a child who has the mercy and balanced with a qualified intellectual quality, all teacher in using this method in order to direct behavior change towards a better and increase child discipline and as a motivator that makes children learn, because in essence every teacher are BK for every student.

Punishment must be fair, i.e. the sentence given by the teacher must be fair and impartial between one student and another student. For example, in an exam that is being conducted if there are students who copy their friends as punishment the

²¹". Jamaludin Miri *Pendidikan anak dalam Islam* (Jakarta : Pustaka Amani 2007.) , P. 315

teacher reduces the value of students who copy their friends and give answers. Punishment must be given so that students understand exactly why they are being punished and what the purpose of punishment is, meaning in giving punishment the teacher must explain what the students have done wrong so that students will not repeat their mistakes. The punishment given must be in a calm state, meaning that in giving the sentence the teacher must be in a calm state in order not to frighten the student which results in the mental stability of the student.

Punishment must be accompanied by an explanation, because it aims to improve morals, the intention in giving punishment to the teacher must be to explain what the students have done wrong so that students will not repeat their mistakes. Punishment must end with the granting of forgiveness, meaning that if the teacher has given the sentence and the student has carried out the sentence then the teacher has the right to give forgiveness to the student not demanding and being raised up in the future.

Punishment is given if forced or as a last educational tool, i.e. punishment is given as a last resort by teachers who have previously given warnings. The only ones who are entitled to give punishment are those who love the child, that is, in giving the punishment the teacher does it based on love so the child feels heeded if the sentence is done out of anger then the punishment will be of revenge.

9. Motivation

Motivation is an energy change within the person characterized by affective arousal and anticipating atory aim feedback. Motivation is a change of energy in a individual that is characterized by the appearance of affective (feelings) and reactions to achieve goals.²²

Cronbach in the book Muhammedi defines "*Learning is presented by a change in behavior as a outcome of experience.*" Harol d Spears in defines "*Learning is to observe, to read, to initiate, to try something yourself, to listen to follow directions*"²³

Learning Motivation is the general driving force both inside and from outside (by creating a sequence of efforts to provide certain conditions) for the continuity and direction of learning activities so that learning objectives are achieved.²⁴

There are two categories in motivation, intrinsic and extrinsic. Intrinsic is not necessary to be stimulated because it already exists in every individual, whereas extrinsic motives exist due to outside encouragement²⁵

Learning is a power made by individuals to obtain a new behavior change because of the process of interaction of individuals with their environment. In line with this understanding, the understanding of learning is a change in behavior or attendance, with a sequence of activities for example by reading, observing, listening,

²². Oemar Hamalik, *Proses belajar mengajar* (Jakarta : PT Bumi Literasi 1992) , P. 173

²³. Muhammaedi et all, *Psikologi pendidikan* (Medan: Larispa 2017), P. 67

²⁴*Ibid*, P. 70

imitating and so forth.), learning is a process of achievement knowledge and experience in the form of behavior changes and the ability to react relatively permanently or eternally because of the interaction of individuals with their situation. By learning will be able to cause changes in accordance with the experience gained, both changes in knowledge, understanding, skills, attitudes and behavior. So hopefully, it can affect the increase in student motivation to be better.

Learning motivation will arise; if students themselves also determine their learning activities with the experience, they have as an impetus that converts energy in an individual into the form of real activities to achieve certain goals. This is consistent with what was stated by Mc. Donald in Syaiful Bahri Djaramah stated that: *"Motivation is an energy change within the person characterized by affective arousal and anticipatory goal reactions."*²⁶ (Motivation is a change in the energy in a person which is characterized by the emergence of feelings and reactions to achieve goals). Motivation is as complex. The motivation will cause a change in energy that exists in humans, so that it will cling to the problem of psychiatric symptoms, feelings and emotions, to then act or do something.²⁷

All of this is driven because of goals, needs or desires. Based on several notions of learning and motivation above, it can be concluded that the notion of learning motivation is a change in behavior in each individual as a driver of energy

²⁶ Ibid , Syaiful, P. 114

²⁷AM Sardiman, *Motivas iInteraksi dalam belajar* (Jakarta: Rajawali Press 2008), P. 73-74

change that is owned to meet the needs from within or from outside. With the motivation will improve the learning process, so that it can achieve the desired goals.

Learning Motivation Function In the process of teaching and learning, motivation remains needed to meet the needs of a person, because someone who has no motivation in learning will not be possible to carry out learning activities. This is in line with the opinion of M. Alow in Syaiful Bahri Djaramah strongly believes that human behavior is raised and directed by certain needs, such as physiological needs, security, love, self-actualization, knowing and understanding, and aesthetic needs.²⁸

These needs, according to M. Alow, are able to motivate individual behavior. Learning motivation will always control the concentration of learning energy for students. It has correlation with this Sardiman explains there are three motivational functions, among others: Encouraging humans to act, so as a mover or motor that releases energy. Motivation in this case is the driving force of every activity that will be done; Determine the direction of action, namely towards the goal to be achieved. With so motivation can provide direction and activities that must be done in accordance with the formulation of its objectives; selecting actions, which determine what actions, must be done in harmony to achieve the goal, by setting aside actions that are not useful for these goals.²⁹

The motivational function in learning is as follows: Encourage people to carry out an activity based on meeting needs; determine the direction of the goal to be

²⁸*Ibid*, Syaiful, P. 115

²⁹AM Sardiman, *Interaksi dan motivasi dalam belajar* (Jakarta: Rajawali , 2012), P. 85

achieved; determine what to do. Furthermore, motivation can function as a motorist and achievement. Good motivation in learning will give good results. In additional words, with a conscientious effort based on motivation, someone who learns can give good achievements. Based on some of the opinions beyond, it be able to conclude that the function of learning motivation is as an encouragement to meet the needs of a person with the aim that someone learning can give birth to better achievement. With this a person will make a real effort because there is good motivation.³⁰

A characteristic of Motivated People Motivation that exists in each person has the following characteristics. Persevering in the task; Resilient in facing learning difficulties (not quickly discouraged), showing interest in language learning; Prefer to work independently. Can protect his opinion (when you are definite of something), it is not easy to let go of the thing that is believed, is looking for and solving problems.³¹

The characteristics of learning can be classified as follows: (The actuality of rat has and requirements to succeed there are encouragement and needs in learning; a and the hopes and principles of the future; there are reward in learning, responsible activity an interest in learning; and conducive learning environment.³²

10. The Role of Motivation In Learning

Everyone can have motivation for some reason or because there are certain things that encourage him to know something. The thing that encourages a person to

³⁰Hamzah B. Uno, *Teorimotivasi dan pengukuran* (Jakarta: Bumi Aksara 2008) , P. 45

³¹*Ibid*, Sardiman, P. 83

³²*Ibid*, Hamzah, P. 85

learn between others is as follows: the nature of curiosity and want to explore the wider world; the creative nature that exists in human beings and the desire to progress; the desire to become sympathy from parents, teachers, and friends; the desire to improve past relationships with new businesses, both with cooperation and with competence; the desire to get a sense of security; then reward or punishment as the finish of learning.

According to De Decce and Grawford³³ adding teachers provide motivations if students experience success, teachers are expected to give prizes to students for their success, so students are encouraged to make more effort to achieve teaching goals. Based on the above theories explain that reward and punishment can foster student motivation in learning.³⁴

These researches, researcher focus on observe extrinsic motivation to show effect reward and punishment in learning English. Observe behavior in process learning to know increasing motivation.

C. Conceptual Framework

One of ways to increase student motivation in school is by giving rewards and punishments to students. Giving Reward can increase student confidence because students feel valued by their teacher. The rewards that can be given are adding value, giving gifts, giving praise and giving awards to students. Whereas giving punishment

³³Frandsen AN, *Educational Psychology* (New york :Mc grow hill book: 1967),P . 223

³⁴Deccer and Micchale Groward, *Methodology knowing and doing in science*, (2008) 67

is an attempt to return students to the right direction and motivate them to become more personal. Giving reward and punishment has a main part in the learning process.

This activity can be used as a strategy used by teachers to arouse and drive student learning motivation that comes from outside students. To increase student learning motivation can be done in various ways. This can be done by organizing and providing good situations in the student environment, generating self-competition in a way that creates a feeling of satisfaction with the results and achievements that have been achieved even though small results are achieved.

To build and develop student learning motivation, giving rewards and punishment can be done by the teacher, because reward and punishment is one of the effective ways to motivate student learning. Rewards are only given if students deserve a reward. Giving rewards to students whose jobs are less successful will instead signal them that the minimum effort can still be received by the teacher so that students' motivation to learn decreases.

Give rewards to students who excellent. This will refer to their passion to be able to study harder. In addition, students who have not performed well will be motivated to be able to pursue students who excel. On the other hand if students are still deemed unable to complete work, the teacher needs to apply the right way in giving punishment. Punishment is given in the hope that the student will change themselves and try to motivate their learning. Avoid the punishment that can result in

psychic "destruction" of students. For example hurling harsh words, such as "you are stupid" or "you have always been unable" and the like. Words like this will actually turn off student motivation because the learning process in situations of psychological stress tends to cause students to be afraid to think, act, and take the initiative.

There are times when rewards cause unfavorable effects, when a child acts well then gets praise he becomes arrogant, surely this will rotate 180 degrees from the desired reward function. Must be done positive ways, so it does not cause an impression or a negative response from the child. Praise, encouragement or criticism that is balanced in accordance with the children's actions will cause a positive response from them. Reward as a source of shared motivation for punishment must be adjusted to the child's condition and development. Sometimes children have not been able to make a more mature assessment of the actions that have been taken. Then, based on theories the researcher believes the reward and punishment has affect increasing students' motivation to learn English.

D. HYPOTHESIS

H_0 : There is no significant effect of reward and punishment in increasing students' motivation to learn English at MA Nurul FalahTg. Marulak eleventh grade

H_a : There is significant effect of reward and punishment in increasing students' motivation to learn English at MA Nurul FalahTg. Marulak eleventh grade.

T-test result can be seen with following criteria:

- a. If \geq t-table, it means there is a significant difference and H_a is accepted,
 H_0 rejected
- b. If \geq t-table, it means there is a no significant difference and H_a is rejected,
 H_0 accepted.

$$\text{T- test formula : } t = \frac{x_1^- - x_2^-}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Notes:

T : T-test

x_1^- : The mean of posttest of the experimental class

x_2^- : The mean of posttest control class

S : Standard deviation

n_1 : The sum of experimental class

n_2 : The sum of control class

x_1 : The average score the experimental class

x_2 : The average score the control class

N : Number of students

s^2 : Variance

CHAPTER III

METHODOLOGY

A. Research Design

This research used experimental research. The experimental research is the most powerful quantitative research method for establishing cause and effect relationship between two or more variables. To yield valid findings, experiment must be conducted in a rigorous manner. Experiments provide the most rigorous test of causal relationship between variables; experimentation is needed to determine whether the observed relationship in one of cause and effect.³⁵

The research design used is a quasi-experimental research. A quasi-experimental is a study take a place in real life settings rather than in laboratory settings , they are often considered not truly experimental research , but rather correctional research, the which involves identifying statistical relationship between two variables rather than causal relationship³⁶.

In other source a quasi-experiment design are used when random assignment of subject to experimental and control groups is not possible. Involve simultaneous

³⁵ Meredith D. Gall and others, *Educational Research an introduction* (Boston, New York 2003), P. 365-366

³⁶ Scoot W. Vandertoep and Deirdre D. Jhonston, *Research Methodes For Everyday Life: Blending Qualitative and Quantitative Approaches*, (San Frasnisco : John Wiley & Sons, Inc 2009), P. 37

manipulation of two or more treatment variable. Single case designs involve intensive study of the effects of a treatment on a single individual or group.³⁷

Below is general overview of quasi-experimental design.³⁸

Table 3.1

Quasi-Experimental Design

Pre-and Post-test Design Time

Select Controlled Group	Pretest	No Treatment	Post test
Select Experimental Group	Pretest	Experimental Treatment	Post test

In this research, the students in the experimental class were thought focus on effect reward and punishment in students' motivation in the controlled class were taught without using focus on effect reward and punishment p in students' motivation

B. Research Setting

1. Place

The researcher will do this research at MANurulFalahTg. Marulak, North Sumatera.

³⁷ Meredith D. Gall and others, Educational, P. 401

³⁸ John Creswell, *Educational Research : Planning, conducting, and evaluating Quantative and Qualitative Research*, (New Jersey: Pearson Educational , Inc 2008),P. 314

C. Population and Sample

1. Population

The population of the researcher is eleventh grade of MA Nurul Falah Tg. Marulak the Academic year 2020/2021.

2. Sample

In the selecting sample, the researcher used a purposively random sample technique.

D. The Procedure Of Data Collection

The technique of collecting data in this research was using quantitative data. This quantitative data was obtained from the students' score in pretest and posttest. The pretest and posttest were given to the experimental and controlled class. The meeting in this research three meeting include pre-test and post-test. For best result the researcher given questioner for student and observation by teacher while researcher teaching in the class. The researcher carried out the following steps :

1. Making instrument

The researcher made the instrument which is taken from books, teacher and other sources.

2. Choose class as an experiment and as a class control

Before begin this research the researcher asked permission from the school, the school allow 3 meeting. Thenmet consult with English teacher and the researcher got twoclass IX 1 Agama and IX 2 Agama. Consult with the teacher class how the situation in the class, students' ability and what is material

suitable will teaching in the class, the teacher suggest easy material at the end choose the Present Tense.

3. Pre-test for two classes.

Pre-test is conducted to measure the students' ability before the treatment. The pre-test was done before the learning process to measure students' with giving 30 questions (multiple choice 10 and fill the blank 20)

4. Treatment

Teacher given treatment In the experiment class (IX 1 Agama) and control class does not give treatment taught with common method.

Students in experimental class were focus on effect reward and punishment students' motivation to learn English. Meanwhile students in controlled class were asked to write without reward and punishment.

5. Post-test

The last posttest. The posttest was done to know progression between the experimental and controlled class, after the teacher gave treatment to the students in the last meeting, the researcher gave the test to the students in experimental and controlled class. The way the researcher did was similarity grade with the questions pretest

6. Questionnaire

Questionnaire method is a method of data collection by asking questions raised to respondents, in order to get answers. In this case the researchers used a closed questionnaire, the questionnaire that was provided and asked by

respondents to continue to choose. The purpose of data collection using this questionnaire is to obtain data about students' opinions on rewards and punishment and assessment with students' learning motivation in learning English. Alternative questions selected, using a modified Likert scale, 4, 3, 2, 1. Likert scale is used to measure the attitudes, opinions, and perceptions of people or phenomena of people (The answer to each item of instruments that uses a Likert scale has a gradation from very positive to very negative, consisting of Strongly Agree (sangat setuju), Agree (setuju), Disagree (setuju), and Strongly Disagree (sangat tidak setuju), the score of each alternative answer given by the respondent at each time is proposed as follows:

Sangat Setuju (SS) = 4

Setuju (S) = 3

Tidak Setuju (TS) = 2

Sangat Tidak Setuju (STS) = 1

7. Observation sheet

When the researcher teaching, the teacher as observer the situation at class and give score start 1 until 5. The score based on situation in the class, if the class effective and active will get high score conversely if bad situation will get low score.

E. Research Intrusment

The instrument used in this research used many kind tools kind of methods to collect the data. They are; test, questionnaire, observation, and documentation. Using

pre-test and post-test in the experimental class and controlled class. Pre-test and post-test were given with different questions but has similarity level. The students in the experimental and controlled class were taught using by same method reward and punishment. As the has been known that in giving tests to the students, validity and reliability are required as the measurement of test. Validity is extent to which is a measure what is supposed to measure. Meanwhile, reliability is a necessary characteristic of any good test, for it to be valid at all, a test must first to reliable as measuring test.

Then, to make reliable test, an analytical scale was used the students' assessment in learning , observe students' behavior in learning process with follow column, and interview given some questioners for students about reward and punishment effect their motivation in learning English.

F. DATA ANALYSIS

1. Mean

Mean is average of a seat of scores, obtained by adding the scores together and divide by total number if scores

The formula is :

$$M = \frac{\sum x}{N}$$

Notes:

M : The mean score

$\sum x$: the sum of score

N : The total number students

2. Median

Median is one of explanation techniques based on the middle value the data which have been organized from the lowest the highest.

3. Mode

Mode is a technique to explain based on the value which is popular is often being found

4. Variance

Variance is used to explain the homogeneity. The formula is

$$s^2 = \frac{\sum(x-x)^2}{n-1}$$

Note:

s^2 : Sample variance

$\sum (x - x)$: The square of each subtracted by mean score

n : Number of sample

5. Standard Deviation

Standard deviation is a measure of the dispersion of scores the mean of scores.

It is calculated by obtaining the square root of the variance of a seat of scores.

The formula is

$$SD = \sqrt{\frac{\sum(x-x)^2}{n-1}}$$

Note :

SD : The square of deviation standard

$\sum(x-x)^2$: The square of each subtracted by mean score

n : Total number students

6. Range

The difference between the largest and smallest data values in a set of data values.

The range formula:

$$R = \text{Highest score} - \text{lowest score}$$

7. Normality

According to Sujianto, normality distribution test is a test to measure whether our data has a normal distribution.³⁹ To know the normality, the researcher used t-score. As the formula for normality.

$$\chi^2 = \sum \frac{(f_o - f_h)^2}{f_h}$$

Note :

χ^2 : The chi square value

f_o : The observed frequency

f_h : The expected frequency

³⁹ Agus Eko Sujianto. *Aplikasi Statistik dengan SPSS 16.0*. (Jakarta: PT. Prestasi Pustaka, 2009), p. 77

8. Homogeneity

Homogeneity testing is intended to make sure that the collected manipulation data in analysis is truly taken from a population which is too different each other. Especially in a correlative study which predictive, the model which used must be appropriate with the composition and its distribution.⁴⁰

The formula is:

$$F = \frac{\text{THE HIGHEST VARIANCE}}{\text{THE LOWEST VARIANCE}}$$

⁴⁰Agus Eko Sujianto. *Aplikasi Statistik*, P. 112

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

1. The Analysis of Research Finding

After conducted the research for the ten grade students of eleventh grade of MA Nurul Falah Tg. Marulak, the writer got the data of students score in pre-test and post-test from both experimental and control group. The researcher gave the treatment to students in the experimental group by reward and punishment, while in control group without reward and punishment. After conducting the research, the researcher got the data of students' scores in pre-test and post-test from both experimental and control group.

Table 4.1
The score of pre Test and Post Test of Experimental Group

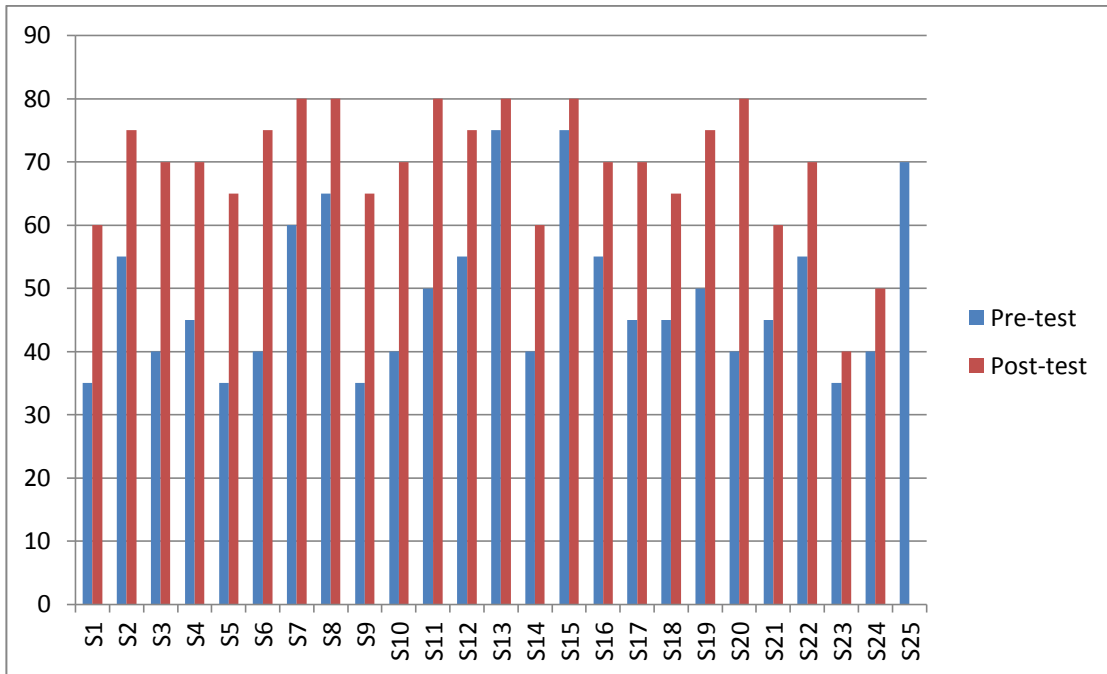
NO	Initial Name	Pre-Test (T1)	Post-Test (T2)
1	S1	35	60
2	S2	55	75
3	S3	40	70
4	S4	45	70
5	S5	35	65
6	S6	40	75

7	S7	60	80
8	S8	65	80
9	S9	35	65
10	S10	40	70
11	S11	50	80
12	S12	55	75
13	S13	75	80
14	S14	40	60
15	S15	75	80
16	S16	55	70
17	S17	45	70
18	S18	45	65
19	S19	50	75
20	S20	40	80
21	S21	45	60
22	S22	55	70
23	S23	35	40
24	S24	40	50
25	S25	70	70
	Total	$\sum x = 1225$	$\sum x = 1734$
	Mean	$\bar{x} = 61.25$	$\bar{x} = 87.25$

Based on the table above, the students achievement in learning English in Experimental group showed the lowest score of Pre-test was 35, and the highest score of pre-test was 75 and the mean of pre-test was 61.25 furthermore, the lowest score of

post-test was 50, and the highest score of post-test was 80 and the Mean of post-test was 87.25.

Chart 4.1 The result pre-test and Post-test of Experimental Group



**Table 4.2
The score of Pre Test and post-test of control Group**

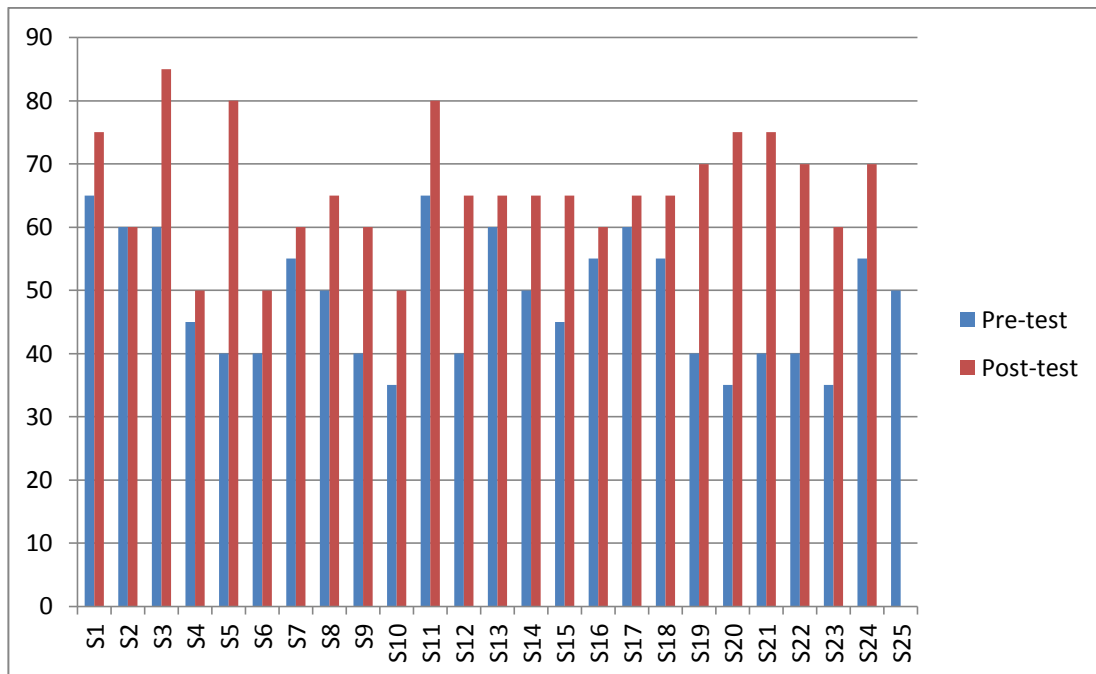
NO	Initial Name	Pre-Test (T1)	Post-Test (T2)
1	S1	65	75
2	S2	60	60
3	S3	60	85
4	S4	45	50
5	S5	40	80
6	S6	40	50

7	S7	55	60
8	S8	50	65
9	S9	40	60
10	S10	35	50
11	S11	65	80
12	S12	40	65
13	S13	60	65
14	S14	50	65
15	S15	45	65
16	S16	55	60
17	S17	60	65
18	S18	55	65
19	S19	40	70
20	S20	35	75
21	S21	40	75
22	S22	40	70
23	S23	35	60
24	S24	55	70
25	S25	50	50
	Total	$\Sigma x = 1215$	$\Sigma x = 1635$
	Mean	$\bar{x} = 60.75$	$\bar{x} = 81.75$

Based on the table above, the student's achievement in learning English in Experimental group showed the lowest score of Pre-test was 35, and the highest score of pre-test 80 and the mean of pre-test were 60.75. Furthermore, the lowest score of

post-test was 60, and the highest score of post-test was 85 and the Mean of post-test was 81.75

Chart 4.2 The result pre-test and Post-test of Control Group



Based on the explanation above, it shows that the students score in experimental group where in pre-test (61.25) and post-test (87.25) was smaller than students score in control group, where in pre-test (60.75) and the score in post-test (81.75). The total scores of the mean score in experimental and control. group showed that there was a significant effect in learning English of students score between pre-test and post-test.

a. Normality Test

Normality test is done by using Liliefors test. To accept or reject the hypothesis, we compared L^o (L observation) with L^t (L tabel) from Liliefors table a 0,05. If $< =$

Data has normal distribution (Accepted). If = Data does not have normal distribution (Rejected).

1. The computation of data normality of the pre-test in Experimental Group.

Table 4.3
Frequency distribution of pre-test in Experimental group

NO.	(score) x_i	f_i	$f_i x_i$	x_i^2	$f_i x_i^2$
1.	35	4	140	1225	4.900
2.	40	6	240	1600	9.600
3.	45	4	180	2025	8.100
4.	50	2	100	2500	5.000
5.	55	4	220	3025	12.100
6.	60	1	60	3600	3.600
7.	65	1	65	4225	4.225
8.	70	1	70	4900	4.900
9.	75	2	150	5625	11.250
Total		25	1225	28725	63.675

Based on the data above, the result of is 63.675 and $f_i x_i^2$ is 1225. Then the following is the Σ calculation of mean and standard deviation. Based on the data above, the result of $f_i x_i^2$ is 63.675 and $f_i x_i$ is 1225. Then the following is the Σ calculation of mean and standard deviation.

a). Mean

$$\bar{x} = \frac{\sum Fixi}{\sum Fi}$$

Where

\bar{x} = Mean of variable

$\sum fixi$ = Total number of score

$\sum fi$ = Number of sample

So,

$$\begin{aligned} \bar{x} &= \frac{\sum Fixi}{\sum Fi} \\ &= \frac{1225}{25} \\ &= 49 \end{aligned}$$

b).Standard Deviation

$$\begin{aligned} S &= \frac{\sqrt{n \sum Fixi^2 - (\sum Fixi)^2}}{n(n-1)} = \sqrt{\frac{25 (63.675 - (1225)^2)}{25 (25- 1)}} \\ &= \sqrt{\frac{15.91.875 - 1500.625}{25 (24)}} \\ &= \sqrt{91.250} = 600 \end{aligned}$$

$$S = 12.33$$

$$S^2 = 152.02$$

After getting the calculation of mean, variant deviation standard, then the next step is to found out the normality of the test. T means that the test was given to the students is observed by liliefors test. The calculation of normality learning English can be seen in the following table.

Table 4.4

Normality testing of the pre –test in Experimental group

NO	(score)	F	F kum	z_i	F (z_i)	S(z_i)	F (z_i) - S (z_i)
1	35	4	4	-1.13	1	0.16	0,0319
2	40	6	10	-0,72	0,2327	0,4	0,1673
3	45	4	14	0,32	0,3728	0,56	0,1872
4	50	2	16	0.81	0,5323	0,64	0,1077
5	55	4	20	0,48	0,6867	0,8	0,1133
6	60	1	21	0,89	0,8137	0,84	0,0263
7	65	1	22	1,29	0,9027	0,88	0,0227
8	70	1	23	1,70	0,9557	0,92	0,0357
9	75	2	25	2,10	0.9824	1	0,0176
Lo=0.1872							
Lt= 0,173							

Finding Z_i (Z-score) can be done by using this formula:

$$Z_i = \frac{x - \text{mean}}{s}$$

$$1. Z_i = \frac{35-49}{12.33} = -1.33$$

$$2. Z_i = \frac{40-49}{12.33} = -0,72$$

$$3. Z_i = \frac{45-49}{12.33} = 0,32$$

$$4. Z_i = \frac{50-49}{12.33} = 0,81$$

$$5. Z_i = \frac{55-49}{12.33} = 0,48$$

$$6. Z_i = \frac{60-49}{12.33} = 0,59$$

$$7. Z_i = \frac{65-49}{12.33} = 1,29$$

$$8. Z_i = \frac{70-49}{12.33} = 1,70$$

$$9. Z_i = \frac{75-49}{12.33} = 2,10$$

Finding S (Z_i) can be done by using this formula:

$$S(Z_i) = \frac{F \text{ kum}}{n}$$

$$1. S_i(Z_i) = \frac{4}{25} = 0,16$$

$$2. S_i(Z_i) = \frac{10}{25} = 0,4$$

$$3. S_i(Z_i) = \frac{14}{25} = 0,56$$

$$4. Si (Z_i) = \frac{16}{25} = 0,64$$

$$5. Si (Z_i) = \frac{20}{25} = 0,8$$

$$6. Si (Z_i) = \frac{21}{25} = 0,84$$

$$7. Si (Z_i) = \frac{22}{25} = 0,88$$

$$8. Si (Z_i) = \frac{23}{25} = 0,92$$

$$9. Si (Z_i) = \frac{25}{25} = 1$$

From the table above, it can be seen that Liliefors observation or $L_o = 0.1872$ with $n = 25$ and the real level $\alpha = 0,05$ from the list of critical value of Liliefors table $L_t = 0,173$ it is know that the coefficient of $L_o = (0.1872) < L_t(0,173)$ so, it can be concluded that the data distribution of the students ability in English is **Normal**.

2. The computation of data normality of the post-test in Experimental group

Table 4.5

Frequency distribution of post-test in Experimental group

No	(score) x_i	F_i	Fix_i	x_i^2	fix_i^2
1	40	1	40	1.600	1.600
2	50	1	50	2.500	2.500
3	60	3	180	3.600	10.800
4	65	3	195	4.225	12.675
5	70	7	490	4.900	34.300

6	75	4	300	5.625	22.500
7	80	6	480	6.400	38.400
	Total	25	1.735	28.850	122.775

Based on the data above, the result of $\sum fixi^2$ is 122.775 and $\sum fixi$ 1.735. Then the following is the calculation of mean, variant and standard deviation.

a). Mean

$$x_i = \frac{\sum fixi}{\sum fi}$$

Where:

X_i = Mean of variable

$\sum fixi$ = Total number of score

$\sum fi$ = Number of sample

So,

$$\begin{aligned} \bar{x} &= \frac{\sum Fixi}{\sum Fi} \\ &= \frac{1.735}{25} \\ &= 69.4 \end{aligned}$$

b). Standard Deviation

$$\begin{aligned}
 S &= \frac{\sqrt{n \sum F_{ixi}^2 - (\sum F_{ixi})^2}}{n(n-1)} = \sqrt{\frac{25 (122.775 - (1735)^2)}{25 (25-1)}} \\
 &= \sqrt{\frac{3.069.375 - 3.010225}{25 (24)}} \\
 &= \sqrt{\frac{69.551}{600}} \\
 &= 9.92
 \end{aligned}$$

$$S^2 = 98.40$$

After getting the calculation of mean, variant and deviation standard, then the next step is to find out the normality of the test. Its means that the test was given to the student is observed by Liliefors test. The calculation of normality in English can be seen in the following table.

Table 4.6

Normality testing of the post-test in Experimental group

No	score xi	Fi	f kum	zi	Fz	sz	fz-sz
1	40	1	1	-2,96105	0,001533	0,04	-0,03847
2	50	1	2	-1,95389	0,025357	0,08	-0,05464
3	60	3	5	-0,94673	0,171888	0,2	-0,02811
4	65	3	8	-0,44315	0,328829	0,32	0,008829
5	70	7	15	0,06043	0,524093	0,6	-0,07591

6	75	4	19	0,564009	0,713626	0,76	-0,04637
7	80	6	25	1,067589	0,857147	1	-0,14285
	Total	25	75	-4,61279	2,622473	3	-0,37753
			$L_o = 0,008829$				
			$L_t = 0,173$				

Finding Zi (Z-score) can be done by using this formula:

$$Z_i = \frac{x - \text{mean}}{s}$$

$$1. Z_i = \frac{40 - 69,4}{9,92} = -2,96$$

$$2. Z_i = \frac{50 - 69,4}{9,92} = -1,95$$

$$3. Z_i = \frac{60 - 69,4}{9,92} = -0,94$$

$$4. Z_i = \frac{65 - 69,4}{9,92} = -0,44$$

$$5. Z_i = \frac{70 - 69,4}{9,92} = 0,06$$

$$6. Z_i = \frac{75 - 69,4}{9,92} = 0,56$$

$$7. Z_i = \frac{80 - 69,4}{9,92} = 1,06$$

Finding S(Zi) can be done by using this formula :

$$S(Z_i) = \frac{F_{kum}}{n}$$

$$1. S(Z_i) = \frac{1}{25} = 0,04$$

$$2. S(Z_i) = \frac{2}{25} = 0,08$$

$$3. S(Z_i) = \frac{5}{25} = 0,20$$

$$4. S(Z_i) = \frac{8}{25} = 0,32$$

$$5. S(Z_i) = \frac{15}{25} = 0,60$$

$$6. S(Z_i) = \frac{19}{25} = 0,76$$

$$7. S(Z_i) = \frac{25}{25} = 1$$

From the table above , it can be seen that Liliefors observation or $L_o = 0,008829$ with $n = 25$ and the real level $\alpha = 0,05$ from the list of critical value of Liliefors table $L_t = 0,173$ it is know that the coefficient of $L_o = (0,008829) < L_t(0,173)$ so, it can be concluded that the data distribution of the students ability in English is Normal.

3. The computation of data normality of the pre-test in Control group

Table 4.7

Frequency Distribution of pre-test in Control Group

No	(score) x_i	F_i	Fix_i	x_i^2	fix_i^2
1	35	3	105	1.225	3.675
2	40	7	280	1.600	11.200

3	45	2	90	2.025	4.050
4	50	3	150	2.500	7.500
5	55	4	220	3.025	12.100
6	60	4	240	3.600	14.400
7	65	2	130	4.225	8.450
	Total	25	1.215	18.200	61.375

Based on the data above, the result of $\sum fixi^2$ is 61.375 and $\sum fixi$ is 1.215. Then the following is the calculation of mean and standard deviation.

a). Mean

$$x_i = \frac{\sum fi xi}{\sum fi}$$

Where :

Xi = Mean of variable

$\sum fixi$ = Total number of score

$\sum fi$ = Number of sample

So,

$$\bar{x} = \frac{\sum Fixi}{\sum Fi}$$

$$= \frac{1251}{25}$$

$$= 48.6$$

b). Standard Deviation

$$S = \frac{\sqrt{n \sum F_{ixi}^2 - (\sum F_{ixi})^2}}{n(n-1)} = \frac{\sqrt{25 (61.375) - (1.215)^2}}{25 (25-1)}$$

$$= \frac{\sqrt{1.534.375 - 1.467.225}}{25 (24)}$$

$$= \frac{\sqrt{58.150}}{600}$$

$$= 9.84$$

$$S^2 = 96.82$$

After getting the calculation of mean, variant and deviation standard, then the next step is to found out the normality of the test. Its means that the test was given to the student is observed by Liliefors test. The calculation of normality in English can be seen in the following table:

Table 4.8
Normality testing of pre-test in Control group

No	(score) x_i	F_i	F kum	Z	Fz	sz	fz-sz
1	35	3	3	-1,38	0,0835	0,12	-0,03643
2	40	7	10	-0,87	0,1911	0,4	-0,20882
3	45	2	12	-0,36	0,3573	0,48	-0,1227
4	50	3	15	0,14	0,5565	0,6	-0,04346

5	55	4	19	0,65	0,7421	0,76	-0,01781
6	60	4	23	1,15	0,8765	0,92	-0,04343
7	65	2	25	1,66	0,9521	1	-0,04787
Total		25	107	0,99	3,7594	4,28	-0,52053
$L_o = 0,20882$							
$L_t = 0,173$							

Finding Zi (Z-score) can be done by using this formula:

$$Z_i = \frac{x - \text{mean}}{s}$$

$$1. Z_i = \frac{35 - 48,6}{9,84} = -1,38$$

$$2. Z_i = \frac{40 - 48,6}{9,84} = -0,87$$

$$3. Z_i = \frac{45 - 48,6}{9,84} = -0,36$$

$$4. Z_i = \frac{50 - 48,6}{9,84} = 0,14$$

$$5. Z_i = \frac{55 - 48,6}{9,84} = 0,65$$

$$6. Z_i = \frac{60 - 48,6}{9,84} = 1,15$$

$$7. Z_i = \frac{65 - 48,6}{9,84} = 1,66$$

Finding Zi (Z-score) can be done by using this formula:

$$S(Z_i) = \frac{F_{kum}}{n}$$

1. $S(Z_i) = \frac{3}{25} = 0,12$
2. $S(Z_i) = \frac{7}{25} = 0,4$
3. $S(Z_i) = \frac{2}{25} = 0,48$
4. $S(Z_i) = \frac{3}{25} = 0,06$
5. $S(Z_i) = \frac{4}{25} = 0,76$
6. $S(Z_i) = \frac{4}{25} = 0,92$
7. $S(Z_i) = \frac{25}{25} = 1$

From the table above , it can be seen that Liliefors observation or $L_o = 0,20882$ with $n = 25$ and the real level $\alpha = 0,05$ from the list of critical value of Liliefors table $L_t = 0,173$ it is know that the coefficient of $L_o = (0,20882) < L_t (0,173)$ so, it can be concluded that the data distribution of the students ability in English is Normal.

4. The computation of data normality of the post-test in control group

Table 4.9
Frequency Distribution of post-test in Control group

No	(Score) x_i	F_i	$f_i x_i$	x_i^2	$f_i x_i^2$
1	50	4	200	2500	10000
2	60	5	300	3600	18000
3	65	7	455	4225	29575

4	70	3	210	4900	14700
5	75	3	225	5625	16875
6	80	2	160	6400	12800
7	85	1	85	7225	7225
	Total	25	1.635	34475	109175

Based on the data above, the result of $\sum fixi^2$ is 109.175 and $\sum fixi$ is 1.635.

Then the following is the calculation of mean and standard deviation.

a). Mean

$$x_i = \frac{\sum fixi}{\sum fi}$$

Where:

Xi = Mean of variable

$\sum fixi$ = Total number of score

$\sum fi$ = Number of sample

So,

$$\bar{x} = \frac{\sum Fixi}{\sum Fi}$$

$$= \frac{1635}{25}$$

$$= 65.4$$

b). Standard Deviation

$$S = \frac{\sqrt{n \sum_{Fixi}^2 - (\sum_{Fixi})^2}}{n(n-1)} = \sqrt{\frac{25(109175) - (1.635)^2}{25(25-1)}}$$

$$= \sqrt{\frac{1.534.375 - 1.467.225}{25(24)}}$$

$$= \sqrt{\frac{56.150}{600}}$$

$$= 9.67$$

$$S^2 = 93.50$$

After getting the calculation of mean, variant and deviation standard, then the next step is to found out the normality of the test. Its means that the test was given to the student is observed by Liliefors test. The calculation of normality in English learning can be seen in the following table:

Table.10
Normality testing of post-test in Control group

No	(score) x_i	F_i	F kum	Z	Fz	sz	fz-sz
1	50	4	4	-1,59	0,055701	0,16	-0,104299
2	60	5	9	-0,55	0,288352	0,36	-0,071648
3	65	7	16	-0,04	0,483509	0,64	-0,156491
4	70	3	19	0,47	0,682788	0,76	-0,077212
5	75	3	22	0,99	0,7839491	0,88	-0,0960509
6	80	2	24	1,50	0,934379	0,96	-0,025621
7	85	1	25	2,02	0,978622	1	-0,021378
Total		25	115	2,81	4,262841	4,76	-0,552699
		$L_o = 0,20882$					
		$L_t = 0,173$					

Finding Z_i (Z-score) can be done by using this formula:

$$Z_i = \frac{x - \text{mean}}{s}$$

$$1. \quad Z_i = \frac{50 - 70,2}{9,67} = -1,59$$

$$2. \quad Z_i = \frac{60 - 70,2}{9,67} = -0,55$$

$$3. \quad Z_i = \frac{65 - 70,2}{9,67} = -0,04$$

$$4. \quad Z_i = \frac{70 - 70,2}{9,67} = 0,47$$

$$5. \quad Z_i = \frac{75 - 70,2}{9,67} = 0,99$$

$$6. \quad Z_i = \frac{80 - 70,2}{9,67} = 1,50$$

$$7. Z_i = \frac{85 - 70,2}{9,67} = 2,02$$

Finding Z_i (Z-score) can be done by using this formula:

$$S(Z_i) = \frac{F_{kum}}{n}$$

$$1. S(Z_i) = \frac{4}{25} = 0,16$$

$$2. S(Z_i) = \frac{9}{25} = 0,36$$

$$3. S(Z_i) = \frac{16}{25} = 0,64$$

$$4. S(Z_i) = \frac{19}{25} = 0,76$$

$$5. S(Z_i) = \frac{22}{25} = 0,88$$

$$6. S(Z_i) = \frac{24}{25} = 0,96$$

$$7. S(Z_i) = \frac{25}{25} = 1$$

From the table above, it can be seen that Liliefors observation or $L_o = -0,15649$ with $n = 25$ and the real level $\alpha = 0,05$ from the list of critical value of Liliefors table $L_t = 0,173$ it is known that the coefficient of $L_o = (-0,15649) < L_t(0,173)$ so, it can be concluded that the data distribution of the students' ability in English is Normal.

Based on the data above, it can be concluded that all of the data distribution was normal, because $L_o < L_t$. Can be seen in the table below:

No	Data	N	α	$L_{observed}$	L_{table}	Conclusion
1	Pre-test of experimental group	25	0.05	0.1872	0.173	Normal
2	Post-test of experimental group	25	0.05	0,008829	0.173	Normal
3	Pre-test of control group	25	0.05	0,20882	0.173	Normal
4	Post-test of control group	25	0.05	0,11347	0.173	Normal

3. Homogeneity testing

a. Homogeneity testing of pre-test

$$\begin{aligned}
 F &= \frac{\text{Highest variants}}{\text{Lowest variant}} \\
 &= \frac{12.33}{9.84} \\
 &= 1.25
 \end{aligned}$$

Then the coefficient of $F_{obs} = 1.25$ is compared with F_{table} where F_{table} is determined at real level $\alpha = 0.05$ and the numerators $df = N = 25$ and the nominator $dk = 25$ So, by using the list of critical value at F distribution was found $F_{0,05(25,25)} = 1.96$ So $F_{obs} < F_{table}$ or $(1.25 < 1.96)$ so it can be concluded that the variant from the data was homogenous.

b. Homogeneity Testing of post- test

$$F = \frac{\text{Highest variants}}{\text{Lowest variant}}$$

$$= \frac{9,92}{9,67}$$

$$= 1.02$$

Then the coefficient of $F_{obs} = 1.02$ is compared with F_{table} where F_{table} is determined at real level $\alpha = 0.05$ and the numerators $df = N = 25$ and the nominator $dk = 25$ So, by using the list of critical value at F distribution was found $F_{0,05(25,25)} = 1.96$ So $F_{obs} < F_{table}$ atau $(1.02 < 1.96)$ so it can be concluded that the variant from the data was homogenous.

No	Data	Variant	$F_{observed}$	F_{table}	Conclusion
1	Pre- est of experimental group	152.02	1.25	1.96	Homogenous
2	Pre-test of control group	96.82			
3	Post-test of experimental group	98.40	1.02	1.96	Homogenous

4	Post-test of control group	93,50			
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1. The Examining of Hypothesis

T-test Formula

$$\text{Experimental group: } \bar{X}_1 = 69.4 \quad ; S_1^2 = 98.40; n_1 = 25$$

$$\text{Control group: } \bar{X}_2 = 65,4 \quad ; S_2^2 = 93,50 ; n_2 = 25$$

With:

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

$$S^2 = \frac{(25 - 1)98.40 + (25 - 1)93,50}{25 + 25 - 2}$$

$$S^2 = \frac{(24)98.40 + (24)93,50}{48}$$

$$S^2 = \frac{2.361,6 + 2.244}{48}$$

$$S^2 = \frac{4.605,6}{48}$$

$$S^2 = 95,95$$

$$S = \sqrt{95,95}$$

$$S = 9,79$$

So,

$$\text{Count} = \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}$$

$$\begin{aligned}
 &= \frac{\overset{n1}{69,4} - \overset{n2}{65,4}}{\underset{0,78}{9,79 \sqrt{\frac{1}{25} + \frac{1}{25}}}} = 5,128
 \end{aligned}$$

From the computation above, it can be seen that $t_{observed} = 5.12$. The testing hypothesis is conducted in order to find out whether that hypothesis is accepted or rejected. The basis of testing hypothesis is that the H_a is accepted if the $t_{observed} >$ in this calculation of the scores uses t-test for the degree of freedom 48 (df= N+N-2) at the level of significance 0.05 that the critical value is 1.676.

After the scores were calculated, it was found that in this study the $t_{observed}$ is higher than the t_{table} . It can be seen as follow:

$$t_{observed} > t_{table(a 0.05) \text{ with df } 48}$$

$$5.128 > 1.676$$

B. Discussion

The purpose of this research is to determine the affect reward and punishment in increasing students' motivation to learn English in eleventh grade at MA Nurul Falah Tg Marulak.

The procedure of collecting in this research through the teaching and learning process with three meeting at experiment class (XI Agama 1) and control class (XI 2 Agama) divided into three methods. The first meeting is a given pre-test with 30

questions to both of classes. The situation of class is non-active, most of students lazy, not interested to learn English.

The second meetings, researcher develops reward and punishment method at experiment class. The researcher used non-verbal reward, which is give gift students who get high score and best attitude during in learning process. Used detention after class, give some advices, ask what is difficult in material in punishment students who get lowest score, and has bad attitude during learning process. In this activity, the researcher makes students very enthusiastic in following teaching and learning process. They have more interest and also condition of class in treatment activity very active and zeal, this also proven by the observation sheet during learning process. In the control class researcher just did teaching and learning process without reward and punishment method, the condition of as usual student are not interested with material.

The third meeting, researcher given post-test in experiment and control class. In this time researcher prepared 30 questions with similarity grade. In last meeting too the researcher given reward to best student in the experiment class. Finally all method carried out, researcher obtain data from pre-test and post-test scores than analyzed using lilifort.

For determine in increasing students' motivation researcher prepared observation sheet filled by observer during the learning process base on the real condition in both of classes. The better and more conducive the class then will get more value. In this activity, the observer obtain the experiment class have more value than control class. Than researcher spread close questioner likert scale for all students

to know affect reward and punishment in increasing students' motivation. The results of questioners are most of students 90% from 100 % loved get reward and their motivation increasing with reward and punishment.

Pre-test was taught before using reward and punishment in XI 1 agama at the first meeting result shows average is 61.25, and after using reward and punishment result shows average is 87.25. From the calculation above it found that $t_{observed} = 5.128$ where that $t_{table} 1.676$. It shows that students' achievement in learning English by using reward and punishment method was significant at 0.05. From the result, the researcher found there was significant of the student achievement in English learning were taught by reward and punishment method. This means that the students' achievements in learning English that were taught by reward and punishment method on students in learning English by reward and punishment.

Furthermore, reward and punishment very good to be used as a way for teachers to motivate students in the learning process especially in learning English. During the learning process takes place very visible students were very actively involved and focused in following the learning material. When process teaching and learning in experimental class and control class the writer found that students more increased after the writer apply reward and punishment in experimental class.

Then, the writer also looked students score in pre- test and post- test higher after apply treatment reward and punishment. In experimental class, the writer focused for increased students score in post-test activity. During the pre-test, in this activity the writer found students who had very little knowledge in learning English.

Here, the writer also looked students are less interested in following the learning process. Besides, they have constraints in the context of understanding meaning in a sentence, they also seem to have difficulty in following the learning process.

After that, the researcher does post-test activity to know students score before and after treatment. Then, in post-test activity, they have good categorized score and almost all of students' sufficient criteria standard minimum or KKM. It can be conclude that reward and punishment gave good effect for students increase in teaching and learning process. Especially, in learning English. Reward and punishment also can demonstrate can be used in other learning not only in English learning.

Besides, students in control class which not used reward and punishment more lowest score and they still low score compared in experimental class. In can be said that after the writer apply reward and punishment able to increase students more interest, active, and can support them in teaching and learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The result of data analysis, it was found that reward and punishment method significantly affects students learning English since the $t_{observed} > t_{table}$ ($p=0.05$) df (48). The using of reward and punishment method in teaching English in the classroom enables the students to read systematically and guide to learn English find information both explicitly and implicitly stated.

Refer to findings of the study, it is derived that the students who were taught learning English by using reward and punishment method have higher ability than without using reward and punishment method. In other words, reward and punishment method gave significantly effect to the students' ability learning English

B. Suggestion

Related to the conclusion above, some suggestions are stated as the following:

The writer made some suggestion as follows:

1. The teacher should use reward and punishment in teaching English especially. It was assisted teachers to increase students' motivation to learn English this can be more effective and efficient
2. The students should learn English more deeply, have enthusiasm to learn and increase their motivation to get better score.

3. For readers, they can add knowledge about the has effect reward and punishment in increasing students' motivation to learn English
4. For the next researcher, they can conduct research on the same subject, besides that can apply new method in their researcher to increase students' motivation, this research can be used as a reference for them to conduct their studies.

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