

The Effect of Reward and Punishment in Increasing Students' Motivation to Learn English

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Abstract

This research conducted to know the effect of reward and punishment in learning English at MA Nurul Falah Tg. Marulak in the academic year of 2020/2021. Reward is a tool educated students to able delight on their working got reward and punishment is interpreted as act presenting unpleasant or undiserable consequence certain behaviours. The research used quantitative method with quasi experimental design. The number of populations of this research was the class eleventh grade MA Nurul Falah Tg. Marulak and the subject of this research was taken from 25 students of Experimental class and 25 students of control class. The instrument of research used questionnaire and test. The result of questionnaire there were 90% students more loved get reward and punishment and their motivation more increase by used reward and punishment. The data were analyzed by using reward and punishment in experimental class score mean of post-test 87.25 and the score mean post-test in control class was 81,75. At the significance level of $\alpha = 0.05$ % with $df = 48$. It can be concluded that reward and punishment gave effect for students' motivation in learning English at the eleventh-grade students MA Nurul Falah Tg. Marulak.

Key Word : Reward and punishment, motivation in learning English.

1. INTRODUCTION

Motivation to learn is something provides, mobilize and engage students in learning, Endang (2010: 11). Self-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 absorbed in themselves, and others. If so, students' 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.

Praise is an encouragement for someone to study harder, praise is always associated with good achievement"(1986: 76). In addition to providing the above motivation, 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. Nasution, (1986:78) Then, 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 ". Aziz (2006: 338). 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.

2. LITERATURE REVIEW

2.1 Reward

2.1.1 Definition of Reward

The definition of reward it is means reward or prize. Jhon (1996: 485). Reward is a reaction to a behaviour can increase the possibility of the behaviour returning. Reward is a positive assessment of student learning. John W. Santrock (2015: 226) explained support (reward) is a value that increases the probability that a behaviour 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. Therefore, teacher can be concluding 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.

2.1.2 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. (1996: 222) Ngalm Purwanto (2006: 182) 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. 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 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.

2.1.3 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:

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.

2.2 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. Djali (2008: 80)

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. (1992 : 192)

2.2.1 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 conduct so 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".

2.2.2 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: Walgito (2010: 81)

c. 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.

d. 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 avoidance 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.

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:

e. 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.

f. 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.

g. 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 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.

h. 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.

i. 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.

3. METHODS

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. Meredith stated (2003: 365) 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.

The research design used is a quasi-experimental research. Jhon stated (2009: 37) 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 relationship. Below is general overview of quasi-experimental design. (2008: 314)

Table 3.1
Quasi-Experimental Design

Pre-and Post-test Design Time

Select Controlled Group	Pre-test	No Treatment	Post test
Select Experimental Group	Pre-test	Experimental Treatment	Post test

4. FINDING

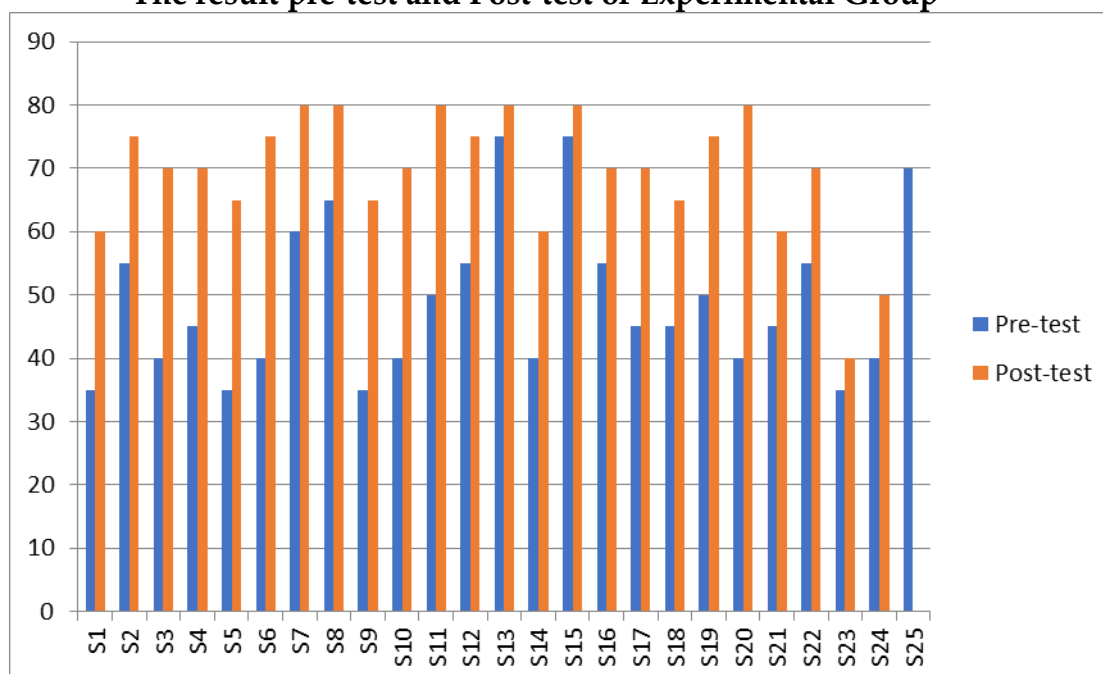
4.1 The score of pre Test and Post Test of Experimental Group

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	$\bar{x} = 61.25$	$\bar{x} = 87.25$

Chart 4.1

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



2. The Result of students observation

Nilai 5 = **baik sekali**, apabila siswa aktif dan memperhatikan selama proses belajar

Nilai 4 = **baik**, apabila siswa aktif dan memperhatikan selama proses belajar

Nilai 3 = **cukup**, apabila siswa aktif dan memperhatikan selama proses belajar

Nilai 2 = **kurang**, apabila siswa aktif dan memperhatikan selama proses belajar

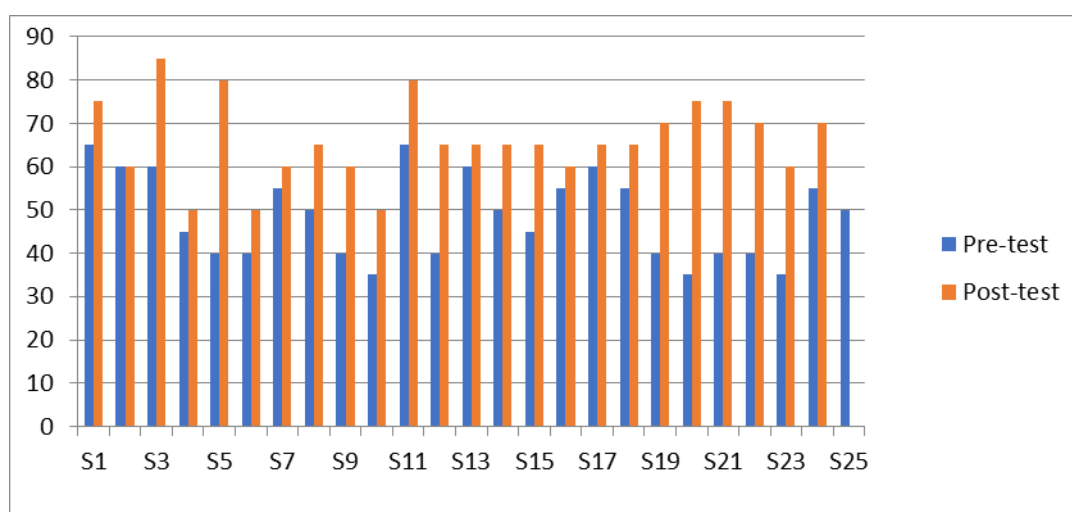
Nilai 1 = **kurangsekali**, apabila siswa aktif dan memperhatikan selama proses belajar

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	$\sum x = 1215$	$\sum x = 1635$
	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).

5. 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). The result of pre-test in experimental class was higher than

control class with the mean of post-test in experimental class is 87,25 and control class with mean score is 81,75. The researcher used test for the instrument of research was to found that student interest in motivation learning English between the class with used reward and punishment and class without used reward and punishment. Based on the T-test formula the researcher seen the students more increase in experimental class with used the treatment.

Therefore, for 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 students are not interested with material.

The second meeting, the researcher gave reward and punishment in experimental class and without used reward and punishment in control class. In this meeting the researcher seen that reward and punishment has a very good motivational effect in the experimental class where in the pre-test activities the researcher seen the students who are lazy to learn, not enthusiastic, find it difficult, and do not really like the

lesson, start to be interested and enjoyed the learning process with the application of rewards and also commitment in the learning process. They were more enthusiastic in the following the learning process. Furthermore, in the control class the researcher seen the condition of the students who were the same as in the experimental class in the pre-test activity and they seemed not to be too motivated in following the learning process.

The lastly, the researcher given post-test in experiment and control class. In this time researcher prepared 30 questions with similarity grade. In last meeting to 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 obtains the experiment class have more value than control class. Then 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.

6. CONCLUSION

The result of data analysis, it was found that reward and punishment method significantly affect 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 motivated in learning English and make students the eleventh grade MA Nurul Falah Tg. Meurelak more enjoyed in learning English process.

Discuss to conclusion of the research, it is developed using reward and punishment method that students though learning English have higher ability than without using reward and punishment method. In additional, reward and punishment gave significantly effect to the students' ability and students' motivation in learning English.

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