

STUDENT'S PERCEPTION ON REWARD AND PUNISHMENT AS
MOTIVATION IN ENGLISH LEARNING ACTIVITY AT
PRATEEPTHAM FOUNDATION SCHOOL

THESIS
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2023

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THESIS

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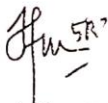
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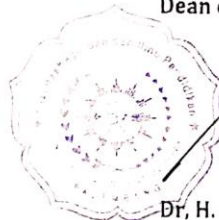
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MOTTO AND DEDICATION

Motto

- Making the Impossible Possible until the very end.

Dedicated to :

- Friends who always give encouragement and motivation.
- Special for my beloved mother who never stops helping and giving support both materially and morally and always prays for success for me.
- My father who has helped and provided support both materially, morally, and in prayer.
- All my lectures especially in English study program.
- All of my beloved friends in English Department 2019.

ABSTRACT

Sinaga, Febri Julviantara (2023). Student's Perception on Reward and Punishment as Motivation in English Learning Activity at Prateeptham Foundation School. Thesis, English Education Study Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Palembang. Advisor (I) Mgs. Sulaiman, S.Pd., M.Pd., and Advisor (II) Kurnia Saputri, S.Pd., M.Pd.

Keywords : Reward, Punishment, Motivation

The title of this thesis is "Student's Perception on Reward and Punishment as Motivation in English Learning Activity at Prateeptham Foundation School". The objective of this study were to know the student's perception about reward and punishment in English learning activity at prateeptham foundation school. The researcher used a descriptive method in this research. The subject of this research was prateeptham foundation school student especially in Mattayom 5. The researcher analyzed the data from questionnaire and share questionnaire to the students. There are five statement out of 16 questions. Such as Strongly agree, Agree, Neutral, Disagree, Strongly Disagree. The result of this research is that the students have different opinion about reward and punishment. Most of them are agreed to the use of reward and punishment in English learning. The results of this study also show that students' perceptions of rewards and punishments in improving English learning are positive, motivating. And Students' motivation in participating in learning English has increased internally and externally.

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The researcher realize that this thesis is really far from being perfect. That is why any comment, criticism, and suggestions are welcomed.

Palembang, 2023
The researcher,

FJS

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CHAPTER I

INTRODUCTION

This chapter presents, background, formulation of the problem, objective of the study, and significance of the study.

A. Background

Reward and punishment are two learning techniques that are always used in many environments including education, work, and life (Kelishadroky 2016, p.783). Most learning activities in our lives are impacted by these techniques. They have many variations which need to be applied by considering time, place, personality, facilities, and several other variables to yield the best results. Intrinsic reward is by giving something intangible, such as time with the teacher to build a positive relationship, while extrinsic reward is by giving gifts, giving good grades, sticker, candy, or giving applause that influence the students behavior. According to Evertson (2003, p.623), to prevent negative behavior, some teachers use reward intrinsically and extrinsically.

Brophy (2004, p.4), states that motivation is the key to students' experiences, especially those related to their willingness to be involved in teaching and learning activities with the reason they want to do it. Motivation is important for someone, especially in the process learning. In teaching and learning activities, motivation can be said as the overall driving force within the learner that gives rise desire to learn, which ensures continuity of learning activities and which give direction to learning activities, so that the desired goals by learners can be reached. Therefore, the teacher should have a learning activity that can arouse the motivation to learn for students to learn English and carry out their duties as educators or professional staff in charge in planning and implementing the learning process.

Learning motivation in following the learning process is a form response from students, where the motivation comes from within (motivation

intrinsic) and from the outside (extrinsic motivation), and their response to the process the implementation. This is an effort to reach the goal predetermined learning.

Reward is everything that someone gets for doing good or positive thing. According to Matejcek (2007), there are some general guidelines for the use of reward and punishment in the care of students. Reward can be used to encourage your child's good behavior. They also help make your child do the things you want him to do. The reward that occurs immediately after a behavior is the best. Sometimes the reward cannot be given immediately but must be given wherever possible.

Elizabeth (2016, p.188), states that punishment is an educational tool, and also be a motivation to encourage student learning. Punishment is the suffering intentionally given by the teacher after the student make mistake. Punishment can have an era effect on students so students feel that what they did was wrong and he won't repeat the mistake again. There are two types of punishment according to Skinner (1989, p.83). first is positive punishment. Positive punishment to provide a positive stimulus to the students both in term of students motivation, achievement and the other aspect that relate it. The second one is negative punishment, negative punishment to provide a different effect to the students who violate the rules in the school.

Skinner (1989, p.47) also state the advantages of punishment. First, restrict behavior. It 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 undesirable behavior, so the learning process can be conducive.

In Cullen J et. al, research, they are 233 students from 14 high school classes were utilized to undertake as respondents of their study and theses respondents were either offered points (ranging from 2 to 12) on their final grade of the term for completing an assignment or threatened with loss of points (ranging from 1 to 7) for not completing an assignment. A control class was asked to complete the assignment without gaining or forfeiting any

points. Data suggested that grades used as an incentive elicited greater assignment completion than when no incentive was used, that assignment completion was greater when grades were used as a negative as opposed to a positive incentive, and that as the level of incentive utilized rose, assignment completion tended to increase

Based on the researcher's experience as a student, the results of the use of reward and punishment in learning have different effect. Some students respond positively and other students respond negatively. Some Student who respond positively feel that reward and punishment give them motivation to study harder. Meanwhile, for the students who respond negatively, they don't like punishment and feel unfair.

From the explanation stated, the researcher will conduct a research under the title "Students' Perceptions on Rewards and Punishment As Motivation in English Learning Activity at Prateeptham Foundation School".

B. Formulation of the Problem

Based on the background of this study, there are two questions which can be presented as follows :

1. What are the students' perceptions on reward and punishment in English learning activity?
2. What are the effects of reward and punishment for students' motivation in English learning?

C. Objectives of the Study

On the basis of the problems, the objectives of this study are to describe :

1. To describe the students' perception of reward and punishment in English learning activity.
2. To describe the effects of reward and punishment for student motivation in English learning activity.

D. Significance of the Study

This study is expected to bring out some significance, as follows :

1. For researcher himself, it provides a great experience to learn about reward and punishment, and the researcher can be able to improve the ability to examine the phenomenon around.
2. For other researchers, it can help the other researchers to study about reward and punishment, especially about student perception of reward and punishment to motivate student in English learning.
3. For Teacher, it can help to improve the students' motivation in Learning English, and the researcher hopes that the teacher can improve students' achievement.
4. For Students', this study can help to encourage students' motivation in learning English, and students' will be more attracted to learning English without under pressure feeling and forced.

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