THE EFFECT OF REWARD AND PUNISHMENT
IN LEARNING ENGLISH

(*A Descriptive Qualitative Study at the Third Semester of English Education
Department Muhammadiyah University of Makassar*)

A Thesis

Submited to the faculty of Teacher Training and Education

Makassar Muhammadiyah University in partial fulfillment of the requirement

For degree of Education in English Department.

HAJRAH

10535588214

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TEACHERS TRAINING AND EDUCATION

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2018

UNIVERSITAS MUHAMMADIYAH MAKASSAR
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PRODI PENDIDIKAN BAHASA INGGRIS

يســــم اللـه الرحمن الرحيـــم

APPROVAL SHEET

Title : The Students' Perception on the Implementation of Reward and Punishment in Learning English (*A Descriptive Qualitative Study at the Third Semester of English Education Department Muhammadiyah University of Makassar*)

Name : **HAJRAH**

Reg. Number : 10535 5882 14

Programmer : English Education Department Strata 1 (S1)

Faculty : Teacher Training and Education

Makassar, Februari 2019

Approved by,

Consultant I   Consultant II

Dr. St. Asriati AM., S.Pd., M.Hum.   Ardiana, S.Pd., M.Pd.

Dean of FKIP   Head of English
Makassar Muhammadiyah University   Education Department

Erwin Akib, M.Pd., Ph.D.   Ummi Khaerati Syam, S.Pd., M.Pd.
NBM: 860 934   NBM : 977 807

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UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

LEMBAR PENGESAHAN

Skripsi atas nama **HAJRAH**, NIM **10535 5882 14** diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **0018 Tahun 1440 H/2019 M**, tanggal 22 Jumadil Awal 1440 H/28 Januari 2019 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Jumat tanggal 01 Februari 2019

Makassar, $\dfrac{\text{26 Jumadil Awal 1440 H}}{\text{01 Februari 2019 M}}$

Panitia Ujian :

1. Pengawas Umum : Prof. Dr. H. Abdul Rahman Rahim, S.E., M.M. (.............)

2. Ketua : Erwin Akib, M.Pd., Ph.D. (.............)

3. Sekretaris : Dr. Baharullah, M.Pd. (.............)

4. Dosen Penguji : 1. Dr. St. Asriati AM., S.Pd., M.Hum. (.............)

           2. Dra. Hasnawati Latief, M.Pd. (.............)

           3. Dr. Ratna Dewi, S.S., M.Hum. (.............)

           4. Dra. Radiah Hamid, M.Pd. (.............)

Disahkan Oleh :
Dekan FKIP Universitas Muhammadiyah Makassar

Erwin Akib, M.Pd., Ph.D.
NBM : 860 934

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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

APPROVAL SHEET

Tittle	:	**The Effect of Reward and Punishment in Learning English at the Third Semester of English Department Muhammadiyah University of Makassar**
Name	:	**Hajrah**
Reg.Number	:	**10535 5882 14**
Department	:	English Education Department
Faculty	:	Teacher training and Education

After being checked and observed this thesis had fulfilled qualification to be examined

Makassar,   September 2018

Approved By,

Consultant I   Consultant II

Dr. St. Asriati AM,S.Pd., M.Hum   **Ardiana, S.Pd.,M.Pd**

Dean of FKIP   Head of English Education
Unismuh Makassar   Department

Erwin Akib, M.Pd.,Ph.D   **Ummi Khaerati Syam, S.Pd.,M.Pd**
NBM: 860 934   NBM: 977 807

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PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259Makassar
Telp : 0411-860837/860132 (Fax)
Email : fkip@unismuh.ac.id
Web : www.fkip.unismuh.ac.id

بِسْــــمِ اللَّـهِ الرحمنِ الرحيـــمِ

COUNSELLING SHEET

Nama   :   Hajrah
Stambuk   :   10535 5882 14
Jurusan   :   Pendidikan Bahasa Inggris
Dengan Judul   :   **The effect of reward and punishment in learning English at the Third Semester of English Department Muhammadiyah University of Makassar**

Consultant I   :   **Dr. St. Asriati AM, S.Pd., M.Hum**

Day / Date	Chapter	Note	Sign
28-12-18	—	Revise abstract " findings & Discussion	
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3-1-19	—	Revise population The way of your typing table in findings	
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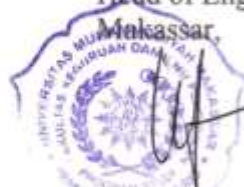
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NBM: 977 807

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Stambuk	:	10535 5882 14
Jurusan	:	Pendidikan Bahasa Inggris
Dengan Judul	:	**The effect of reward and punishment in learning English at the Third Semester of English Department Muhammadiyah University of Makassar**
Consultant II	:	**Ardiana, S.Pd., M.Pd**

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3/1/19	III - IV	Beware of the use PT (Past Tax) Do not use would → change into used or V2	✓ ✓
	IV	Elaborate the kinds of rewards & punishment Data analysis of questionnaire? In discussion, you explain the findings	✓ ✓
	V	Revise conclusion - shorten	✓
8/1/19	IV	Complete discussion Insert one of the students' questionnaire Shorten the abstract Bring along all other stuffs	✓ ✓ ✓
9/1/19	V	Conclusion	✓
	IV	Abstract Discussion revised	✓
10/1/19		Abstract ACC Good Luck!	✓

Makassar,
Approved by:
Head of English Education Department
Makassar,   2018

Ummi Khaerati Syam, S.Pd., M.Pd
NBM: 977 807

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Nama   : **Hajrah**

Nim   : 10535588214

Jurusan   : Pendidikan Bahasa Inggris

Judul Skripsi   : The Effect of Reward and Punishment in Learning (A Descriptive Qualitative at the Third Semester of English Education Department Muhammadiyah University of Makassar)

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Nama	: **Hajrah**
Nim	: 10535588214
Jurusan	: Pendidikan Bahasa Inggris
Judul Skripsi	: The Effect of Reward and Punishment in Learning English (A Descriptive Qualitative at the Third Semester of English Education Department Muhammadiyah University of Makassar)

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MOTTO AND DEDICATE

"Work hard in silence, let your success be your noise"

(Frank Ocean)

I dedicated this thesis to

My beloved parents

ABSTRACT

HAJRAH. 2018. *The Effect of Reward and Punishment in Learning English (A Descriptive Qualitative Study at the Third Semester Students of English Education Department Muhammadiyah University of Makassar).* A Thesis of English Education Department Faculty of Teacher Training and Education University of Muhammadiyah Makassar. Supervised by St. Asriati and Ardiana.

This study aimed to find out: (1) the kinds of reward and punishment used by the lecturers at the third semester of English Education Department Muhammadiyah University of Makassar, (2) the students perception on the implementation of reward and punishment in learning at the third semester of English Education Department in Muhammadiyah University of Makassar.

This study used Descriptive Qualitative Research Design. The instrument which was used to collect the data was interview and questionnaire. The data was collected from the third semester students in Muhammadiyah University of Makassar. The samples were 35 students selected randomly from the population. Thirty of the students were the respondents for questionnaire, and 5 others participated in interview.

The result of interview showed that there were four kinds of rewards that were used by the lecturers in the classroom, namely gift, praise, privilege, and extra points. Meanwhile, punishments used by lecturer were absences, scored zero, and score deduction. The results of questionnaire show that most of the students perceived the reward and punishment from teachers positively. It means that the students agree that reward and punishment from the lecturers can increase their motivation and interest in learning.

Keywords: *Reward and Punishment*, *Learning Motivation, Learning Interest.*

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Hajrah

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CHAPTER I

INTRODUCTION

A. Background of the Research

English has become a lingua franca, a language which is internationally used by people with different first language background (Harmer, 2001), and which is used for communication by more than one billion people around the world (Johnson, 2001). This makes English important to be mastered by everyone.

English as foreign language in Indonesia is one of the subjects that is taught in all levels of study such as elementary school, junior high school, senior high school and universities. English is learned everywhere because people have found out that knowledge of English is a passport for better career, better pay, advanced knowledge, and for communication with the entire world. English is also learned for the literature it possesses, and for the variety and rich experience it provides.

A connection among reward, punishment and learning is presented at Behaviorism theory. Behaviorism presents an idea that learning takes place as the result of a response that follows a specific stimulus and a reinforcer that follows-up to the stimulus (Chen, 2011). It is as if a stimulus is given to trigger an action or a behavior, and a reinforcer is given to shape or strengthen the action or the behavior. Moreover, Ilegbusi (2013) pointed out that an action that is

strengthened by reward, which is followed by punishment, produces certain stimuli for the organism, and then, the action starts to repeat. In other words, reward and punishment certainly is linked to Behaviorism in terms of stimulus and reinforcement as the supporting tools in learning.

A good classroom condition is one of the most important aspects in classroom instruction (Beresford, 2000). Learning is achieved if the students are well motivated. Hence, motivation to learn is paramount to student success; however the source of motivation is somewhat complex (Boekaerts, 2002). The method generally used for teaching and learning is reward and punishment. As we know that implementation both of reward and punishment in education system as the method to prevent any violation and to appreciate any rewards. Reward is given in education system to appreciate achievement which is gotten by hard effort in learning individually or together. Reward can be given as material or nonmaterial. It can positively motivate the students. And, Implementation of punishment is applied to prevent every violation, or perhaps as the warning action to warn students not to break rules.

Currently, schools have different types of reward and punishment policy in placed, but almost all of them have one common goal which is to motivate students to learn. Educators nowadays are aware that giving punishment are counterproductive. Punishment tends to generate anger, defiance, and a desire for revenge. Moreover, it also gives example to the use of authority rather than reason and encouragement, thus this would tend to rupture the important relationship between adult and child (Kohn, 1994). An effective rewards and punishment

system promotes positive behavior and regular attendance. It is the essential foundation for a creative learning and teaching environment.

Many educators and researchers have very different views on the effects of rewards (Walker, Colvin, & Ramsey, 1995). One such is that there is no inherent negative property of rewards (Cameron, 2001). To Cameron (2001) obtaining a negative effect on reward requires an unusual combination of conditions which is not the actual real classroom settings. This can mean that lecturer can use rewards to let her students achieve a better learning motivation, while according to Deci, Koestner, & Ryan (2001) rewards do not increase a student intrinsic motivation to learn.

In other hand, Ilegbusi (2013) states in his journal, students will be motivated to work hard in learning process to get the reward if they know that they will get a reward if they can complete their task. Reward that is used by the lecturer to increase students' motivation can be something real and make them interested or the lecturer can use verbal reward. This is also supported by Brown (2001) reward for students can be in every kind of things. Students' intrinsic motivation can be increased by giving some rewards in the learning process; it depends on how the ways of the lecturer in using it. The lecturer should use the external reward in the term of informing rather than controlling, so the students do not rely on the rewards to increase their motivation in learning English as foreign language. While punishment is used as reinforcement for student to do not doing the wrongness again. Actually punishment can be used for making student discipline in learning and protect them from doing something wrong. Punishment

is used to motivate student to be better, to make them discipline, and to reduce their negative behavior. Echols and Shadily (1992) explain that punishment is a mistreatment for student because they do something bad.

This study is concerned with the way in which reward and punishment, may or may not motivate students to engage in learning and change reviews their behavior. Also this study aims to explore the characteristic of system reward and punishment in the third semester of English Education Department Muhammadiyah University of Makassar.

Based on the explanation above, the researcher is interested to examine *"The Effect of Rewards and Punishments in Learning English at the Third Semester of English Education Department Muhammadiyah University of Makassar"*.

B. Problem of the research

Based on the previous background, the researcher formulates the research questions as follow:

1. What are the kinds of reward and punishment used by the lecturer at the Third Semester of English Education Department Muhammadiyah University of Makassar?

2. How is the student's perception on the implementation of reward and punishment in learning English?

C. Objective of the research

In relation to the problem statements above, the objectives of the research is:

1. To find out the kinds of reward and punishment used by the lecturer at the Third Semester of English Education Department Muhammadiyah University of Makassar

2. To find out the student's perception of the implementation reward and punishment in learning English.

D. Significant of the research

This research can add information for reader about the effect of rewards and punishments on learning. Besides that, this research will help the lecturers to know the students' perception on the implementation of reward and punishment. Therefore, the lecturers will be able to develop their teaching method, especially if they use rewards and punishments.

E. Scope of the research

In a research it is very important to make scope of the research to get the relevant data. Hence, it is better to make some limitations to know the effect of rewards and punishments on learning. This research focuses on the student's perception in terms of the implementation of reward and punishment in teaching and learning process regarding their motivation and interest to study.

CHAPTER II

REVIEW OF LITERATURE

This chapter is aim to support this study with related literature. This chapter elaborates studies including theories related to the topic of this study, review of related study and conceptual framework.

A. Previous Related Research Findings

Many researchers have been conducting studies related to this research, there are as follow:

James,et.al. (2009) in their research concludes that reward and punishment are potent modulators of associative learning in instrumental and classical conditioning. However, the effect of reward and punishment on procedural learning is not known. The striatum is known to be an important locus of reward-related neural signals and part of the neural substrate of procedural learning. Here, using an implicit motor learning task, we show that reward leads to enhancement of learning in human subjects, whereas punishment is associated only with improvement in motor performance. Furthermore, these behavioral effects have distinct neural substrates with the learning effect of reward being mediated through the dorsal striatum and the performance effect of punishment through the insula.

Fauzia,et.al. (2016) the result of this research explains about the use of reward and punishment to increase young learners' motivation in learning English as foreign language in Indonesia. The writer discusses about procedure and advantages of reward and punishment. Reward is an appreciation given by the

teacher to the students who can follow the lesson well and finishing the assignment. Meanwhile, punishment is a bad treatment that is given to the students who do not focus in learning process, do not care of their assignment, and have bad habit during the class. Reward and punishment can be given through verbal and non- verbal form (action). Kinds of reward are mimic, gesture, compliment or positive feedback, point or sticker, and present. Kinds of punishment are warning, memorizing vocabulary, decreasing students' point, and moving students' seat. Besides to motivate student, reward and punishment also make the students become more discipline and study harder than before.

According to Ilegbusi (2013) Motivation itself is a hodge-podge- a term of very complex dimensions. It is known to include the rewards and punishments among many other interacting drives, forces and incentives which affect or influence student's learning. 'Extrinsic' forms of motivation like rewards and punishments have always been used by lectures/ teachers educators to correct or stimulate certain forms of behaviors. Yet, what their effects and consequences are, whether they facilitate or hinder learning and to what extent, how they operate to increase, if at all, the efficiency of learning and many such allied questions have remained largely unanswered. Or, their answers have generally been improvised, for the most part, from intuition, conjecture or just intelligent guess- work rather than on research findings. The purpose of this paper, therefore, is to examine these questions in order to discover (uncover, to be more specific) the role which rewards and punishment seem to play in motivating school learning. For purposes of analysis, rewards will include material and symbolic rewards like praise and

marks, and punishment will include physical punishments, blame, sarcasm and ridicule.

Rina (2017) conducted a research which results showed that, (1) Reward gives effect to emotional intelligence through student"s ability to recognize and manage their own emotions, empathy and cooperation, (2) Punishment gives effect to emotional intelligence according to Daniel Goleman, with emotional intelligence, emotions will be controlled, so arises a sense of calm and peace, (3) Goleman"s concept of emotional intelligence through the giving of reward and punishment has a positive impact that both aims to shape a good human person.

Erna (2014) conducted a research that explained that the researchers get an idea of the magnitude of the effect of reward and punishment to the students' motivation. While inferential statistical analysis the researchers obtain a correlation between reward and punishment positive effect on learning motivation of 11.1%. Data was taken from the analysis of 2,435 where t count t table with N (respondent) at t = 36 and 5% significance 2.0dengan table then t count 2,435> t table 2.0. This shows that there is significant influence between reward and punishment to the students' motivation.

Based on the previous related findings, the researcher then concludes that the similarity of the research is focusing on two main aspects, those are reward and punishment in teaching and learning process, meanwhile the differences of findings above and the current research can be seen on the research indicator which this research would like to know what kind of reward and punishment commonly applied by lecturer in teaching and learning process and also to know

the students' perception toward the implementation of reward and punishment in teaching and learning process in the classroom in order to increase the students motivation and interest in learning.

B. Some Partinent Ideas

1. Theoretical Base of Reward and Punishment

The basis of behaviorism, applying the use of rewards and punishments in the learning and teaching process is basically as a stimulus or reinforcement of students' actions or behaviors. Chen (2011) said, "Behaviorist believes that learning takes place as the result of a response that follows on a specific stimulus" (p.1259). The repetition of the S-R (stimulus-response) cycle will condition the organism (animal or human) into repeating the responses whenever the same stimulus is present (Chen, 2011). Behaviorist believes that stimulus and reinforcers are needed to trigger and strengthen students' movement in a success of learning. The practice of substituted stimulus probably worked, and it can be applied in learning as an approach to effective learning. Therefore, it may be working in some cases for some students.

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

everyday interactions with a social environment, and as part of a behavior modification program designed to change human behavior (Mitonberg, 2013).

a. Definition of Reward

Reward is an educational strategy which can be used to give motivation to the students in learning process. In a literal sense, reward means to make someone excited, willing, and wishful (Dehkhoda, 1994). Horner and Spaulding (2009) stated, "rewards are defined as any contingently delivered consequence like event, activity and object associated with an increase in the future likelihood of a behavior in similar situations" (p.755). According to Skinner, reward or positive reinforcement is anything that reinforces the wanted response to be repeated after the behavior or an action is made (as cited in Chen, 2011). As addition, Horner and Spaulding (2009) emphasized "if the consequence was a sticker, and the behavior increased, then the sticker was a reward; if the consequence was a reprimand (which included adult attention), and the behavior increased, then the reprimand was a reward" (p.755).

Reward in its implementation can be in many forms. Rewards can be in form of verbal praise, good grade, or feeling of satisfaction (Chen, 2011). According to Moberly et al. (2005), rewards take various forms of stickers, candy, treats, pencils, prizes, additional privileges, certificates, praise and money. Partin (2009) categorized rewards in many forms. The first one is reward in form of gift or belonging such as candy, sticker, pencil, books and chocolate. The second one is reward in form of activity such as taking a break,

playing games, becoming teacher assistant and borrowing things. The third form of reward is social reinforcement such as ranking, award, applause, praise, smile and admission from friends and teachers. The Last form is reward in form of intrinsic reinforcement such as jollity, goal achievement, self-satisfaction, meaningful humor and self-expression. What matters is if after the object or event is delivered contingent upon the performance of a behavior, and the behavior becomes more likely to occur under similar conditions in the future, so the object or event to be classified as a reward, or reinforcer (Horner & Spaulding, 2009). Therefore, if the given things, objects or events increase the frequency of the response of behavior, those mean reward.

b. Definition of Punishment

Punishment is a consequence following a bad behavior that students do in the class. Punishment in the classroom needs to be implemented with care, should be educated and should never be used to single students. Sidman as cited in Holth (2005) 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). Holth (2005) defined punishment as a procedure in which certain responses (inappropriate 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 inappropriate behavior reappeared, then it is meant as punishment.

Researchers identify several forms of punishment in its use. The use of punishment often appears in the term of "consequences", such as losing recess, seeing the principal, giving up privileges and having "time-out" as a result of inappropriate behaviors (Moberly, 2005). Verbal interaction like reprimand is a kind of punishment too (Cohen et al., 2010). Loss of desired things and existence of undesired things are forms of punishment as Skinner explains that punishment is a procedure including either the removal of a positive reinforcer, or the presentation of a negative reinforcer or aversive stimulus (Holth, 2005). Maag (2001) mentioned forms of punishment that are still used by schools are in-school or out-of-school suspension, expulsion, fines, detention, restitution, and even corporal punishment. Corporal punishment is physically punishing students and inflicting pain (Richardson, Rosenthal & Burak, 2012). Besides the corporal punishment, Leung (1991) made categories for punishment items. The first item is symbolic like "placed on report" and demerit. The second item is teacher-based such as teacher telling off, sent to principal, teacher watching closely, low/bad marks on work and private chat with teacher. The third item is curtailment of activity such as given lines, extra homework, sent out of room or to special room and no favorite activity. The last one is home-linked like bad report, bad note to parents and parents come to school. Those things are some forms of punishment existed in common learning.

Punishment is an integral part of our lives. However, intentional punishment should be used with caution and preferably avoided. Some situations where punishment is inevitable are as follows:

1. To teach some skills including how to say "no".

2. To prevent someone from experiencing critical danger.

3. To force someone to stop an undesirable behavior (Koromboltes, 2012).

c. The Effect of Reward and Punishment in Learning

From the theoretical base and definition of reward and punishment, it could be seen that both the reward and punishment have effects in controlling behavior. Reward may reinforce the behavior in frequent use in which it is nice behavior, and punishment is used to decrease inappropriate behavior in its frequent use. For the further result of the use of reward and punishment in learning, it has a probability, either students will be motivated or demotivated if there are reward and punishment following up for doing some actions or tasks. The following points will detail the effects of both reward and punishment.

1. **The Effect of Reward**

Reward has many impacts toward students, and some experts explain that it has good effects for students. Ilegbusi (2013) stated that "If a child knows that they will get a reward for completing a certain task, he will be motivated to work hard to obtain the reward" (p. 36). He also believed that rewards may change the interest of actual life situations in which an activity originally disliked becomes liked, and the interest may be

sustained for some time beyond the immediate present (Ilegbusi, 2013). According to Horner and Spaulding (2009), "Encouragement, guidance and reward of appropriate approximations of successful behavior are helpful for students in building the skills that can then be sustained by the natural consequences from reading well, joining games with peers, or playing a musical instrument" (p.4). Then, schools with clearly defined behavioral expectations and formal strategies for acknowledging (rewarding) appropriate behavior are perceived as safer, more effective learning environments.

Research also shows that reward has become a good method on the improvement of student achievement. An experiment by Hurlock on that relative effectiveness of these forms of rewards showed that school mathematics improved under praise (Ilegbusi, 2013). From another experiment, Ilegbusi (2013) believed that teacher that encouraged a warm praise for students' works will increase their motivations, and their scores increased. The praised group continued to work even when the teacher was away and got along better as a team. Student achievement truly can be improved through the application of reward. Even though some researchers see reward has a good impact, the other researchers see that reward has a bad impact. Moberly et al. (2005) clarified "the use of rewards will interfere relationships of children with peers and adults, establishes an air of competition and kills creativity and interest in the task" (p. 360). Teachers become goody dispensers or enforcers. The caring alliance,

partnership in learning and community ethos that teachers seek to establish are damaged. Kohn also suggested that praise can be salient, manipulative, expected and as detrimental as other rewards, causing intrinsic motivation to decline (as cited in Moberly et al., 2005). According to Gilkey (2014), recent entire generations have been working exclusively for the grade or the rewards of an immediate and tangible nature. The impact has led to consequences in which students lose   peer relationship and motivation for a more engaged yet less immediately tangible experience of learning and comprehension. The bad effect of reward is seen really happened, and it is a very strong argument.

2. The Effect of Punishment

Researcher has some arguments about the effect of punishment. The use of punishment has both positive and negative effect (Ilegbusi, 2013). The arguments of researchers still remain to be debated.

Skinner described three main effects through which punishment could indirectly results in a reduced probability of the punished behavior (Holth,   2005). First, an aversive stimulus (punishment) may elicit responses which are incompatible with the punished response (e.g., "When we stop a child from giggling in church by pinching it severely, the pinch elicits responses which are incompatible with laughing and powerful enough to suppress it"). Second, previously punished behavior becomes the source of conditioned stimulus which evokes incompatible behavior. (e.g., "When a child who has been pinched for giggling starts to giggle

upon a later occasion, his own behavior may supply condition stimuli which like the mother's threatening gesture, evoke opposed emotional responses").Third, behavior which reduces the conditioned aversive stimulation arising from the behavior itself or from concurrent circumstances will be reinforced. (e.g., following punishment, the subject may not simply stop engaging in the punish behavior, but may also show a marked resistance if manually prompted).

In other case, Moberly, Wadder and Duff (2005) explained that, "the use of punishment also brings consequences" (p. 360). Punishment can lead a child to three responses: calculation of risks, blind conformity or revolt (Kamii as cited in Moberly et al., 2005). According to Kohn, punishment can lead to children feeling anger, defiance and wanting revenge (as cited in Moberly et al., 2005). These feelings certainly are not conducive to building a caring community or fostering social competence in children. The dispensing of punishments is simply another way of adults exercising power over children.

d. Kinds of Reward and Punishment

Reward as one of the learning methods has several forms, namely material and non-material. Forms of material in the form of objects that are fun and useful for children, such as giving pencils, notebooks, giving stars, scholarships etc. Non-material reward in the form of encouraging words (praise), congratulations on achievements, giving applause, educators (teachers) nodded their signs of pleasure and justified an answer given by

students (Purwanto, 1955: 183). According to djamarah (2008: 124-134) stated thet the form of reward given to students can be in the form of giving numbers. The number given is the point or score of the results of student learning activities. In other hand, Adriani's (2013) in her thesis stated that the rewards that give to students can be various kinds, but on the outline can be distinguishing into four types, namely:

1. Praise

   Praise is a form of reward that is most easily implemented. Praise can be in the form of words like good, excellent and so on, but can also be suggestive words for example: well next time it will be better, now you have been more diligent in learning. Beside that in the form of words of praise can also be in the form of signs or signs, for example: by showing the thumb, by tapping students' shoulders, applause and so on.

2) Privileges

   This reward can take the form of privileges to children for their achievements that are announced and displayed before their friends both in front of classmates and school friends. Other rewards are in the form of giving opportunities, for example, to children who have succeeded in completing a problem that is difficult to be asked to move forward to work on the board for example, their friends can leave the class early.

3) Gift

The Gift here is in the form of goods. Gift in the form of giving goods are also called material gifts. Material Gift in the form of goods can consist of school supplies such as pens, pencils, rulers, notebooks, novels, textbooks and others, in the form of foods such as chocolate, sweets, and snacks, or can also be gifts other entertainment.

4) Sign of appreciation

The award sign is not assessed in terms of the price and usefulness of these items as well as the prize. Rather, the mark of appreciation is judged in terms of impressions or values of memories. Therefore this sign of appreciation is called a symbolic award in the form of letters of appreciation, letters of service, certificates, trophies and so on.

In its implementation, the forms of appreciation must be given to those who successfully complete the task. Reward in the form of activities can be given to children who can complete tasks in class quickly, and rewards in the form of objects are given to students' achievement (Arikunto, 1990: 18). Those are all to encourage students to be active in the class and motivate them in learning.

Punishment implemented by lecturers is usually similar. Arikunto (1990:177) mentions some types of punishment as follows:

1. Absent. The late-comers in which students who come late more than fifteen until twenty minutes, will be considered absent even though they are allowed to join the class.

2. Score deduction. Students who are late to submit the assignment will get score deduction, and the deduction will increase each day the assignment is still not submitted.

3. Scored zero. If the students are caught doing plagiarism, their assignment will be scored zero.

4. Suspend. Students who often break the rules and cannot be forgiven for their mistakes, are given suspend.

The method is the key to success in transfer of knowledge and transfer of value. Reward and punishment are method that keeps used and needed by lecturers to motivate students and maintain the discipline in learning.

2. Students' Interest Related to Reward and Punishment in Learning

a. Defenition of Interest

According to Ahmadi (2009: 148) "Interest is the attitude of the soul of a person, including the three functions of the soul (cognition, connation, and emotion), which is directed at something and in that relationship is a strong feeling". Meanwhile, According to Slameto (2003: 180), "interest is a tendency who remain to pay attention and remember some activities ".

b. Factors Affecting Interest in Learning

According to Slameto (2003) the factors that influence students' interest in learning are:

1. Internal Factors

   a. Physical factors, such as health and disability.

   b. Psychological factors, such as intelligence, attention, talent, maturity and readiness.

2. External Factors

   a. Family factors, such as the way parents educate relationships between family members, home atmosphere, family economic conditions, understanding of parents and cultural background.

   b. School factors, such as teaching methods, curriculum, teacher relations with students, student relations with students, school discipline, learning tools, school time, assessment standards above the size, state of the building, teaching methods and homework.

c. Indicators of Student Learning Interest

According to Safari (2003), there are some indicators of students who have a high interest in learning. It can be recognized through the learning process in the classroom or at home, namely:

1. Feeling of pleasure

A student who has a feeling of pleasure or likes of the subjects being studied, then students must continue to study the knowledge related to these subjects without feeling forced to learn the field.

2. Enthusiasm in learning

Associated with the power of movement that encourages students to tend to feel attracted to people, objects, activities, or can be an effective experience felt by the activity itself.

3. Attention in Learning

Attention is also an indicator of interest. Attention is the concentration or activity of our souls towards observation, understanding, and so on by excluding other things. A person who has an interest in a particular object will naturally pay attention to the object. For example, a student has an interest in English language lessons, so the student will try to pay attention to the explanation of the teacher.

4. Student Involvement

A person's interest in an object that causes the person to be happy and interested in doing or working on the activities of the object.

3. Students' Motivation Related to Reward and Punishment in Learning

a. Definition of Motivation

Motivation is an independent internal drive owned by the individuals (Ferguson as cited in Matera, 2010). Motivation refers to the reason that underlies a behavior (Lai, 2011). As cited in Lai (2011), Gredler, Broussard

and Garrison generally described motivation as the trait that moves us to do or not to do something. Anything that becomes the reason or purpose to do something can be called motivation. Motivation is simply defined as something what moves people to do action.

Motivation is among the most important factors of learning. It is the desire and interest one demonstrates to attain a goal. The individual's effort is proportional to his/her motivation. In order to instill this motivation in adolescents, appropriate measures must be taken to increase their interest in the topic to be learned, which requires creating appropriate feedback.

b. Kinds of Motivation

Sugihartono et al (2007: 78) stated that generally motivation divided into 4 groups. That is:

1) Instrumental Motivation

In this class, students learn because they are driven by existence gift or to avoid punishment.

2) Social Motivation

Social motivation means that students learn to be caused there is an urge to carry out the task, in this case student involvement in prominent tasks.

3) Achievement Motivation

This kind of motivation, students learn to achievement or success that has been set.

4) Intrinsic motivation

Motivate students to learn because of their own desires.

c. Indicator of Student Learning Motivation

Hamzah B. Uno (2011: 23) mentions motivational indicators in learning, as follows:

1) Success and desire to succeed

2) Encouragement and need in learning

3) Hopes and aspirations for the future

4) Willingness

5) Persistence

High learning motivation can activate student learning activities. High motivation can be found in the nature of student behavior as stated by Sugihartono et al (2007: 78), among others, "first, the quality of student involvement in learning is very high, second, the presence of feelings and affective involvement of students who are high in learning, and third, the efforts of students to always maintain or keep always have a   high   learning motivation"

d. Perception of the Effect of Reward and Punishment toward Students'
   Motivation in Learning

Motivation has a strong relation to reward and punishment as Matera (2010) explained that level of student motivation influenced by external reinforcement (reward and punishment). In the relation of reward and punishment toward student motivation, Banko, Cameron, Pierce, and So indicate that student motivation levels increase when rewards are elicited, but Kohn argues that once the rewards are no longer distributed to these same students, their intrinsic motivation to complete the same task decreased and even damaged (Matera, 2010). Reward and punishment really do have a connection to student motivation, and researchers have done various studies about this case.

According to Ilegbusi (2013), the investigation so far made into this reward and punishment problem have given controversial result, and some of them is arguing positively while some is arguing negatively. The proponents of the adoption of reward and punishment system believe in the use of reward and   punishment to motivate students is good. Extrinsic tangible reward that is given makes students motivated to learn as they will be motivated to work hard (Ilegbusi, 2013). It even occurs for intangible reward as Moberly et al. (2005) proposed the verbal acknowledgement or praise from the teacher have the same effect as stickers and candy (tangible reward). Ilegbusi (2013) added a proof from a study where a teacher that used a warm approach and encouraged students with warm praises in his class could motivate students to

high marks, and it even continued when the teacher was away. He (2009, p.36) also added, "Students who are successful and who therefore derive satisfaction from a learning activity are motivated toward additional learning. Lee Canter's theory of discipline and behavior management points teachers to recognize positive behaviors and to use discipline hierarchy of consequences for inappropriate behaviors in order to affects student motivation positively (Moberly et al., 2005). Punishment itself is positively able to eliminate wrong response (behavior or action) and speed up learning as a common-sense that someone will not continue to do what was punished (Ilegbusi, 2013). Later, it affects strengthening the motive (motivation) to learn or to do works of students. Punishment has reverse effect from reward to students' behavior like inappropriate behavior reappears after the temporary punishment is taken off (Matera, 2010). We see that punishment is needed to move (motivate) students both to avoid and not to repeat inappropriate behavior. Those who believe in positive effects of this issue can rely on the explanation above.

In other perspective, some studies have been seeing this issue impacts negatively to students. Ilegbusi (2013) in his observation, made a statement that this forms (reward and punishment) of motivation effects seem fairly clear less generally and less permanently effective. Wittmer and Honig in Moberly et al. (2005, p.361) believed that with the increase in the use of external reinforcement, children's social behavior and internal rewards may decrease. Horner et al. (2009) had a concern pointing that the formal use of reward in school causes students failed to develop their intrinsic motivation or self-
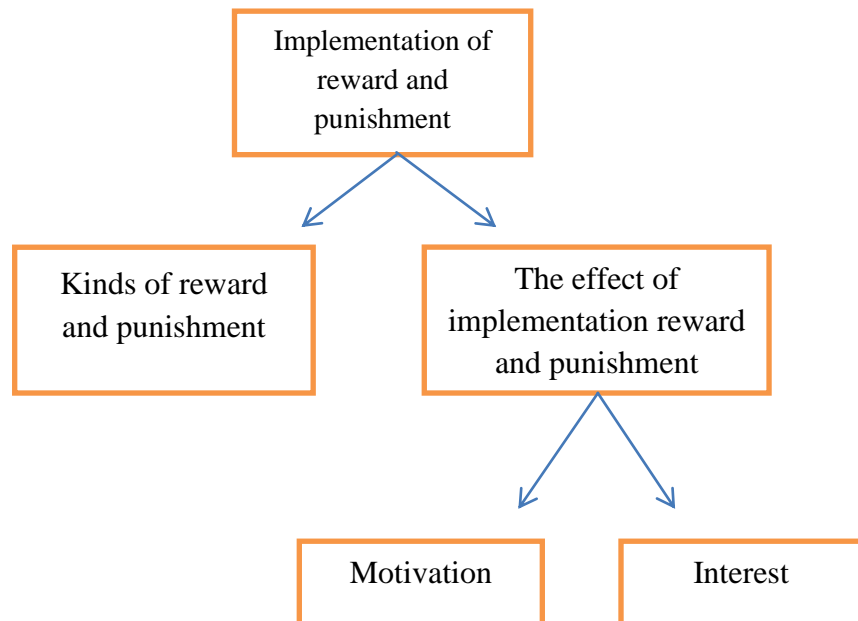
managed motivation, and it is supported by Moberly et al. (2005) that a reward can be manipulative to cause intrinsic motivation to decline. Sullo (2009) had a notion that bestowing external reward can interfere in students' natural desire to learn. He found that students who are bounded to external reward (eg. watching movie and homework pass) show no evidence being excited to learning and developing new competence again. According to Sullo (2009), "the natural reward for learning is the good feeling we experience when we accomplish something, not being rewarded" (p. 33). For the role of punishment in motivating students, Ilegbusi (2013) told there are more controversies about it since the beginning. Earlier findings simply stated that punishing wrong responses removes them and speed up learning, but later findings indicated that the conditioning of fear of punishment is the primary consideration causing that removal of the punished response. Students might be motivated to high marks in the class, but students motivated by fear of punishment will stop work as soon as the teacher left the class since it is difficult to use punishment effectively to motivate learning of a more permanent character. Philpot in Matera (2010) said punishment handed out to the student is a clear opportunity for him or her to become disinterested or emotionally detached from the person, assignment, or even the environment. That statement show that student motivation can be decreased since students get disinterested or detached from what in related and who punished them. In addition of Ilegbusi (2013), "punishment is mortifying, produces anxiety and is fraught with hazards in teacher-students relationship" (p. 38). Those are how

some studies shows their results arguing reward and punishment actually have bad influences on student motivation through manipulative ways.

Based on the researcher's experience, reward may exist even though it is not previously informed to students. Rewards that exist are like gifts, compliments, applauses and privileges (activity). The privileges can be an extra point or score and a chance to leave the class earlier. Appreciation to students given along the feedback from lecturers is a reward because it is really needed by students due to their progress and achievement. Those are all to encourage students to be active in the class and motivate them in learning.

Punishment system implemented by lecturers is usually similar; for the example, the late-comers, in which students who come late more than fifteen until twenty minutes, will be considered absent even though they are allowed to join the class, but there is also a chance that they will be locked outside. Lateness for submitting assignment is also a strong rule. Students who are late to submit the assignment will get score deduction, and the deduction will increase each day the assignment is still not submitted.

C. Conceptual Framework

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                    ┌─────────────────────┐
                    │  Implementation of  │
                    │     reward and      │
                    │     punishment      │
                    └─────────────────────┘
                       ↙              ↘
   ┌─────────────────────┐      ┌─────────────────────┐
   │  Kinds of reward    │      │    The effect of    │
   │  and punishment     │      │ implementation reward│
   │                     │      │   and punishment    │
   └─────────────────────┘      └─────────────────────┘
                                   ↙              ↘
                       ┌───────────────┐   ┌───────────────┐
                       │  Motivation   │   │   Interest    │
                       └───────────────┘   └───────────────┘
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The conceptual framework above, describe the research which will be conducted by the researcher. The research is descriptive qualitative research which describe about the effect of reward and punishment on learning.

The main focuses of this research is the implementation of reward and punishment in teaching and learning process which focuses on two main aspects, they are Kinds of reward and punishment and The effect of implementation reward and punishment, the aim of this research is to know the effect of implementing reward and punishment and the kinds of reward and punishment which is implemented in teaching and learning process regarding to the students motivation and interest to study.

CHAPTER III

RESEARCH METHODOLOGY

This chapter talks about the methodology used for this study. In this chapter, there are points discussed which includes research design, research participant, instrument of the research, data collection method, and technique of data analysis.

A. Research Design

The researcher chose descriptive qualitative as research design. The purpose of this research design was to find out the student's perception of the implementation rewards and punishments on learning English in the third semester of English department Muhammadiyah university of Makassar toward their motivation and interest in learning. Therefore, descriptive qualitative research design was chosen as the way to reach that aim.

B. Population and Sample

1. Population

Population is a complete set of elements (person or object) that possess some common characteristic defined by the sampling criteria establish by the researcher. The population is an aggregate or totality of all the objects, subjects, or member that conform to a set of specifications. The population of this research was the Third Semester of English Education Department Muhammadiyah University of Makassar in the academic 2018-2019. There were 7 classes namely

class III A, III B, III C, III D, III E, III F, and III G with the total number of students are 208 students.

2. Sample

The researcher used the sample randomly sampling technique. This sampling technique had similar characteristics with the whole population. The researcher had to determine the samples randomly from each other (Basri, 2015:72). The sample of this research were 5 classes, namely class III B, III C, III D, III E, and III F with the total number of the sample are 35 students selected randomly, and it mean there were 7 participants in each class. Six students became respondents who filled the questionnaire, and the other one participated in the interview.

C. Instrument of the Research

1. Interview

The researcher used interview to collect data. Interview provides an access into participants' head to measure what they know, like, dislike and think (Tuckman in Cohen et al., 2011). For support the interviews with participants, the researcher used close ended   interview. The interview consisted of six questions, three questions about reward, and three other questions about punishment. The purpose of this   interview was to find out the kinds of reward and punishment implemented by the lecturers in the class.

2. Questionnaire

The researcher used questionnaire to collected data. In this case, the researcher used a direct questionnaire. The questionnaire was given and filled

directly by the students. The researcher used a closed questionnaire which was prepared by providing a complete choice of answers so that the students just marked on the answer they select. The purpose of this questionnaire was to determine whether there is or no influence with the provision of reward and punishment at the third semester students of English education.

D. Research procedures

The procedure of collecting data in this research:

1. Interview

Data collection procedure in the interview:

a. The researcher explained the aim of interview and the research.

b. The researcher gave some question based on the interview guideline.

c. The researcher recorded the interview process used a cellphone. The recorded interviews will help the researcher to transcribe the interview.

2. Questionnaire

Data collection procedure in a questionnaire:

a. The researcher gave explanation to the students about the purpose of the questionnaire and how to answer the questionnaire

b. The researcher informed the objective of the questionnaire and distributes it to the participant.

c. The sample participant of the research answers the questionnaire in the answer sheet and the students have 30 minutes to answer the questionnaire.

E. Technique of data analysis

The result of interview, which was in the form of answer to the question given, analyzed by classifying/categorizing the kinds of rewards and punishments. Besides that, the research also looked at what reward and punishment do the students prefer as additional information.

There were some procedures in doing the analysis of data that the researcher applied in research. From the data of questionnaire, the researcher used Likert Scale to score the data. The Likert Scale as follows:

Table 3.1 Likert Scale

No.	Items			
	Positive Response	**Score**	**Negative Response**	**Score**
1	Strong Agree	5	Strong Agree	1
2	Agree	4	Agree	2
3	Undecided	3	Undecided	3
4	Disagree	2	Disagree	4
5	Strong Disagree	1	Strong Disagree	5

(Gay, 1981: 298)

To analyzed the questionnaire, the researcher used percentage of the students' score by using the following formula (Gay in Yusniati, 2015):

$$P = \frac{f}{n} x \ 100\%$$

Which: P : Percentage

F : Frequency

N : Number of sample

100 % : Constant value.

Determined the ideal score used to count the score to determine rating scale and total answering. The formula used was:
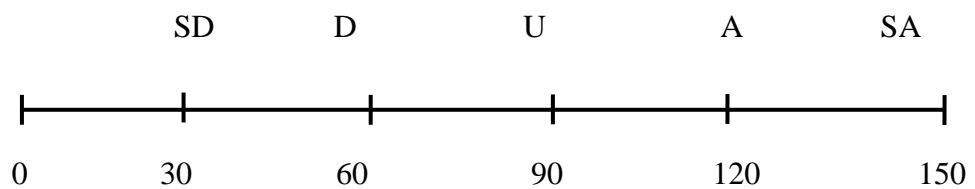
> Criterion score = Scale score x total of respondent

Table 3.2 Criterion Score

Forms	Scale
5 x 30 = 150	Strongly agree
4 x 30 = 120	Agree
3 x 30 = 90	Undecided
2 x 30 = 60	Disagree
1 x 30 = 30	Strong disagree

The next step identified the rating scale and interval distance.

Table 3.3 Rating Scale Interval of Agreement

Answer Score	Scale
121-150	Strongly agree
91-120	Agree
61-90	Undecided
31-60	Disagree
0-30	Strong disagree

After the researcher administrated the fulfilled the questionnaire, the researcher counted the total answer for each answer category which existed in each aspect. Then, the data obtained from the questionnaires analyzed by using the percentage technique.

$$\text{Percentage} = \frac{Total\ Score}{Total\ ideal\ score} \times 100\%$$

(Sugiyono, 2012:137)

The analytical process of the **students' perception** classified into:

Table 3.4   Interpretation Score

No.	Category	Interpretation Score
1	Excellent	81%-100%
2	Good	61%-80%
3	Fair	41%-60%
4	Poor	21%-40%
5	Very poor	$<20\%$.

(Munawaroh: 2016:15)

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the results of the study were presented. The chapter was divided into two main section; they were findings of the research and the discussion of the research. The findings presented the data descriptions, followed

by the research findings the kinds of reward and punishment lecturer used by the in learning English based on the interview, then showed the student's perception on the implementation of reward and punishment in learning English based on the questionnaire.

A. Findings

1. **Kinds of Reward and Punishment Used by the Lecturers in Learning English**

The data of this aspect were gained through interview. From the interview the researcher found four kinds of reward and three kinds of punishment that used by lecturers in learning process. The following are the further analysis of those kinds of reward and punishment:

	Kinds of Reward and Punishment
Reward	Gift
	Praise
	Privilege
	Extra point
Punishment	Absent
	Scored Zero
	Score Deduction

Based on the result of interview, the rewards used by the lecturer were in the form of:

1. **Gift**

Gifts can be given such as pens, chocolates, books, novels, and so on. Lecturers gave a gift for student achievement in learning, or students

successfully answer questions from lecturers. This can also be seen from the participants' statement below:

"Saya pernah mendapatkan hadiah sebuah novel karena berhasil menjawab pertanyaan di dalam kuis" P2

(I got a novel as a gift because succeeded to answer the question in the quiz).

2. Praise

Praise from the lecturer shows that the lecturer appreciated students' action and achievement in the class. Here were examples of compliment that lecturer can use in the class, the word "great, good for you, excellent, very good, and etc" can be used by the teacher for student who can answer lecturer's question and the answer is correct. From the participant 3 experience who received praise from the lecturer, she told that:

"Saya perna mendapatkan pujian dari dosen karena berhasil mempersentasikan materi dengan baik tanpa menggunakan konsep". P3

(I got praise from the lecturer because I successfully presented material well without using concept).

3. Extra Points

Extra point means that it can be used as a reward for the students' achievement in learning. The lecturer usually give extra point to the student who active in class. The participant 1 told that:

"Saya pernah diberikan nilai plus karena berhasil menjawab pertanyaan yang diajukan oleh dosen". P1

(I got extra point because I could answer the question from lecturer).

4. Privileges

Privileges can be a better chance for student that most students do not have. The form of privileges such as the lecturer gives chance to the students who can answer question to leave class earlier, and the lecturer give privilege free from the final test to students who got extra point. The participant 4 and 5 who got privilege told that:

"Saya berhasil mengumpulkan 4 red card selama 8 kali pertemuan, dan sesuai kesepakatan di kontrak perkuliahan, siswa yang berhasil mengumpulkan 4 red card dijamin mendapatkan nilai A meskipun nilai finaLtesnya rendah". P4

(I could collect 4 red cards for 8 meetings, and as the agreement in the lecture contract, students who could collect 4 red cards were guaranteed to get an A score even though the final test score was low).

Another student claimed:

"*Saya mendapatkan kesempatan meninggalkan kelas lebih awal karena bisa menjawab pertanyaan dari dosen*". P5

(I got chance to leave the class earlier because I could answer the lecturer's question

Meanwhile, the punishments were given in various forms:

1. **Absent**

   It is given for students if they come late, the student who come late not allowed signing the attendance list. The late comers might not be able to enter the class as the class is locked, and they will stay outside and missed the class. The researcher found this case in the third semester of English Education Department Muhammadiyah University of Makassar Participant 1 talked about his punished of disallowed to sign in attendance list because come late, and

participant 2 talked about his punished locked outside because come late for about 5 minutes. They told that:

"Saya pernah terlambat masuk di kelas dan tidak di perbolehkan tanda tangan di absen kelas". P1

(I was late came in class and not allowed to signature in the absent class)

Another student revealed:

"Saya pernah terlambat kurang lebih 5 menit, dan saya tidak di perbolehkan masuk kelas". P2

(I have been late for about 5 minutes, and I'm not allowed to enter the class)

2. Point Deduction

The gained score if they are late to submit an assignment. For example, some lecturers deduce 5% of gained score if students are late in submission. Participant 5 got point deduction because not submit final assignment. She told that:

"Saya mendapatkan nilai C karena tidak mengumpulkan tugas akhir".P5

(I got C because not submit the final assignment).

3. Zero Score

If they are not submit assignment or lecturer do not accept the assignment because the students doing plagiarism. Participant 4 had other experience, she told:

"Tugas saya tidak diterima oleh dosen karena tulisannya tidak rapi, ada coretan". P4

(My assignment was not accepted by the lecturer because the writing was not neat, and there were scribbles).

The assignment that rejected by the lecturer considered get scored zero.

2. The Effect of Reward and Punishment for students in Learning English

The findings of the research presented with the analysis of data collected which the effect of implementation reward and punishment in learning English. The information was found from the questionnaire. There were 30 students in the Third semester of English education department from five classes, each class there were six respondents.
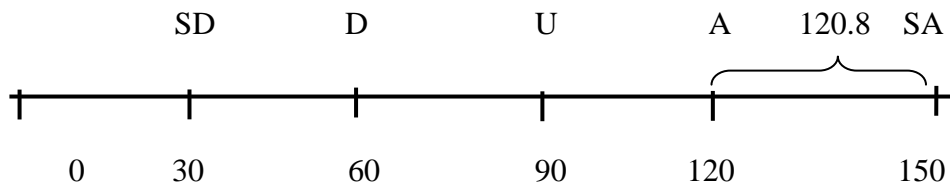
a. Motivation

Hamzah B. Uno (2011: 23) mentions motivational indicators in learning as follows: Desire to succeed, there are encouragement and need in learning, there are hopes and aspirations for the future, willingness, and persistence. The effect of reward and punishment in students' motivation in learning at the third semester of Muhammadiyah University of Makassar can be seen clearly in the following table:

Table 4.1 Score for Each Indicator of Motivation

Indicators of motivation	Score for each indicator of motivation			Average	%	Category of score
	1	2				
Desire to succeed	137	102		119.5	80%	Excellent
Encouragement and need in learning	182	99		140.5	94%	Excellent
Hopes and aspirations for the future	139	129		134	89%	Excellent
Willingness	125	85		105	70%	Good
Persistence	135	75		105	70%	Good
Average				120.8	81%	Excellent

The table 4.1 shows that, from five indicators of motivation the percentage of students motivation in learning was 81% and categorized as

excellent. It means that the students became motivated to succeed, willingness, persistence, there is encouragement and need in learning, and there is a hope and aspiration for the future after rewarded and punished. To identify the agreement level of respondents can be seen below.

```
        SD          D          U          A      120.8  SA
                                                  ⌒
    ┬───────┬──────────┬──────────┬──────────┬──────────┬
    0      30         60         90        120        150
```
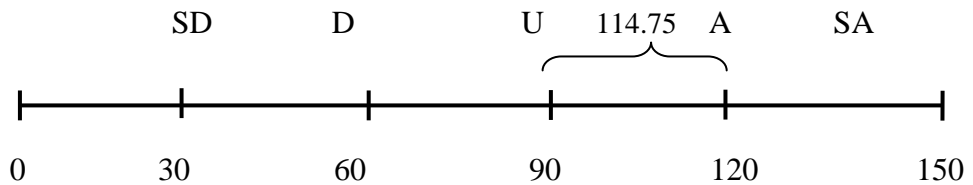
b. Interest

According to Safari (2003), there are some indicators of students who have a high interest in learning. It can be recognized through the learning process in the classroom or at home, namely: Feeling of pleasure, Enthusiasm in learning, attention in learning, and student involvement.

Table 4.2 Score for Each Indicators of Interest

Indicators of interest	Score for each indicators of interest			Average	%	Category score
	1	2	3			
Feeling of pleasure	134	89		111.5	74%	Good
Enthusiasm in learning	126	99	127	117.3333	78%	Good
Attention in learning	120	102	122	114.6667	76%	Good
Student involvement	126	105		115.5	77%	Good
Average				114.75	77%	Good

The table 4.2 shows that from four indicators of interest, the percentage of students in interest was 77% and it categorized as good. So, the researcher concludes that students were feeling pleasure, enthusiasm in learning, attention in learning, and more involvement in learning after

rewarded and punished. To identify the agreement level of respondents can be seen below.

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        SD          D           U      114.75   A          SA
                                        ⌢⎯⎯⎯⎯⌢
    ├──────┼──────────┼──────────┼──────────┼──────────┤
    0      30         60         90         120        150
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B. Discussion

1. Kinds of Reward and Punishment Used by the Lecturers in Learning

In this part, the research discuss about finding on "*Kinds of Reward and Punishment used by the lecturer in learning*" gained from interview result. In this research found that there were four kinds of reward used by lecturers such as; (1) Privileges. Based on the previous findings, according to Daien in Adriani's thesis (2013), This reward can take the form of privileges to children for their achievements that are announced and displayed before their friends both in front of classmates and school friends. Other rewards are in the form of giving opportunities, for example, to children who have succeeded in completing a problem that is difficult to be asked to move forward to work on the board for example, their friends can leave the class early. Related to the previous finding, the research found that the lecturers implemented the similar privileges to the students at EED UMM. (2) Gift in the form of thing such as pens, chocolates, book, novel, and so on. Based on the research, gift commonly used by the lecturer in EED UMM to rewarded students' achievement. In Slavin (2011)

theory, he gives some example of reinforces or reward, that are money, grades, starts, points, food etc. (3) Praise used by the lecturer praise to shows that the lecturer appreciated students' behaviour and achievement in the class. In other hand, Slavin (2011) stated that expression, recognition, praise, physical contact and nearness are the example of positive reward to increase the student's behavior. And (4) Extra Point as djamarah (2008: 124-134) stated that the form of reward given to students can be in the form of giving numbers. The number given is the point or score of the results of student learning activities. In the research, the lecturer appreciated students' achievement in learning by giving extra point such as A+.

Meanwhile, there were three kinds of punishments founds by the research such as; (1) absent if they come late, (2) point deduction if they were late to submit an assignment, and (3) scored zero if they were not submit assignment. As well as the Participant 4 told that his assignment was not accepted by the lecturer because the writing was not neat, and there were scribbles. It means the assignment that rejected by the lecturer considered get scored zero. Based on the previous findings, Arikunto (1990: 177) explained the similar kinds of punishment that used by lecturer at EED UMM as follow:

.1. Absent. The late-comers in which students who come late more than fifteen until twenty minutes, will be considered absent even though they are allowed to join the class.

2. Score deduction. Students who are late to submit the assignment will get score deduction, and the deduction will increase each day the assignment is   still not submitted.

3. Scored zero. If the students are caught doing plagiarism, their assignment will be scored zero.

4. Suspend. Students who often break the rules and cannot be forgiven for their mistakes, are given suspend.

2. The Students' Perception on the Implementation of Reward and Punishment Regarding Their Motivation and Interest in Learning

As has been presented on findings, the researcher divided the questionnaire into two indicators there were the students' motivation and interest of implementation reward and punishment in learning process. The result of questionnaires in students' perception of implementation reward and punishment toward students' motivation was excellent. It can be seen from the result of questionnaires. The mean of result questionnaire was 81% and it show that students motivation was excellent in implementation of reward and punishment.

Meanwhile, the result of questionnaires in students' perception of implementation reward and punishment toward students' interest was good. It can be seen from the result of questionnaire. The mean of result questionnaire was 77% and it show that students give good interest in implementation of reward and punishment in learning process.

From the table 4.1 and 4.2, the researcher concluded that the effect of reward and punishment toward students' motivation and interest in learning can be assumed that motivation take more effect to the students than interest in learning. The finding about reward that students' motivation and interest can increase after the students received a reward. This is in line with Moberly et al. (2005) who stated that reward given by teacher makes students motivated to learn, as they will be motivated to work hard. Students who received a reward would be motivated to learn and work hard, and they were interested to learning. After getting motivated and interested, they would attempt to repeat their rewarded or performance in order to get more rewards. As participant 3 said that *"reward motivates me to study harder, do my best in the future".* Therefore, the effect of reward on student motivation was excellent and student interest was good in which it can increase student motivation and interest in learning.

Meanwhile, the punishment also makes students motivated and interested. After being punished, they are aware that punishment is like reward, which is implied to motivate and made them interested to learn and work harder. It also made students not repeating their fault. Moberly et al. (2005) claimed that teachers using discipline for inappropriate behavior could affect student motivation positively. Therefore, reward and punishment can be said positively good for students.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

For the conclusion, this study has summarized all the findings to know the kinds of reward and punishment used by the lecturers and the effect of reward and punishment implemented at the Third Semester of English Education Department Muhammadiyah University of Makassar toward student motivation and interest from the students' perception.

The research found that there were four kinds of rewards such as gift, praise, extra point and privilege, and there were three kinds of punishments such as absent if they come late, point deduction if they were late to submit an assignment, and scored zero if they were not submit assignment. Meanwhile, the effect of reward and punishment on student is positive. The result of questionnaire show that reward from the lecturer increase the students' motivation and interest in learning. Just like reward, punishment also boosters students' motivation and interest to learn and work harder on their assignments.

B. Suggestion

This study also gives some suggestions regarding to students' perception on the effect of reward and punishment implemented at English Education Department Muhammadiyah University of Makassar toward student motivation and interest. The suggestions are how those will contribute in the future. In this following, the suggestions are presented.

1. For the students

      Students of English Education Department Muhammadiyah University of Makassar are aware that reward and punishment purposefully implemented to them is only for students' own goodness. Reward means their performance and behavior are excellent, and they should keep it maintained or improve it. Punishment means that they have made a mistake, and they should correct it soon and do not repeat it again. Therefore, they have to use reward and punishment as a motivation for them to learn and to work harder.

2. For the Lectures

      Lecturers should implement fair rules and regulation since there are some students who still feel the rules and the regulation are not fair for them. The students should be treated fairly and equally to avoid non-professional relation between student and lecturer. This means the system and the kinds of reward and punishment should be clearly enacted. If students did a well action or behavior, give them a reward. If students made a mistake in learning, correct the mistake. If students did an inappropriate action or behavior, a punishment appropriately given.

3. For the next researchers.

      This study has researched about reward and punishment, specifically the effect of reward and punishment implemented at English Education Department Muhammadiyah University of Makassar toward student motivation. Therefore, the next researchers can conduct the similar study regarding this topic with a larger population at English Education Department

Muhammadiyah University of Makassar. The next researchers can research the frequency and the quality of reward and punishment distributed by lecturers of English Education Department Muhammadiyah University of Makassar in their class, or conducts a quantitative research about this topic since this study is descriptive qualitative.

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CURRICULUM VITAE

HAJRAH. She was born on 24th May 1996 in Porehu. She is the second daugther of marriage between Nasir and Aisyah. She has 1 brother (Adrian). In 2001, she started in elementary school at SD Negeri 1 To'bela, graduated in 2007. Then she continued her junior high school at SMP Negeri 1 Pakue and graduated in 2010. After that she continued her senior high school at SMA Negeri 1 Pakue and graduated in 2013. In 2014, she was accepted in Muhammadiyah University of Makassar as a student at English Department of Faculty of Teacher Training and Education. At the end of her study, she could finished her thesis in 2019 entitle *"The Effect of Reward and Punishment in Learning (A Descriptive Qualitative at the Third Semester of English Education of Unismuh Makassar)"*.