

**THE IMPACT OF REWARD SYSTEM AND PUNISHMENT TOWARD L2
STUDENT'S MOTIVATION IN ENGLISH SPEAKING CLASSROOM AT
MTS AN-NUR PALANGKARAYA**

THESIS



By :

TRI RAHMA YANTI

PALANGKARAYA

STATE ISLAMIC INSTITUTE OF PALANGKA RAYA

1440H / 2018 M

**THE IMPACT OF REWARD SYSTEM AND PUNISHMENT TOWARD L2
STUDENT'S MOTIVATION IN ENGLISH SPEAKING CLASSROOM AT
MTS AN-NUR PALANGKARAYA**

THESIS

Presented to
State Islamic Institute of Palangka Raya
in Partial Fulfillment of the Requirements
for the Degree of *Sarjana* in English Language Education



By :

TRI RAHMA YANTI

SRN : 1401120946

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
LANGUAGE EDUCATION DEPARTMENT
STUDY PROGRAM OF ENGLISH EDUCATION
1440H / 2018 M**

ADVISOR APPROVAL

Thesis Title : The Impact of Reward System and Punishment Toward L2
Students' Motivation in English Speaking Classroom at Mts
An-Nur Palangka Raya
Name : Tri Rahma Yanti
SRN : 1401120946
Faculty : Teacher Training and Education
Department : Language Education
Study Program : English Education

This is to certify that the thesis has been approved by the thesis advisors for Thesis Examination/*Munqasah* by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya.

Palangka Raya, 22nd October 2018

Advisor I,



Luqman Baehaqi, S.S., M.Pd.
NIP.198008232011011005

Advisor II,



Akhmad Ali Mirza, M.Pd.
NIP.198406222015031003

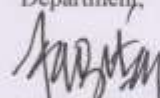
Acknowledge by:

Vice Dean in Academic Affairs,



Dra. Hj. Rodhatul Jennah, M.Pd.
NIP.196710031993032001

Chair of Language Education
Department,



Santi Erliana, M.Pd.
NIP.198012052006042003

PERSETUJUAN PEMBIMBING

Judul Skripsi : Dampak dari Sistem Penghargaan dan Hukuman Terhadap Bahasa kedua Siswa dalam Motivasi belajar Bahasa Inggris di Mts An-Nur Palangka Raya
Nama : Tri Rahma Yanti
NIM : 1401120946
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa
Program Studi : Tadris Bahasa Inggris

Menyatakan bahwa skripsi telah disetujui oleh kedua pembimbing untuk sidang skripsi/munaqasyah yang dilaksanakan oleh Tim Penguji Skripsi Fakultas Tarbiyah dan Ilmu keguruan Institut Agama Islam Negeri Palangka Raya

Palangka Raya, 22 Oktober 2018

Pembimbing I,



Luqman Bachaqi, S.S., M.Pd.
NIP.198008232011011005

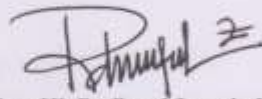
Pembimbing II,



Akhmad Ali Mirza, M.Pd.
NIP.198406222015031003

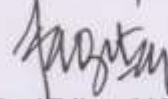
Mengetahui

Wakil Dekan Bidang Akademik



Dra. Hj. Rodhatul Jennah, M.Pd.
NIP.196710031993032001

Ketua Jurusan Pendidikan Bahasa



Santi Erliana, M.Pd.
NIP.198012052006042003

OFFICIAL NOTE

Palangka Raya, 22nd, October 2018

Cases: Examination of
Tri Rahma Yanti's Thesis

To
The Dean of Faculty of Teacher
Training and Education of State
Islamic Institute
of Palangka Raya
In-
Palangka Raya

Assalamualaikum Wr. Wb

By reading and analyzing of this thesis, we think the thesis in the name of:

Name : Tri Rahma Yanti

SRN : 1401120986

Thesis Title : The Impact of Reward System and Punishment Toward L2
Students' Motivation in English Speaking Classroom at Mts
An-Nur Palangka Raya

Can be examined in partial fulfillment of the requirement of the Degree of
Sarjana Pendidikan in the study program of English Education of the Language
Education of the Faculty of Teacher Training and Education of the State Islamic
Institute of Palangka Raya.

Thank you for your attention.

Wassalamualaikum Wr.Wb.

Advisor I,



Luqman Baehaqi, S.S., M.Pd.
NIP.198008232011011005

Advisor II,



Akhmad Ali Mirza, M.Pd.
NIP.198406222015031003

THESIS APPROVAL

Thesis Title : The Impact of Reward System and Punishment Toward L2
Students' Motivation in English Speaking Classroom at Mts
An-Nur Palangka Raya
Name : Tri Rahma Yanti
SRN : 1401120946
Faculty : Teacher Training And Education
Department : Language Education
Study Program : English Education

Has been examined by the Board of Examiners of the Faculty of Teacher Training
and Education of the State Islamic Institute of Palangka Raya in the Thesis
Examination/Munaqasyah on :

Day : Thursday

Date : November 1st, 2018 M

BOARD OF EXAMINERS

Santi Erliana, M. Pd.
(Chair/Examiner)

(.....)

Hj. Apni Ranti, M. Hum.
(Main Examiner)

(.....)


Luqman Baehaqi, S.S., M. Pd.
(Examiner)

(.....)

Akhmad Ali Mirza, M. Pd.
(Secretary / Examiner)

(.....)

Approved by:
Dean, Faculty of Teacher Training and Education


Drs. Fahmi, M.Pd.

NIP. 19610520199903100

MOTTO

"Doesn't matter how slow we walk the most important thing is you don't stop"

The Thesis is dedicated to :

My beloved parent Adam Malik (Alm) and Mawarni, who always wish me all the best in every night prayer, give me support, give me loves, affection and everything, that I will always remember.

My Beloved old brother Taufik Rahman and My Sister Tira Rahma Yanti S.Pd, Tiara Rahma Yanti. Thanks for advice and support. And also for someone who always help me ,support, spirit and advise me“ Bobby Saputra, M.Pd. Thanks for your understanding.

My Lovely best friends such as Khusyairiyah, Mella scorpiona, Nia Rahmalia, Nurliana, Nurrica harlinda, Siti Hairah, and Mutiara Thanks for the days we spend from the first lecture until now, I'm lucky to have all of you. I love you all My cabeks, may our friendship endless. And also all of my friends of English Education Study Program academic year 2014 with their support and help. Thank a million!

DECLARATION OF AUTHORSHIP

Bismillahirrahmanirrahim

Herewith, I:

Name : Tri Rahma Yanti
SRN : 1401120946
Faculty : Teacher Training and Education
Department : Language Education
Study program : English Language

Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, not does it include, without due acknowledgement, the work of any other person.
3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, October 18th, 2018

Yours Faithfully

 
... Rahma Yanti

SRN. 1401120946

ABSTRACT

Yanti, T.R. 2018. *The Impact Of Reward Sistem And Punishment Toward L2 Students' Motivation In English Speaking Classroom At Mts An-Nur Palangka Raya*. Thesiis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisor: (1) Luqman Baehaqi, S.S, M.Pd. (2) Akhmad Ali Mirza, M.Pd.

Keyword: Reward System, Punishment, Motivation

This study was aimed at determine is impact of the reward system and punishment at Mts An- Nur Palangkaraya. The purposes of the study were (1) To understand impact of reward system and punishment on the learning motivation of students. (2) To understand extent reward system and punishment influence student learning in class.

This study used Mix Method (Qualitative and Quantitative) to find out the answer of problem of the study. The population of this study was student class 7 at Mts An-Nur Palangka Raya. The writer takes samples from 1 class where 7A consisted of 25 students. The writer gives a questionnaire for students to find out how much the reward system and punishment affect the learning motivation of the student and the writer also did the observation and interview to see to the extent of the impact reward system and punishment on student. The sample from this study was obtained through of subjects was obtained through of subjects 1 English teacher and 4 students.

The finding of this study showed that most responded Strongly agree with the statement reward system such as Praise and most Strongly Disagree with the statement Punishment such as Decrease Score. From the result of the interviews with teachers and students the reward system and punishment is very good to be applied in the learning process especially in the classroom. And result of Observation can provide a more realistic picture student of the learning process.

ABSTRAK

Yanti, T.R. 2018. *Dampak dari Sistem Penghargaan dan Hukuman Terhadap Bahasa kedua Siswa Dalam Motivasi Belajar Bahasa Inggris di MTs An-Nur Palangka Raya*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing (1) Luqman Baehaqi, S.S, M.Pd. (2) Akhmad Ali Mirza, M.Pd

Kata Kunci : Sistem penghargaan, Hukuman, Motivasi

Penelitian ini bertujuan untuk mengetahui dampak dari sistem penghargaan dan hukuman yang terjadi di sekolah Mts An-Nur Palangka Raya. Tujuan dari penelitian ini (1) Untuk memahami dampak dari sistem penghargaan dan hukuman didalam motivasi belajar siswa (2) Untuk memahami sejauh mana sistem penghargaan dan hukuman mempengaruhi belajar siswa dikelas.

Penelitian ini menggunakan desain Mix Metode Qualitative dan Quantitative untuk menemukan jawaban dari permasalahan peneliti. Populasi dari penelitian ini adalah siswa kelas VII di Mts An- Nur Palangka Raya. Penulis mengambil sample dari satu kelas dimana kelas VII A terdiri dari 25 murid. Penulis memberikan angket kepada siswa untuk mengetahui seberapa besar sistem penghargaan dan hukuman mempengaruhi motivasi belajar siswa dan peneliti juga melakukan Observasi dan interview untuk melihat sejauh mana dampak dari sistem penghargaan dan hukuman terhadap siswa. Sample dari penelitian ini didapat melalui teknik purposive dengan jumlah subjek 1 guru bahasa inggris dan 4 siswa.

Temuan dari penelitian ini menunjukkan sebagian besar respon sangat setuju dengan sistem penghargaan seperti pujian dan sebagian besar respon tidak setuju dengan hukuman seperti penurunan skor. Dari hasil wawancara dengan guru dan siswa sistem penghargaan dan hukuman sangat baik untuk diterapkan dalam proses pembelajaran terutama di dalam kelas. Hasil pengamatan dapat memberikan gambaran yang lebih jelas realistis tentang proses belajar.

ACKNOWLEDGEMENT

Alhamdulillah, the writer like to express her sincere gratitude to Allah SWT., for the blessing bestowed in her whole life particularly during the thesis writing without which this thesis would not have come to its final. *Sholawat* and *salam* always be bestowed to the last prophet Muhammad SAW., having shown us the role of life to make our life true. Her appreciation is addressed to:

1. Dean of Faculty of Education and Teacher Training, Drs. Fahmi, M.Pd., for his invaluable assistance both in academic and administrative matters.
2. Vice Dean in Academic Affairs, Dra. Hj. Rodhatul Jennah, M.Pd., for her invaluable assistance both in academic and administrative matters.
3. Chair of Department of Language Education, Santi Erliana, M.Pd., for her invaluable assistance both in academic and administrative matters.
4. Chair of English Study Program, M. Zaini Miftah, M.Pd. invaluable assistance both in academic and administrative matters.
5. Her academic lecturer first advisor Luqman Baehaqi, S. S, M.Pd and second advisor Akhmad Ali Mirza, M.Pd, for their generous advices, valuable guidance and elaborated correction during their busy time to completion thesis.
6. Both the members of the board examiners, for their corrections, comments and suggestions which are profitable to accomplishing of this thesis.
7. All lecturers of Study Program of English Education from whom she got in-depth knowledge of English and English teaching.

8. Her beloved parents for their moral support and endless prayer so that she is able to finish her study. May Allah always bless all of them. *Aminn.*
9. All of her friends and classmates of Study Program of English Education that always supported her, especially for 2014 period, thanks you for the support in sadness and happiness during the study in undergraduate program and for their spirits to accomplish my study.
10. The teacher and students at Mts An-Nur Palangka Raya who participated as respondents in this research.

Finally, the writer realized that this paper could not be perfect. There were many mistakes and errors. Therefore, the writer really allows the readers to give critics and suggestions for this graduating paper in order to be better. The writer hopes this Thesis will be useful for the readers in general and for the writer herself especially.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Palangka Raya, 22nd October 2018

The Writer,

Tri Rahma Yanti

SRN. 140 112 0946

TABLE OF CONTENTS

	Page
COVER	i
COVER (Second page)	ii
ADVISOR APPROVAL	iii
PERSETUJUAN PEMBIMBING	iv
OFFICIAL NOTE	v
THESIS APPROVAL	vi
MOTTO AND DEDICATION	vii
DECLARATION OF AUTHORSHIP	viii
ABSTRACT	ix
ABSTRACT (Indonesia)	x
ACKNOWLEDGMENTS	xi
TABLE OF CONTENTS	xiii
LIST OF TABLES	xv
LIST OF FIGURE	xvii
LIST OF APPENDICES	xviii
LIST OF ABBREVIATIONS	xix

CHAPTER I INTRODUCTION

A. Background of the Study.....	1
B. Research Problem.....	11
C. Objective of the Study.....	11
D. Scope and Limitation	11
E. Significance of the Study	12
F. Definition of Key Term.....	13

CHAPTER II REVIEW OF RELATED LITERATURE

A. Related studies	16
B. Reward System	22
1. Definition of Reward	22
2. Types of Reward.....	25
3. Definition of Punishment.....	27
4. Types of Punishment	30
C. Motivation.....	31
1. Definition of Motivation.....	31
2. Types of Motivation	35
D. Speaking.....	36

1. Definition of Speaking.....	36
2. Function of Speaking.....	38
3. Teaching of speaking	39
4. The goal of teaching speaking	39
5. Types of speaking classroom performance	40
E. Definition of L2.....	41
F. Instrument	44
1. Questionnaire.....	44
2. Interview.....	45
3. Observation.....	45
CHAPTER III	RESEARCH METHODOLOGY
A. Research Design.....	47
B. Population and sample	47
1. Population	47
2. Sample.....	48
C. Research Instruments	48
1. Questionnaire	49
2. Observation	54
3. Interview	57
D. Data Collection Procedure	61
1. Phase of Quantitative	61
2. Phase of Qualitative	67
E. Data Endorsement	70
CHAPTER IV	RESEARCH FINDINGS AND DISCUSSION
A. Data Presentation	72
B. Research Findings	82
C. Discussion	105
CHAPTER V	CONCLUSION AND SUGESTION
A. Conclusion.....	111
B. Suggestion.....	111
REFERENCES	
APPENDIX	

LIST OF TABLE

Table	Page
2.1 Differences and Similarities between Related Study and the Recent Research.....	20
3.1 Scores for Each Item on a Likert Scale	50
3.2 Questionnaire Responden (<i>Reward</i> and <i>Punishment</i>)	51
3.3 Observation check list	56
3.4 Result of Test Validity	64
3.5 Case processing Summary.....	66
3.6 Reliability Statistic	66
4.1 Result of Questionnaire	72
4.2 The Calculation of Mean	83
4.3 The Calculation of Deviation Score and Standard Deviation of Students' Perception	83
4.4 Result of analysis survey item_1	84
4.5 Result of analysis survey item_2	84
4.6 Result of analysis survey item_3	85
4.7 Result of analysis survey item_4	85
4.8 Result of analysis survey item_5	86
4.9 Result of analysis survey item_6	86
4.10 Result of analysis survey item_7	87
4.11 Result of analysis survey item_8	87
4.12 Result of analysis survey item_9	88
4.13 Result of analysis survey item_10	88
4.14 Result of analysis survey item_11	89
4.15 Result of analysis survey item_12	89
4.16 Result of analysis survey item_13	90
4.17 Result of analysis survey item_14	90
4.18 Result of analysis survey item_15	91
4.19 Result of analysis survey item_16	91
4.20 Result of analysis survey item_17	92
4.21 Result of analysis survey item_18	92
4.22 Result of analysis survey item_19	93
4.23 Result of analysis survey item_20	93
4.24 Result of analysis survey item_21	94
4.25 Result of analysis survey item_22	94
4.26 Result of analysis survey item_23	95
4.27 Result of analysis survey item_24	95
4.28 Result of analysis survey item_25	96
4.29 Result of analysis survey item_26	96
4.30 Result of analysis survey item_27	97

4.31 Result of analysis survey item_28	97
4.32 Result of analysis survey item_29	98
4.33 Result of analysis survey item_30	98
4.34 Result of analysis survey item_31	99



LIST OF FIGURE

Figure	Page
3.1 Students motivation before the study.....	55
3.2 Students' Participation in Class	56



LIST OF APPENDICES

- A. Questionnaire Respondent (Reward and Punishment)
- B. Result Instrument Validity
- C. Result respondent of students Questionnaire
- D. Observation check list
- E. Picture of observation
- F. Interview sheet for teacher and students
- G. Transcript result of interview



LIST OF ABBREVIATIONS

L2 : Second language

EFL : English Foreign language

TEFL : Teaching English Foreign language



CHAPTER I

INTRODUCTION

This chapter covers the background of the study, research problem, objective of the study, scope and limitation, significance of the study, definition of key term.

A. Background of the Study

Horner (2009) Reward system is refer to any contingently that may deliver a consequence such as an activity, event, or any object that may be associated with an increase in the future likelihood of a defined behavior in a similar situation. Teachers are the most important part of whole education system. Rewards system are essential in order to motivate and to make a student performance effective. The theoretical foundation of this study was based on expectancy theory of motivation (Vroom, 1964).

Conor A. Howlin (2010: 69). Have found that using reward systems in the classroom can only serve to motivate and encourage the children that they are designed to be enthusiastic in learning. Reeves (2003) described giving a child a reward for show good behavior or as a “visible sign” that the children are successful. These reward systems help to level says “success in classroom”.

But, in reality in the process of teaching and learning, student often have difficulty in learning. For example: Student feel sleepy, bored when

learning takes place because there is nothing that makes the student's passion in the learning. This causes less active student in learning activities, especially in lessons that are considered difficult, so it needs a solution to overcome these problems. A teacher needs to develop more varied approaches and methods to overcome student difficulties such as saturation, boredom, the possibility of less motivated learners from parents in supporting their children or less supportive environmental factor. To that end, teachers should look for strategies or initiatives so that student can be interested or more enthusiastic the learning process.

"Punishment is one form of negative reinforcement that becomes a tool of motivation if given properly and wisely in accordance with the principles of punishment" (Sardiman, 2011: 94). Ahmadi (2013: 221) argues that "punishment is a procedure done to correct undesirable behavior in a short time and be done wisely"

Reward and punishment are two learning techniques that are always used in many environments including education, work, and life. Most learning activities in our lives are impacted by these techniques. They have many variations which need to be applied by considering time, place, personality, facilities, and several other variables to yield the best results. Azarof & Mayer believe that reinforcement can happen both naturally, as a

result of everyday interactions with a social environment, and as part of a behavior. (Mitonberg, 2013).

The application of rewards by teachers must observe the following principles (Stan, 2004, p.67):

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

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

In applying a punishment, the following aspects shall be taken into account (Stan, 2004, p.47):

- a. Prevention of avoidance of punishment by specifying the steps necessary to re-win privileges;
- b. Avoidance of aggressiveness supposes withdrawing privileges, without using aggressiveness;

- c. Prompt application of punishment – due to the possibility of establishing a connection between the undesirable behavior and the applied punishment;
- d. Consistency of the teacher’s attitude in applying the same algorithm for all the pupils making mistakes; Use of warnings: upon the first deviation, the pupil shall receive a warning, upon the second deviation, some privileges shall be withdrawn and if it continues, shall be punished;
- e. Resorting to punishment is necessary to be made deliberately.

According Muhibbin Shah (2008:136) “Motivation is the internal state of either human organisms or the animals that stimulation him to do something. In this sense, Motivation means power supplier (Energizer) to behave in a direction”.

According to Sardiman (2007:75) “ Motivation can also it is said to be a series of attempts to provide conditions under certain conditions, so do something, and if he does not like it, then it will trying to nullify or evade feelings do not like it”.

Theory is perhaps best surmised by Dornyei (2001:12). who states, *“we will be more motivated to do something out of our own will than something we are forced to do (self determination theory)”* Motivation is a basic and essential part of learning (Brewer & Burgess, 2005). The motivation theory proposed by Salvin that the motivation to learn is to reward the group of individuals and group who are able to express ideas, statement and

opinions. Giving sufficient attention to the student with all the potential they have is a simple form of motivation, because many who do not have the motivation to learn due to not feel attention. As explained Dimyati attention and motivation of learning that attention is an important role in learning activities.

Teachers can use a variety of them to encourage student participation (Richard, 2006 & Turner & Curran, 2006). The explanation is rewards, as a form of external motivation, can supplement the internal drive to assist students in achieving their goals as rewards appeal to them and in turn promote excellence (Bafie, 2003 : Cotton, 1995 & Cowell & Butler, 1987). A motivation and a reward system that focuses on mutual respect, Lindbald (2008) for instance observes, increases employee retention, performance productivity and morale. A good reward system therefore, that is mutually agreed upon between the staff and the school principal, fulfills this need as teachers feel that their efforts are appreciated, recognized and respected.

Al-Hosni (2014) observes that some learners have lack motivation to speak English because they do not see the need to learn or speak English. This means that teachers should endeavor to explain to their learners the importance of learning English language in order to develop internal motivation. Speaking is the production skill that is included in two main categories: accuracy and fluency. Accuracy consists of using vocabulary,

grammar and pronunciation through some activities, fluency take into account “the ability to keep going when speaking spontaneously” (Gower, Philips, & Walter, 1995). Bygate (1987) identified two elements: production skill and interaction skill. In production skill, speaking ability take place without time limit environment and in interaction skill, there is a negotiation between learners. Both skills help learners to improve their speaking ability easier. Any speaking performance is planned to practice some phonological or grammatical features of language that can be self-initiated or pair work activity (Brown, 2007). Teachers should use a lot of English speaking activities to motivate learners to study and speak in English, and they should increase learning classroom environment (Oradee, 2012). Abd El Fattah Torky (2006) defined speaking as a two-way process including a true communication of opinions, information, or emotions. Brown (1994) and Burns and Joyce (1997) defined speaking as an interactive process of making meaning that includes producing, receiving, and processing information. Efrizal (2012) Pourhosein Gilakjani (2016) expressed that speaking is of great significance for the people interaction where they speak everywhere and every day. Speaking is the way of communicating ideas and messages orally. If we want to encourage students to communicate in English, we should use the language in real communication and ask them to do the same process.

There are some problems for speaking skill that teachers can come across in helping students to speak in the classroom. These are inhibition, lack of topical knowledge, low participation, and mother-tongue use (Tuan & Mai, 2015). Inhibition is the first problem that students encounter in class. When they want to say something in the classroom they are sometimes inhibited. They are worried about making mistakes and fearful of criticism. They are ashamed of the other students' attention towards themselves. Littlewood (2007) expressed that a language classroom can also create inhibitions and apprehension for the students. The second problem is that learners complain that they cannot remember anything to say and they do not have any motivation to express themselves. The third problem in the speaking class is that the participation is very low. The last problem related to the speaking ability is that when some learners share the same mother-tongue, they try to use it in the speaking class because it is very easy for them (Tuan & Mai, 2015).

Based on the pre observation at MTs An-Nur Palangka Raya, the researcher found the low motivation of learning students of class VII A MTs An-Nur Palangka Raya influenced by conventional learning process that is still centered on the teacher so that students do not learn actively. This conventional learning process is usually characterized by learning by

lecturing, giving explanations about the material being taught and followed by the assignment.

The result of the pre observations when the researcher had teaching practice, the activity of students learning class VII A MTs An-Nur Palangka Raya on August 1st, 2018. There were 25 students in class VII A, but only 7 students who were actively asking question while the rest do not ask questions, then students write what is delivered by the teacher is as many as 14 students from 25 students, in addition the students who are responsible in doing homework is as many as 12 students, and can be seen from the attendance list of students that there are still students who do not do homework as much as 4 students. This shows the low student activity during the lesson.

The low activity in this lesson indicates the low motivation of learning English students that make students feel less interested and cause lack of motivation of students to perform activities in the classroom. All that is caused by the lack of motivation to learn in students so that there is a sense of indifference that makes students lazy to learn.

Based on the problems that exist in the school is the low motivation of learning students on English subjects then as a teacher must be able to overcome by creating a conducive learning atmosphere, active and efficient

and enjoyable so that the creation of motivation in learners of course by using the appropriate method of learning, so the learning objectives are well realized.

So it can be seen that the influence of *Reward System* method must be done correctly by the teacher to improve students' learning motivation so that students will be more active in the learning process. Based on the background above, the researcher will conduct research entitled "The Impact Of Reward System and Punishment Toward L2 Student's Motivation In English Speaking Classroom at MTs An-Nur Palangka Raya Class VII A MTs An-Nur Palangka Raya"

According to Mahripah (2014), EFL learners' speaking skill is affected by some linguistic components of language like phonology, syntax, vocabulary, and semantics and psychological factors such as motivation and personality. Phonology is a difficult aspect of language learning for EFL learners. As we know, English is not a phonetic language. That is, pronunciations of English words are not similar to their spellings. Words with similar spellings are sometimes pronounced differently because of their surrounding contexts like tenses and phonemes that come after them. This can cause a lot of problems for non-native speakers of English and they sometimes get confused in producing the English words. EFL learners should have the knowledge of words and sentences. They should comprehend how

words are divided into different sounds and how sentences are stressed in specific ways. Grammatical competence can help speakers apply and perceive the structure of English language correctly that leads to their fluency (Latha, 2012). Native speakers say what they want without having any problems because they are familiar with the language. If they have problems in expressing some concepts, they try to use other ways of telling those things. They may make certain mistakes syntactically but these mistakes do not change the meaning of the sentences they want to express and this doesn't create serious problems for the listeners to comprehend them. But the mistakes non-native speakers commit are those that change the meaning of utterances they want to convey and can create some problems for their understanding.

Wang (2014) TEFL learners who may have some problems in speaking English fluently and accurately, because their speaking competence maybe affected by cognitive, linguistic and emotional factors. Before speaking, students need to be empowered enough in knowledge, vocabulary and strategies to decrease their fear and stress. While speaking, learners should have sufficient time and space to promote their fluency, with overall attention to delineate their meanings. After speaking, learners need to be given opportunities to figure out the appropriate use of language to develop their speaking accuracy. Finally, extension practice is eloquent to boost

learners' language use because task repetition assists learners to improve fluent and accurate spoken English.

B. Research Problem

From the background of the above research, it can be formulated research question that is:

1. What is impact of reward system and punishment on the learning motivation of students?
2. To what extent do reward system and punishment influence the learning of English?

C. Objective of the study

1. To understand impact of reward system and punishment on the learning motivation of students.
2. To understand extent reward system and punishment influence learning of English.

D. Scope and Limitation

The main of the problem according to the above, the scope of the research is only done in the eighth grade students of MTs An-Nur Palangka Raya.

The limitation in this study reward systems on the giving figures (figures as a symbol of learning activities, meaning that the figure in the form of bonus value /additional value for students who do the job well. One

example is when students do the job well, the teacher gives a bonus value to the student).

Praise (praise categories such as encouraging words from adults as well as good words). Gift giving (categories of materials such as toys, candies, carousel, etc. in the form of material)

The Punishment will focus on the decrease in score or rating drop, throwing garbage, (reduce the score or rating obtained when doing evaluation in classroom learning, if the students break the rules, the students are late arriving, not or late collecting assignment or make a mistake).

E. Significance of the study

Theoretical benefits The result of this study can be used as a study material toward the development of teacher teaching competencies in the process of teaching and learning in the classroom. This research is expected to add insight to the development of science and knowledge, especially related to student motivation in the process of teaching and learning process in the classroom. In addition, this research can make the input for the interest of science development for the parties concerned to make further research.

Practical Benefits Usefulness of research is practically expected to have the following usability: **Benefits for teachers** can be providing information for teachers to improve their qualification as an effort to improve professionalism. **Benefits for student** can provide motivation for student through the provision of rewards can affect the spirit and activity of students

in the learning process. **Benefits for research**, the result of this study can be used as preliminary findings to conduct further research on learning, models that can improve student learning motivation.

F. Definition of Key Terms

1. Reward System

Reward system, according to Horner (2009), refer to any contingently that may deliver a consequence such as an activity, event, or any object that may be associated with an increase in the future likelihood of a defined behavior in a similar situation. Shoimin (2014:157) states that "Reward as an educational tool is given when a childrent does something good, has managed to reach a certain stage of development, or achieving a target". In that sense, the notion of reward has a wide scope covering all areas.

Especially in the field of education, rewards have their own understanding. Hamalik (2011:120) argued that "Reward affect the motivation to learn, but must be wary of not to reward be a substitute learning goals". Sardiman in his book entitled *Interaction and Teaching Motivation* (2011:92) states that "reward is a form to foster motivation in school activities". "Reward is a way to move or awaken student's learning motivation" in this study reward systems on the giving figures (figures as a symbol of learning activities, meaning that the figure in the form of bonus value /additional value for students who do the job well. One example is when students do the job well, the teacher gives a bonus value to the student).

Praise (praise categories such as encouraging words from adults as well as good words). Gift giving (categories of materials such as toys, candies, carousel, etc. in the form of material)

2. Punishment

"Punishment is one form of negative reinforcement that becomes a tool of motivation if given properly and wisely in accordance with the principles of punishment" (Sardiman, 2011:94). Ahmadi (2013:221) argues that "punishment is a procedure done to correct undesirable behavior in a short time and be done wisely" The Punishment will focus on the decrease in score or rating drop. (Reduce the score or rating obtained when doing evaluation in classroom learning, if the students break the rules, the students are late arriving, not or late collecting assignment or make a mistake).

3. Motivation

Motivation is something that is important in human life. Motivation is the basis for someone to do something. Whether or not motivation affects the size of a person in trying. George Shinn (t.t) in Kusumah (2011: 28) finds that "Motivation is the key to a successful life". So in education, motivation Very important role in the learning process that exist in education. Motivation needs to be owned by teachers and students where teachers play motivation as a motivator in their teaching activities and students play a motivation as a driver in their learning activities.

4. Speaking classroom

Speaking is a very important method in teaching by using this method, teachers and students can communicate well. Speaking is a method that is active when we use them in the classroom. According to Erita Budi Pratiwi (2012), speaking skill is always related to communication.

5. Second Language

According to Mahripah (2014), EFL learners' speaking skill is affected by some linguistic components of language like phonology, syntax, vocabulary, and semantics and psychological factors such as motivation and personality.

Wang (2014) TEFL learners who may have some problems in speaking English fluently and accurately, because their speaking competence maybe affected by cognitive, linguistic and emotional factors.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about related studies, reward system and punishment, motivation, speaking classroom.

A. Related Studies

There are several previous studies that related with this research:

1. First, study was conducted by Khan (2015) conclude there is positive relationship between rewards (extrinsic and intrinsic). The reward is more important of any nature of schools, very beneficial for the performance. It is natural process that human performance is based on motivation and motivation can be concerned in reward on this increased with rewards. As better performance is compared to absent of reward. This study of research paper proves performance is positive impact in school system. The title of the research is *The Impact Of Reward On School Performance (A Case Study Of Malakand Private School*

Second, study was conducted by Fitra (2016) the title is *The Use Of Positive Rewards And Punishments In Managing Classroom By An English Teacher At Mts Jabal Noer Geluran Taman Sidoarjo*. In the implementation of positive reward and punishment the teacher meet with some categories of good implementation such as deliver it fairly, timely, immediately and so on. As the outcomes of positive reward and punishment, the study shows that it

gives many outcomes to students and the learning process. Some of the outcomes are positive reward and punishment could make the students be more discipline, responsible and motivated in learning English. It also gives the teacher a great help in managing the classroom.

2. Third, study was conducted by Nasrudin (2015) the title is *Pengaruh Pemberian Reward Dan Punishment Terhadap Motivasi Belajar Siswa Kelas Vi Sd Negeri Di Sekolah Binaan 02 Kecamatan Bumiayu Kabupaten Brebes*.

This research was conducted on the 6th grade of SD Negeri in Sekolah Binaan 02 Bumiayu of Brebes because the implementation of reward and punishment in class VI is good. The population in this study amounted to 192 students with a sample of 130 students. The variables in this research that is variable of reward and punishment and also variable of student's learning motivation. This research uses descriptive survey research method. The research instruments used were questionnaires and observation sheets and unstructured interviews. Based on hypothesis test result, it can be concluded that reward and punishment has positive and significant influence on students' learning motivation. The magnitude of this effect is 40% obtained through the analysis of coefficient of determination. Meanwhile, 60% that affect student's learning motivation comes from other factors not included in this research. Based on the result of research, it is suggested that reward and punishment is implemented in daily learning activities by paying attention to the guidelines of reward and punishment implementation.

3. Fourth, study was conducted by Kholifatul (2012) the title is *Pengaruh Pemberian Reward Dan Punishment Terhadap Minat Belajar Siswa*. The results of this study indicate that the majority of students obtain the treatment of different teachers and even students attitude in different ways, and in this study there is a significant influence that is the influence of teachers in giving rewards (Hadiah) Punishment (Hukuman) of interest in junior high school students Negeri 03 Kota Salatiga. Teachers in giving rewards to students of grade VII in SMP Negeri 03 Kota Salatiga are at a sufficient level of 69.6% while the percentage level of both 5.3% and percentage level less 25%. Teachers in giving punishment to the seventh grade students in SMP Negeri 03 Kota Salatiga are at the level of less equal to 51,7% while the percentage of level of good 12,5%, and level prosentase Enough equal to 35,7%. Students study interest in SMP Negeri 03 Kota Salatiga is at a sufficient level of 57.1% while the percentage of good level 28.5% and percentage level less 14.2%. There is a significant influence between the provisions of rewards on the interest of students in grade VII SMP Negeri 03 Kota Salatiga. There is a significant influence between the provisions of punishment to the interest of students in grade VII SMP Negeri 03 Kota Salatiga. There is a significant influence between the provision of rewards and punishment on the interest of students in grade VII SMP Negeri 03 Kota Salatiga.

4. Fifth, study was conducted Rahmadiyahanti (2013) the title is *"The Influence Of Reward And Punishment To Student Motivation On Basic Competence Of Recording Document Transactions Into Public Journal"*. In the study, the results obtained are there are differences in student learning motivation before giving treatment that is reward and punishment and after treatment. The differences that arise are the increase in learning motivation in students before treatment and after treatment.
5. Sixth, study was conducted by Duffin (2014) in a study entitled *"Differential Effects Of Reward And Punishment In Decision Making Under Uncertainty: A Computational Study"* states that "Lessons that apply rewards and punishments will produce win and loss effects. From these effects, students have a good response to try to repeat the actions that bring about the effects of victory and away from the actions that bring harmful effects ". Based on that opinion, it can be seen that students have a good response to get satisfaction compared with displeasure.
6. Seventh, study was conducted by Arsad (2012) his research entitled *"The Influence Of Teaching Method" Reward And Punishment "(Targhib Wa Tarhib) And Enforcement Of Discipline To Student Motivation In Mts. Riyadlul "Ulum Dam Cirebon"* obtained the result that teaching by using reward and punishment has a strong influence on students' learning motivation.

7. Eight, study was conducted Tino (2013) under the title *"Influence Reward And Punishment Against Student Motivation In Madrasah Aliyah Negeri Pangkalan Bun Kotawaringin Barat Central Kalimantan"*. In this research, it is found that reward and punishment have an effect on student's learning motivation, and that influence is positive and significant.

From the previous research can be taken conclusion that reward and punishment it is as an educational tool as well as a motivation to encourage student in achieving student achievement. For that required the existence of method of giving rewards and punishment in schools.

Table 2.1 Differences and Similarities between Related Study and the Recent Research

No	The Title	The Similarities with Researcher Study	The Differences with Researcher Study
1.	<i>"The Impact Of Reward On Performance (A Case Study Of Malakand Private School"</i> By : Khan (2015)	<ul style="list-style-type: none"> ○ Reward system on school ○ Performance speaking 	It's differ from study because Related study was conducted by Khan conclude there is positive relationship between rewards (extrinsic and intrinsic).
2.	<i>"The Use Of Positive Rewards And Punishments In Managing Classroom By An English Teacher At Mts Jabal Noer Geluran Taman Sidoarjo"</i> By : Fitrah (2016)	This study used mixed method research. To collect the data, the study used classroom observation, student teacher's interview, and questionnaire. Classroom observation checklist and student teacher's interview are the instruments to collect the data.	This study has different focus from those previous researches. This research is more specific in positive rewards and punishment, which has the main purpose to educate the students and make them to be more responsible and discipline.

3.	<p><i>“Pengaruh Pemberian Reward Dan Punishment Terhadap Motivasi Belajar Siswa Kelas Vi Sd Negeri Di Sekolah Binaan 02 Kecamatan Bumiayu Kabupaten Brebes.”</i></p> <p>By: Nasrudin (2015)</p>	<p>This research used survey research method. The research instruments used were questionnaires , observation sheets and unstructured interviews</p>	<ul style="list-style-type: none"> ○ It’s differ from the method this research was conducted on the 6th grade of SD Negeri in sekolah Binaan.
4.	<p><i>“The title is Pengaruh Pemberian Reward Dan Punishment Terhadap Minat Belajar Siswa.”</i></p> <p>By : Kholifatul (2012)</p>	<p>Influence giving of Reward and punishment</p>	<p>focuses on this study indicate that the majority of students obtain the treatment of different teachers and even students attitude in different ways, and in this study there is a significant influence that is the influence of teachers in giving rewards Punishment) of interest in junior high school students</p>
5.	<p>“Rahmadiyahanti (2013) the title is <i>“The Influence Of Reward And Punishment To Student Motivation On Basic Competence Of Recording Document Transactions Into Public Journal”</i></p> <p>By : Rahmadiyahanti (2013)</p>	<p>Influence of reward and student motivation</p>	<p>Only focuses on the aspect of basic competence of recording document transactions into public journal,the differences that arise are the increase in learning motivation in students before treatment and after treatment.</p>

6.	<i>"Differential Effects Of Reward And Punishment In Decision Making Under Uncertainty: A Computational Study"</i> By : Duffin (2014)	Effect of reward and punishment	This research focus on "Lesson that apply rewards and punishment will produce win and loss effect.
7.	<i>"The Influence Of Teaching Method" Reward And Punishment "(Targhib Wa Tarhib) And Enforcement Of Discipline To Student Motivation In Mts. Riyadlul "Ulum Dam Cirebon"</i> By Arsad (2012	The result that teaching by using reward and punishment has a strong influence on students' learning motivation.	This research focus on discipline to student motivation .
8.	<i>"Influence Reward And Punishment Against Student Motivation In Madrasah Aliyah Negeri Pangkalan Bun Kotawaringin Barat Central Kalimantan"</i> By :Tino (2013)	In this research, it is found that reward and punishment have an effect on student's learning motivation, and that influence is positive and significant.	The research using quantitative method .

B. Reward System

1. Definition of Reward Systems

Reward system, according to Horner (2009), refer to any contingently that may deliver a consequence such as an activity, event, or any object that

may be associated with an increase in the future likelihood of a defined behavior in a similar situation.

Shoimin (2014: 157) states that "Reward as an educational tool is given when a child does something good, has managed to reach a certain stage of development, or achieving a target". In that sense, the notion of reward has a wide scope covering all areas. Especially in the field of education, rewards have their own understanding. Hamalik (2011: 120) argued that "Reward affect the motivation to learn, but must be wary of not to reward be a substitute learning goals". Sardiman in his book entitled *Interaction and Teaching Motivation* (2011: 92) states that "reward is a form to foster motivation in school activities". "Reward is a way to move or awaken student's learning motivation"

According Purwanto (2006: 186) "Reward is a tool that educates, then the reward should not change it becomes a wage. Wages are something has value as compensation from a job or a service. Wages are as a payer energy, mind, or work that has been done someone. While reward is educational tool it is not so for that a teacher should always be remember the unit of giving the reward".

Based on some of these conclusions, it can be that rewards are forms, ways, or strategies used by teachers to generate, nurture, and improve students' learning motivation in schools so that all students are encouraged to make sustainable endeavors in the context of achieving teaching objectives.

The purpose to be achieved in giving reward is to further develop motivation which are intrinsic to extrinsic motivation, within meaning student do an action, then the act it arises from the student's own consciousness reward it, also expected to build a positive relationship between teachers and students, because the reward is a part of the incarnation of the taste love the love of a teacher to the students.

So, the intent of reward is the most important is not the result of a student, but with result achieved by students, teachers aimed at forming words the heart and the will is better and harder on students. As has been mentioned above, that reward aside is a repressive educational tool which is fun, reward can also be stimulation or motivation for students to learn more well again.

Role of reward system in the teaching process is quite important, especially as an internal factor in influencing and directing students' behavior. This is based on various logical considerations, such as reward can lead to student learning motivation and can influence positive behavior in student life. Reward itself can be interpreted as a teaching tool in order to conditioning students to be happy to learn. The purpose of awarding and praise is: Encourage students to be more active learn. Give an appreciation for their efforts. Growing healthy competition among students to improve achievement.

2. Types of Rewards

a. Various kinds of rewards

There are so many criteria to determine what kind of rewards are given to children is a very difficult thing. Gifts as educational tools are many different kinds. There are several kinds of gifts that are given by the students are gifts in the form of objects that are fun and useful for children such as pencils, notebooks. The teacher gives an encouraging word (praise) for example, "your writing is good, but if you keep learning it will be better", the teacher nods a happy sign and justifies an answer given by a child. Some prizes are used in learning, according to Oemar Hamalik (2011) are as follows:

1) Giving Figures

Figures as a symbol of learning activities, meaning that the figure in the form of bonus value /additional value for students who do the job well. One example is when students do the job well, the teacher gives a bonus value to the student. Indirectly it can motivate other students to do the task too, in order to get a bonus value. In addition to the achievement motivation value bonus indirectly also can improve student achievement.

2) Praise

Praise is a form of reinforcement is positive and at the same time the motivation of achievement hence the gift must be right. With the right praise will foster a pleasant atmosphere and heighten the passion of

learning as well as will awaken generate student self-esteem so that student achievement increases. Thus praise is one form of rewards given to students as an effort in improving student achievement.

3) Gift giving

Reward can also be said as achievement motivation. Some students feel happy and proud if they are rewarded for their good performance or good grades in school by their teachers and parents.

The forms of rewards (gifts) that teachers typically apply in learning can be divided into categories and forms. Borba (2010: 103)

- a) Categories of materials such as toys, candies, carousel, etc. in the form of material.
- b) Signs such as stars, stickers, certificates, and so on are marked.
- c) Praise categories such as encouraging words from adults as well as good words.
- d) Internal category like something gained from doing something, can be enjoyed because it feels good.
- e) Encouragement in oral form like "Great", "Incredible", "Everything is right", "Excellent", "Great you", "Wow, this is good", "You can be proud", "Unbelievable" "Whoa, perfect", "Great job", "So good", "You're smart this time", "Wow, this is the best".

- f) Writings or symbols like writing (Good !, Neat !, Good !, Yes !, Great !, 100%), symbols (smile symbols, sticky images, stickers, alphabets: A, B, C, etc., +, stars).

According to Firia Amalia (2016: 19) there are some types of rewards:

- a. Positive rewards or positive reinforcement is the frequency of a response increases because it is followed by a rewarding stimulus. For example: the teacher gives the students praise for their excellent score in the test.
- b. Negative rewards or negative reinforcement, the frequency of a response increases because it is followed by the removal of unpleasant stimulus. For example: the teacher always nags at the students to do the task and keep nagging so that makes the students stressful.

3. Definition of Punishment

"Punishment is one form of negative reinforcement that becomes a tool of motivation if given properly and wisely in accordance with the principles of punishment" (Sardiman, 2011: 94). Ahmadi (2013: 221) argues that "punishment is a procedure done to correct undesirable behavior in a short time and be done wisely"

In line with the mentioned punishment, Sardiman (2011: 124) suggests that:

“Punishment is an act that consciously, deliberately causes suffering to a person usually weaker, and entrusted to the educator to be guided and protected, and the punishment is given with the intention of the child actually feeling the pain”.

"Punishment is usually done when a particular target is not achieved, or there is a child's behavior that is not in accordance with the norms believed by the school" (Shoimin, 2014: 157-158). Based on the notion of punishment that has been described, it can be concluded that punishment in the field of education is one form of motivational tools used by educators to improve behavior that is not in accordance with the norms that are believed to by undermining behavior, carried out in accordance with the principles of punishment appropriately and wisely.

Punishment given as an effort to return students in a good direction and motivated him to become an imaginative person, creative and productive. Punishment as a tool education thought it leads to suffering for students who are punished, but can also be a tool motivation, proponents to activate activities student learning (Improving student learning motivation). He trying to always fulfill the tasks leaning, to avoid the danger of punishment with the existence of punishment is expected so that mistakes he made, so students so be careful in taking action.

Punishment can be said to success if it can raise feelings of regret for that act has done. In addition, according to Purwanto (2006:189) punishment also has an impact that is: Can raises feelings of resentment on the done. This is the result to punishment arbitrary and not punished responsible. And can causes the student to become better in acting and repairing their behavior, this effect cause the improved to lose the wrong feeling, because his mistake is considered paid with punishment he suffered. Another result is strengthening the will offenders of the will to do well. In the world of education, apply the punishment is nothing else but to increase students behavior to be better. Punishment here as an educational tool to fix the violations that the students is not to take revenge.

According Purwanto (2006:191) so that punishment can became an educational tool, then a teacher before giving punishment to student who does violations should teachers pay attention to the terms punishment of a pedagogical nature as follow: Each the punishment should be insured answer. this means punishment is not allowed arbitrary as far as possible to improve. And punishment cannot be a threat or revenge of a teacher against students. Every punishment mush be consciously given and taken into account. So that the punishment must be felt by student for their mistake. Punishment does not have to physically hurt student and damage relationships between the educator and the students. The existence of the punishment can alert students with the entire mistake and make students who have good behavior.

The Purpose of punishment there are two kinds, Goals in the short run and long term goals long. The goals in the short term is to stopping the wrong behavior, while the goal in the long run is to teach and encouraging student to stop themselves misbehavior.

4. Type of punishment

There are several punishments in relation to learning Decrease in Score or Rating Drop, throwing garbage, This type of punishment is the most practiced punishment in school. Especially applied when students are late arriving, not or late collecting assignments. Reduction of rights this type of punishment is the most effective punishment because it can be used as a student's taste. Legal in Fines In this penalty is not a Punishment in the form of money but this Punishment gives more meaning "payment" Giving Reproach In this Punishment coupled with the punishment of other students who violate the important rules intended for students intended to be reproached. This penalty teacher writes students' errors in a special notebook. After school Detention This Punishment can only be granted if students are told to stay in school after hours and accompanied by teachers.

When to use punishment:

Punishment is an integral part of our lives. However, intentional punishment should be used with caution and preferably avoided. Some situations where punishment is inevitable are as follows: to teach some skills including how to say "no". Prevent someone from experiencing critical

danger. And to force someone to stop an undesirable behavior (Krembeltz, J; Krembeltz, H, 2012).

According to Firia Amalia (2016: 19) there are some type punishments:

Positive punishment is a consequence that decreases the probability that a behavior will occur by adding an unpleasant stimulus. For the example is when the students cheat in the test the teacher will give the punishments by giving additional assignment.

Negative punishment is a consequence that decreases the probability that a behavior will occur by withdrawing an unpleasant stimulus. A student is losing part of his free time for not following the teacher's instruction.

C. Motivation

1. Definition of Motivation

According Muhibbin Shah (2008:136) “Motivation is the internal state of either human organisms or the animals that stimulation him to do something. In this sense, Motivation means power supplier (Energizer) to behave in a direction”.

According to Sardiman (2007:75) “ Motivation can also it is said to be a series of attempts to provide conditions under certain conditions, so do something, and if he does not like it, then it will trying to nullify or evade feelings do not like it”.

Based on some understanding above can it is concluded that what is meant by motivation is the impulse within a person to perform certain activities to achieve a aim.

Motivation is the summation of internal and external factors that affect students' behaviors, efforts, and curiosities towards the lessons (Ormrod, 2008). Motivation is something that is important in human life. Motivation is the basis for someone to do something. Whether or not motivation affects the size of a person in trying. George Shinn (t.t) in Kusumah (2011:28) finds that "Motivation is the key to a successful life". So in education, motivation Very important role in the learning process that exists in education. Motivation needs to be owned by teachers and students where teachers play motivation as a motivator in their teaching activities and students play a motivation as a driver in their learning activities.

Mc. Donald (t.t) in Hamalik (2013:158) states that "motivation is an energy change within the person's characterized by affective arousal and anticipatory goal reaction". Motivation is a change of energy in a person (person) that is characterized by the emergence of feelings and reactions to achieve goals. Furthermore, Mc Donald's statement contains three important elements in motivation. Three elements are:

- 1) Motivation starts from the change of energy in person.
- 2) Motivation is characterized by the emergence of affective arousal feelings.

3) Motivation is characterized by reactions to achieve goals.

Motivation can serve as a business driver and performance achievements, with the motivation both in learning will show good results. In other words, with a diligent effort and especially based on motivation, then someone who learning will give birth to good performance (Sadirman, 2007:85)

Government regulation No. 32 2013 on Nation education standards of article 19 of paragraph 1.

“Learning process on education unit held interactive, inspiring, fun, challenging, motivate learners to participate actively, as well as provide enough room for initiative, creativity, and independence in accordance with the talent, interest, and the development of physical and psychological learners”.

Based on the law, one of the main things that teachers need to do in the learning process is to motivate students. "Motivation is not everything, but everything is determined by motivation" Sharif in Kusumah (2011: 28). The statement implies that motivation has an important role in human life. Motivation has a variety of types, one of which is the motivation to learn. Learning motivation must be owned by the students as a basis in doing their activities that is learning. No students learn without motivation.

Student learning motivation is dependent variable in this research. The dependent variable is called the output variable, criterion, consequent.

Sugiyono (2014: 64) states that "the dependent variable is the variable that is affected or the result, because of the independent variables".

Student learning motivation is a process that determines the size of the sincerity of students to gain knowledge and experience. Students who have motivation will certainly be passionate about learning because the students have the intention and passion to receive the learning provided by the teacher. The greater the students' learning motivation that is owned by the students, the greater the seriousness of students in the face of learning.

Student learning motivation that is part of this research include interest in learning, readiness in learning, attention in learning, achievement in learning, diligence in learning, tenacious in the face of adversity, and independent in learning. The importance of learning motivation for these students includes : To awaken the position at the beginning of learning, processes, outcomes and inform about the power of learning effort compared with peers. Directing learning activities so that children change their learning methods more diligently and the last ancreasing the spirit of learning, such as heightening the spirit to pass on time with satisfactory results; and Awakening about the continuity of study and then continuous work, individuals are trained to use their power in such a way as to be successful.

2. Types of Motivation

Various kinds of motivation to learn in school can be divided into several forms. Intrinsic motivation according to Sardiman (2007:89) are the motives that become active or functioning unnecessary stimulation from the outside, because in every self individuals already have the urge to do something. Meanwhile, according to Hamalik (2006:152) "Intrinsic motivation is the thing and circumstances that come from within the students themselves who can push it take action learning

From the above opinion it can be concluded that intrinsic motivations is the motivation that comes from in a person and does not require the outside because it already exist within each individual.

Extrinsic motivation is called a democracy because the primly goal of an individual performing an activity is to achieve an objective that lies outside of the learning activity itself, or that goal is not involved in the learning activity.

According to Singgih D. Gunarsa (2008:51) what is meant by extrinsic motivation is anything that is obtained through self-observation, or advice, suggestions or from others. According to Sardiman (2007:91) extrinsic motivation is the motives active and functioning because of the stimulation of outside.

D. Speaking

1. Definition of speaking

Speaking is one of the basic language skill that has important role rather than other skills due to its significance and use for communication well.

Speaking is a method that is active when we use them in the classroom.

According to Erita Budi Pratiwi (2012), speaking skill is always related to communication. Speaking skill itself can be stated as the skill to use the language accurately to express meanings in order to transfer or to get knowledge and information from other people in the whole life situation experts in language learning. There are some speaking problems that teachers can come across in getting students to talk in the classroom. These are: inhibition, lack of topical knowledge, low or uneven participation and mother-tongue use.

The first problem that the students often encounter is inhibition. When students try to say things in a foreign language in the class room they are often inhibited. They are worried about making mistakes, fearful of criticism or losing face. They are shy of the attention that their speech attracts. Littlewood (2007) asserts that a foreign language classroom can create inhibitions and anxiety easily.

Secondly, learners often complain that they cannot think of anything to say and they have no motivation to express themselves. The learners have nothing to express may be because the teacher had chosen a topic which is

not suitable for him or about which he knows very little. It is difficult for many students to respond when the teachers ask them to say something in a foreign language because they might have little ideas about what to say, which vocabulary to use, or how to use the grammar correctly another problem in speaking class is that participation is low or uneven. In a large group, each student will have very little talking time because only one participant can talk a time so that the others can hear him/ her. There is a tendency of some learners to dominate while others speak very little or not at all.

One expert has different definition of speaking from another. Thornbury (2005:20) states that speaking is an activity in real life that is carried out by speaker to carry out his/ her ideas to interact with listeners. The activities are unplanned and their continuity is based on \situations.

According to Ladousse (Nunan, 1991:23), speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express as sequence of ideas fluently. Furthermore, Wilson (1983:5) defines speaking as development of the relationship between speaker and listener.

Another definition comes from Cameron (2001:40). She says that speaking is about making people understand speaker's feeling and ideas by doing an act of communication using language. At the time people produce

utterances, they deliver their meanings, feelings, ideas and desires. Brown and Yule point out that the loosely organized syntax, the use of non-specific words and phrases and the use of fillers such as 'well', 'oh', and 'uhuh' make spoken language feel less conceptually dense than other types of language such as expository prose (Nunan:1989).

Caroline (2005:45) defines that speaking is a basic oral communication among people in society. It is speaking which serves as natural means of communication of the members of the community for both expression of thought and form a social behavior. Additionally Chaney in Kayi (2006:1) says that speaking is the process of building and sharing meaning through the use of verbal and non-verbal in variety of context.

From the definitions above, it can be concluded that speaking is an activity in which the speaker produces utterances to express his/ her ideas in order to exchange information, so the listener understands what the speaker means.

2. Functions of Speaking

Speaking is very important, especially in daily communication. A person is recognized that he/ she is educated from the way and what he/ she is speaking. When speaking, someone has to know what to speak and understand the ideas of what he/ she is talking about.

Richards (2008:21) says, “In workshops with teachers and in designing my own materials, I use an expanded three-part version of Brown and Yule’s framework (after Jones, 1996, and Burns, 1998): *talks as interaction; talk as transaction; talk as performance*. Each of these speech activities is quite distinct in terms of function and requires different teaching approaches.”

3. Teaching speaking

What is meant by teaching speaking according to Hayriye Kayi (2006) in activities to promote speaking in L2 is to teach English language learners to:

- a. Produce the English speech sound and sound patterns.
- b. Use word and sentence stress, intonation pattern and the rhythm of the second language.
- c. Select appropriate words and sentence according to the proper social, setting audience and subject matter.
- d. Organize their thoughts in a meaningful and logical sequence.
- e. Use language as a means of expressing value and judgments.
- f. Use the language quickly and confidently with few unnatural pauses which is called as fluently.

4. The goal of teaching speaking

The goal of speaking skill is communicative efficiency. It means learners should be able to make themselves understood using their current

proficiency to the fullest. They should try to avoid confusion and the message due to faulty pronunciation, grammar or vocabulary and to observe the social and cultural rules that apply in each communication situation.

5. Types of Classroom Speaking Performance

In English classroom, students are expected to perform their English speaking. These are the kinds of oral production that students are expected to carry out in the classroom proposed by Brown (2004 : 274).

Imitative This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

Intensive This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

Responsive performance includes interaction and text comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to

teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

Transactional (dialogue) it is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work.

Interpersonal (dialogue) it is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

Extensive (monologue) Teacher gives students extended monologues in the form of oral reports, summaries, and storytelling and short speeches. Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

E. Definition of L2

Second language is the use or learning of English by speakers with different mother tongues. ESL stands for English as a second language or can be called EFL (English as a foreign language). According to Mahripah (2014), EFL learners' speaking skill is affected by some linguistic components of language like phonology, syntax, vocabulary, and semantics and

psychological factors such as motivation and personality. Phonology is a difficult aspect of language learning for EFL learners, as we know; English is not a phonetic language. That is pronunciation of English words is not similar to their spelling. Words with similar spellings are sometimes pronounced differently because of their surrounding contexts like tense and phonemes that come after them. This can cause a lot of problem of English and they sometimes get confused in producing the English word. EFL learners should have the knowledge of words and sentences. They should comprehend how words are divided into different sounds and how sentences are stressed in specific ways. Grammatical competence can help speakers apply and perceive the structure of English language correctly that leads to their fluency (Latha, 2012). Native speakers say what they want without having any problems because they are familiar with the language. If they have problems in expressing some concepts, they try to use other ways of telling those things. They may make certain mistakes syntactically but these mistakes do not change the meaning of the sentences they want to express and this doesn't create serious problems for the listeners to comprehend them. But the mistakes non-native speakers commit are those that change the meaning of utterances they want to convey and can create some problems for their understanding (Mahripah, 2014). Wang (2014) EFL learners who may have some problems in speaking English fluently and accurately, because their speaking competence maybe affected by cognitive, linguistic and emotional

factors. English is divided into four skills which are follows; listening, speaking, reading, and writing. Therefore, speaking is a second skill and has an important role in communication. While young language learners acquire language easier and faster, adults are eager in achieving new language and developing language abilities (Staib, 2008). Hymes (1971) believes that L2 learners are required to know both the linguistic knowledge and the culturally appropriate ways to interact with others in diverse situations. Khosravani & Khosravani (2014) proposed that improving speaking ability has been one of the major interesting research subjects due to the effect of reading short stories on EFL learners speaking skill. One of the most important components of communication is speaking. In EFL contexts, it is an imperative factor which requires special attention and instruction. Thus, it is the responsibility of EFL teachers of EFL to exactly investigate the factors, conditions, and components that form the basis of effective speaking. Effective instructions inferred from the careful analysis of this area, together with sufficient language input and speech-promotion activities, will gradually help learners speak English fluently and appropriately (Richards & Renandya, 2002). The present paper deals with factors and issues which have great influence on speaking ability, accuracy and fluency. Although a lot of studies have been done in this area, we feel the need for further research to provide some solutions for teachers to apply more effective methods and procedures in their teaching. Effective methods include using role-play, pictures, flash cards,

graphs, chants and interview that can improve learners' pronunciation, grammar, every day speech and real word activities. Further, it can eclipse both adults and children to improve their speaking along with accuracy and fluency, so that they can reach their goal that is speaking English fluently and appropriately. Moreover the previous factors have a great impact on developing positive attitudes factors toward learning English as a foreign language. English teachers should consider the previous factors and principals according to their students' needs, interest and teaching context. Finally it is worth mentioning that empowering positive perspective toward EFL learning is dynamic performance (Tsiplakides & Keramida, 2010).

F. Instrument

a. Questionnaire

In this study the researchers used the questionnaire Likert-scale form with a question is closed that the answer to the question posed already provided. Research subjects are only required to choose one of the answers that suit him / her. In this study, alternative answers used consisted of 4 alternative answers that strongly agree, agree, disagree, and strongly disagree, Fitri 40: 2011). There are 35 item of questionnaire, from 35 item questionnaire 31 item is valid and 4 item is invalid, and positive question from rewards system 14 items and negative reward system 3 items, while positive punishment 8 items and negative 6 items.

The first, Most respondents stated that it was rewards system (praise) it was with the item 4 In this result there are students most stated that they Strongly Agree like Rewards system (Praise), For the item 2 in the result students most stated that they Agree like Achievement motivation, For the item 9 in the result students most stated that they Disagree like about punishment, For the item 16 in the result students most stated that they Strongly disagree like Decrease in score or rating drop.

b. Interviews

The researcher asked the 1 Teacher and 4 students using open-ended with interview. The researcher giving 7 question for a teacher, and 6 question for a students. From the interview with the teacher and students it can be concluded that the reward system and punishment are very good to be applied in school especially in the learning classroom.

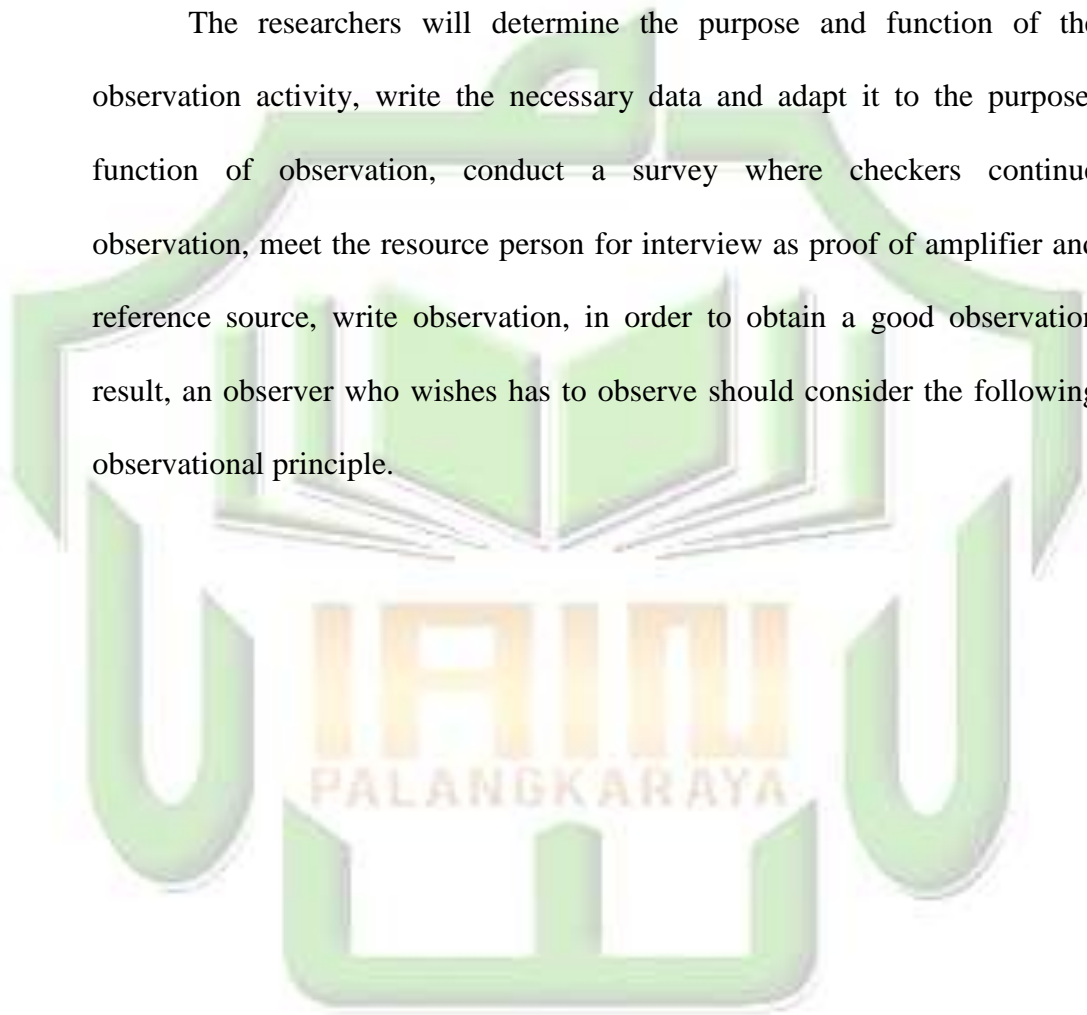
From the above understanding the researcher conclude that interview is a data collection technique in the form of a question and answer that can be done directly between researcher and parties related to the object being studied researcher about the reward system and punishment.

c. Observation

The researcher do research by looking at activities learning, Observation can provide a more realistic describe of an event or behavior, which result in students process learning in the classroom.

The purpose of observation to get a picture of social life that is difficult to know with other methods. The observations we do will be able to provide clarity about a problem and then find a solution to the problems. Observations made to obtains concrete data at the research site.

The researchers will determine the purpose and function of the observation activity, write the necessary data and adapt it to the purpose/ function of observation, conduct a survey where checkers continue observation, meet the resource person for interview as proof of amplifier and reference source, write observation, in order to obtain a good observation result, an observer who wishes has to observe should consider the following observational principle.



CHAPTER III

RESEARCH METHOD

In this chapter present the research design, population and sample, source of data, research instrument, data collection procedure, data analysis procedure, data endorsement.

A. Research Design

This study used the mix method. Mix method is a research in which the researcher collects, analyzes and mixes both quantitative and qualitative data in a single study or multiphase program of inquiry (Burke, Anthony & Turner, 1007:112). The researcher chose this method because qualitative data and quantitative data are mixed in order to corroborate the findings. In this study, the design is mix method is used for coordinating the aspirations of VII A grade student of MTs An-Nur Palangka Raya by doing Case Study. The researcher used quantitative first then the next data used by qualitative for supporting data quantitative.

B. Population and Sample

1. Population

The larger group about which the generalization made is called a population. A population is defined as all members of any well-defined class of people, events, or objects (Ary 1985: 647). The researcher conclude that

population is all subject to a study that is going observe. The subject of this research is be VII A grade students of MTs An-Nur Palangka Raya. There are 25 students from this class of 12 girl students, 13 boy students and 1 English teacher.

2. Sample

The small group that is observed is called a sample. A sample is a portion of a population (Arikunto, 2002:104). According to Arikunto if the subject is less than 100, better taken all so that his research is the study of population. The sampling technique used in this research is purposive sampling.

C. Research Instrument

According Sukmadinata (2010), Instrument is a test that has the characteristics of measuring informants with a number of questions and statements in the study, which can be done by make outline the purpose of research conducted. According sugiyono (2009), Instrument is a tool used by researchers in measuring natural and social phenomena in accordance with research variables. Suharsimi Arikunto (2010:265), Instrument is a tool chosen and used by researchers in their activity to collect data so that the activity becomes systematic and facilitated by it. According Notoatmodjo (2010), Instrument is tools which used to collect data, this research instrument can be in the form of questionnaires, observation form, interview form, and

other form. According to Farida Yusuf Tayibnapis (2000:102), Instruments is a tools used to record information collected.

From the definition of research instrument to the experts above, it can be concluded that the research instrument is a research method undertaken to measure and retrieve primary data (direct from the field) through empirical and systematic studies. Instrument of this study are interview, questioner and observation. The purpose is be to see how far reward system give positive / negative impact to student motivation in class of speaking.

1. Questionnaire

Sugiyono (2014: 193) defines "questionnaire as a technique of data collection conducted by giving a set of questions or written statement to the respondent to answer". Anwar (2009:168), questionnaires are a number of questions or written statements about factual data or opinions relating to the respondents self, which is considered fact or truth. According komalasari, et all (2011:81), Questionnaire as a data collection tool in non-test assessment, in the form of a series submitted to respondents (student, parents or community). According to Kusumah (2011:78), questionnaire is a list of written questions given to the subject under study to collect information needed by the researcher. According to Sugiyono (2011:199-203), Questionnaire is a data collection technique that is done by giving a set of questions or written statements to respondents to be answered. The purpose of the use of questionnaire the learning process is mainly to obtain data about the

background of learners as one of the materials in analyzing their behavior and learning process. Questionnaire are divided into two type: Open questionnaire and closed questionnaire, Open questionnaire (questionnaire not structure) is a questionnaire presented in the form of open questions so that respondents can provide answers in accordance with and circumstances. Closed questionnaire (structure questionnaire) is a questionnaire presented in such a way that respondents are asked to choose one answer that suits their characteristics by giving a cross (×) or check list sign (√).

In this study the researchers used the questionnaire Likert-scale form with a question is closed that the answer to the question posed already provided. Research subjects are only required to choose one of the answers that suit him / her. In this study, alternative answers used consisted of 4 alternative answers that strongly agree, agree, disagree, and strongly disagree. The score for each item is as follows.

Table 3.1 Scores for Each Item on a Likert Scale

Answer	Positive Question Score	Negative Question Score
Strongly Agree	4	1
Agree	3	2
Disagree	2	3
Strongly Disagree	1	4

This technique is aimed at the VII A grade Students of MTs An Nur Palangka Raya and is used to collect data on Impact reward and punishment data and student learning motivation.

Answers strongly agree or agree on a positive question explain that students strongly agree or agree to the statement contained in the questionnaire. Answers strongly agree or agree on negative questions explain that students have views that are contrary to the existing statement on the questionnaire.

The strongly disagreeable or disagreeable answer to a positive statement makes it clear that the student has an opposite view of the statement in the questionnaire. The strongly disagreeable or disagreeable answer to a negative statement makes it clear that the student has a very impartial or impartial view of the statement in the questionnaire.

Table 3.2 Questionnaire Responden (*Reward and Punishment*)

Name:

Class :

Questionnaire instructions:

1. First fill in the identity.
2. Read carefully every available revelation in the questionnaire.
3. Put a mark (√) on one of the available answers..

Description:

Symbol	Long term	Meaning
SA	Strongly Agree	Selected if you strongly agree with the statement contained in the questionnaire/statement contained in the every questionnaire approved by you.
A	Agree	Selected if you only agree with the existing state
D	Disagree	Selected if you just do not agree with the statement in the questionnaire that existed in the questionnaire received the category only do not agree just pledge reliably

SD	Strongly disagree	Selected if you strongly disagree with the statement contained in the questionnaire/ statement contained in the questionnaire is not approved by you .
----	-------------------	--

No.	Statements	SA	A	D	SD
1	I am happy with praise like “ waaaahhh you are very clever, tomorrow repeat again yaaa” you are diligent, 100 for you.				
2	I am happy with gift like 5 notebooks, write a school, a set of drawing tools, a watch.				
3	I am happy with activities such as being first in line, leading group painting, drawing, sports.				
4	I am happy with good writings such as good, neat, nice, great.				
5	I am happy to doo like “ may your future be brilliant,” I hope you will get success”				
6	I am happy with cards or certificates such as weekly champion certificates, medals, the most disciplined student labels, weekly report cards, certificate of merit.				
7	I am happy with the board of achievement that is displayed in front of the class like a board to write the names of student who achievers weekly, the board for.				
8	I am happy with the removal of activities such as not to rest, stand.				
9	I am happy with physical contacts such as beaten, slapped, stamped.				
10	I am happy with threatening words like “watch out for you later”, ”wait to write good students names”, be diligent, and keep clean in front of the class, honor kicked, noon, my vengeance”, “if not obedient, I’ll beat it later”, “ I will not pass you.				

11	I'm happy writing over and over as write "I will not interrupt class" 100 writing times, I deter" 200 times, write" I will not repeat my mistake again" 75 times.				
----	---	--	--	--	--

12	I am happy if the teacher is surly to me.				
13	The teacher says good like "you are smart," you are diligent", "you are great to students who do the task correctly.				
14	Teacher gives a symbols like (smile) and (stars) to students who answer teacher questions correctly.				
15	The teacher writes the names of the students who get the value that is on the board of achievement placed in front of the class.				
16	The teacher gives objects such as color books, pencils to students who have good behavior.				
17	The teacher warn students who make noise in the classroom.				
18	The teacher flickers the student' noisy ears when the teacher explains.				
19	Teacher is surly to the student who answered the question correctly.				
20	I am happy if the teacher lowers my scores when I do not do assigment.				
21	I am proud if I get a reward.				
22	I am proud if I get a punishment.				
23	When my friends gets the punishment, I do not want to imitate the actions my friends did.				
24	If being naughty can get punishment, the being a good kid is my desire.				
25	If coming on time to school can get praise, then I will always come late.				
26	If with a racket in learning can get a punishment such as 10 times, then I will always make a scene.				

27.	If any of my friends get punished like standing in a classroom, then I would be embarrassed if I like my friend.				
28.	I'm happy if there are any post like good, neat, or great.				
29.	I'm happy if there are words like stupid !or lazy !				
30.	I'm happy when I get symbols like a smile or a great star! Which comes from the teachers in my assignment/ notebook. Comes from the teacher given by the teachers when I answer correctly.				
31.	If the teacher provides 10 books, 5 pen, 5 pencils, and some money for an outstanding student, then I am not interested in being an outstanding student.				
32.	If the teacher directly reports the naughty students to their parents, then I am interested in being naughty students				
33.	I would be happy if my name was posted on the student's announcement board.				
34.	I would be happy if my name was emblazoned on the bulletin board of the graders.				
35.	I think the reward can improve the spirit of learning, I will ask teachers to apply gift giving in the classroom to my friends and I to be passionate about learning.				

(Fitri: 2011)

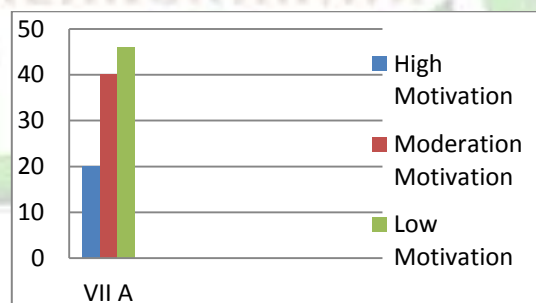
2. Observation

Riduwan (2013: 76) argues that "Observation is to observe directly to the object of research to see closely the activities undertaken". Observations made in this study are structured observation. According Sudjana (2011), Observation as an assessment tool is widely used to measure individual behavior or the process of the accuracy of an observable activity, both in actual situations and in artificial situations.

According to Jogiyanto (2008), Observation is technique or approach to get primary data by observing the data object directly. According to Basrowi (2012), Observation is technique that is carried out by conducting observations in a systematic manner and systematically recording. According to Burhan (2011), Observation is the ability of a person to use his observations through the results of the sensory work of the eye and assisted by other senses.

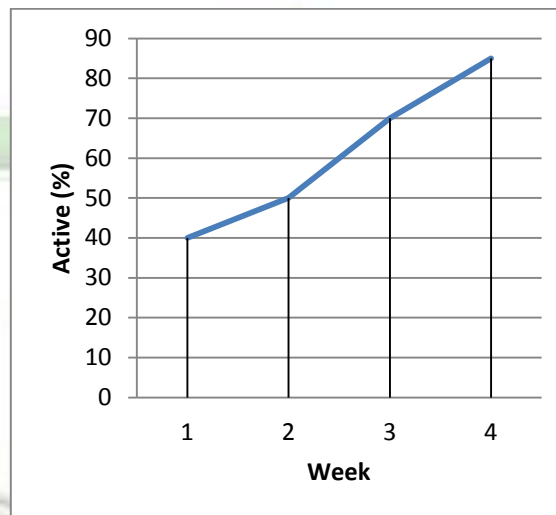
The purpose of observation to get a picture of social life that is difficult to know with other methods. The observations be able to provide clarity about a problem and then find a solution to the problems. Students in learning can be evaluated through such sign as Attention in learning, Active in learning, Behavior in learning, Implementation of Reward and Implementation of Punishment. Therefore be measured through Observation (Fredrick & Mooney 2011).

Figure 3.1 Students' motivation before the study



Students in class were also necessary part of the research. It helped to find out whether students were more active due to the Reward system and punishment. The Following were based on the observation checklist.

Figure 3.2 Students' Participation in class



During the research implementation Reward system and Punishment students more actively.

Table 3.3 OBSERVATION CHECK LIST

Subject	:		
Topic	:		
Teacher	:		
Time Allocation	:		
Date	:		
No	Students behavior in English lesson	Done (√)	Comment
.	classroom	Not Done(X)	
1.	Attention in Learning		
2.	Active in Learning		

3. Behavior in Learning
4. Diligence in Learning
5. Implementation of Rewards System
6. Implementation of Punishment

Putri sinta 2016

3. Interviews

Esterberg in Sugiyono (2012:231), Interview is “a meeting of two persons to exchange information and idea through question and responses, resulting in communication and point construction of meaning about a particular topic”. According Setyadin in Gunawan (2013:160), Interview is a conversation directed at a particular problem and is an oral questioning process in which two or more people are physically opposite. According Moh. Nazir (2014:170-171), Interview is the process of obtaining information for research purposes in way question and answer, while meeting face to face between the officer or interviewer with the questioned or respondent using the tool called the interview guide. According Moleong (2009:186), Interview is a conversation conducted by two parties, namely the interviewer who asks questions and is interviewed who gives the answer to the question. According Benney & Hughes (in Denzin,2009: 501), Interview is the art of socializing, meeting “two humans interacting inside a certain period of time

based on equality of status, regardless of whether things it really is a real or not event". Therefore, interviews can be tools / devices and can also be at the same time object. The purpose of the interview is to obtain information, the interviewer asks question to be answered by the interviewee. Through these questions, the interviewer gets information from the person. The purpose of the interview can be achieved through these activities.

From the above understanding the researcher conclude that interview is a data collection technique in the form of a question and answer that can be done directly between researcher and parties related to the object being studied researcher about the reward system and punishment.

As for the data collection technique through interview, Sugiyono (2012: 233). There are three kinds of interview: unstructured interview, semi-structured interview, and structured interview. In unstructured interview, there is no specific systematical question to be asked toward the respondent. Conversely, in doing structured interview, the direction of interview is clear based on the prepared list-questions. The last, semi-structured is the combination of both structured and unstructured interview. The researcher firstly arranges the set of questions to be proposed and it is continued to the next unpredictable developed question. The purpose of interviews of this type is to find the problem more openly in which the party in question is asked for opinions, and ideas. In conducting interviews, the researcher needs to listen carefully and record what the informants say.

In this case, the researcher used semi-structured interview. Before conducting interview, the researcher prepared some different questions to be proposed to the respondents, teacher and students. The point of interview reflected on the research problem and observation. It is hopefully able to linkage the connection among interviewee statement to the real situation. In conducting interview the researcher needs an interview guide as the instrument to make the data more clear. Interview guide is the list of question prepared before conducting interview. The researcher made 7 questions proposed for teachers and 5 questions for students. While doing interview, the researcher took a note as well as recorded the conversation that would be processed as data, namely interview transcript.

Interview Sheet for Teacher

1. How the reward and punishment that you gave to students?
(Bagaimana bentuk Sistem penghargaan dan hukuman yang pernah di berikan kepada siswa?)
2. How attitude/ behaviors are shown of students when they are rewarded and punishments?
(Bagaimana sikap/perilaku yang ditunjukan siswa ketika mereka mendapatkan penghargaan dan hukuman?)
3. According to you think does the reward and punishment greatly affect the motivation in students learning?
(menurut bapak/ibu adakah sistem penghargaan dan hukuman sangat mempengaruhi motivasi dalam belajar siswa?)
4. According to you think of the rewards system and punishment good applied in the classroom?

(Menurut bapak/ibu apakah sistem penghargaan/hukuman baik jika diterapkan saat didalam kelas?)

5. How do you think of the rewards system and punishment in use in the learning process?

(Bagaimana pendapat bapak/ibu terhadap sistem penghargaan dan hukuman yang digunakan dalam proses pembelajaran?)

6. Does the rewards system and punishment were appropriate to improve student learning motivations in English speaking classroom?

(Apakah sistem penghargaan dan punishment sudah tepat dilakukan dalam meningkatkan motivasi belajar siswa dalam berbicara bahasa inggris?)

7. Are the any positive or negative effect of the rewards system and punishment for students learning motivation?

(Apakah ada dampak Positif /negative dari sistem penghargaan/ hukuman bagi motivasi belajar siswa?)

Interview Sheet for Student

1. Have your teachers ever given you reward such as praise or punishment to you?

(Apakah bapak/ibu guru pernah memberikan kalian penghargaan seperti pujian atau hukuman kepada kalian?)

2. Does the rewards and punishment affect to you?

(Apakah sistem penghargaan dan hukuman mempengaruhi belajar kalian?)

3. Are the any positive/negative impacts of rewards and punishment for your learning motivation?

(Adakah dampak positif / negative dari sistem penghargaan dan hukuman bagi motivasi belajar kalian?)

4. Do you think the rewards and punishment is good or not if applied in the classroom?

(Menurut kalian sistem penghargaan dan hukuman ini baik atau tidak jika di terapkan di dalam kelas ?)

5. Are you agree if the rewards and punishment helping you to be motivated and enthusiastic in learning speaking classroom?

(Apakah kalian setuju jika penghargaan dan hukuman membantu kalian agar menjadi termotivasi dan semangat dalam belajar berbicara bahasa inggris?)

D. Data Collecting Procedure

1. Phase Quantitative

a) Data Collection

Data collection is carried out at MTs An-Nur Palangkaraya. In this research, the researcher used a questionnaire to get data related to the second research problem. There are thirty-five statements in the questionnaire. The questionnaire used Liker scale (Haris, 1969:31). In addition, the Liker scale is the most commonly used question format assessing participant's opinion of usability (Dornyei, 2010:20). Liker scale in this study is strongly agreed (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). Harris (1969, p. 15) presented the sample that used 1 - 4 points.

The questionnaire gives to the participants through some procedure from the prepared with the result that analyzes, the holistic was clearly in steps below:

1. The researcher prepared the questionnaire.
2. The researcher gave the questionnaire to the respondents.
3. The researcher collected the responses.
4. The researcher analyzed the data to obtain using numeric or bar graph SPSS which analysis means and standard deviation.
5. The researcher got the result of the questionnaire.
6. The researcher follows up to the interview.

b) Data Analysis

The model conducted to analyze quantitative data is Descriptive Statistic (Mean and Standard Deviation). For clear understanding, the data presented using tables and a bar graph.

1. Mean

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

Where :

M = Mean

Σ = Sum of

X = Raw Score

N = Number of case

2. Standard Deviation

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

Where :

Σ = Sum of

X = Individual Score

M = Mean of all score

N = Number of case

3. Reliability and Validity

Validity (quality) is a quality that shows the relationship between a measurement (diagnosis) with the meaning or purpose of learning or behavioral criteria (Supriadi, 2011:108). The technique used to determine the validity of a test is by-product moment correlation technique. Here is the formula for product moment correlation with

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

With description:

r_{xy} : Number of scores X dan Y

$\sum X$: Number of X variable scores

$\sum Y$: Total Score of variable Y

$\sum XY$: Number of subjects

$(\sum X)$: The sum of squares of the grain score

($\sum Y$) : the sum of squares the total score

N : Total population (Supriadi, 2011:110-111)

Criteria to look question give a significant correlation between a total numbers is if values of r of each question higher from r table its mean valid.

The rule is;

$r_{\text{value}} \geq r_{\text{table}} = \text{valid}$

$r_{\text{value}} \leq r_{\text{table}} = \text{Invalid. (Purwanto, 2004:139).}$

Table 3.4
Result of Test Validity

item	r hitung	N	r table	Classification
1	0.038617	23	0.3961	INVALID
2	0.582986	23	0.3961	VALID
3	0.27053	23	0.3961	VALID
4	0.3025	23	0.3961	VALID
5	0.068357	23	0.3961	VALID
6	0.470149	23	0.3961	VALID
7	0.294367	23	0.3961	VALID
8	0.433248	23	0.3961	VALID
9	0.606695	23	0.3961	VALID
10	-0.25466	23	0.3961	INVALID
11	0.48015	23	0.3961	VALID
12	-0.38851	23	0.3961	INVALID
13	0.275395	23	0.3961	VALID
14	0.244747	23	0.3961	VALID
15	0.280487	23	0.3961	VALID
16	0.403598	23	0.3961	VALID
17	0.035541	23	0.3961	VALID
18	0.371902	23	0.3961	VALID
19	-0.02633	23	0.3961	INVALID
20	0.140947	23	0.3961	VALID
21	0.149997	23	0.3961	VALID
22	0.119385	23	0.3961	VALID

23	0.287824	23	0.3961	VALID
24	0.290496	23	0.3961	VALID
25	0.805531	23	0.3961	VALID
26	0.764298	23	0.3961	VALID
27	0.030939	23	0.3961	VALID
28	0.319403	23	0.3961	VALID
29	0.85874	23	0.3961	VALID
30	0.075059	23	0.3961	VALID
31	0.665598	23	0.3961	VALID
32	0.346771	23	0.3961	VALID
33	0.453808	23	0.3961	VALID
34	0.82946	23	0.3961	VALID
35	0.451303	23	0.3961	VALID

Reliability is defined how much consistency the test scores the tested achieves on the retest (Sudijono, 2005:179-180). According to Sugiyono (2010: p.354) states that reliability test is performed to find out whether the measuring instrument designed in the form of a reliable questionnaire, a reliable measuring instrument if the measuring instrument is used repeatedly give relatively the same results (not much different).

Reliability test in this study using Alpha Cronbach, because of scoring using the instrument. The alpha formula as follows;

$$r_{11} = \frac{k}{k-1} x \left\{ 1 - \frac{\sum S_i}{S_t} \right\}$$

Note:

R11: Reliability value

SSi : Number of variance score for each item

St : Total Variance

K : Number of items

With the criterion of reliability interpretation:

0,80 = $r_{xx} < 1,00$ = very high

0,60 = $r_{xx} < 0,80$ = high

0,40 = $r_{xx} < 0,60$ = medium

0,20 = $r_{xx} < 0,40$ = low

0,00 = $r_{xx} < 0,20$ = very low. (Slameto, 2001:215)

Table 3.5
Case Processing Summary

		N	%
Cases	Valid	25	100.0
	Excluded ^a	0	.0
	Total	25	100.0

As it can be seen from Table 3.3 that 25 students rated the statement in the questionnaire. All of them were included the reliability analysis.

Table 3.6
Reliability Statistics

Cronbach's Alpha	N of Items
.829	31

Cronbach's Alpha value is shown in the reliability Statistic table. The value is .829 suggesting very high internal consistency reliability for the scale.

2. Phase Qualitative

a) Data Collection

To collect qualitative data, The researcher used interview and observation. Each interview takes between 10 to 15 minutes and transcript. Qualitative data consists of open-ended information that the researcher usually gathers through interviews. Creswell (2009:29) Qualitative research offers “a means of exploring and understanding the meaning individuals or groups ascribe to a social or human problem”. The researcher knows that would need to identify key areas and compare the students’ experiences of these. An element of the structure is therefore important. On the other hand, a general picture was unlikely to reveal the undercurrents of feelings, expectations, opinions, and so on that would help the researcher understand the reasons for what is happening. For this case decided that researcher needed more open questions to allow students the freedom to bring to the surface aspects of their experience that would otherwise remain hidden.

Observation

The observations are based on research objectives and research statements. Based on two forms of involvement, namely participation and observation, the observations are divided into four types:

- Participant perfect. Researchers are fully involved with the communities they are observing.

- Participants as observers. Researchers participate in the activity at the research site.
- Participants / observers as participants. The researcher is an outsider of the group under study, watching and making field notes from a distance.
- The perfect observer. Researchers are not seen or known by the community being studied.

Interview:

1. Interview Preparation

- Set up a meeting with the person to be interviewed.
- Express the intent of the interview.
- Set the time for the interview so as not to undermine the work of the personal we interview.
- Make an interview schedule first.
- Make an interview guide (interview guide) so that the interview can run smoothly.

2. Interviewing

- Introduce yourself in advance that you really are.
- Describe the purpose of the interview and the relationship with the information system project being developed.
- Describe the roles that given by the interviewees interviewed.
- The interviewer must leave the impression of "interrogating".

- During the interview, the interviewer should listen carefully, do not talk much compared to listening.
- Keeping the interview atmosphere relaxed but focused.
- Do not interrupt the interviewee.
- Ask for additional opinions or ideas that have not been disclosed.
- Do not make unwarranted assumption answers.
- Do not use terms that are not understood.
- At the end of the interview, recite the summary of the interview.
- Say thanks when the interview is over.

b) Data Analysis

According to on the Bogdan Statement “Data Analysis the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others”. Miles and Huberman suggested that activity in the analysis of qualitative data is performed continuously until finished. The researcher analyzes the data use the steps based on the Miles and Huberman (Sugiyono, 2015:244-246).

Data Reduction , It is a process of selecting. In the first stage, through editing, segmenting and summarizing. In the second stage, it happens through coding. The researcher was reduction the data by coding the important thing of result collect the data.

Data Display, after the data is reduced, the next is display data. The result of the data reduction reported system which can be understood and reasonable of the data that get in the field by the research. The researcher displayed data in from brief description.

Conclusion, The water finds conclusion answering for formulating problems. The researcher makes a conclusion from all the data that get in order to make clear and understand for the reader.

E. Data Endorsement

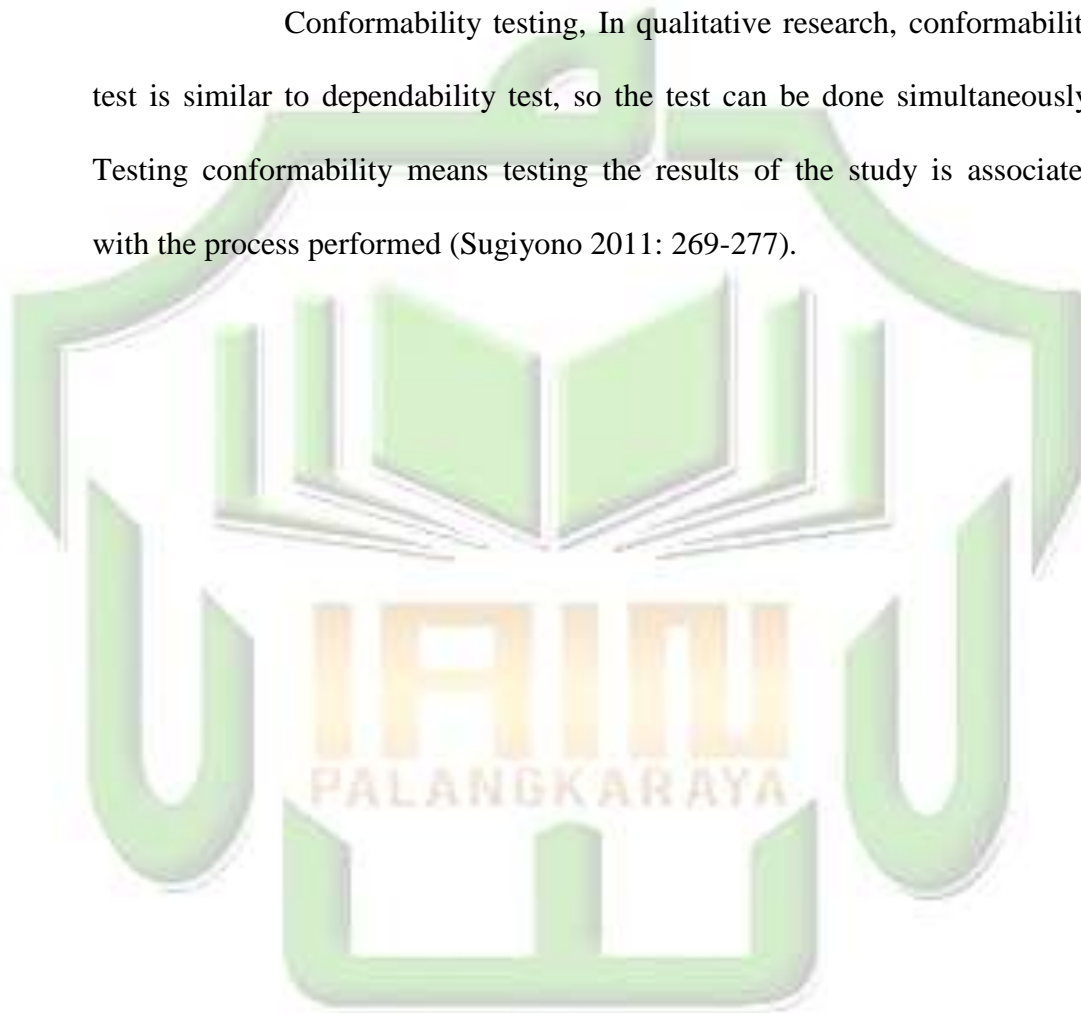
Data endorsement in this research using validity and reliability. The main criterion for research data is valid, reliable and objective. Validity of data is data that occurs on the object of research with the power that can be reported by researchers. Reliability is a reality that is multiple, dynamic or ever changing, so that nothing is consistent and repeatable as before. Validity test of data in this study include test credibility, transferability, dependability and conformability.

Test of Credibility, Test data quality or trust to the data of qualitative research results, among others, done with extension of observation, increased perseverance in research, triangulation, discussion with peers, negative case analysis, and membercheck.

Transferability testing, Transferability is an external validity in qualitative research. This transfer value is related to the question, to which research results can be applied or used in other situations.

Testing dependability, In qualitative research, dependability is called reliability. In this research, dependability test is done by conducting an audit of the entire research process. Often researchers do not perform the audit process of the whole process of research.

Conformability testing, In qualitative research, conformability test is similar to dependability test, so the test can be done simultaneously. Testing conformability means testing the results of the study is associated with the process performed (Sugiyono 2011: 269-277).



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Data Presentation

For the first data, the researcher took from the students' questionnaire. There are 31 questions in the questionnaire. Questions number one, two, three, four, five, six, ten, eleven, twelve, thirteen, seventeen, twenty four, twenty nine, thirty one are explain about students agreement in getting rewards at school. Questions number twenty one, twenty six, twenty seven, are explain about students disagree in getting rewards at school. While, Questions number eight, nine, fourteen, fifteen, sixteen, nineteen, twenty, twenty three are explain about students' agreement in getting punishment at school. Questions number seven, eighteen, twenty two, twenty five, twenty eight, thirty are explain about disagree in getting punishment at school.

Table 4.1 Result of Questionnaire

No	Statement	Scale				Total	MEAN	MEDIAN	MODUS	STANDARD DEVIATION
		SA	A	D	SD					
		4	3	2	1					
1.	I am happy with gift like 5 notebooks, write a school, a set of drawing tools, a watch.	15	7	3	0	87	3.48	3.55	4	0.714
	Percent	60%	28%	12%	0%					

2.	I am happy with activities such as being first in line, leading group painting, drawing, sports.	7	15	1	2	77	3.08	3.18	3	0.812
	Percent	28%	60%	4%	8%					
3.	I am happy with good writings such as good, neat, nice, great.	11	11	2	1	82	3.28	3.36	3	0.792
	Percent	44%	44%	8%	4%					
4.	I am happy to doo like “ may your future be brilliant,” I hope you will get success”	22	2	1	0	96	3.84	3.88	4	0.473
	Percent	88%	8%	4%	0%					
5.	I am happy with cards or certificates such as weekly champion certificates, medals, the most disciplined student labels, weekly report cards, certificate of merit.	15	5	4	1	84	3.36	3.50	4	0.907
	Percent	60%	20%	16%	4%					
6.	I am happy with the board of achievement that is displayed in front of the class like a	12	10	3	0	84	3.36	3.41	4	0.700

	board to write the names of student who achievers weekly, the board for.									
	Percent	48%	40%	12%	0%					
7.	I am happy with the removal of activities such as not to rest, stand.	9	5	8	3	70	2.80	2.85	4	1.080
	Percent	36%	20%	32%	12%					
8.	I am happy with physical contacts such as beaten, slapped, and stamped.	7	7	5	6	65	2.60	2.67	3	1.155
	<i>Percent</i>	28%	28%	20%	24%					
9.	I'm happy writing over and over as write "I will not interrupt class" 100 writing times, I deter" 200 times, write" I will not repeat my mistake again" 75 times.	5	5	13	2	63	2.52	2.44	2	0.918
	Percent	20%	20%	52%	8%					

10	The teacher says good like “you are smart,” you are diligent”, “you are great to students who do the task correctly.	21	4	0	0	96	3.84	3.84	4	0.374
	Percent	84%	16%	0%	0%					
11	Teacher gives a symbols like (smile) and (stars) to students who answer teacher questions correctly.	18	7	0	0	93	3.72	3.72	4	0.458
	<i>Percent</i>	72%	28%	0%	0%					
12	The teacher writes the names of the students who get the value that is on the board of achievement placed in front of the class.	13	11	0	1	86	3.44	3.50	4	0.712
	Percent	52%	44%	0%	4%					
13	The teacher gives objects such as color books, pencils to students who have good behavior.	20	5	0	0	95	3.80	3.80	4	0.408
	Percent	80%	20%	0%	0%					

14	The teacher warns students who make noise in the classroom.	9	11	3	2	77	3.08	3.20	3	0.909
	Percent	36%	44%	12%	8%					
15	The teacher flickers the student' noisy ears when the teacher explains.	12	8	2	3	79	3.16	3.35	4	1.028
	Percent	48%	32%	8%	12%					
16	I am happy if the teacher lowers my scores when I do not do assignment.	0	0	4	21	29	1.16	1.16	1	0.374
	Percent	0%	0%	16%	84%					
17	I am proud if I get a reward.	2	5	7	11	48	1.92	1.78	1	0.997
	Percent	8%	20%	28%	44%					
18	I am proud if I get a punishment.	0	3	7	15	38	1.52	1.45	1	0.714
	Percent	0%	12%	28%	60%					
19	When my friends gets the punishment, I do not want to imitate the actions my friends did.	18	5	1	1	90	3.60	3.70	4	0.764
	Percent	72%	20%	4%	4%					

20	If being naughty can get punishment, the being a good kid is my desire.	21	4	0	0	96	3.84	3.84	4	0.374
	Percent	84%	16%	0%	0%					
21	If coming on time to school can get praise, then I will always come late.	5	2	10	8	54	2.16	1.94	2	1.106
	Percent	20%	8%	40%	32%					
22	If with a racket in learning can get a punishment such as 10 times, then I will always make a scene.	7	2	5	11	55	2.20	1.88	1	1.291
	Percent	28%	8%	20%	44%					
23	If any of my friends get punished like standing in a classroom, then I would be embarrassed if I like my friend.	11	10	3	1	81	3.24	3.33	4	0.831
	Percent	44%	40%	12%	4%					
24	I'm happy if there are any post like good, neat, or great.	17	8	0	0	92	3.68	3.68	4	0.476
	Percent	68%	32%	0%	0%					

25	I'm happy if there are words like stupid !or lazy !	5	3	5	12	51	2.04	1.76	1	1.207
	Percent	20%	12%	20%	48%					
26	I'm happy when I get symbols like a smile or a great star! Which comes from the teachers in my assignment/ notebook. Comes from the teacher given by the teachers when I answer correctly.	1	5	10	9	48	1.92	1.84	2	0.862
	Percent	4%	20%	40%	36%					
27	If the teacher provides 10 books, 5 pen, 5 pencils, and some money for an outstanding student, then I am not interested in being an outstanding student.	7	3	8	7	60	2.40	2.27	2	1.190
	Percent	28%	12%	32%	28%					

28	If the teacher directly reports the naughty students to their parents, then I am interested in being naughty students.	4	6	3	12	52	2.08	1.87	1	1.187
	Percent	16%	24%	12%	48%					
29	I would be happy if my name was posted on the student's announcement board.	14	8	2	1	85	3.40	3.50	4	0.816
	Percent	56%	32%	8%	4%					
30	I would be happy if my name was emblazoned on the bulletin board of the graders.	9	0	5	11	57	2.28	1.88	1	1.370
	Percent	36%	0%	20%	44%					
31	I think the reward can improve the spirit of learning, I will ask teachers to apply gift giving in the classroom to my friends and I to be passionate about learning.	14	8	1	2	84	3.36	3.50	4	0.907
	Percent	56%	32%	4%	8%					

For the second data was doing an interviewed, Based on the result of questionnaires, the result of the study were obtained from one English teacher and four students who were become sample of interview in this research. The researcher has an interview to the English teacher and students of Mts An-nur Palangkaraya. The questions that the researcher asked to the teacher, as follows; Form and categories of rewards system provided by teacher such as oral encouragement, writing or symbols, adding scores, and tools school. The form of punishment is usually the teacher gives students such as decreasing scores, memorizing vocabulary, throw garbage and running around the field 3 times. The behavior showed by students when getting rewards is happy and makes them more enthusiastic in asking. And when they get punishment they are very sad and deterrent to make the mistakes. The impact of giving rewards and punishment is very influential in learning because by giving gift they become motivated to be better in learning. Rewards system and punishment are very good in applied in school because of the presence of rewards and punishment have a positive impact on them and understands if something they do get result for themselves. The rewards system and punishment that is used in the learning process that is in presence of rewards and punishment can educate students and function as motivation to repeat good deeds and not repeat bad deeds and with punishment they will think not to repeat their actions and make them deterrent. Rewards system and punishment are appropriate to increase motivation to learn in English, with this they will try

and influence students. Rewards system and punishment have a very positive impact with rewards and punishment provides considerable influence for students' emotional learning, while in the case of negative rewards and punishment are also very influential because if too often give students rewards then the students will do anything to get prize and in the punishment if the teacher gives too much punishment the students will feel sad and lazy to learn. The questions that the researcher asked to the Students, as follows;

They was given a teacher rewards such as clothes, food, and value or symbol like writing even they was also given punishment such as around the field and memorizing vocabulary because he was naughty and often noisy in class. The system rewards and punishment greatly influences him learning because it makes they happy when getting rewards and punishment greatly in fluencies they not to repeat the same mistakes. According to them there are positive and negative impacts arising from a rewards and punishment, for example positive impact such as not being bored in learning, making more active in asking, while the negative impact of punishment makes they angry and does not want to pay attention to the teacher explain. The rewards system and punishment according to them is very good because when applied in the classroom makes them not bored in learning. Even according to them the rewards and punishment really helped they and he strongly agreed with the existence of rewards system and punishment helping they to be more

motivated and enthusiastic in learning, but if there was nothing system of reward and punishment he felt bored and not too active in the class.

And the last data was doing an observation, the researcher made an observation using observation checklist to know the student activity in learning English according to the Reward system and punishment. The activities that the researcher observe in the class, as follows; researcher observe in the class, as follows; Attention in Learning, Active in Learning, Behavior in Learning, Implementation of reward system, Implementation of Punishment.

B. Research Findings

The result on what The impact of Rewards System and Punishment towards students motivation of MTs An-Nur Palangka Raya was obtained by questionnaire as the main instrument to collect the data. The presented data consisted of responses, central tendency (mean, median, modus), and standard deviation. There were 25 students who were chosen as sampling.

The result on what students' perception toward Rewards system and punishment at MTs An-Nur Palangka Raya was obtained by interview to collect the data. There were 4 students and 1 English teacher who were chosen as representation from sampling. And then the researcher use observation for support the data of the rewards system and punishment and their perception based on students' actively in class.

The first step was to tabulate score into the table of calculation on Mean. The table was shown below:

Table 4.2 The Calculation of Mean

X	F	FX
4	15	60
3	7	21
2	3	6
1	0	0
	N=25	87

$$M = \frac{\sum X}{N} = \frac{87}{25} = 3.48$$

The mean of item is 3.48

Next step is to tabulate the score into the table of calculation Deviation Score and Standard Deviation.

Table 4.3 The Calculation of Deviation Score and Standard Deviation of Students' Perception

X	F	FX	x	x ²	Fx ²
4	15	60	0.52	0.21	3.15
3	7	21	-0.48	0.23	1.61
2	3	6	-1.48	2.19	6.57
1	0	0	-2.48	6.15	0
	25	Σ=87			Σ=11.33

The Data above could be detailed as follows'

Table 4.4 result of analysis survey item_1

item_1					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	0	0	0	0
	2	3	12.0	12.0	12.0
	3	7	28.0	28.0	40.0
	4	15	60.0	60.0	100.0
	Total	25	100.0	100.0	

Item 1, I am happy with gift like 5 notebooks, write a school, a set of drawing tools, a watch. There is 0 student (0%) Strongly disagree, 3 students (12.0%) Disagree, 7 students (28.0%) agree, 15 students (60.0%) Strongly Agree.

Table 4.5 result of analysis survey item_2

item_2					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	8.0	8.0	8.0
	2	1	4.0	4.0	12.0
	3	15	60.0	60.0	72.0
	4	7	28.0	28.0	100.0
	Total	25	100.0	100.0	

Item 2, I am happy with activities such as being first in line, leading group painting, drawing, sports. There are 2 students (8.0%) Strongly disagree, 1 students (4.0%) Disagree, 15 students (60.0%) Agree, 7 students (28.0%) Strongly agree.

Table 4.6 result of analysis survey item_3

		item_3			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	4.0	4.0	4.0
	2	2	8.0	8.0	12.0
	3	11	44.0	44.0	56.0
	4	11	44.0	44.0	100.0
Total		25	100.0	100.0	

Item 3, I am happy with good writings such as good, neat, nice, great. There are 1 student (4.0%) Strongly disagree, 2 students (8.0%) Disagree, 11 Students (44.0%) Agree, 11 Students (44.0%) Strongly agree.

Table 4.7 result of analysis survey item_4

		item_4			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	0	0	0	0
	2	1	4.0	4.0	4.0
	3	2	8.0	8.0	12.0
	4	22	88.0	88.0	100.0
Total		25	100.0	100.0	

Item 4, I am happy to doo like “ may your future be brilliant,” I hope you will get success” I hope you will get success”. There is 0 student (0%) Strongly Disagree, 1 student (4.0%) Disagree, 2 students (8.0%) Agree, 22 Students (88.0%) Strongly Agree.

Table 4.8 result of analysis survey item_5

item_5					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	4.0	4.0	4.0
	2	4	16.0	16.0	20.0
	3	5	20.0	20.0	40.0
	4	15	60.0	60.0	100.0
	Total	25	100.0	100.0	

Item 5, I am happy with cards or certificates such as weekly champion certificates, medals, the most disciplined student labels, weekly report cards, certificate of merit. There is 1 student (4.0%) Strongly disagree, 4 students (16.0%) Disagree, 5 Students (20.0%) Agree, 15 students (60.0%) Strongly agree.

Table 4.9 result of analysis survey item_6

		item_6			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	0	0	0	0
	2	3	12.0	12.0	12.0
	3	10	40.0	40.0	52.0
	4	12	48.0	48.0	100.0
	Total	25	100.0	100.0	

Item 6, I am happy with the board of achievement that is displayed in front of the class like a board to write the names of student who achieves weekly, the board for. There is 0 student (0%) Strongly disagree, 3 students (12.0%) Disagree, 10 students (40.0%) Agree, 12 students (48.0%) Strongly Agree.

Table 4.10 result of analysis survey item_7

		item_7			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	12.0	12.0	12.0
	2	8	32.0	32.0	44.0
	3	5	20.0	20.0	64.0
	4	9	36.0	36.0	100.0
	Total	25	100.0	100.0	

Item 7, I am happy with the removal of activities such as not to rest, stand. There are 3 students (12.0%) Strongly disagree, 8 students (32.0%) Disagree, 5 students (20.0%) Agree, 9 students (36.0%) Strongly Agree.

Table 4.11 result of analysis survey item_8

item_8					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	6	24.0	24.0	24.0
	2	5	20.0	20.0	44.0
	3	7	28.0	28.0	72.0
	4	7	28.0	28.0	100.0
	Total	25	100.0	100.0	

Item 8, I am happy with physical contacts such as beaten, slapped, and stamped. There are 6 students (24.0%) Strongly disagree, 5 students (20.0%) Disagree, 7 students (28.0%) Agree, 7 students (28.0%) Strongly agree.

Table 4.12 result of analysis survey item_9

item_9					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	8.0	8.0	8.0
	2	13	52.0	52.0	60.0
	3	5	20.0	20.0	80.0
	4	5	20.0	20.0	100.0
	Total	25	100.0	100.0	

Item 9, I'm happy writing over and over as write "I will not interrupt class" 100 writing times, I deter" 200 times, write" I will not repeat my mistake again" 75 times. There are 2 students (8.0%) Strongly disagree, 13

students (52.0%) Disagree, 5 students (20.0%) Agree, 5 (20.0%) Strongly Agree.

Table 4.13 result of analysis survey item_10

item_10					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	0	0	0	0
	2	0	0	0	0
	3	4	16.0	16.0	16.0
	4	21	84.0	84.0	100.0
	Total	25	100.0	100.0	

Item 10, The teacher says good like “you are smart,” you are diligent”, “you are great to students who do the task correctly. There is 0 student (0%) Strongly Disagree, 0 student (0%) Disagree, 4 students (16.0%) Agree, 21 students (84.0%) Strongly Agree.

Table 4.14 result of analysis survey item_11

item_11					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	0	0	0	0
	2	0	0	0	0
	3	7	28.0	28.0	28.0
	4	18	72.0	72.0	100.0
	Total	25	100.0	100.0	

Item 11, Teacher gives a symbols like (smile) and (stars) to students who answer teacher questions correctly. There is 0 student (0%) Strongly

Disagree, 0 student (0%) Disagree, 7 students (28%) Agree, 18 students (72%) Strongly Agree.

Table 4.15 result of analysis survey item_12

item_12		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	4.0	4.0	4.0
	2	0	0	0	0
	3	11	44.0	44.0	48.0
	4	13	52.0	52.0	100.0
Total		25	100.0	100.0	

Item 12, The teacher writes the names of the students who get the value that is on the board of achievement placed in front of the class. There are 1 student (4.0%) Strongly Disagree, 0 student (0%) Disagree, 11 students (44.0%) Agree, 13 students (52%) Strongly Agree.

Table 4.16 result of analysis survey item_13

item_13		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	0	0	0	0
	2	0	0	0	0
	3	5	20.0	20.0	20.0
	4	20	80.0	80.0	100.0
Total		25	100.0	100.0	

Item 13, The teacher gives objects such as color books, pencils to students who have good behavior, There is 0 student (0%) Strongly Agree, 0

student (0%) Disagree, 5 students (20%) Agree, 20 students (80%) Strongly Agree.

Table 4.17 result of analysis survey item_14

		item_14			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	8.0	8.0	8.0
	2	3	12.0	12.0	20.0
	3	11	44.0	44.0	64.0
	4	9	36.0	36.0	100.0
Total		25	100.0	100.0	

Item 14, The teacher warn students who make noise in the classroom. There are 2 students (8%) Strongly Agree, 3 students (12%) Disagree, 11 students (44%) Agree, 9 students (36.0%) Strongly Agree.

Table 4.18 result of analysis survey item_15

		item_15			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	12.0	12.0	12.0
	2	2	8.0	8.0	20.0
	3	8	32.0	32.0	52.0
	4	12	48.0	48.0	100.0
Total		25	100.0	100.0	

Item 15, The teacher flickers the student' noisy ears when the teacher explains. There are 3 students (12%) Strongly Disagree, 2 students (8%) Disagree, 8 students (32%) Agree, 12 students (48%) Strongly Agree.

Table 4.19 result of analysis survey item_16

		item_16			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	21	84.0	84.0	84.0
	2	4	16.0	16.0	100.0
	3	0	0	0	0
	4	0	0	0	0
Total		25	100.0	100.0	

Item 16, I am happy if the teacher lowers my scores when I do not do assignment. There are 21 students (84%) Strongly Disagree, 4 students (16%) Disagree, 0 student (0%) Agree, 0 student (0%) Strongly Agree.

Table 4.20 result of analysis survey item_17

		item_17			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	11	44.0	44.0	44.0
	2	7	28.0	28.0	72.0
	3	5	20.0	20.0	92.0
	4	2	8.0	8.0	100.0
Total		25	100.0	100.0	

Item 17, I am proud if I get a reward. There are 11 students (44%) Strongly Disagree, 7 students (28%) Disagree, 5 students (20%) Agree, 2 students (8%) Strongly Agree.

Table 4.21 result of analysis survey item_18

		item_18			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	15	60.0	60.0	60.0
	2	7	28.0	28.0	88.0
	3	3	12.0	12.0	100.0
	4	0	0	0	0
Total		25	100.0	100.0	

Item 18, I am proud if I get a punishment. There are 15 students (60%) Strongly Disagree, 7 Students (28%) Disagree, 3 students (12%) Agree, 0 student (0%) Strongly Agree.

Table 4.22 result of analysis survey item_19

		item_19			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	4.0	4.0	4.0
	2	1	4.0	4.0	8.0
	3	5	20.0	20.0	28.0
	4	18	72.0	72.0	100.0
Total		25	100.0	100.0	

Item 19, When my friend gets the punishment, I do not want to imitate the actions my friends did. There are 1 student (4%) Strongly Disagree, 1 student (4%) Disagree, 5 students (20%) Agree, 18 students (72%) Strongly Agree.

Table 4.23 result of analysis survey item_20

		item_20			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	0	0	0	0
	2	0	0	0	0
	3	4	16.0	16.0	16.0
	4	21	84.0	84.0	100.0
Total		25	100.0	100.0	

Item 20, If being naughty can get punishment, the being a good kid is my desire. There is 0 student (0%) Strongly Disagree, 0 student (0%) Disagree, 4 students (16%) Agree, 21 students (84%) Strongly Agree.

Table 4.24 result of analysis survey item_21

		item_21			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	8	32.0	32.0	32.0
	2	10	40.0	40.0	72.0
	3	2	8.0	8.0	80.0
	4	5	20.0	20.0	100.0
Total		25	100.0	100.0	

Item 21, If coming on time to school can get praise, then I will always come late. There are 8 students (32%) Strongly Disagree, 10 students (40%) Disagree, 2 students (8%) Agree, 5 students (20%) strongly Agree.

Table 4.25 result of analysis survey item_22

		item_22			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	11	44.0	44.0	44.0
	2	5	20.0	20.0	64.0
	3	2	8.0	8.0	72.0
	4	7	28.0	28.0	100.0
Total		25	100.0	100.0	

Item 22, If with a racket in learning can get a punishment such as 10 times, then I will always make a scene. There are 11 students (44%) Strongly Disagree, 5 students (20%) Disagree, 2 students (8%) Agree, 7 students (28%) Strongly Agree.

Table 4.26 result of analysis survey item_23

		item_23			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	4.0	4.0	4.0
	2	3	12.0	12.0	16.0
	3	10	40.0	40.0	56.0
	4	11	44.0	44.0	100.0
Total		25	100.0	100.0	

Item 23, If any of my friends get punished like standing in a classroom, then I would be embarrassed if I like my friend. There are 1 student (4%) Strongly Disagree, 3 students (12%) Disagree, 10 students (40%) Agree, 11 students (44%) Strongly Agree.

Table 4.27 result of analysis survey item_24

		item_24			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	0	0	0	0
	2	0	0	0	0
	3	8	32.0	32.0	32.0
	4	17	68.0	68.0	100.0
	Total	25	100.0	100.0	

Item 24, I'm happy if there are any post like good, neat, or great.

There is 0 student (0%) Strongly disagree, 0 student (0%) Disagree, 8 students (32%) agree, 17 Students (68%) Strongly Agree.

Table 4.28 result of analysis survey item_25

		item_25			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	12	48.0	48.0	48.0
	2	5	20.0	20.0	68.0
	3	3	12.0	12.0	80.0
	4	5	20.0	20.0	100.0
Total		25	100.0	100.0	

Item 25, I'm happy if there are words like stupid! Or lazy!. There are 12 students (48%) Strongly disagree, 5 students (20%) Disagree, 3 students (12%) Agree, 5 students (20%) Strongly Agree.

Table 4.29 result of analysis survey item_26

item_26					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	9	36.0	36.0	36.0
	2	10	40.0	40.0	76.0
	3	5	20.0	20.0	96.0
	4	1	4.0	4.0	100.0
Total		25	100.0	100.0	

Item 26, I'm happy when I get symbols like a smile or a great star! Which comes from the teachers in my assignment/ notebook. Comes from the teacher given by the teachers when I answer correctly. There are 9 students (36%) Strongly disagree, 10 students (40%) Disagree, 5 students (20%) Agree, 1 student (4%) Strongly Agree.

Table 4.30 result of analysis survey item_27

item_27					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	7	28.0	28.0	28.0
	2	8	32.0	32.0	60.0
	3	3	12.0	12.0	72.0
	4	7	28.0	28.0	100.0
Total		25	100.0	100.0	

Item 27, If the teacher provides 10 books, 5 pen, 5 pencils, and some money for an outstanding student, then I am not interested in being an

outstanding student. There are 7 students (28%) Strongly disagree, 8 students (32%) Disagree, 3 students (12%) Agree, 7 students (28%) Strongly Agree.

Table 4.31 result of analysis survey item_28

		item_28			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	12	48.0	48.0	48.0
	2	3	12.0	12.0	60.0
	3	6	24.0	24.0	84.0
	4	4	16.0	16.0	100.0
Total		25	100.0	100.0	

Item 28, if the teacher provides 10 books, 5 pens, 5 pencils, and some money for an outstanding student, then I am not interested in being an outstanding student. There are 12 students (48%) Strongly disagree, 3 students (12%) Disagree, 6 students (24%) Agree, 4 students 16%) Strongly Agree.

Table 4.32 result of analysis survey item_29

		item_29			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	4.0	4.0	4.0
	2	2	8.0	8.0	12.0
	3	8	32.0	32.0	44.0
	4	14	56.0	56.0	100.0
Total		25	100.0	100.0	

Item 29, If the teacher directly reports the naughty students to their parents, then I am interested in being naughty students. There are 1 student (4%) Strongly disagree, 2 students (8%) Disagree, 8 students (32%) Agree, 14 students (56%) Strongly agree.

Table 4.33 result of analysis survey item_30

		item_30			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	11	44.0	44.0	44.0
	2	5	20.0	20.0	64.0
	3	0	0	0	0
	4	9	36.0	36.0	100.0
Total		25	100.0	100.0	

Item 30, I would be happy if my name was emblazoned on the bulletin board of the graders. There are 11 students (44%) Strongly disagree, 5 students (20%) Disagree, 0 student (0%) Agree, 9 students (36%) Strongly agree.

Table 4.34 result of analysis survey item_31

		item_31			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	8.0	8.0	8.0
	2	1	4.0	4.0	12.0
	3	8	32.0	32.0	44.0
	4	14	56.0	56.0	100.0
Total		25	100.0	100.0	

Item 31, I think the reward can improve the spirit of learning, I will ask teachers to apply gift giving in the classroom to my friends and I to be passionate about learning. There are 2 students (8%) Strongly disagree, 1 student (4%) disagree, 8 students (32%) Agree, 14 students (56%) Strongly agree.

In conclusion, based on finding as indicted in the table, it could be conclude The first, the most student Strongly Agree with statement item 4, that asked about praise, the second, most of students Agree with statement item 2, that asked about Achievement motivation. The third, the most students Disagree with statement item 9, that asked about punishment. And the last, the most students strongly disagree with statement item 16 that asked about Decrease in score or rating drop.

Result of Interview

The interview was done to gain more information about the English teacher and students' perception toward the impact of reward system and punishment at Mts An-Nur Palangkaraya, and it was to support the questionnaire.

Interview with english teacher

Selvia Herima is a English teacher at Mts An-nur palangkaraya, According to her she has perception about rewards system and punishment in school. *She said “ Rewards system and punishment are two methods that influence student learning as stimulate in learning and make students more*

motivated". The teacher always gift a student reward and punishment such as oral encouragement, writing or symbols, adding scores, and tools school. The form of punishment is usually the teacher gives students such as decreasing scores, memorizing vocabulary, throw garbage and running around the field 3 times. The behavior shows by students when getting rewards is happy and makes them more enthusiastic in asking. And when the students get punishment they are very sad and deterrent to make the mistakes. The impact of giving rewards and punishment is very influential in learning because by giving gift they become motivated to be better in learning. Rewards system and punishment are very good to be applied in school because of the presence of rewards and punishment have a positive impact on them and understands if something they do get result for themselves. The rewards system and punishment that is used in the learning process that is in presence of rewards and punishment can educate students and function as motivation to repeat good deeds and not repeat bad deeds and with punishment they will think not to repeat their actions and make them deterrent. Rewards system and punishment are appropriate to increase motivation to learn in English, with this they will try and influence students. Rewards system and punishment have a very positive impact with rewards and punishment provide considerable influence for students emotional learning, while in the case of negative rewards and punishment are also very influential because if too often give students rewards then the students will do anything to get prize and in the

punishment if the teacher gives too much punishment the students will feel sad and lazy to learn.

In conclusion in the interview rewards system and punishment an important play role in learning because these 2 methods greatly influence student learning, rewards system and punishment also have positive impact on students and as a stimulate to make students more motivated and enthusiastic in learning activities in the classroom.

Interview with Student

Samsi is a student at Mts Ann-nur Palangka Raya, He is class 7b, He is from banjar, He was born on 12-2-2005, He likes English subject at school he was given an English teacher rewards material such as books, pens, praise, value, and food. And he was also given a punishment because he was not doing tasks such as going around the field and throwing away garbage. The system rewards and punishment greatly influences him in learning because appreciation makes him enthusiastic in learning and asking question, and while punishment makes him deterred from making mistakes. According to him there are positive and negative impact caused by system reward and punishment for example of positive impacts such as making learning more effective, not bored when in class, and example of negative impact such as lazy to learn, but also makes us better and no longer makes mistakes. In the class system rewards and punishment it is very good to be applied in interacting with the teacher, *He said” the system rewards and punishment*

greatly help in learning and makes motivated to be better in learning”, especially in English subject and this system is very good to be implemented in class.

Firaal nayla is student at Mts Ann-nur Palangka Raya, She is class 7b, She is from Palangka Raya in Jekan Raya street, she was born on 5-12-2005, She likes English subject, She was given an English teacher rewards material such as books, pens, praise, value, and had been given money because she could answer questions from the teacher and she also get punishment such as around the field, throwing garbage, and cleaning toilets. *She said” The system rewards and punishment greatly affects her because it can make her study hard and be more motivating in learning, as for the positive impact she gets from the system rewards such as not embarrassing parents and better motivating yourself to be better”.* While the negative impact of punishment sometimes irritates and be cured of habit. The system rewards and punishment is a very good according to her can improve her learning system from the lazy to be diligent and make his learning more active in the classroom and he strongly agrees with the rewards and punishment because it help her to practice activeness in classroom and practice thinking. She like learning English is how to speak in English.

Risky is a student at Mts Ann-nur Palangka Raya, he is class 7b , he is from Palangka Raya in Jekan Raya street, he was born on 19-10-2006, he was given a teacher rewards such as clothes, food, and value or symbol like

writing (alphabets: a,b,c,etc) even he was also given punishment such as around the field and memorizing vocabulary because he was naughty and often noisy in class. The system rewards and punishment greatly influences him learning because it makes him happy when getting rewards and punishment greatly influences him not to repeat the same mistakes as his friends. According to him there are positive and negative impacts arising from a rewards and punishment, for example positive impact such as not being bored in learning, making more active in asking, while the negative impact of punishment makes him angry and does not want to pay attention to the teacher explain. The rewards system and punishment according to him is very good because when applied in the classroom makes him and his friends not bored in learning. *He said “the rewards and punishment really helped and strongly agreed with the existence of rewards system and punishment helping him to be more motivated and enthusiastic in learning, but if there was nothing system of reward and punishment he felt bored and not too active in the class”.*

Khumairah is a student at Mts Ann-nur Palangka Raya , she is class 7b, she is from Palangka Raya, in Mendawai street , she was born on 3-5-2006, She doesn't really like English subject, She is often given material gift a teacher such as pens, books, pencils, value, because he she participated in competitions, even she was also given a sentence by teacher such as cleaning toilets, throwing garbage and decreasing value. According to her the rewards

system and punishment greatly influenced his learning because it made her better at learning. As for the positive and negative effect that she got from the rewards system and punishment such as example of positive impacts make learning more diligent, and diligent to ask questions, while negative impacts such as making her an cured of habit from making mistakes. The rewards system and punishment is very good to applied because so that he is not bored and more effective in learning in class but if there is nothing rewards system and punishment make the learning it less active and less effective. she said *“The rewards and punishment is very helpful for her to be more motivated to ask more questions when there are questions from the teacher”*.

In conclusion from the interview students reward system and punishment can help encourage students to be more motivated in learning. So reward system and punishment has a very positive impact on improving their learning achievement.

Result of Observation

The researcher made an observation using observation checklist to know the student activity in learning to the Reward system and punishment. The activities that the researcher observe in the class, as follows; Attention in Learning, Active in Learning, Behavior in Learning, Implementation of reward system, Implementation of Punishment. The purpose of the researcher to observation to get a picture of activities in class is difficult to know. The observations we do will be able to provide clarity about a problem and then

find a solution to the problem. The researcher obtained observation during the learning process, The first *Attention in learning* is one of the important things in learning, without attention and focus the process of transferring information or material will not optimally, researcher see the students attention during in the learning process is very focused when the teacher is explaining the material even though there are some students who speak during the learning process. The second *active in learning* to improve interaction and communication between teacher and students, researcher see students active when the teacher asks questions. The third *behavior in learning* researcher see changes experienced the students in terms of their ability to behave in new ways as a result of interaction and response. The four *Implementation of reward* in this school especially in the classroom implementation of reward is very important process in the learning because it can encourage and help improve achievement and student's enthusiasm in learning. And the last *Implementation of punishment* is very applicable when students make mistakes, for example when they don't know how to do it, then will get punishments such as memorizing vocabulary or rating drop, so punishment will help students not repeat mistakes and make students to be better.

C. Discussion

From the result of the research on the questionnaire, interview, and observation.

The research question were “What the impact of reward system and punishment on the learning motivation of students?” “To what extent do reward system and punishment influence the learning English?” To answer these question, the data were obtained by the students at Mts An-nur palangkaraya, the data were obtained by using questionnaire, interview and observation.

To answer the first and second research question, the researcher asked the students using closes- ended question in **questionnaire** about the “what the impact of reward system and punishment on the learning motivation of students, The first, Most respondents stated that it was rewards system (praise) it was with the item 4 In this result there are (88%) students most stated that they Strongly Agree like Rewards system (Praise) because praise is a form of positive reinforcement and at the same time is a motivation to learn and makes a cozy atmosphere in the classroom to stimulate learning and improve learning achievement. According to Faldian 2011 reward is a form of appreciation for an achievement certain given, both by and from individuals or group usually given in material or oral speech form. Purwanto 2011:182 said reward is a tool to educate student so that student fell happy because the action or task got appreciation. Sardiman 2007:92 rewards can

also be said as the motivation given by the teacher to his students. For the item 2 in the result (60%) students most stated that they Agree like Achievement motivation because in the process of teaching and learning motivation is one the factors that have a huge influence on learning outcomes. the importance of student learning motivation is formed, among others, so that learning changes occur un a more positive direction. for example being a leader in groups, sports, and attending school activities. According to Ormrod 2008: 145, Motivation is the summation of internal and external factor that affect students, behavior, efforts, and curiosities toward the lessons, motivation is something that is important in human life. According to George Shinn in Kusumah 2011:28, find that “ motivation is the key to successful life” Motivation is important role in the learning process that exists in education. Motivation need to be owned by teachers and students where teachers play motivation as a motivator in their teaching activities and students play a motivation as a stimulated in their learning activities. For the item 9 in the result (52%) Students most stated that they Disagree like about punishment, Because According to them such punishment “ wrote 100 time the example” I will not repeat the mistake again” it can make them dislike and bored when the teacher giving them punishment. According to Shoimin 2014: 157-158, “Punishment is usually done when a particular target is not achieved, or there is a child’s behavior that is not in accordance with the norms believed by the school” According to Ahmdi 2013:221, that“

Punishment is a procedure done to correct undesirable behavior in a short time and be done wisely. For the item 16 in the result (84%) Students most stated that they strongly disagree like Decrease in score or rating drop. Because according to them punishment like decrease in score or rating drop can make they be cured of a habit for to do something and afraid to repeat mistakes. According to Djiwandono 2008:144 The purpose of punishment prevent the emergence of bad behavior and remaind students not to do what is not permissible. According Tanlain 2006:57 Punishment is an act of education for students because to do mistakes and is done so that children no longer.

And the from **Interview** to answer the first and second research question, the researcher asked the 1 Teacher and 4 students using open-ended with interview. The researcher giving 7 questions for a teacher, and 6 questions for a student. From the interview with the teacher it can be concluded that the reward system and punishment are very good to be applied in school especially in the learning classroom. Because reward system and punishment influences to motivate them to improve learning achievement in English. And this has a positive impact on them with the existence of reward and punishment giving a considerable influence to the emotional of students to do positive and progressive things. And can also teach good things in behavior, courtesy, enthusiasm and motivation. Interview with the four a student's it can be concluded that reward system and punishment makes them very happy and influences their learning, for example when the teacher gives

a question that the child feels happy with the praise, and can help encourage students to be more motivated in learning. So reward system and punishment has a very positive impact on improving their learning achievement. And the last **Observation** to answer the first and second research question the researcher do research by looking at activities learning, such as Attention in learning : they are very concerned about the teacher when the teacher explains the material. According Suryabrata 2004:14 Attention is a lot of the least awareness that accompanies something activity. According Slameto 200:105 attention is an activity that is someone in conjunction with the stimulus come from his environment. Active in learning: and they are very active in process in learning. According Zaini, H 2008 Active in learning is learning that invites students to learn and be active. with this they actively use the brain, both to find the main ideas of the subject matter, solve the problem. With this active learning, students are invited to participate in all learning process, not only mentally but also physically involved. In this way students will usually feel a more pleasant atmosphere so that learning outcomes can be maximized. According Rusman 2011 :156 active learning is a form of learning that involves more students activities in accessing various information and knowledge to be discussed and taught in the learning process in the classroom, so that they get various experiences that can improve their understanding and competence. Behavior in learning: The researcher see changes experienced the students in terms of their ability to behave in new

ways as a result of interaction and response. According to Walgito 2005:168 is an activity that is experiencing changes in individuals. The change is obtained in cognitive, effective and psychomotor aspect. Implementation of reward : In this school especially in the classroom implementation of reward is very important process in the learning because it can encourage and help improve achievement and student's enthusiasm in learning. According Purwanto 2011:182 said reward is a tool to educate student so that student fell happy because the action or task got appreciation. According Sardiman 2007:92 rewards can also be said as the motivation given by the teacher to his students. Implementation of punishment: punishment is very applicable when students make mistakes, for example when they don't know how to do it, then will get punishments such as memorizing vocabulary or rating drop, so punishment will help students not repeat mistakes and make students to be better. According to Djiwandono 2008:144 The purpose of punishment prevent the emergence of bad behavior and remaind students not to do what is not permissible. According Tanlain 2006:57 Punishment is an act of education for students because to do mistakes and is done so that children no longer .

To summarize, it could be concluded the from questionnaire, interview and Observation it could be concluded the from questionnaire most respondent Strongly Agree students like reward system (Praise) and punishment most respondent Strongly Disagree (Decrease in score or rating drop). And interview the teacher and students reward system and punishment

are very good to be applied in school especially in the learning classroom. Observation can provide a more realistic describe of an event or behavior, which result in students process learning in the classroom.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contained the conclusion of the findings and suggestions. The conclusion was too summarizing the finding, and suggestion was aimed to the students. Specifically for the English Teacher at Mts An-nur Palangka Raya and those who are interest further in researching about The Impact Of Rewards System and Punishment Toward L2 Student's Motivation In English Speaking Classroom.

A. Conclusion

Based on the result of the study and discussion of Obtained result Reward system and punishment are very influential in the learning process can encourage and improve students achievement and there is a positive impact of the reward system and punishment method for students learning motivation in English.

To what extent reward system and punishment influence the learning of English can be seen from the questionnaire there is influence of reward system like (Praise, gift giving, giving figure, material) and punishment like (decrease in score or rating drop) it can increase student motivation and achievement in learning.

B. Suggestion

In order to improve the teaching learning process, it is hoped that there will be good interaction between teachers and students. Then the writer wants to give suggestions to further improve student learning motivation as follows:

1. For the Teacher

The need for teachers to develop students interests in order to achieve maximum learning outcomes, although through various forms and ways such as giving rewards and punishments that will make students' more active and motivation in the classroom within students themselves. And there need to be active interaction between the teacher and students, so that the forms of rewards and punishment given by teacher can really increase students' interest and motivation, and can be expected from high student motivation to achieve better.

2. For the Students

With the provision of rewards and punishment can encourage more active and enthusiastic students to ask questions when the teacher asks questions, and make can students compete well in the classroom to motivate themselves in learning through gifts, while punishment also helps students to be deterrent process takes place in the classroom.

3. For the researchers

This design of this was used case study research; it recommended for the other researchers to do the research used the other design.

REFERENCE

- Abd El Fattah Torky, S. (2006). *The Effectiveness of a Task-Based Instruction Program In Development the English Language Speaking Skill Of Secondary Stage Students*. Ph.D. Dissertation. Curricula and Methods of Teaching Departement, Women's College, Ain Shams University.
- A.M. Sardiman. 2011. *Interaksi dan Motivasi Belajar Mengajar*. PT Rajagrafindo: Jakarta.
- Ahmad Risal Yunus. 2015. *Pengaruh Metode Reward Dan Punishment Terhadap Peningkatan Motivasi Peserta Didik Di Mts As'adiyah Putra Li Sengkang*. UIN Alauddin: Makassar.
- Ahmadi, Abu dan Widodo Supriyono. 2013. *Psikologi Belajar*. Jakarta: Rineka Cipta.
- Amaliya Fitra . 2016. *The Use of Positive Rewards and Punishments in Managing Classroom by An English Teacher at MTs Jabal Noer Geluran Taman Sidoarjo*. UIN Sunan Ampel: Surabaya.
- Arsad. 2012. *Pengaruh Metode Pengajaran "Reward dan Punishment" (Targhib Wa Tarhib) dan Penegakkan Kedisiplinan Terhadap Motivasi Belajar Siswa di MTs. Riyadlul „Ulum Bendungan Cirebon*. Tesis. Institut Agama Islam Negeri (IAIN) Syekh Nurjati Cirebon.
- Arikunto, Suharsimi. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik*. Yogyakarta: Rineka Cipta
- Bafle, C. (2003). *Classroom Reward Reap Dividends for Teachers and Students*.
- Basrowi dan Siskandar. 2012. *Evaluasi Belajar Berbasis Kinerja*. Bandung: Karya Putra Darwati.
- Brewer, E. W & Burgees, D. N. (2005). "Professor's role in Motivation student to attend class". *Journal of Industrial Teacher Education*, 42(3), 24.
- Burns, A, & Joyce, H. (1997). *Focus on speaking*. Sydney: National Center for English Language Teaching and Research.
- Burns, A. 1998. *Teaching Speaking*. *Annual Review of Applied Linguistics*,

- Brown, H. D. (2007). *Principle of language learning and Teaching*. White Plains, NY; Pearson Longman.
- Brown, H.D. (1994). *Teaching by Principle An Interactive Approach to Language Pedagogy*. Prentice Hall Regents.
- Brown, Douglas, H. 2001. *Language Assessment Principle and Classroom Practices*. London: Longman
- Borba, Michele. 2010. *The Big Book of Parenting Solutions 101 Jawaban Sekaligus Solusi bagi Kebingungan dan Kekhawatiran Orang Tua dalam Menghadapi Permasalahan Anak Sehari-hari*. Tersedia di www.books.google.com [Diakses pada tanggal 28 November 2017].
- Caroline T. 2003. *Practical English Language Teaching Young Learners*. New York: Mc. Graw. Hill.
- Cotton, Kathleen. (1995) 'Instructional Reinforcement' (Part of "School Improvement Research Series"), Portland, Oregon: Northwest Regional Education Laboratory.
- Cowell, R. N. & Butler, J. A. (1987). *Improving Writing Skill*. River Mill Elementary School.
- Dornyei, Z. (2001) *Motivation strategies in the language classroom*. Cambridge University press.
- Duffin, Elaine., dkk. *Differential Effects of Reward and Punishment in Decision Making Under Uncertainty: A Computational Study*. *Frontiers in Neuroscience*. Vol.8, Published February 21, 2014. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3930867>. Diunduh 19 November 2017.
- Efrizal, D. (2012) & Pourhosein Gilakjani (2016). *Improving Students' Speaking through Communicative Language Teaching Method*. *International Journal Of Humanities and Social Science*, 2 (20), 127-134
- Erita Budi Pratiwi. 2012. *Improving The Speaking Skill Of The Tenth Grade Students At Sma Berbudi Yogyakarta By Using Videos In The Academic Year Of 2011/2012*. Universitas Negeri Yogyakarta: Yogyakarta.

- Feri Nasrudin. 2015. *Pengaruh pemberian reward dan punishment terhadap motivasi belajar siswa kelas vi sd negeri di sekolah binaan 02 kecamatan bumiayu kabupaten brebes*. UNES: Semarang.
- Gunarsa, Dinggih D. 2008. *Psikologi Anak: Psikologi Perkembangan Anak dan Remaja*. Jakarta: PT BPK Gunung Mulia
- Gunawan, Iman. 2013 *.Metode Penelitian Kualitatif: Teori dan Praktik*, Jakarta: PT. Bumi Aksara
- Hamalik, Oemar. 2011. *Kurikulum dan Pembelajaran*. Jakarta: Bumi Aksara.
- Horner,R.(2009). *The impact of Rewards on intrinsic motivation*
- Jaclyn Bernard. 2010. *Motivation In Foreign Language Learning: The Relationship Between Classroom Activities, Motivation, And Outcomes In A University Language-Learning Environment*. Carnegie Mellon University.
- Jones, P. 1996. *Planning an Oral Language Classroom*. In P. Jones (ed.). *Tlking to Learn*. Melbourne: PETA.
- Kholifatul. 2012. *Pengaruh Pemberian Reward Dan Punishment Terhadap Minat Belajar Siswa*. STAIN: Salatiga.
- Kusumah, Indra. 2011. *Keajaiban Motivaksi: Rahasia Sukses Sang Juara*. Bandung: Salamadani.
- Kayi, Hayriye. 2006.*Teaching speaking: Activities to Promote Speaking in a Second Language*.
- Khan (2015).
- Krembeltz, J; Krembeltz, H. 2012. *Changing the behaviour of children and adolescents,funding and training human resource, Ministry of education*.
- Latta, B. M. (2012). *Teaching English as a Second Language: Factors Affecting Learning Speaking Skill*. International Journal of Engineering Research & Technology (IJERT),1(7),1-6.
- Littlewood, W. (2007). *Communicative Language Teaching*. Cambridge: Cambridge University Press.

- Mahripah, S. (2014). *Exploring Factor Affecting EFL Learners' Speaking Problems in Speaking Class*. University of Muhammadiyah Malang.
- Muhammad Ibrar, Owais Khan. 2015. *The impact of reward on employee performance (a case study of malakand private school*. SciPress Ltd., Switzerland.
- Muhibbin Syah. 2008. *Psikologi Pendidikan Dengan Pendekatan Baru*. Bandung: Remaja Rosdakarya
- Nunan, D. (1991). *Language Teaching Method*. A Textbook for Teachers. Prentice Hall International.
- Oradee, Th. (2012). *Developing speaking skills using three communicative activities (dissussion,problem solving, and role play)*. *International Journal of Social Science and Humanity*, 2(6),532-533.
- Ormrod, Jeanne Ellis. 2009. *Psikologi Pendidikan: Membantu Siswa Tumbuh dan Berkembang*. Jakarta: Penerbit Erlangga.
- Purwanto. (2006). *Psikologi pendidikan*: Bandung : PT Remmaja Rosda Karya
- Reeves,C.A. and Taylor-cox,J.(2003) "*Using Rewards In Mathematics Education*": Tow points of View,Vol.9
- Rahmadiyahanti, Gina. 2013. *Pengaruh Reward dan Punishment Terhadap Motivasi Belajar Siswa pada Kompetensi Dasar Mencatat Transaksi Dokumen ke Dalam Jurnal Umum (Quasi Eksperimen pada Mata Pelajaran Akuntansi Kelas XI IPS SMA Angkasa Lanud Husein Sastranegara Bandung Tahun Ajaran 2013/2014)*. Skripsi. Universitas Pendidikan Indonesia.
- Richards, J. 2008. *Teaching Listening and Speaking from Theory to Practice*. Cambridge: Cambridge University Press.
- Rusman, 2011. *Model- model pembelajaran mengembangkan Profesionalisme Guru*. Jakarta: PT. Rajagrafindo Persada
- Shoimin, Aris. 2014. *68 Model Pembelejaran Inovatif dalam Kurikulum 2013*. Yogyakarta: Ar-Ruzz Media.
- Slameto, 2010. *Belajar dan factor-faktor yang mempengaruhinya*. Jakarta : PT Rineka Cipta.

- Sugiyono. 2014. *Metode Penelitian Kuantitatif, Kualitatif, dan Kombinasi (Mixed Method)*. Bandung: Alfabeta.
- Sugiyono. 2012 dan 2009. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. cetakkan ke-17. Bandung: Alfabeta
- Sukmadinata, Nana S. (2010). *Metode Penelitian Pendidikan*. Bandung: PT. Remaja Rosdakarta
- Sudjana Nana. 2011. *Dasar-Dasar Proses Belajar Mengajar*. Bandung: Sinar Baru Algensindo
- Sumadi suryabrata. 2004. *aktif dalam belajar*. Jakarta: Pelangi book
- Thornbury, Scott. (2)005. *How to Teach Speaking*. London: Longman.
- Tino, Reza Rachman. 2013. *Pengaruh Reward dan Punishment Terhadap Motivasi Belajar Siswa di Madrasah Aliyah Negeri Pangkalan Bun Kotawaringin Barat Kalimantan Tengah*. Skripsi. Universitas Isl]
- Tuan, & Mai (2015). *Factor Affecting Students' Speaking Performance at LE Thanh Hien High Scholl Asia Journal Of Educational Research*, 3(2), 8-23.
- Vroom,V. (1964). *Work and Motivation*. New York : Wiley
- Wang, Z. (2014). *Developing accuracy and fluency in spoke English of Chinese EFL learners. English Language Teaching*, 7(2), 110-118
- Wilsom,S. 1983. *Living English structure*. London:Longman.
- Zaini, H, 2008. *Strategi pembelajaran aktif*. Yogyakarta: Insan Mandiri