

**THE IMPLEMENTATION OF REWARDS AND PUNISHMENTS IN
TEACHING ENGLISH AT NINTH GRADE STUDENTS OF MTS N 2
BOYOLALI FILIAL PULUTAN IN ACADEMIC YEAR 2017/ 2018**

THESIS

Submitted as A Partial Requirements for the Undergraduate degree
in English Education Department



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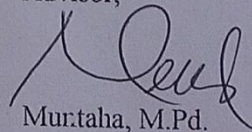
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DEDICATION

This graduating paper is whole heartedly dedicated to:

My parents are Suranto and Sumarmi.

All of my best friends

My Almamater IAIN Surakarta

MOTTO

“So actually in every problem must be accompanied by way out”.

(Q.S Al Insyirah : 6)

“The best sword that you have is a limitless patience”.

(The Researcher)

PRONOUNCEMENT

This is to certify that:

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I hereby declare that the *Thesis* above is my own original work and written by myself carried out as parts of the requirements to accomplish a undergraduate degree in English education department in Islamic education and teacher training faculty, state Islamic institute of Surakarta (IAIN Surakarta).

I also certify that any help for my research work, preparation of the thesis itself, sources and literature used for the thesis have been fully and properly cited. It contains no material which been accepted for the award for many other degree previously submitted in IAIN Surakarta or any other institution, nor it been submitted as part of requirements for the degree except as fully acknowledged within the text.

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Sincerely your,



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Alhamdulillah, all praises to be Allah, the single power, the lord of the universe, master of the day judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled, “The Implementation of Rewards and Punishments in Teaching English at Ninth Grade Students of MTs N 2 Boyolali Filial Pulutan in Academic Year 2017/ 2018.” Peace be upon own Prophet Muhammad SAW, the great leader and good inspiration of the world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the reader in general.

Surakarta, June 5th, 2018

The researcher

Arif Rahman Hakim

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ABSTRACT

Arif Rahman Hakim, SRN. 133221204, 2017. *The Implementation of Rewards and Punishments in Teaching English at Ninth Grade Students of MTs N 2 Boyolali Filial Pulutan in Academic Year 2017/ 2018*. Thesis. Surakarta. English Education Department, Islamic Education and Teacher Training Faculty. The State Islamic Institute Of Surakarta.

Advisor : Muntaha, M. Pd.

Keywords : Rewards, Punishments, Teaching English

The objective of the research are to describe the implementation of rewards and punishments and to describe students' respons of the implementation rewards and punishments in teaching English at ninth grade students of MTsN 2 Boyolali Filial Pulutan. Based on the result of the research, it can be concluded that the researcher finds the implementation of rewards and punishments and students' respons in teaching English at ninth grade students of MTsN 2 Boyolali Filial Pulutan.

Related to the objective of the research, the research used qualitative research design. The design of the research used observation, interview and document. The researcher used data reduction, data display and conclusion drawing and verification for analyzing of data. The population of the research was the ninth grade students of MTsN 2 Boyolali Filial Pulutan in which consist of 36 students. The ninth grade students divide to two classes that were IX A and IX B. Both of the class consists of 18 students. But, the reseacher focussed in one class and the class is IX A.

First, the implementation of rewards and punishments in this school had some kinds of reward and punishment. The kinds about rewards that implemented are giving some interesting gift, giving applouse and expression and giving point or high score from the teacher to the students. Reward awarded because the student has shown success for his efforts. The kinds of punishments that implemented are self introduction in front of the class, singing in front of the class and squad jump. Punishment given because the student less than the maximum for his efforts. Second, about the giving rewards and punishments in teaching English automatically got students' respons. The students' respons of the implementation rewards in teaching English. The students' respons of the implementation rewards in teaching English are the students more enthusiastic, fun, happy and exciting, students are more motivated, and students are more diligently and have more spirit to study in teaching English. The students' respons of the implementation punishments in teaching English. The students' respons of the implementation punishments in teaching English, students are embarassed, students are less confident and students are nervous.

CHAPTER I

INTRODUCTION

A. Background of Study

Basically, many teaching strategies can be applied by the teacher. All of these strategies to make the learning process well so that it can achieve the goal, one of them is to provide reward or punishment to the students in an effort to improve student achievement. The important means of education are certainly rewards and punishments. They have a particular motivational and informational value. According to Matejcek (2007: 13), There are some general guidelines for the use of reward and punishment in the upbringing the students. Rewards can be used to encourage your child's good behaviors. They also help get your child to do more of the things you want her to do. Rewards that happen right after a behavior are best. Sometimes rewards can't be given right away but should be given as soon as possible. Rewards don't work as well when they are given long after a behavior. This is true especially for toddlers and preschoolers. Their memory is not as good as it is for older children. Reward one of the strategy in learning is very good applies because it can increase interest in learning and motivation to achieve satisfactory student achievement. Reward also provide a positive stimulus to students.

Meanwhile, Punishments in education is the reaction to a lack of discipline so the first step to preventing the need for punishment is to teach and encourage discipline. Punishment is similar to reinforcement in that both are

defined by its effects. According to Lefrancois (2006: 40), Punishment also has two types, positive and negative. Positive punishment is "when a positive contingency is removed". An example of this could be a penalty. It is also known as removal punishment. Negative punishment is "when a negative contingency follows a behavior". This is what most people commonly think of when they think of the term punishment and is sometimes referred to as presentation punishment. According to Skinner (1989: 43), there are two types of punishment: positive punishment and negative punishment. Positive punishment are provide a positive stimulus to the students both in term of students motivation, achievement and the other aspect that relate it. On the contrary, nagative punishment to provide a detterent effect to the students who violate the rules in the school.

According to Nazaruddin (2016: 30), the advantages of rewards are several benefits in giving rewards to students in teaching activities, benefits for students include: First, students will feel happy in learning, and indirectly will try to be the best. Second, there will be a good relationship between teachers and students, so that students will feel comfortable and comfortable in learning. Third, train students to be more eager to understand and master in learning. Fourth, improve the ability and skills of students in learning. Besides reward, punishment too has contribution or positive effect in learning.

According to Skinner (1989: 47), The advantages of punishment are: First, Restrict behavior. Punishment prevents repetition of unexpected behavior. Second, educational, to educated the students to be a good behavior. Third,

strengthen motivation to unexpected behavior. Fourth, controlling to prevent the students to undersirable behavior, so the learning process be condicive.

A teacher is the person who takes an important role of teaching and learning process. Most of the teachers still teach their students traditionally, so the class condition becomes passive. The students are not encouraged to be active in the teaching learning process. Therefore, innovative and effective technique, method or media are needed for teaching and learning language to reconstruct better atmosphere for the student in order to make them enjoy in teaching English. MTsN 2 Boyolali Filial Pulutan is one of school that always creates the target of education up to professional progress. It also makes creation of students' awareness to study, that is realized through teaching and learning process especially English learning process. It is supported by many activities which has vission orientation such as religious and good attitude. There are many missions of this school. The first, increasing an appreciation and practicing of Islam education, the second is improving the quality of teaching learning process.

Started from vission and mission, the English teacher at IX A of MTsN 2 Boyolali Filial Pulutan, Ika Bevathaya, S. Pd., tries to give on alternative of learning that is conducted in teaching English using reward and punishment implemented this classroom. Therefore, with reward and punishment expected to develop ability the students, to increase motivation the students, to make good atmosphere in teaching English and if posibble for all subject, but in this research, the researcher focus in teaching English.

The researcher's reason in considering MTsN 2 Boyolali Filial Pulutan as source of the data in this research is that because this school implemented rewards and punishments in teaching English. The students need interest learning to improve these teaching English activities. The researcher took in MTsN 2 Boyolali Filial Pulutan. This school has many reasons why the researcher chooses it. First, MTsN 2 Boyolali Filial Pulutan is junior high school still develops lately. Second, MTsN 2 Boyolali Filial Pulutan is the one of junior high school apply the implementation of rewards and punishments in teaching English. It is show that the school must better than before. But the students have many problems in English, especially from ninth grades. Ninth grades is a degree to which they consider themselves to be at a higher level, so they are easily overlooked with regard to discipline, school rules, student achievement and other aspects related to learning in particular rewards and punishments. It is not wonder if they have problem in English. Due to the researcher do research from ninth grade students in MTsN 2 Boyolali Filial Pulutan.

Based on the background above, the researcher is interested in conducting a research about, ***“The Implementation of Rewards and Punishments in Teaching English at Ninth Grade Students of MTsN 2 Boyolali Filial Pulutan in Academic Year 2017/ 2018”***.

B. Identification Problem

Based on the background of the study above, the researcher identifies the problem arise and they as follows:

1. Learning process is less than optimal.
2. Students feel less motivation in following learning activities.
3. Students in doing tasks feel difficulty and lack of motivation, so learning is not conducive.
4. The result of the students' unsatisfactory.

C. Limitation Problem

In this research, the study is focused on the implementation rewards and punishments in teaching English at ninth grade students of MTsN 2 Boyolali Filial Pulutan in Academic Year 2017 / 2018.

D. Research Problem

In this research, the researcher formulates the problems of the research as follows:

1. How is the implementation of rewards and punishments in teaching English at ninth grade students of MTsN 2 Boyolali Filial Pulutan?
2. What are students' respons about the implementation of rewards and punishments in teaching English at ninth grade students of MTsN 2 Boyolali Filial Pulutan?

E. Objective of the Study

Based on the problem of the research, the objective of the research as follows:

1. To describe the implementation of rewards and punishments in teaching English at ninth grade students of MTsN 2 Boyolali Filial Pulutan.
2. To describe students' responses of the implementation rewards and punishments in teaching English at ninth grade students of MTsN 2 Boyolali Filial Pulutan.

F. The Benefit of Study

The result of this study can contribute some benefits to students and teachers.

Here are the benefits:

1. Theoretical Benefit

- a. The result of this research can be used as reference for conducting such kind of research in the future.
- b. The result of this research can add knowledge to readers about descriptive study on rewards and punishments in teaching English.

2. Practical Benefit

- a. The result give the information about the rewards and punishments in teaching English.
- b. The result give the information about implementation problem in rewards and punishments.
- c. The result give the information about problem solving in teaching English.

G. Definition of Key Term

Interpret and define the meaning of key term in this research:

1. Reward

- a. Reward in this research is some kinds of incentives that are given to the students for certain positive behavior as the teacher's appreciation (Deci, Koestner & Ryan, 2000).
- b. Reward is something given or received in recompense for worthy behavior or in retribution for evil acts and the return for attitude of a desired (O'Meara et al, 2008).

2. Punishment

- a. Punishment in this research is consequences that are received for the reduction of students negative behavior to be disciplined (Maag, 2001).
- b. Punishment is defined as the opposite of reinforcement since it is designed to weaken or eliminate a response rather than increase it. It is an aversive event that decreases the behavior that it follows (Skinner, 1989).

3. Teaching

- a. Teaching is a form of interpersonal influence aimed at changing the behavior potential of another person (Gage, 1962).
- b. Teaching is an interactive process, primarily involving classroom talk which takes place between teacher and pupil and occurs during certain definable activity (Edmund, 1967).

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Reward

1. Definition of Reward

Studying human behaviour has resulted in a variety of strategies which aim at increasing students' achievement in FL learning settings. Slavin (2003: 210) claims that experts in language teaching and learners' behaviour were asked to provide teachers with ideas about the nature of the learning process and how the influence of motivation on this process. Behaviour learning theories proved that there is a strong link between reward and goal achievement in learning. According to him, behaviour is internally established in the learner if it receives some kind of positive reward; otherwise it would be eliminated. Some students have considerable academic abilities, but because they are shy, quiet, or isolated in the class, they are often uninterested and withdrawn and their capacities are hidden. Such type of learners cannot engage in the different learning-teaching procedures, and their participation is therefore inhibited by lack of motivation. In these cases, reward may be of a vital significance for teachers in order to induce learners in the learning process.

Reward is an essential strategy used by teachers in order to prompt students' motivation in the learning process and to increase its effectiveness and efficiency. Originally, the idea came from when a child did something

good and received some kind of compensation. In education, the concept of reward has basically the same principles. Lepper, Greene and Nisbett (1973: 129) conducted many experiments to study the effects of rewarding learners for doing a given task. Rewards proved to be an effective element in increasing motivation and achievement in the class since most students try to avoid negative judgment and seek to gain positive judgment from the teacher for their abilities and efforts.

According to Horner (2009: 1) reward refers to any contingent that may deliver a consequence such as an activity, event or any object. Rewards are important both for encouragement of appropriate behavior and prevention of the encouragement of inappropriate behavior. Reward is defined as action or behavior to regard students' success having good participation and performance, doing the activities well (Slavin, 1991: 89). Sometimes students grow up with less worship and attention. Reward and punishment is usually applied to build students' motivation in learning, especially in English Education Department. The process to apply the reward to increase behavior is called reinforcement; there are two form of reinforcement, positive and negative. Regarding the teaching and learning process, reward is the thing given to the students for their splendid deeds. According to Hill (1965: 112) reward may be symbolic (gold stars, medals, or honor rolls), material (a piece of candy, a sum of 9 money or the right to participate in the student activities), or psychological (knowledge of progress, recognition of adequacy or growth toward adequacy).

The application of reward systems in the educational endeavour has its roots in Skinner's theories. In fact, the American psychologist Skinner (1904-1990) was one of the first psychologists who investigated the process of language acquisition in terms of language behaviour. His theory remains one of the most controversial theories which still have their impact on the language teaching methodology. Among the various theories of language acquisition and language learning, the theory of operant conditioning remains one of the most influential principles in language teaching methodology. Skinner and other behaviourists carried out several investigations concerning learning. In his theory, Skinner distinguishes three main stages that are involved in the learning process: the stimulus or situation (S), the behaviour (B), and the reinforcement (R). Stimulus is the situation in which the learner's performance will take place. Behaviour is the performance itself. An utterance may be considered as behaviour since a language response may be produced in a single utterance. In this context, Wilkins (1972: 162) argues that:

Every utterance and every part of an utterance is produced as the result of the presence of some kind of 'stimulus'. The stimulus, to which the utterance forms a 'response', may be physically present in the situation; it may be verbal, since language can be produced as a response to other language.

Reinforcement refers to any reaction from the part of the teacher towards the learner's behaviour. Fontana (1995: 144) explains this stage saying that:

Such reinforcement can best be thought of by the teacher as the results that follow on from B. Obviously these results can either be

favourable to the learner (in which case they are known as positive reinforcement or R+), or they can be unfavourable (in which case they are known as R-). R+ increases the likelihood of the learner producing the same piece of behaviour again in the future, while R- decreases the likelihood.

Like a child, the learner who performs different activities in the class needs to be reinforced; otherwise, the possibility of having further performances decreases. Wilkins (1972: 162) deals with this topic and emphasizes the importance of reinforcement in a learning situation: "If such reinforcement does not take place the piece of language, the response, is not learned." He also emphasizes the importance of the sequence of the three stages in Skinner's theory.

Only if a response is repeated can it be fully learned. Indeed strength of learning is measured in terms of the number of times that a response has been made and reinforced. A word that has been uttered thirty times is better learned than one which has been said twenty times. The notion of repetition is therefore extremely important. More important still is the fact that a response that is not made cannot be repeated and reinforced and therefore cannot be learned. It is the making of the response that is the learning process. If there is no reinforcement, the learning is then extinguished.

The main principles underlying Skinner's operant conditioning or S-B-R theory are illustrated in the following diagram :

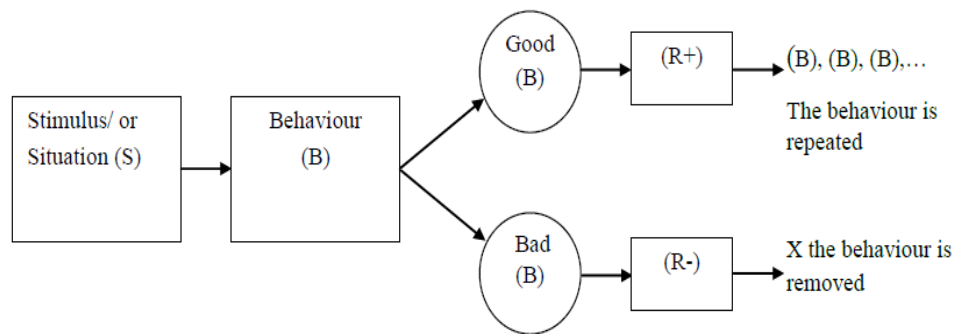


Diagram 02: Skinner's S-B-R Model of Learning (Wilkins, 1972: 162)

2. Types of Reward

According Skinner (1989: 32), he divide the types of reward are positive and negative reward.

a) Positive Reward

Positive reward is an intangible award of recognition, a sense of achievement, or a conscious satisfaction. For example, it is the knowledge that you did something right, or you helped someone and made their day better. Because intrinsic rewards are intangible, they usually arise from within the person who is doing the activity or behavior. So “intrinsic” in this case means the reward is intrinsic to the person doing the activity or behavior.

Positive reward strengthens a behavior by providing a consequence an individual finds rewarding. For example, if your teacher gives you £5 each time you complete your homework (i.e., a reward) you will be more likely to repeat this behavior in the future, thus strengthening the behavior of completing your homework.

b) Negative Reward

The removal of an unpleasant reinforcer can also strengthen behavior. This is known as negative reinforcement because it is the removal of an adverse stimulus which is 'rewarding' to the animal or person. Negative reinforcement strengthens behavior because it stops or removes an unpleasant experience. For example, if you do not complete your homework, you give your teacher £5. You will complete your homework to avoid paying £5, thus strengthening the behavior of completing your homework.

3. Kinds of Reward

According to Cascio (2007: 273), the kinds of rewards are praise, symbolic rewards, token rewards and tangible and activity rewards.

a) Praise

Verbal praise is the most common form of rewards that teachers offer students; it consists of complimenting students when they behave in a way that is positive. This behavior could be the exhibition of a trait such as resourcefulness, compassion, courage or general intelligence. Praise can also be used to congratulate academic, athletic or community-related achievements. When offering praise, make sure to offer it promptly, so the emotional impact of the action is still present. Furthermore, be specific with praise. Let the student know exactly why what he did was admirable, and that your words aren't empty and automatic.

b) Symbolic Rewards

Symbolic rewards are rewards in the form of objects that represent exemplary performance of character or achievement. Perhaps the most common form of symbolic reward is the gold star. Others could be the inclusion of the student's name or photograph on a bulletin board or poster. Symbolic rewards operate similarly to praise in that they are public demonstrations of favor toward a student. The gold star or photograph on the bulletin board proclaims that the student has done something admirable. Symbolic rewards, unlike praise, have the ability to last longer than a single spoken statement, and can serve as reminders for students to maintain their good standing.

c) Token Rewards

Tokens are physical rewards that represent value, or a form of currency that can be redeemed for a prize. Chips and point tallies are common tokens, and can either be held in trust by you, or by the students themselves. Redeemable prizes can be whatever you choose that you find ethical and reasonable, and you should have a strict system in place for the allocation of points, and for the redemption of prizes. For example, prizes could be priced according to their worth to the students: a free homework pass could be worth 5 chips, whereas unlimited water fountain privileges for a month could cost 15 chips.

d) Tangible and Activity Rewards

Tangible rewards and activity rewards are awards you supply directly to the student, without the step of symbols or tokens in between. A tangible reward is a prize for positive behavior or achievement, and includes items such as toys, school supplies or other physical objects. Activity rewards are intangible prizes, such as getting to be line leader or being the teacher's helper, being a team captain during activities or having some other privilege that singles that student out from the others.

3. **Function of Reward**

Using reward in the classroom helps teacher increase student's motivation. Reward convey information about one's skill or competence when they are linked to actual performance or progress, such as when a teacher praises students for learning new skill or acquiring new knowledge (Schunk, 2008:). Santrock (2004: 53) goes on to point out that classroom reward can be useful. Referring to the statement above, when reward is given by the teacher, the students can associate acting and behavior in feeling of happiness. Usually, students will do something that trigger reward continuously. Beside, reward has a purpose to make the students do everything more diligently to increase the score. Rewards can be an effective way to encourage students. It can be as tasks or materials that initially motivate students become involved in learning.

According Skinner (1989: 35), The function of rewarding for students:

- a) The value of educating, because it shows that the child's behavior in accordance with what is desired.
- b) Motivation, so that accepted behavior is repeated again.
- c) Reinforcement, for socially acceptable behavior.
- d) Happy students, rewards motivate pupils to be more productive by creating a feeling of pride and achievement. Successful students are happy students.
- e) Increase the spirit of learning, make the individual more diligently.

According to Soejono (1980: 161), giving rewards by a teacher as an educator might have several purposes.

- a) Giving rewards can increase the better norm of students' behavior.
- b) Giving rewards can maintain and expand the students' behavior.
- c) Giving rewards are indicators of increasing competence.
- d) Rewards give the good situation to student in the classroom.

B. Punishment

1. Definition of Punishment

Punishment is defined as the opposite of reinforcement since it is designed to weaken or eliminate a response rather than increase it. It is an aversive event that decreases the behavior that it follows. According to Sidman as cited in Holth (2005: 43) defined punishment as anything that can reduce the frequency of undesired action or behavior. According to

Skinner, punishment is to give painful or undesirable consequences in order to suppress response of behavior reappeared in the future (as cited in Chen, 2011). Advocated by Holth (2005: 43), punishment is defined as a procedure in which certain responses (improprate action or behavior) have consequences, those responses decrease in frequency, and the decrease in frequency occurs because of the response–consequence relation, and not for some other reason. If a thing can be reducing an improprate behavior reappeared, then it is meant as punishment.

The Azrin/ Holz definition follows the functional-definition pattern of reinforcement by presupposing a particular behavioral result. Thus, according to Catania (1998: 91): “Reinforcement and punishment are symmetrical: The former increases responding whereas the latter decreases it”.

Although most current behavior-analytic texts seem to have adopted the Azrin/ Holz (1966: 225) definition of punishment without even mentioning the existence of a different one. A more distinct exception is Sidman's (1989: 9) book, *Coercion and its Fallout*:

Reinforcement differs in an important way from punishment. We define reinforcers – positive or negative – by their special effect on conduct: they increase the future likelihood of actions that they follow. But we define punishment without appealing to any behavioral effect: punishment occurs whenever an action is followed either by a loss of positive or a gain of negative reinforcers. This definition says nothing about the effect of a punisher on the action that produces it. It does not say that punishment is the opposite of reinforcement. It does not say that punishment reduces the future likelihood of punished actions.

Punishment is similar to reinforcement in that both are defined by its effects. According Lefrancois (2006: 40), The main difference between the two, however, is that the effect of punishment involves the suppression of a behavior rather than the strengthening of it as in reinforcement. Punishment also has two types, positive and negative. Positive punishment is when a positive contingency is removed. An example of this could be a penalty. It is also known as removal punishment. Negative punishment is when a negative contingency follows a behavior. This is what most people commonly think of when they think of the term punishment and is sometimes referred to as presentation punishment. An example could be the spanking of a child after misbehaving.

2. Types of Punishment

Punishment is used to help decrease the probability that a specific undesired behavior will occur with the delivery of a consequence immediately after the undesired response/behavior is exhibited. When people hear that punishment procedures are being used, they typically think that something wrong or harmful is being done, but that is not necessarily the case. According to Skinner (1989: 48), There are two types of punishment: positive and negative, and it can be difficult to tell the difference between the two.

a) Positive Punishment

Positive punishment is the part of punishment, which also focuses on decreasing the rate of any specific undesired behavior from an individual. The concept works by presenting a certain negative consequence to the individual once an undesired behavior has been exhibited. When any individual is subjected to negative consequence, the individual is less likely to repeat the same behavior in the future. Some example of positive punishment are give additional assignment to students who do not do homework, memorize and write Surah in Holy Qur'an and clean the mosque if the students are late.

b) Negative Punishment

Negative punishment is the part of punishment, which also focuses on decreasing the rate of any specific undesired behavior from an individual. The concept works by removing a certain favorite or desired item from the individual's life. When a certain desired stimulus/item is removed from an individual's life, the undesired behavior is exhibited, and there is less chance of the behavior occurring again in the future. The term "negative" sounds pretty redundant, as punishments, by nature are always negative consequences that are the result of any certain action. As positive punishment means addition of a stimulus in the individual's life, negative punishment means removal of certain favorite item or

stimulus from the individual's life. Some example of negative punishment are throw the students with eraser if crowded, hit the students with ruler if not obey the rules and excessively angry to the students for no apparent reason.

3. Kinds of Punishment

According to Herman (1980: 61), the kinds of punishment divided into four:

a) Psychical punishment

It includes slapping, pinch between forefinger and thumb and striking. This kind of punishment has been applied for centuries mostly in non-education field. In education field, currently, this kind of punishment is now rarely applied. Except for gym classes, this physical is rarely applied. This is actually a good punishment to make students prevent of doing some misbehavior. Also, this punishment may frighten the students to fail in achieving the objectives.

b) Words and sentences

Teachers can use word or sentences such as griping, threatening, teasing, and ridiculing as punishment to the students. This is sometimes applied when students conduct misbehavior such as disrupting the class. This kind of punishment is expected to maintain class conduciveness so that the students will be more focus to the study. Also, teachers may use threatening words such as pressure before the exam so that the students will try to struggle at their best to

avoid the punishment mentioned by the teachers.

c) Stimulus psychical punishment

This punishment is usually given directly to the students by the teachers. In the class, some students may conduct several misbehavior so that the lecturer use stimulus physical punishment such as using slope, open wide of eyes and glum, to threaten (punish) the students for their behaves.

d) Inconvenient punishment

The lecturers may use this kind of punishment such as telling the students to stand up in front of class, to get out of class, to stand beside the teachers, to sit down beside the teacher, or to write a sentence and rewrite for 10 times or more. This is purposed to make the students chary of conducting misbehavior.

4. Function of Punishment

Punishment should be consistent and applied every time the students engage in the misbehavior. Punishment is applied in teaching and learning activities for certain purpose, most generally to encourage and enforce proper behavior defined in society or family (Ma'rifah, 2010). When lecturers want to decrease children undesirable behavior (such as teasing and hogging), punishment should be used only as the last resort and always inconjunction with providing the child information about appropriate behavior. Punishment must be given depending on the students' action instead of lecturer's mood. Teacher should give the

punishment immediately after misbehavior occurred and make the students understand that wrong doing will have the punishment as its consequence.

According Skinner (1989: 53), There are four important functions of punishment that play a major role in the formation of expected behavior:

- 1) Restrict behavior, Punishment prevents repetition of unexpected behavior.
- 2) Educational, to educated the students to be a good behavior
- 3) Strengthen motivation to avoid unexpected behavior and positive impulse.
- 4) Controlling, prevent the students to undesirable behavior.

C. Previous Study

The researcher will show the previous study that is in line with this research entitle “The Implementation of Rewards and Punishments toward Students’ Motivation in English Learning”. This thesis applies a qualitative study in one junior high school in Bandung. This thesis is written by Pebriani (2013) one of a college student in Pendidikan Indonesia University. The data are taken from interviews, observations, and questionnaire. This study shows that kinds of rewards implemented by the teacher in English learning are verbal and tangible rewards, whereas for punishments are verbal, action, and penalty punishments. The students respond the implementation of rewards and punishments positively when it is delivered properly. The result shows that when

rewards are applied appropriately, they can enhance students' motivation. In addition, the implementation of punishments in proper way can also increase both students' discipline and motivation in learning English. This study suggests that the appropriate application of rewards and punishments can be an alternative way that enhances students' motivation.

Second study is written by Baranek (1996) one of a college student in Grand Valley State University. The title of the research is "The Effect of Rewards and Motivation on Student Achievement". A review of research is conducted to examine the effect of rewards on intrinsic motivation and learning for children in general education and special education. Intrinsically motivated students experience school success because they display behaviors such as choosing challenging activities and spending more time on task. The use of rewards undermines intrinsic motivation and results in the slower acquisition of skills and more errors in the learning process. The implications of the research are discussed and a collection of strategies designed to promote intrinsic motivation is presented. One part of the collection presents strategies for all students, and the other part contains strategies for students with learning disabilities. Each part is broken down into topics on classroom climate, behavior management, and lesson planning.

Third previous study is written by Imawan (2016). The title of the research is "Students' Perception on Reward and Punishment Implemented at English Education Department of University Muhammadiyah Yogyakarta". This research adopted a qualitative approach that took a place at EED UMY and took

four student as the participants of this study. The participants were chosen through purposive sampling in which the participants should have received both reward and punishment. Regarding with the effect of reward, this study resulted various findings; first, rewards increase student motivation to learn and work harder; second, rewards increase students' interest in a particular subject; and third, rewards motivate students to repeat their good performance. Meanwhile, the study on punishment found that; first, punishments increase student motivation in learning; second, punishments decrease student motivation; third, punishments do not have a significant effect on student motivation; and forth, students will not repeat their mistake after being punished. In conclusion, this study can state that students perceive rewards affect their motivation positively, while the effect of punishment can be either positive or negative, and it is sometimes not powerful enough to affect student motivation.

Fourth previous study is written by Amaliya (2016) one of a college student in Sunan Ampel University. The title thesis of the research is "The Use of Positive Rewards and Punishments in Managing Classroom by an Teacher at MTs Jabal Noer Geluran Taman-Sidoarjo". The research questions of the study are to find out what kind of positive reward and punishment used, how the implementations, and what the outcomes of positive reward and punishment used in managing English classroom. The subject of this study is a teacher and students of MTs Jabal Noer Geluran Taman-Sidoarjo. To collect the data, the study used classroom observation, student teacher's interview, and documentation. Classroom observation checklist and student teacher's interview

are the instruments to collect the data. Some steps used to analyze the data; those are data reduction, data display, data transformation, data correlation, data consolidation, data comparison and data integration. The result of the study show that in managing classroom the teacher always used token reinforces as a kind of positive reward and fine/ penalty as the positive punishment. 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 teaching English. It also gives the teacher a great help in managing the classroom.

Based on the explanation of that previous study, the researcher found, similarity and difference. The similarity of this research about rewards and punishments. The difference of this research is about forms of reward and punishment and students' respons about the implementation of rewards and punishments in subject of the research. So, the researcher focussed on the implementation of rewards and punishments in teaching English. This research applied a qualitative research in MTsN 2 Boyolali Filial Pulutan. The data taken from observations, interviews and documents. The researcher used data reduction, data display and conclusion drawing and verivication for analyzing data. This study suggest that the appropriate implementation of rewards and punishments can be an alternative way that enhances in teaching English.

CHAPTER III

RESEARCH METHODOLOGY

Research methodology is a strategy employed in collecting and analyzing data to answer the problem elaborated more details. According to Polit and Hungler (2004:233), methodology refers to ways of obtaining, organising and analysing data. Methodology decisions depend on the nature of the research question. Methodology in research can be considered to be the theory of correct scientific decisions (Karfman as cited in Mouton & Marais 1996:16).

Mouton (1996:35) describes methodology as the means or methods of doing something. According to Burns and Grove (2003:488), methodology includes the design, setting, sample, methodological limitations, and the data collection and analysis techniques in a study. Henning (2004:36) describes methodology as coherent group of methods that complement one another and that have the ability to fit to deliver data and findings that will reflect the research question and suit the researcher purpose. According to Holloway (2005:293), methodology means a framework of theories and principles on which methods and procedures are based. This chapter consist research design, place and time of the research, source of the data, method of collecting data, trustworthiness and technique for analyzing data.

A. Research Design

The researcher use the descriptive qualitative method in this research. Descriptive research is the exploration of the certain phenomena. Descriptive

research describes and interprets about events, condition or situation of the present. This research is mainly done when a researcher wants to gain a better understanding of the topic. Qualitative analysis is resulting descriptive research involves the study use and collecting the data without statistical analysis.

Qualitative research refers to inductive, holistic, emic, subjective and process- oriented methods used to understand, interpret, describe and develop a theory on a phenomena or setting. It is a systematic, subjective approach used to describe life experiences and give them meaning (Burns & Grove 2003:356; Morse & Field 1996:1999). Qualitative research is mostly associated with words, language and experiences rather than measurements, statistics and numerical figures.

Researchers who use qualitative research adapt a person-centred and holistic perspective to understand the human experience, without focusing on specific concepts. The original context of the experience is unique, and rich knowledge and insight can be generated in depth to present a lively picture of the participants' reality and social context. These events and circumstances are important to the researcher (Holloway 2005:4).

Regarding the generation of knowledge, qualitative research is characterized as developmental and dynamic, and does not use formal structured instruments (Holloway 2005:4-6). It involves the systematic collection and analysis of subjective narrative data in an organized and intuitive fashion to identify the characteristics and the significance of human experience (Holloway 2005:47-51). Qualitative researchers are concerned with the 'emic' perspective

to explore the ideas and perceptions of the participants.

Qualitative research is conducted through intense and/or prolonged contact with participants in a naturalistic setting to investigate the everyday and/or exceptional lives of individuals, groups, societies and organizations (Miles et al, 2014:9). Further, Denzin & Lincoln (1994:2) qualitative research is multi-method in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. In this research, the researcher describes the implementation of rewards and punishments in teaching English at ninth grade of MTsN 2 Boyolali Filial Pulutan in Academic Year 2017/ 2018.

B. Setting of the Research

It is important to the researcher to know, to determine the research, and to limit the time in conducting the research to make the research easier. Basically, there are no certain criteria in determining the research area but it must be clear where the research will be conducted. Arikunto (2006: 119), says that “In the conducting of research area as subject of research is the something that is important position because the data will be observed by the writer from this area”.

1. Place of Research

This study is conducted at MTsN 2 Boyolali Filial Pulutan. This school is located at Randualas RT 07 RW 01 Kel. Pulutan Kec. Nogosari Kab. Boyolali Central Java 57378. The researcher chooses this school as the setting of this

study because in this school especially at ninth grade that have potential to create problems about rewards and punishments. This subject of this study is an English teacher and students at ninth grade of MTsN 2 Boyolali Filial Pulutan.

2. Time of the Research

The researcher will conduct the schedule of the research can be seen in the table below:

Observation	Date	Time	Place
1 st Observation	Thursday, March 15 th 2018	07.00-08.20	IX A Class
2 nd Observation	Thursday, March 22 nd 2018	07.00-08.20	IX A Class
3 rd Observation	Saturday, March 24 th 2018	09.15-09.55	IX A Class
4 th Observation	Saturday, March 31 st 2018	09.15-09.55	IX A Class

From the table above, the researcher do the research in fourth observations. Start from Thursday, March 15th 2018, the researcher did the first observation in MTs N 2 Boyolali Filial Puluan. On Thursday, March 22nd 2018, the researcher did the second observation in MTs N 2 Boyolali Filial Pulutan and on Saturday, March 24th 2018, the researcher did the third observation. The last observation did on Saturday, March 31st 2018.

C. Source of the Data

The data in qualitative research are collecting of information and fact in the form words in sentences that is meaningful (Sutopo, 2002:6). The research data in this research is collected in the form of information about reward and punishment by ninth grade students of MTsN 2 Boyolali Filial Pulutan.

The source of the data in this research include event, informant and document.

1. Event :

According to Maag (2004: 173) The event in this research is the form of teaching and learning English activities about rewards and punishments in the classroom especially the ninth grade students of MTsN 2 Boyolali Filial Pulutan.

2. Informant :

According to Webster (1998: 141), Informant is considered as person who gives information about something. In this research, the informant is English teacher and ninth grade students of MTsN 2 Boyolali Filial Pulutan.

3. Document :

According to Skinner (1989: 108), The documents that use in the research is the rules of school or tasks related to the problem of the research.

D. Technique of Collecting Data

The researcher uses the descriptive method in this research, the method means that is used to solve the problem. There technique of collecting data applies in the research are follow:

1. Observation

Observation is the way of collecting data by observing the phenomena being researched. According to Arikunto (2006: 229), "Observation is an effective ways to complete the research with observation form as an instrument. A form contains about a phenomena will be described". Observation is an activity in a certain situation to get the data of view the research subject in detail. Allison et. All (1996:26) state the observation is observe and record of event or circumstance.

Walgito (2003: 31-32) and Sugiyono (2009: 145) writes that:

There are two kinds of observation, participant observation and non-participant observation. Participant observation is observation in which the observers conduct to the field research directly; weather non-participant observation is the opposite of participant observation, in which the observers are not conduct to the field research directly.

In this research, the writer chooses the kind of observation, namely participant in observation, because the researcher conducts to the field research directly.

Gay (1992: 234), defines that "Participant in observation is used to help the researcher to characterize the social interaction intensively between the people on social setting relates to the communication place in the field research directly". So, qualitative research is the researches which uses participant

observation and conducted by utilizing unstructured interview; however it is still in the scope of problem to be studied.

Dalen (in Wagito, 2003: 31), states that, "Observation is fundamental in research for it produces one of the basic elements of science of facts. Observation is an activity the research worker engages in throughout the several stages of his investigation". Besides that, Young (in Walgito, 2003: 31), also says that "Observation is a systematic and deliberate study through the eye of spontaneous occurrences as they occur". The purpose of observation is to perceive the nature and extent of significant interrelated elements with complex social phenomena culture patterns or human conduct. So, observation can be said that the research method which can be conducted in systematic manner and intentionally by using five senses especially eyes.

Based on some theories above the researcher approaches those teachers and students during conversation without informing them before. The researcher did the observation directly toward English teaching learning. The research did four observations in teaching English to the ninth grade students of MTsN 2 Boyolali Filial Pulutan in 2017/2018 Academic Year. This method to answer about how the implementation of rewards and punishments in teaching English at ninth grade students of MTsN 2 Boyolali Filial Pulutan.

2. Interview

One of the most popular techniques for obtaining information in research by asking respondent orally is interview. According Esterberg, interview is a meeting of two persons to exchange information and idea through questions and

responses, result in communication and joint construction of meaning about particular topic (Sugiyono, 2013: 72). The information is obtained directly from the respondents while talking face to face.

According to Best (1981: 213), Interview also constitutes oral questionnaire. Interview is the process to get explanation for purpose of study by using question and answer face to face between interviewer and interviewee. As stated by Bogdan and Biklen (1982: 135), "An interview is a purposeful conversation, usually between two people or more that is directed by one in order to get information". Arikunto (2006: 227), also defines that "An interview is a dialogue done by interviewer, to gain information as many as possible from an interviewee.

Related to this interview, Moleong (2006: 187), defines that the question interview are not arranged rigidly before conducting interview but they should be suitable with the condition and with the unique characteristics of the informants or interviewee. It is conducted as people talk one to another in daily communication.

The researcher made an interview to English teacher of MTsN 2 Boyolali Filial Pulutan. The topic of interview was about the implementation of rewards and punishments in teaching English at ninth grade students of MTsN 2 Boyolali Filial Pulutan in Academic Year 2017/2018. This method answer to students' respons about the implementation of rewards and punishments in teaching English at ninth grade students of MTsN 2 Boyolali Filial Pulutan.

3. Document

“Document is every written material that is not prepared because of request of researcher. Document is divided into personal document and formal document”, Guba and Lincoln (in Moleong, 2006: 216). This method conducts by seeing formal document or personal document. Here, the researcher looks for formal documentation from MTsN 2 Boyolali Filial Pulutan and other related to this research.

Essentially documentation method is the method that used to get historical data. As stated by Arikunto (2006: 231), “Documentation is conducting documentation method, the researcher investigates the written material such as book, magazine, documents, regulations, note of meeting, diary, etc.”. The researcher uses the documentation method to obtain the data. It is used to gain data from the document (the source of information).

Document can provide information about the state, rules, discipline and may provide clues about the style of leadership (Moleong, 2009: 219). In this research, the researcher will analysis documents, in the form of syllabus and lesson plans. The researcher will analysis the implementation of rewards and punishments and students’ respons in teaching English. This method to complete the result of research problem.

E. Trustworthiness

In qualitative analysis, there are several ways to test the validity of the data including credibility, transferability, dependability, and conformability. Maxwell in Denzin & Lincoln (1994:241) has written of the needs for thinking

of validity separately for descriptions, interpretations, theories, generalizations, and evaluating judgments.

According to Denzin (1970:297) defines triangulation is a combination of the various methods used to study phenomena that have different perspectives. The Denzin's concept is used by qualitative research in various fields. Triangulation includes four kinds: method triangulation, inter-researcher triangulation, data sources triangulation and theory triangulation. The followings are the description of the four types of triangulation: *method triangulation* is done by comparing the information or data in different ways. As is known in qualitative research, the researcher obtains data from interviews, observations, and documents to obtain valid data. *Inter-researcher triangulation* is done by using more than one researcher in data collection. This technique is recognized to enrich the in-depth knowledge. *Data sources triangulation* is seeing certain information through various sources of data. For example, besides using interview and observation, researcher can use participant observation, written documents, historical document and image or photo. *Theory triangulation* is comparing the formulation of the information/ thesis statement of relevant theoretical perspectives to avoid individual bias of the researcher on the finding or conclusion generated. In addition, theory triangulation can increase the depth of understanding if the research data are able to dig deep theoretical knowledge on the results of the data obtained.

In this research, the researcher will use data sources triangulation in validity of the data. The researcher chose and took the data from the English

teacher and students at ninth grade of MTsN 2 Boyolali Filial Pulutan in Academic Year 2017/2018. In validating the data, the researcher compared the sources data from the observation, interview, and document.

F. Technique of Analyzing Data

Analyzing data refers to processing the data that have been collected by the researcher. It can ease the reader to understand the essential meaning and important parts of the data. According to Miles and Huberman in Denzin & Lincoln (1994: 429) in analyzing the data, the researcher needs through some steps namely data reduction, data display, conclusion drawing and verification. These processes occur before data collection, during study design and planning; during data collection as interim and early analyses are carried out; and after data collection as final products are approached and completed.

1. Data reduction

First, the mass of data has to be organized and somehow meaningfully reduced or reconfigured. Miles and Huberman (1994: 430) describe this first of their three elements of qualitative data analysis as data reduction. "Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions." Not only do the data need to be condensed for the sake of manageability, they also have to be transformed so they can be made intelligible in terms of the issues being addressed.

Data reduction, the potential universe of data is reduced in an anticipatory way as the researcher chooses a conceptual framework, research question,

cases, and instruments. Once actual field notes, interviews, tapes, or other data are available, data summaries, coding, finding themes, clustering, and writing stories are all instances of further data selection and condensation.

2. Data display

Display of the data is a description of the data. Data display has been considered an important step during the qualitative data analysis or the writing up stages (Burke et al., 2005: 34). According Miles and Huberman (1994: 432) data display is defined as an organized, compressed assembly of information that permits conclusion drawing and/or action taking, is a second, inevitable, part of analysis. Data display in a graphic format is a way of portraying information succinctly and efficiently. Seeking the meaning in data is made easier by displaying data visually. Research data are displayed using charts, graphs, diagrams, tables, matrices, and any other devices, such as drawings, that researchers devise. Frequency tables are typically developed for categories of coded behaviors.

3. Conclusion drawing and verification

The last step is conclusion drawing and verification that involve the researcher in interpretation: drawing meaning from displayed data. From the start of data collection, the qualitative analysis is beginning to decide what things mean, is noting regularities, patterns, explanations, possible configurations, casual flows, and prepositions. The range of tactics used appears to be large, ranging from the typically and wide use of comparison/contrast, noting of patterns and themes, clustering, and use of

metaphors to confirmatory tactics such as triangulation, looking for negative cases, following up surprises, and checking results with respondents (Miles & Huberman, 1994: 435). Based on the technique above the researcher did some steps in analyzing the data that were related with the problems. The researcher interpreted the data taken and then made a conclusion.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, researcher will present two things; research findings and discussion. In research findings, after collecting data from IX A students of MTs N 2 Boyolali Filial Pulutan, the reseacher observe how implemented and students' respons about the rewards and punishments in teaching English. In discussion section, the researcher discussed the findings of the study with the supporting concepts having been presented previously.

According to Cascio (2007: 273), the kinds of rewards are praise, symbolic rewards, token rewards and tangible and activity rewards. In this research, the researcher found about kinds the reward in this school. The kinds of reward are giving some interesting gift, applouse and expression and giving point.

According Herman (1980: 61), the kinds of punishment are psychical punishment, word and sentences, stimulus psychical punishment and inconvenient punishment. In this research, the researcher found about kinds the punishment in this school. The kinds of punishment are are self-introduction, singing in front of the class and squad jump.

A. Research Findings

The observation was done in order to answer the first research question, in other hands the interview was also done to answer and strengthen the second research question.

1. The Implementation of Rewards and Punishments in Teaching English

a) First Observation

The researcher did the observation at IX A Class of MTs N 2 Boyolali Filial Pulutan on Thursday March 15th 2017 from 07.00-08.20 am. The material is about “Narrative Text”. In part of main activity the researcher found the implementation of rewards and punishments in teaching English about the kind of reward. The kind of reward is giving applause and expression. This reward is given to the teacher of student named Rani Ramadhani for successfully answer the question. (Appendix 2, p.80)

Based observation, the researcher found the implementation of rewards and punishments in teaching English. The reseacher found about the kind of reward is giving applause and expression, and the result of observation same the theory explained the researcher in chapter two.

b) Second Observation

The researcher did the observation at IX A of MTs N 2 Boyolali Filial Pulutan on Thursday March 22nd 2017 from 07.00-08.20 am. The material is about “Narrative Text”. In part of main activity the researcher found the implementation of rewards and punishments in teaching English about the kind of punishment. The punishment is squad jump. This punishment is given to the teacher of student named Sholiha Isnaini for late in classroom.

(Appendix 2, p. 82)

Based observation, the researcher found the implementation of rewards and punishments in teaching English. The researcher found the kind of

punishment about squad jump, and the result of observation same the theory explained the researcher in chapter two.

c) Third Observation

The researcher did the observation at IX A of MTs N 2 Boyolali Filial Pulutan on Saturday March 24th 2017 from 09.15-09.55 am. The material is about “Kinds of Job”. In part of main activity the researcher found the implementation of rewards and punishments in teaching English about the kind of rewards and punishments. The kinds of reward are giving some interesting gift and giving applouse and expression. The kinds of punishment are self-introduction in front of the class and singing in front of the class. First, the kind of reward about giving some interesting gift are given to the teacher of students named Selfi and Sofia for successfully the quizzes, matching the words about “Kinds of Job” to the picture. Second, the kind of reward about giving applouse and expression is given to the teacher of students named Selfi and Sofia too. Selfi got reward of the interesting gift about pen and book. Simultaneously with the teacher giving the interesting gift to the student, she also spontaneously giving applouse and expression “*Nice Selfi!!!*” (Appendix 2, p. 86). On the other hand, Sofia got reward of the interesting gift about pen and pen case. Simultaneously with the teacher giving the interesting gift to the student, she also spontaneously giving applouse and expression “*Good job Sofia!!!*” (Appendix 2, p. 84)

In part of main activity, the researcher also found the kinds of punishment are self-introduction in front of the class and singing in front of the

class. First, the kind of punishment about self-introduction in front of the class is given to the teacher of student named Naimullah Abrar for uncorrect or wrong the question in the quizzes matching the word to the picture about the material “Kinds of Job” (Appendix 2, p. 85). Second, the kind of punishment about singing in front of the class is given to the teacher of student named Winda for uncorrect or wrong the question in the quizzes matching the word to the picture about the material “Kinds of Job” (Appendix 2, p. 86).

Based observation, the researcher found the implementation of rewards and punishments in teaching English. The reseacher found about the kinds of reward and punishment. The kinds of reward are giving some interesting gift and giving applouse and expression. On the other hand, the researcher also found about the kinds of punishment. The kinds of punishment are self-introduction in front of the class and singing in front of the class ,and the result of observation same the theory explained the researcher in chapter two.

d) Fourth Observation

The researcher did the observation at IX A of MTs N 2 Boyolali Filial Pulutan on Saturday March 31st 2017 from 09.15-09.55 am. The material is about “Kinds of Job”. In part of main activity the researcher found the implementation of rewards and punishments in teaching English about the kind of reward. The reward is giving point. This reward is given to the teacher of student named Shalaysa for successfully answer the question.

(Appendix 2, p. 88)

Based observation, the researcher found the implementation of rewards and punishments in teaching English. The researcher found about the kind of reward is giving point and the result of observation same the theory explained the researcher in chapter two.

2. Students' Respons of the Implementation Rewards and Punishments in Teaching English

The result of the data interview gathered was also used to answer the second research question about the students' respons of the implementation reward and punishment in teaching English at ninth grade students of MTs N 2 Boyolali Filial Pulutan in academic year 2017/ 2018.

a. Students' Respons of the Implementation Rewards in Teaching English

1) The Students more enthusiastic, fun, happy and exciting

Based the observation, the researcher observed when the student named Sofia is rewarded by the teacher, the student more happy and fun. The result was also reinforced when the researcher interview with Sofia, after the teacher giving reward the students more fun, happy and exciting (Interview with Sofia Indarwati, Saturday, March 24th 2018).

Shalaysa Kahanaya also conveyed the same idea about students responses the implementation reward and punishment in teaching English could make the students more enthusiastic, fun, happy and exciting. (Interview with Shalaysa Kahanaya, Saturday, March 31st 2018).

Based the observation and interview the researcher found the students' respons was applied in MTs N 2 Boyolali Filial Pulutan about the students more enthusiastic, fun, happy and exciting in the school.

2) Students are more motivated

Based the observation, the researcher observed when the student named Selfi is rewarded by the teacher, the students are more motivated. The result was also reinforced when the researcher interview with Selfi, after the teacher giving reward the students are more motivated (Interview with Selfi Rahmawati, Saturday, March 24nd 2018).

Based the observation and interview the researcher found the students' respons was applied in MTs N 2 Boyolali Filial Pulutan about the students are motivated in the school.

3) Students are more diligently and have more spirit to study in teaching English

Based the observation, the researcher observed when the students named Rani is rewarded by the teacher, the students are more diligently and have more spirit to study in teaching English. The result was also reinforced when the researcher interview with Rani, after the teacher giving reward the students are more diligently and have more spirit to study in teaching English. The teacher used the rewards to make good environment in the class; such as the students happy and exciting (Interview with Rani Ramadhani, Thursday, March 15th 2018).

Based the observation and interview the researcher found the students' respons was applied in MTs N 2 Boyolali Filial Pulutan about the students are

more diligently and have more spirit to study of teaching English in the school.

b. Students' Respons of the Implementation Punishments in Teaching English

1) Students are embarassed

Based the observation, the researcher observed when the student named Winda is punished by the teacher, the students are embarassed. The result was also reinforced when the researcher interview with Winda, after the teacher giving punishment the students are embarassed (Interview with Winda, Saturday, March 24th 2018).

Based the observation and interview the researcher found the students' respons was applied in MTs N 2 Boyolali Filial Pulutan about the students are embarassed in the school.

2) Students are less confident

Based the observation, the researcher observed when the student named Sholiha Isnaini is punished by the teacher, the students are less confident. The result was also reinforced when the researcher interview with Sholiha Isnaini, after the teacher giving punishment the students are less confident (Interview with Sholiha Isnaini, Thursday, March 22nd 2018).

Based the observation and interview the researcher found the students' respons was applied in MTs N 2 Boyolali Filial Pulutan about the students are less confident in the school.

3) Students are nervous

Based the observation, the researcher observed when the student named Naimullah Abrar is punished by the teacher, the students are nervous. The result was also reinforced when the researcher interview with Naimullah Abrar, after the teacher giving punishment the students are nervous (Interview with Naimullah Abrar, Saturday, March 24th 2018).

Based the observation and interview the researcher found the students' respons was applied in MTs N 2 Boyolali Filial Pulutan about the students are nervous in the school.

B. Discussion

Based on the research findings, the researcher discusses the finding of research. In this section, the researcher tries to discuss the research findings with others relevant references. In order to justify the research findings, the researcher tries to discuss them with reference to theories related with the answer of the problem statements. The explanation would be presented below:

1. The Implementation of Rewards and Punishments in Teaching English

a. The Implementation of Rewards in Teaching English

The researcher analyzed the implementation of rewards and punishments in teaching English at ninth grade students of MTs N 2 Boyolali Filial Pulutan in academic year 2017/ 2018, According to Cascio (2007: 273), the kinds of rewards are praise, symbolic rewards, token rewards and tangible and activity rewards. In this research, the researcher found about kinds the reward in this school.

At the first observation, in part of main activity the researcher found the implementation of rewards and punishments in teaching English about the kind of reward. The kind of reward is giving applause and expression. This reward is given to the teacher of student named Rani Ramadhani for successfully answer the question. Third observation, in part of main activity the researcher found the implementation of rewards and punishments in teaching English. The reseacher found about the kinds of reward. The kinds of reward are giving some interesting gift and giving applause and expression. This reward are given to the teacher of students named Selfi and Sofia for successfully the quizzes. Fourth observation, in part of main activity the researcher found the implementation of rewards and punishments in teaching English about the kind of reward. The reward is giving point. This reward is given to the teacher of student named Shalaysa for successfully answer the question.

b. The Implementation of Punishments in Teaching English

The researcher analyzed the implementation of rewards and punishments in teaching English at ninth grade students of MTs N 2 Boyolali Filial Pulutan in academic year 2017/ 2018, According Herman (1980: 61), the kinds of punishment are psychical punishment, word and sentences, stimulus psychical punishment and inconvenient punishment. In this research, the researcher found about kinds the punishment in this school. The kinds of punishment are are self-introduction, singing in front of the class and squad jump.

At the second observation, in part of main activity the researcher found the implementation of rewards and punishments in teaching English about the kind of punishment. The punishment is squad jump. This punishment is given to the teacher

of student named Sholiha Isnaini for late in classroom. Third observation, in part of main activity, the researcher found the kinds of punishment are self-introduction in front of the class and singing in front of the class. The kind of punishment about self-introduction in front of the class is given to the teacher of student named Naimullah Abrar for uncorrect or wrong the question in the quizzes, and the kind of punishment about singing in front of the class is given to the teacher of student named Winda for uncorrect or wrong the question in the quizzes.

2. Students' Respons of the Implementation Rewards and Punishments in Teaching English

According Skinner (1989: 35), The function of rewarding for students are, first, the value of educating to shows that the child's behavior in accordance with what is desired. Second, motivation, so that accepted behavior is repeated again,. Third, reinforcement, for socially acceptable behavior. Fourth, make happy students, rewards motivate pupils to be more productive by creating a feeling of pride and achievement. The last, increase the spirit of learning, make the individual more diligently.

According Skinner (1989: 53), The function of punishment for students are restrict behavior is punishment prevents repetition of unexpected behavior, educational is to educated the students to be a good behavior, strengthen motivation to avoid unexpected behavior and positive impulse and controlling prevent the students to undesirable behavior.

The researcher analyzed the students' respons about the implementation rewards and punishments in teaching English at ninth grade student of MTs N 2 Boyolali

Filial Pulutan. According to the researcher observation and reinforced with interview in the school, the reseacher founds about students' respons about the implementation rewards and punishments in teaching English. First, about students' respons about the implementation of rewards in teaching English are the students more enthusiastic, fun, happy, exciting, students are more motivation, diligently and spirit to study in teaching English. Second, about students' respons about the implementation of punishments in teaching English are the students are embarassed, students are less confident, and students are nervous.

a. Students' Respons of the Implementation Rewards in Teaching English

1) The students more enthusiastic, fun, happy and exciting

According Skinner (1989: 35), The function of reward for students is about make happy students, rewards motivate pupils to be more productive by creating a feeling of pride and achievement. Successful students are happy students. In this research, based the observation and interview the researcher found the students' respons was applied in MTs N 2 Boyolali Filial Pulutan about the students are motivated in the school. Therefore, the research of students' respons about the implementation of rewards in teaching English related the theory explained the researcher in chapter two.

2) Students are more motivated

According Skinner (1989: 37), The function of reward for students is about make students are more motivated, so that accepted behavior is repeated again. In this research, based the observation and interview the researcher found the students' respons was applied in MTs N 2 Boyolali Filial Pulutan about the

students are motivated in the school. Therefore, the research of students' respons about the implementation of rewards in teaching English related the theory explained the researcher in chapter two.

3) Students are more diligently and have more spirit to study in teaching English

According Skinner (1989: 39), The function of reward for students is about to increase the spirit of learning, make the individual more diligently. In this research, based the observation and interview the researcher found the students' respons was applied in MTs N 2 Boyolali Filial Pulutan about the students are more diligently and have more spirit to study in teaching English. Therefore, the research of students' respons about the implementation of rewards in teaching English related the theory explained the researcher in chapter two.

b. Students' Respons of the Implementation Punishments in Teaching English

1) Students are embarassed

According Skinner (1989: 54), The function of punishment for students is about to strengthen motivation to avoid unexpected behavior and positive impulse. In this research, based the observation and interview the researcher found the students' respons was applied in MTs N 2 Boyolali Filial Pulutan about the students are embarassed in the school. Therefore, the research students' respons about the implementation of punishments in teaching English related the theory explained the researcher in chapter two.

2) Students are less confident

According Skinner (1989: 57), The function of punishment for students is about to strengthen motivation to avoid unexpected behavior and positive

impulse. In this research, based the observation and interview the researcher found the students' respons was applied in MTs N 2 Boyolali Filial Pulutan about the students are less confident in the school. Therefore, the research students' respons about the implementation of punishments in teaching English related the theory explained the researcher in chapter two.

3) Students are nervous

According Skinner (1989: 61), The function of punishment for students is about to strengthen motivation to avoid unexpected behavior and positive impulse. In this research, based the observation and interview the researcher found the students' respons was applied in MTs N 2 Boyolali Filial Pulutan about the students are nervous in the school. Therefore, the research students' respons about the implementation of punishments in teaching English related the theory explained the researcher in chapter two.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research and suggestion in developing the implementation of rewards and punishments in teaching English of MTs N 2 Boyolali Filial Pulutan. The following discussion provides the conclusion and suggestion of the study.

A. CONCLUSION

Based on the result of the research, it can be concluded that the researcher finds the implementation of rewards and punishments and students response in teaching English at ninth grade students of MTs N 2 Boyolali Filial Pulutan.

1. The implementation of rewards and punishments in this school had some forms of reward and punishment. First, about kinds the rewards that implemented are giving some interesting gift, giving applouse and expression and giving point or high score from the teacher to the students. Reward awarded because the student has shown success for his efforts. Second, about kinds the punishments that implemented are self introduction in front of the class, singing in front of the class and squad jump. Punishment given because the student less than the maximum for his efforts.
2. Therefore, about giving rewards and punishments in teaching English automatically got students' respons. First, students' respons of the implementation rewards in teaching English. The students' respons of the implementation rewards in teaching English are the students more enthusiastic, fun, happy and exciting, students are more motivated, and

students are more diligently and have more spirit to study in teaching English. Second, students' respons of the implementation punishments in teaching English. The students' respons of the implementation punishments in teaching English, students are embarassed, students are less confident and students are nervous.

Based on the results of the research, it could be concluded that the researcher found the implementation and the students' respons of rewards and punishments in teaching English of MTs N 2 Boyolali Filial Pulutan.

B. SUGGESTION

After concluding the data based on the research finding, the researcher would like to propose some suggestions for students and for institute. The researcher hoped, at least, it could become an input to improve implementation of rewards and punishments and developed teaching English in the school.

1. For students

- a. Students should increase their participation in implementation teaching English in MTs N 2 Boyolali Filial Pulutan.
- b. The students should be more active, high self-confidence and participate during the teaching learning process by using strategies that are used by the teacher.
- c. Students should throw away being afraid to make mistake to speak English, because you are practicing and still learning so that it is common to make mistake.

- d. Students should impress that English learning is for skill and not only knowledge so that they need much practice to improve it.
2. For the teacher
 - a. The teacher should remember the students to use English during the teaching learning process in the classroom
 - b. The teacher should use some properties to make the student interested to the lesson in teaching learning process.
 - c. The teacher should have good communication with the student during the teaching learning process
 3. For the school
 - a. The school should give the facilities that are need in teaching learning process
 - b. The school should provide the collection of English book in the library.
 - c. The school should support good activities to advance the students skill
 4. For the readers

The researcher hopes that the reader can criticize this research because the researcher realizes that this research is still far from being perfect.

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APPENDICES

APPENDIX 1**LIST OF INTERVIEW****A. Interview for the teacher**

1. Apa yang ibu ketahui tentang *reward*?
2. Apa yang ibu ketahui tentang *punishment*?
3. Bagaimanakah pendapat ibu mengenai *reward* dan *punishment* yang diterapkan dalam pelajaran, khususnya pada mata pelajaran Bahasa Inggris?
4. Apa alasan ibu memberikan *reward* kepada siswa?
5. Apa alasan ibu memberikan *punishment* kepada siswa?
6. Apakah ibu merencanakan mengenai pemberian *reward* dan *punishment* ini?
7. Jika iya, kapan pemberian *reward* dan *punishment* itu dilaksanakan?
8. Apa kendala pertama kali dalam menerapkan sistem *reward* dan *punishment*?
9. Sejauh ini bagaimana pelaksanaan penerapan sistem *reward* dan *punishment*?
10. Apa sajakah kelebihan yang ada dalam proses pelaksanaan *reward* dan *punishment*?
11. Apa sajakah kekurangan yang ada dalam proses pelaksanaan *reward* dan *punishment*?
12. Bagaimana contoh dari penerapan *reward* dan *punishment* pada saat kegiatan belajar mengajar?
13. Dengan adanya *reward* dan *punishment*, apakah para siswa masih ada yang melakukan pelanggaran?

14. Jika masih ada, mengapa bisa terjadi?
15. Bentuk pelanggaran apa yang sering dilakukan para siswa di dalam kelas?
16. Bagaimanakah harapan-harapan ibu selanjutnya terkait dengan penerapan *reward* dan *punishment* ini?

B. Interview for the students

1. Apa yang Anda ketahui tentang *reward*?
2. Apa yang Anda ketahui tentang *punishment*?
3. Dari manakah awal Anda mengetahui tentang *reward* dan *punishment*?
4. Bagaimanakah pendapat Anda mengenai *reward* dan *punishment* pada pembelajaran Bahasa Inggris?
5. Apakah Anda setuju dengan penerapan *reward* dan *punishment* pada pembelajaran Bahasa Inggris?
6. Jika setuju, apa alasan anda?
7. Kapan saja dilaksanakannya *reward* dan *punishment*?
8. Apakah anda pernah mendapatkan *reward*? Jika pernah prestasi apa yang pernah anda raih?
9. Apakah anda pernah mendapatkan *punishment*? Jika pernah jenis pelanggaran apa yang pernah anda lakukan?
10. Apakah dalam penerapan *reward* dan *punishment* Anda merasa tertarik atau tidak?
11. Apa alasan Anda tertarik atau tidak dengan penerapan *reward* dan *punishment* tersebut?
12. Bagaimana kesan Anda setelah diberi reward atau punishment oleh guru ?

13. Apa harapan-harapan Anda ke depan terkait dengan penerapan reward dan punishment dalam pembelajaran Bahasa Inggris ?

Interview With English Teacher

Interviewees: Miss Ika

Place: MTs N 2 Boyolali Filial Pulutan

Date: Thursday, March 22nd 2018

1. Apa yang ibu ketahui tentang *reward*?

Jawab : *Reward* adalah hadiah atau imbalan yang diberikan pada seseorang atas usahanya.

2. Apa yang ibu ketahui tentang *punishment*?

Jawab : *Punishment* adalah hukuman atau konsekuensi yang diterima seseorang karena kurang maksimal usaha yang dilakukan.

3. Bagaimanakah pendapat ibu mengenai *reward dan punishment* yang diterapkan dalam pelajaran, khususnya pada mata pelajaran Bahasa Inggris?

Jawab : *Reward* dan *punishment* sangat tepat diterapkan pada pembelajaran Bahasa Inggris karena membuat siswa semangat.

4. Apa alasan ibu memberikan *reward* kepada siswa?

Jawab : *Reward* diberikan karena siswa tersebut telah menunjukkan keberhasilan atas usahanya.

5. Apa alasan ibu memberikan *punishment* kepada siswa?

Jawab : *Punishment* diberikan pada siswa karena siswa tersebut kurang maksimal atas usahanya.

6. Apakah ibu merencanakan mengenai pemberian *reward dan punishment* ini?

Jawab : Iya, tapi *reward* dan *punishment* ini merupakan kejutan pada anak-anak.

7. Jika iya, kapan pemberian *reward* dan *punishment* itu dilaksanakan?

Jawab : *Reward* dan *punishment* dilaksanakan 4 atau 5 kali dalam satu semester.

8. Apa kendala pertama kali dalam menerapkan sistem *reward* dan *punishment*?

Jawab : Kendala pertama kali yang ditemui adalah anak-anak sangat sulit untuk unjuk muka karena takut salah.

9. Sejauh ini bagaimana pelaksanaan penerapan sistem *reward* dan *punishment*?

Jawab : Penerapan *reward* dan *punishment* sejauh ini berjalan lancar dan sangat menyenangkan.

10. Apa sajakah kelebihan yang ada dalam proses pelaksanaan *reward* dan *punishment*?

Jawab : Kelebihan dari *reward* dan *punishment* ini membuat anak-anak semakin antusias dalam mengikuti pelajaran.

11. Apa sajakah kekurangan yang ada dalam proses pelaksanaan *reward* dan *punishment*?

Jawab : Ada sedikit kekurangan dalam pelaksanaan ini yaitu anak-anak ada yang pasif diam saja karena takut salah.

12. Bagaimana contoh dari penerapan *reward* dan *punishment* pada saat kegiatan belajar mengajar?

Jawab : Contoh pemberian *reward* kita memberi sedikit hadiah pada siswa yang bisa menjawab dan bagi anak yang belum bisa menjawab kita beri hukuman, contoh menyanyi di depan kelas.

13. Dengan adanya *reward* dan *punishment*, apakah para siswa masih ada yang melakukan pelanggaran?

Jawab : Dalam pembelajaran di kelas selalu ada 1 atau 2 siswa yang melakukan pelanggaran.

14. Jika masih ada, mengapa bisa terjadi?

Jawab : Pelanggaran terjadi karena ada anak-anak yang kurang memperhatikan pelajaran.

15. Bentuk pelanggaran apa yang sering dilakukan para siswa di dalam kelas?

Jawab : Pelanggaran yang sering dilakukan di kelas adalah siswa sering bercerita sama temannya dan tidak memperhatikan pelajaran.

16. Bagaimanakah harapan-harapan ibu selanjutnya terkait dengan penerapan *reward* dan *punishment* ini?

Jawab : Saya berharap penerapan *reward* dan *punishment* ditingkatkan lagi dan diterapkan di berbagai mata pelajaran.

Interview With Students

Interviewees: Rani Ramadhani

Place: MTs N 2 Boyolali Filial Pulutan

Date: Thursday, March 15th 2018

1. Apa yang Anda ketahui tentang *reward*?

Jawab: Reward adalah hadiah

2. Apa yang Anda ketahui tentang *punishment*?

Jawab: Punishment adalah hukuman

3. Dari manakah awal Anda mengetahui tentang *reward* dan *punishment*?

Jawab: Dari guru

4. Bagaimanakah pendapat Anda mengenai *reward* dan *punishment* pada pembelajaran Bahasa Inggris?

Jawab: Menyenangkan dan seru

5. Apakah Anda setuju dengan penerapan *reward* dan *punishment* pada pembelajaran Bahasa Inggris?

Jawab: Setuju

6. Jika setuju, apa alasan anda?

Jawab: Karena menyenangkan

7. Kapan saja dilaksanakannya *reward* dan *punishment*?

Jawab: *Reward* saat kita menjawab benar, *punishment* saat menjawab salah

8. Apakah anda pernah mendapatkan *reward*? Jika pernah prestasi apa yang pernah anda raih?

Jawab: Pernah, menjawab soal-soal

9. Apakah anda pernah mendapatkan *punishment*? Jika pernah jenis pelanggaran apa yang pernah anda lakukan?

Jawab: Pernah, hukumannya perkenalan diri dan bernyanyi di depan kelas

10. Apakah dalam penerapan *reward* dan *punishment* Anda merasa tertarik atau tidak?

Jawab: Tertarik

11. Apa alasan Anda tertarik atau tidak dengan penerapan *reward* dan *punishment* tersebut?

Jawab: Seru dan ada yang sedih

12. Bagaimana kesan Anda setelah diberi reward oleh guru ?

Jawab: Lebih rajin dan semangat dalam belajar

13. Apa harapan-harapan Anda ke depan terkait dengan penerapan reward dan punishment dalam pembelajaran Bahasa Inggris ?

Jawab: Perlu ditingkatkan dengan giat

Interviewees: Sholiha Isnaini

Place: MTs N 2 Boyolali Filial Pulutan

Date: Thursday, March 22nd 2018

1. Apa yang Anda ketahui tentang *reward*?

Jawab: Reward adalah hadiah

2. Apa yang Anda ketahui tentang *punishment*?

Jawab: Punishment adalah hukuman

3. Dari manakah awal Anda mengetahui tentang *reward* dan *punishment*?

Jawab: Dari guru

4. Bagaimanakah pendapat Anda mengenai *reward* dan *punishment* pada pembelajaran Bahasa Inggris?

Jawab: Membuat pembelajaran menjadi menyenangkan

5. Apakah Anda setuju dengan penerapan *reward* dan *punishment* pada pembelajaran Bahasa Inggris?

Jawab: Setuju

6. Jika setuju, apa alasan anda?

Jawab: Karena kita bisa lebih aktif dan semangat saat pembelajaran

7. Kapan saja dilaksanakannya *reward* dan *punishment*?

Jawab: Saat ada ulangan harian atau tugas praktek

8. Apakah anda pernah mendapatkan *reward*? Jika pernah prestasi apa yang pernah anda raih?

Jawab: Pernah,

9. Apakah anda pernah mendapatkan *punishment*? Jika pernah jenis pelanggaran apa yang pernah anda lakukan?

Jawab: Pernah, saat menjawab salah, hukumannya *squad jump*

10. Apakah dalam penerapan *reward* dan *punishment* Anda merasa tertarik atau tidak?

Jawab: Tertarik

11. Apa alasan Anda tertarik atau tidak dengan penerapan *reward* dan *punishment* tersebut?

Jawab: Karena membuat pembelajaran lebih seru dan menyenangkan

12. Bagaimana kesan Anda setelah diberi *punishment* oleh guru ?

Jawab: Membuat saya jadi malu (*embarassed*)

13. Apa harapan-harapan Anda ke depan terkait dengan penerapan *reward* dan *punishment* dalam pembelajaran Bahasa Inggris ?

Jawab: Harus ada *reward* lagi yang lebih bagus dan *punishment* tidak harus berat

Interviewees: Sofia Indarwati

Place: MTs N 2 Boyolali Filial Pulutan

Date: Saturday, March 24th 2018

1. Apa yang Anda ketahui tentang *reward*?

Jawab: Reward adalah hadiah

2. Apa yang Anda ketahui tentang *punishment*?

Jawab: Punishment adalah hukuman

3. Dari manakah awal Anda mengetahui tentang *reward* dan *punishment*?

Jawab: Dari pelajaran Bahasa Inggris

4. Bagaimanakah pendapat Anda mengenai *reward* dan *punishment* pada pembelajaran Bahasa Inggris?

Jawab: Membuat semangat

5. Apakah Anda setuju dengan penerapan *reward* dan *punishment* pada pembelajaran Bahasa Inggris?

Jawab: Setuju

6. Jika setuju, apa alasan anda?

Jawab: Menyenangkan

7. Kapan saja dilaksanakannya *reward* dan *punishment*?

Jawab: Satu pekan sekali

8. Apakah anda pernah mendapatkan *reward*? Jika pernah prestasi apa yang pernah anda raih?

Jawab: Pernah, hadiah berupa pulpen dan kotak pulpen

9. Apakah anda pernah mendapatkan *punishment*? Jika pernah jenis pelanggaran apa yang pernah anda lakukan?

Jawab: Pernah,

10. Apakah dalam penerapan *reward* dan *punishment* Anda merasa tertarik atau tidak?

Jawab: Tertarik

11. Apa alasan Anda tertarik atau tidak dengan penerapan *reward* dan *punishment* tersebut?

Jawab: Menyenangkan

12. Bagaimana kesan Anda setelah diberi reward oleh guru ?

Jawab: Senang dan gembira

13. Apa harapan-harapan Anda ke depan terkait dengan penerapan reward dan punishment dalam pembelajaran Bahasa Inggris ?

Jawab: Semoga pelajaran Bahasa Inggris lebih menyenangkan

Interviewees: Selfi Rahmawati

Place: MTs N 2 Boyolali Filial Pulutan

Date: Saturday, March 24th 2018

1. Apa yang Anda ketahui tentang *reward*?

Jawab: Reward adalah hadiah

2. Apa yang Anda ketahui tentang *punishment*?

Jawab: Punishment adalah hukuman

3. Dari manakah awal Anda mengetahui tentang *reward* dan *punishment*?

Jawab: Pelajaran Bahasa Inggris

4. Bagaimanakah pendapat Anda mengenai *reward* dan *punishment* pada pembelajaran Bahasa Inggris?

Jawab: Pelajaran Bahasa Inggris menjadi lebih menyenangkan dan menjadikan kita lebih semangat

5. Apakah Anda setuju dengan penerapan *reward* dan *punishment* pada pembelajaran Bahasa Inggris?

Jawab: Ya

6. Jika setuju, apa alasan anda?

Jawab: Pelajaran Bahasa Inggris menjadi lebih menyenangkan

7. Kapan saja dilaksanakannya *reward* dan *punishment*?

Jawab: Pada saat membahas saat setelah pelajaran selesai

8. Apakah anda pernah mendapatkan *reward*? Jika pernah prestasi apa yang pernah anda raih?

Jawab: Ya, saya mendapat hadiah yang saya sukai berupa buku dan pulpen

9. Apakah anda pernah mendapatkan *punishment*? Jika pernah jenis pelanggaran apa yang pernah anda lakukan?

Jawab: Pernah, hukumannya perkenalan diri di depan kelas

10. Apakah dalam penerapan *reward* dan *punishment* Anda merasa tertarik atau tidak?

Jawab: Tertarik

11. Apa alasan Anda tertarik atau tidak dengan penerapan *reward* dan *punishment* tersebut?

Jawab: Karena dapat melatih kecerdasan dan kecepatan cara kita berfikir

12. Bagaimana kesan Anda setelah diberi reward oleh guru ?

Jawab: Membuat siswa lebih termotivasi

13. Apa harapan-harapan Anda ke depan terkait dengan penerapan reward dan punishment dalam pembelajaran Bahasa Inggris ?

Jawab: Semoga pembelajaran Bahasa Inggris lebih menyenangkan dan materi dapat masuk ke akal serta dapat terus teringat

Interviewees: Naimullah Abrar

Place: MTs N 2 Boyolali Filial Pulutan

Date: Saturday, March 24th 2018

1. Apa yang Anda ketahui tentang *reward*?

Jawab: Reward adalah hadiah

2. Apa yang Anda ketahui tentang *punishment*?

Jawab: Punishment adalah hukuman

3. Dari manakah awal Anda mengetahui tentang *reward* dan *punishment*?

Jawab: Dari guru

4. Bagaimanakah pendapat Anda mengenai *reward* dan *punishment* pada pembelajaran Bahasa Inggris?

Jawab: Membuat belajar lebih seru

5. Apakah Anda setuju dengan penerapan *reward* dan *punishment* pada pembelajaran Bahasa Inggris?

Jawab: Setuju

6. Jika setuju, apa alasan anda?

Jawab: Semakin seru

7. Kapan saja dilaksanakannya *reward* dan *punishment*?

Jawab: Di setiap belajar

8. Apakah anda pernah mendapatkan *reward*? Jika pernah prestasi apa yang pernah anda raih?

Jawab: Tidak

9. Apakah anda pernah mendapatkan *punishment*? Jika pernah jenis pelanggaran apa yang pernah anda lakukan?

Jawab: Pernah, hukumannya perkenalan diri di depan kelas

10. Apakah dalam penerapan *reward* dan *punishment* Anda merasa tertarik atau tidak?

Jawab: Tertarik

11. Apa alasan Anda tertarik atau tidak dengan penerapan *reward* dan *punishment* tersebut?

Jawab: Membuat belajar lebih seru

12. Bagaimana kesan Anda setelah diberi *punishment* oleh guru ?

Jawab: Kurang percaya diri

13. Apa harapan-harapan Anda ke depan terkait dengan penerapan *reward* dan *punishment* dalam pembelajaran Bahasa Inggris ?

Jawab: Semoga dapat pembelajaran yang lebih dalam

Interviewees: Winda Widi A

Place: MTs N 2 Boyolali Filial Pulutan

Date: Saturday, March 24th 2018

1. Apa yang Anda ketahui tentang *reward*?

Jawab: Reward adalah hadiah

2. Apa yang Anda ketahui tentang *punishment*?

Jawab: Punishment adalah hukuman

3. Dari manakah awal Anda mengetahui tentang *reward* dan *punishment*?

Jawab: Dari guru

4. Bagaimanakah pendapat Anda mengenai *reward* dan *punishment* pada pembelajaran Bahasa Inggris?

Jawab: Menyenangkan

5. Apakah Anda setuju dengan penerapan *reward* dan *punishment* pada pembelajaran Bahasa Inggris?

Jawab: Setuju

6. Jika setuju, apa alasan anda?

Jawab: Belajarnya lebih menyenangkan

7. Kapan saja dilaksanakannya *reward* dan *punishment*?

Jawab: Satu pekan, satu kali

8. Apakah anda pernah mendapatkan *reward*? Jika pernah prestasi apa yang pernah anda raih?

Jawab: Pernah, mendapat permen

9. Apakah anda pernah mendapatkan *punishment*? Jika pernah jenis pelanggaran apa yang pernah anda lakukan?

Jawab: Pernah, hukumannya menyanyi di depan kelas

10. Apakah dalam penerapan *reward* dan *punishment* Anda merasa tertarik atau tidak?

Jawab: Ya, Tertarik

11. Apa alasan Anda tertarik atau tidak dengan penerapan *reward* dan *punishment* tersebut?

Jawab: Karena lebih menyenangkan atau semangat saat belajar

12. Bagaimana kesan Anda setelah diberi *punishment* oleh guru ?

Jawab: Membuat saya mejadi grogi atau gugup

13. Apa harapan-harapan Anda ke depan terkait dengan penerapan *reward* dan *punishment* dalam pembelajaran Bahasa Inggris ?

Jawab: Ya, lebih ditingkatkan lagi

Interviewees: Shalaysa Kahanaya

Place: MTs N 2 Boyolali Filial Pulutan

Date: Saturday, March 31st 2018

1. Apa yang Anda ketahui tentang *reward*?

Jawab: Reward adalah hadiah

2. Apa yang Anda ketahui tentang *punishment*?

Jawab: Punishment adalah hukuman

3. Dari manakah awal Anda mengetahui tentang *reward* dan *punishment*?

Jawab: Dari Guru

4. Bagaimanakah pendapat Anda mengenai *reward* dan *punishment* pada pembelajaran Bahasa Inggris?

Jawab: Sangat menyenangkan karena memberi tambahan semangat

5. Apakah Anda setuju dengan penerapan *reward* dan *punishment* pada pembelajaran Bahasa Inggris?

Jawab: Sangat setuju

6. Jika setuju, apa alasan anda?

Jawab: Karena sangat mendukung murid-murid untuk lebih semangat untuk belajar

7. Kapan saja dilaksanakannya *reward* dan *punishment*?

Jawab: Satu pekan sekali

8. Apakah anda pernah mendapatkan *reward*? Jika pernah prestasi apa yang pernah anda raih?

Jawab: Pernah, saat menjawab dengan benar

9. Apakah anda pernah mendapatkan *punishment*? Jika pernah jenis pelanggaran apa yang pernah anda lakukan?

Jawab: Pernah, hukumannya menyanyi di depan kelas

10. Apakah dalam penerapan *reward* dan *punishment* Anda merasa tertarik atau tidak?

Jawab: Tertarik

11. Apa alasan Anda tertarik atau tidak dengan penerapan *reward* dan *punishment* tersebut?

Jawab: Karena sangat memberi semangat pada murid-murid

12. Bagaimana kesan Anda setelah diberi reward oleh guru ?

Jawab: Membuat siswa menjadi *fun* dan *happy*

13. Apa harapan-harapan Anda ke depan terkait dengan penerapan reward dan punishment dalam pembelajaran Bahasa Inggris ?

Jawab: Sudah baik dan perlu ditingkatkan lagi

APPENDIX 2**FIELD NOTES OF OBSERVATION**

1. First Observation

Date	: Thursday March 15 th 2018
Title	: Observation in Teaching English
Informant	: IX A Class
Place	: 07.00-08.20
Material	: Narrative Text

a) Opening

In opening, the teacher asked the students to pray together. She checked the students attendance. Before the teacher started to the lesson, she greeted the students and the teacher introduced the researcher to the students and told them about the purposes of the the teacher visited their class.

b) Main activity

In the main activity, the teacher gave the material about Narrative text. The teacher explained what the narrative text, the purpose, generic structure, language features and the kinds of narrative text. After that, the teacher (T) give question for student named Rani Ramadhani (RR)

T: "Rani, What are the generic structure of Narrative Text ?"

RR: "(Langsung menjawab) Orientation, Complication,

Resolution and Re-Orientation Miss...”

T: “Yes, Good job Rani !!!”

RR: “Thank you, Miss...”

c) Closing

The last session was closing, Before the teacher closed the teaching English activities, the teacher asked the students about the material that they learned. She told the students to continue this material nextweek and told the students to learned about the material “Narrative text”. The teacher gave a motivation to the students to study hard and she closed the teaching process by saying “*Hamdallah*” together the students.

2. Second Observation

Date : Thursday March 22nd 2018
 Title : Observation in Teaching English
 Informant : IX A Class
 Place : 07.00-08.20
 Material : Narrative Text

a) Opening

In opening, the teacher asked the students to pray together. She checked the students attendance. Before the teacher started to the lesson, she greeted the students and the teacher introduced the researcher to the students and told them about the purposes of the the teacher visited their class.

b) Main activity

The researcher found about the forms of punishment like the student who late in class, the teacher (T) giving punishment “squad jump”. The student named Sholiha Isnaini (SI).

SI: “Assalamu’alaikum Wr. Wb (sambil mengetuk pintu)”

T: “Wa’alaikum salam Wr. Wb.... Dari mana saja kamu kok jam segini baru masuk ke kelas ?”

SI:”Maaf Miss, saya tadi ada halangan di jalan jadi saya terlambat masuk kelas...”

T:”Berhubung kamu terlambat masuk kelas, saya beri kamu punishments squad jump sebanyak 5 kali...”

SI:”Iya Miss... (sambil squad jump 5 kali), sudah miss...”

T:”Yaudah, lain kali jangan diulangi lagi, sekarang silahkan duduk dan siapkan buku untuk mencatat apa yang sudah saya tulis di papan tulis...”

SI:”Terimakasih, Miss...(menuju ke tempat duduk)

In the main activity, the teacher gave continue the material about Narrative text. The teacher reviewed about the narrative text. The teacher said, *”Anak-anak, Apakah kalian sudah mempelajari materi yang Bu guru sampaikan pekan kemarin ?”* The students answered, *”Sudah Miss....”* One of student namely Olivia said, *”Saya masih agak kurang paham mengenai language features nya Miss...”* Therefore the teacher explained more detail about language features of narrative text.

c) Closing

The last session was closing, Before the teacher closed the teaching English activities, the teacher gave the task for the students to search about example of narrative text and collected next week. The teacher gave a motivation to the students to study hard and she closed the teaching process by saying “*Hamdallah*” together the students.

3. Third Observation

Date : Saturday March 24th 2018

Title : Observation in Teaching English

Informant : IX A Class

Place : 09.15-09.55

Material : Kinds of Job

a) Opening

In opening, the teacher asked the students to pray together. She checked the students attendance. Before the teacher started to the lesson, she greeted the students and the teacher introduced the researcher to the students and told them about the purposes of the the teacher visited their class.

b) Main activity

In the main activity, the teacher gave the material about Kinds of job. The teacher explained about kinds of job, such as fisherman,

teacher, doctor and pilot. After that, the teacher gave the quizzes. The students matched the words in teacher table and picture in blackboard. Teacher said, *"Nanti siswa yang berhasil mencocokkan akan saya beri reward atau hadiah dan sebaliknya siswa yang gagal akan saya beri punishment atau hukuman. Kalian paham anak-anak ?"* Students answered, *"Siap, paham Miss..."* Then the teacher started the quizzes. The students who successfully got the reward and instead, the students who wrong or uncorrect got the punishment from the teacher. After that, at the first the teacher (T) pointing student named Sofia Indarwati (SI) to matching the words and picture in quizzes. Students of IX A class pay attention in classroom (S).

T: "(menempelkan gambar di papan tulis yang berkaitan dengan materi "Kinds of Job") Selanjutnya, Mbak Sofia coba kamu cocokkan kata di meja dengan gambar yang Bu guru tempelkan di papan tulis..."

SI: "(maju ke depan kelas, memilih kata dan mencocokkan gambar yang ada di papan tulis) Jawabannya Pilot and flying the plane bu...."

T: "Gimana jawaban dari Sofia anak-anak ?"

S: "Benaarr buuuu.... {dengan kompak}"

T: "Good Job Sofia!!! Jawabanmu tepat sekali Mbak Sofia, Berhubung jawabanmu benar Bu guru akan memberikan reward (sambil memberikan reward berupa box yang isinya benda menarik dari Bu guru)"

SI: "Thank you Miss Ika..."

T: "You're welcome...."

SI: "(kembali ke tempat duduk)"

Second, the teacher (T) pointing student named Naimullah Abrar (NA) to matching the words and picture in quizzes. Students of IX A class pay attention in classroom (S).

T: "Ayo Abrar, coba kamu cocokkan kata di meja dengan gambar yang ada di papan tulis..."

NA: "(maju ke depan kelas, memilih kata dan mencocokkan gambar yang ada di papan tulis} Jawabannya Doctor and cutting the hair bu...."

T: "Gimana jawaban dari Abrar anak-anak?"

S: "Salaahhhh buuuu.... {dengan kompak}

Guru: "Jawabanmu masih belum tepat Mas Abrar, Enaknya di beri hukuman apa ini anak-anak?"

S " (diam)

T: "Yaudah hukumannya Mas Abrar perkenalan diri di depan kelas menggunakan Bahasa Inggris..."

NA: "(memperkenalkan diri di depan kelas menggunakan Bahasa Inggris)"

T: "Lain kali kalo ibu menerangkan lebih diperhatikan lagi ya...."

NA: "Iya bu, (kembali ke tempat duduk)"

T: "Tidak untuk Mas Abrar saja, tapi buat seluruh siswa, kalian paham"

S: "Paham bu..."

Third, the teacher (T) pointing student named Selfi Rahmawati (SR) to matching the words and picture in quizzes. Students of IX A class pay attention in classroom (S).

T: "(menempelkan gambar di papan tulis yang berkaitan dengan materi "Kinds of Job") Selanjutnya, Mbak Selfi coba kamu cocokkan kata di meja dengan gambar yang Bu guru

tempelkan di papan tulis...

SR: "(maju ke depan kelas, memilih kata dan mencocokkan gambar yang ada di papan tulis} Jawabannya Barber and cutting the hair bu...."

T: "Gimana jawaban dari Selfi anak-anak?"

S: "Benaarr buuuu.... {dengan kompak}"

T: "Nice Selfi!!! Jawabanmu tepat sekali Mbak Selfi, Berhubung jawabanmu benar Bu guru akan memberikan reward (sambil memberikan reward berupa box yang isinya benda menarik dari Bu guru)"

SR: "Thank you Miss Ika..."

T: "You're welcome..."

SR: "(kembali ke tempat duduk)"

Fourth, the teacher (T) pointing student named Winda Widi (WW) to matching the words and picture in quizzes. Students of IX A class pay attention in classroom (S).

T: "(mengganti gambar yang ada di papan tulis) Selanjutnya, Mbak Winda coba kamu cocokkan kata di meja dengan gambar yang ada di papan tulis sekarang..."

WW: "(maju ke depan kelas, memilih kata dan mencocokkan gambar yang ada di papan tulis} Jawabannya Barber and examining the sick person bu...."

T: "Gimana jawaban dari Winda anak-anak?"

S: "Salaahhhh buuuu.... {dengan kompak}"

T: "Jawabanmu masih belum tepat Mbak Winda, Enaknya di beri hukuman apa ini anak-anak? Yaudah hukumannya Mbak Winda menyanyi lagu Bahasa Inggris di depan kelas..."

WW: “(Menyanyi lagu Bahasa Inggris di depan kelas)”

T:”Lain kali kalo ibu menerangkan lebih diperhatikan lagi ya dan jangan lupa belajar lebih rajin lagi....”

WW: “Iya bu, (kembali ke tempat duduk)”

c) Closing

The last session was closing, Before the teacher closed the teaching English activities, the teacher asked the students about the material that they learned. She told the students to continue this material nextweek and told the students to learned about the material ”Kinds of job”. The teacher gave a motivation to the students to study hard and she closed the teaching process by saying “*Hamdallah*” together the students.

4. Fourth Observation

Date : Saturday March 31th 2018

Title : Observation in Teaching English

Informant : IX A Class

Place : 09.15-09.55

Material : Kinds of Job

a) Opening

In opening, the teacher asked the students to pray together. She checked the students attendance. Before the teacher started to the lesson, she greeted the students and the teacher introduced the

researcher to the students and told them about the purposes of the the teacher visited their class.

b) Main activity

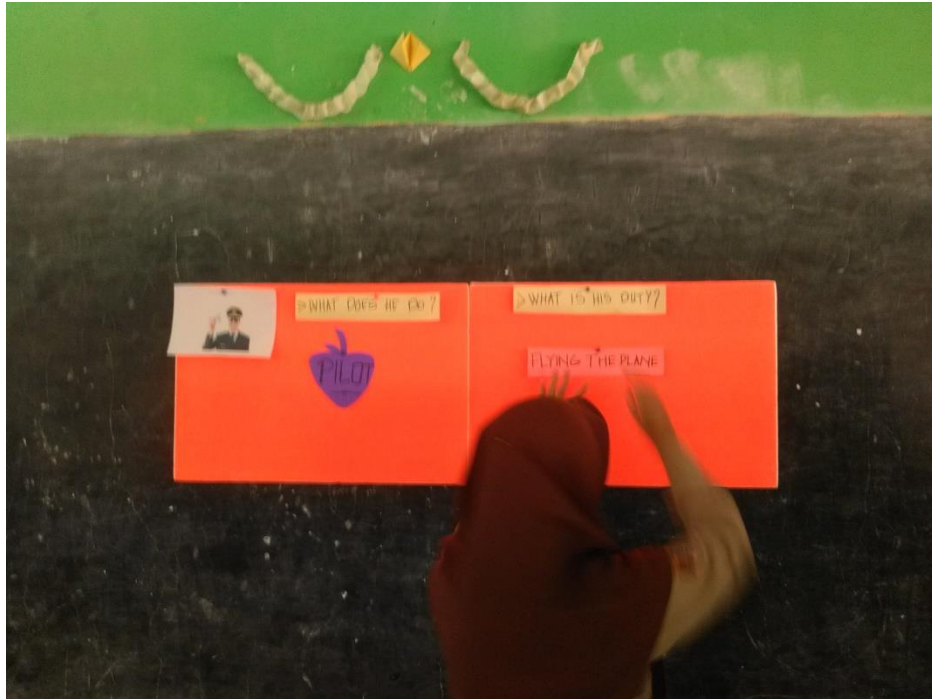
In the main activity, the teacher gave continue the material about “Kinds of job”. The teacher reviewed about the example of kinds of job. The teacher said, *”Anak-anak, Apakah kalian sudah mempelajari materi yang Bu guru sampaikan pekan kemarin ?”* The students answered, *”Sudah Miss....”*. The teacher said, *” Ok, kalo begitu saya akan beri pertanyaan, nanti yang bisa jawab angkat tangannya, Siapa yang tau jawaban nomer 3 ?”* One of student namely Shalaysa answered, *”(Sambil angkat tangan, seraya menjawab) Saya Miss, It’s a fisherman.”* Teacher said: *”Good job Shalaysa !!!”(sambil check list point to Shalaysa)*

c) Closing

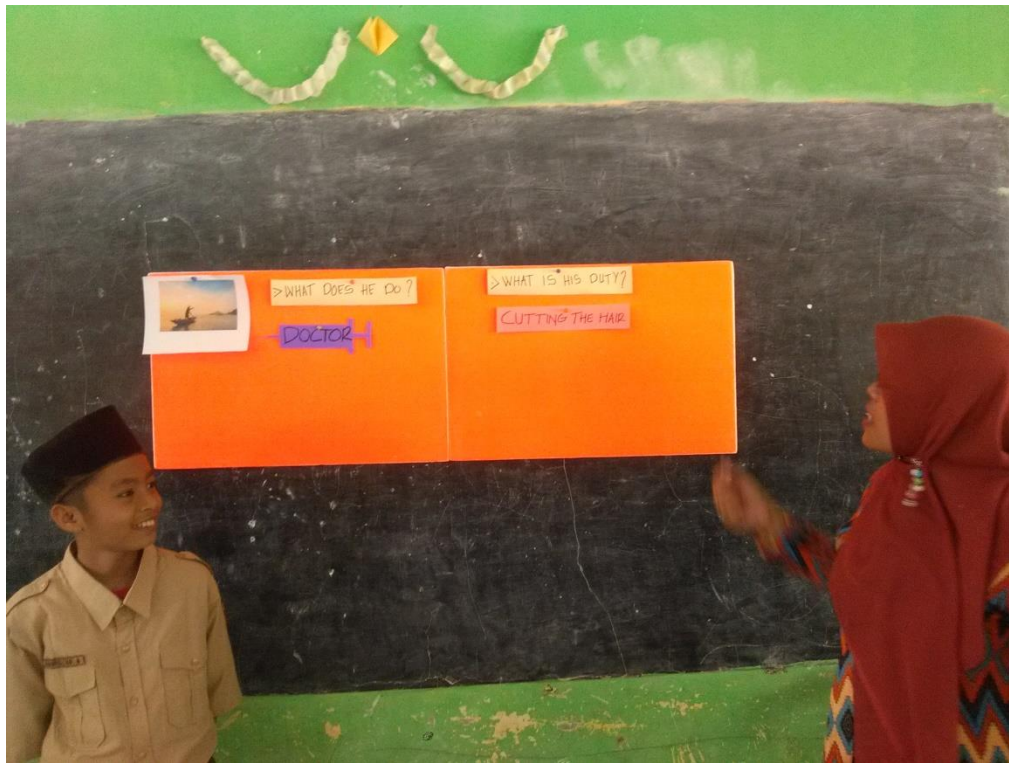
The last session was closing, Before the teacher closed the teaching English activities, the teacher gave a motivation to the students to study hard and she closed the teaching process by saying *”Hamdallah”* together the students.

APPENDIX 3

LAMPIRAN FOTO-FOTO



3. 1 Giving reward to the student



3. 2 Giving punishment to student about “Self-introduction in front of the class”



3. 3 Giving reward to the student



3. 4 Giving punishment to student about “Singing in front of the class”



3. 5 Teaching English Activities



3. 6 Teaching English Activities



3. 7 Togetherness with the teacher and students of MTs N 2 Boyolali Filial Pulutan