**THE INFLUENCE OF PUNISHMENT AND REWARD ON STUDENTS'**
**VOCABULARY MASTERY**
**(A Descriptive Research at SMPN 23 Bulukunmba)**

**A THESIS**

*Submitted to the Faculty of Teacher Training and Education Makassar*
*Muhammadiyah University in Partial Fulfillment of the Requirement for the*
*Degree of Education in English Department*

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# FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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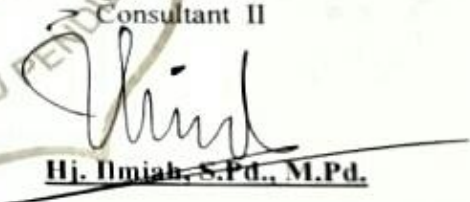
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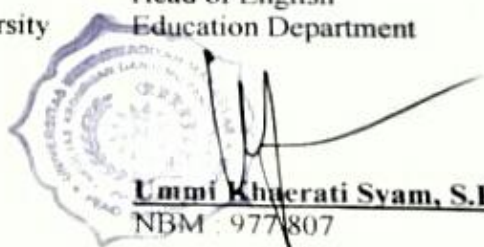
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# MOTTO

*Manusia Punya Rencana, ALLAH Punya Rencana, Maka Rencana ALLAH Lah Yang Terbaik*

# ABSTRACT

**SURIANTO B**. **2019**. *The Influence of Punishment and Reward on Students' Vocabulary Mastery at SMPN 23 Bulukumba.*Thesis of English Education Department. Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Bahrun Amin and Ilmiah.

This research aims to determine the influence of punishment and reward on students' vocabulary mastery. The population of this research was seventh grade students of SMPN 23 Bulukumba in academic year 2018/2019 with 32 samples selected with sampling techniques using Totally Sampling. The method used in this research is quantitative descriptive method. This instrument uses questionnaires and vocabulary test to determine the mastery of students' vocabulary. Both data were analyzed using descriptive analysis techniques and inferential analysis of multiple linear regressions.

The result of this research students' vocabulary mastery by giving a test to VII grade students in SMPN 23 Bulukumba was a good category with mean value is 78.12. Teacher gave rewards to class VII was totally agree category with percentage 56.25%. Teacher gave punishment to student class VII was agree category with percentage83.38%. Based on multiple linear regression analysis using SPSS 16.0 shows 0.00 <0.05 and 62.544> 3.32 = H0 rejected, it can be concluded that punishment and reward have influence on vocabulary mastery students class VII SMPN 23 Bulukumba.

**Keywords**: Punishment, Reward, Influence, Vocabulary Mastery.

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بسم الله الرحمن الرحيم

Al-hamdulillaahirobbil-'aalmiin. Praise and grateful to Allah SWT, peace and blessings be upon him to the great prophet Muhammad SAW, his friends, family and followers until the end times.

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Author

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# TABLE OF CONTENT

# CHAPTER I

# INTRODUCTION

Chapter 1 emphasizes the explanation of why researchers conducted this research, this chapter describes several sub-chapters including background, problem statements, objective of the research, significance and scope of the research.

## A. BACKGROUND

Brumfit (2001) states English is an international language that it is the most widespread medium of international communication.Today, English is a language that has an important role as a language of communication in many human life aspects of the world such as trade, science, technology, and many others. English is the language used by many people around the world to connect with others. Therefore, people must understand and master English to be able to compete with other countries.

English is an important foreign language in Indonesia because English is an international language. Seeing how important foreign languages especially English in people's lives, the Indonesian government has decided that English is one of the core subjects in formal education. Therefore, the government issued a National Education System constitution (2003) which said that foreign languages could be used as the language of instruction in certain education units to support students' foreign language skills.

In learning English Many types of abilities must be learned by everyone, especially for students. English lessons have 4 skills that must be mastered by students, namely speaking, reading, listening and writing. Students will be able to understand the English language if they are mastered that 4 skills but students will be very difficult to master the 4 skills if students lack of vocabulary.

English vocabulary is an element of language which is considered as the most important factor to increasing student ability. According to Linda (1990) by enough vocabulary from a foreign language, it makes them easier to learn all language skills such as speaking, reading, writing, and listening. Therefore Vocabulary has benefit to all language skills. A student who lacks vocabulary will find difficulties in the process of language learning and has little chance to success in developing their new language.

In fact, students' mastery of English vocabulary is still lack. The students are also difficult to deliver their ideas because their limitation of vocabulary. As consequence, students will be difficult to complete their assignment, communicate to each other or share their opinion, so that they should always improve their vocabulary.Vocabulary not easy thing to do, we must be optimistic. Teacher has to make an effort to build their students' vocabulary since students will have more opportunity to identify the words during the teaching and learning process.

Related to the problem of students in mastering vocabulary as above, students need a method to master vocabulary. One of the ways teacher stimulate students is by giving punishment and appreciation to students.

There are so many learning methods that can be applied by educators. One of them is the reward and punishment method can strengthen positive behavior and weaken negative behavior. Based on the theory Bond cites Abbas (2017: 5) define that Reward and Punishment can be used for strengthen positive response or negative response, while according Mulyawan (2016) Method of Reward and Punishment is a interactive method learning between teachers and students, giving prizes to active students and giving penalties to the inactive.Based on those concepts, punishment and reward is a method to giving response for students that if student active in classroom will get reward then for inactive students will get punish.

Hamalik in Hartono (2017: 33) good punishment will cause regret to students who aim to improve student behavior for the benefit of students in the future as well as to motivate students. Arifin cites Yahdi (2016: 22) the purpose of reward is to arouse a sense of responsibility, Award also aim for children to be more active in learning and improve their achievements. Therefore In the Reward and Punishment Method, punishment is intended to change students' behavior to be better and motivate students so that students are competing to stay away from the

prohibitions previously teacher set. In addition to punishment methods, giving rewards are also recognized as effective in education. Reward is a form of motivation in recognition of appropriate behavior. Reward aims to provide reinforcement of good behavior So that it will motivate students in the learning process.

Based on the statements above, Reward and Punishment must be given correctly by the teacher to improve students' vocabulary mastery. The researcher conduct a study entitled the influence punishment and reward on students' vocabulary mastery.

## B. Problem Statement

Based on the background above, the problem statement as follow:
Is there any influence of punishment and reward on students' vocabulary mastery in class VII SMPN 23 Bulukumba?

## C. Objective of the Research

Based on the research problem above, the objective of the research is to find out:
The influence of punishment and reward on students' vocabulary mastery in class VII SMPN 23 Bulukumba.

## D. Significance of the Research

Some significance of the research are;

1. Theoretically

   This research is expected as a reference in developing further research on factors that influence student motivation in mastering vocabulary.

2. Practically

   **a.** Students

The result of this research is expected students know the influence of rewards and punishments on language teaching to the improvement of vocabulary mastery. It may motivate them to increase their learning in English.

   **b.** Teacher

The result of this research expected to give information for English teacher about the importance of rewards and punishments and to improve their way to teach English specially to increase students' vocabulary mastery.

   **c.** The Next Researcher

The results of this study are expected to be a reference for other researchers who want to continue research on the influence of punishment and appreciation to improve student vocabulary mastery.

**E. Scope of the Research**

The research only focuses to the allvocabulary for students' VII grade in SMPN 23 Bulukuba

## CHAPTER II

## REVIEW OF RELATED LITERATURE

Chapter II explain about the variables in this research, this chapter describes several sub-chapters including previous related research finding, some partinent ideas, and conceptual framework.

### A. Previous Related Research Finding

Pebriani (2013) *The Implementation of Rewards and Punishments toward Students' Motivation in English Learning.* The 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 punishment positively when it is delivered properly. The results show 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. The appropriate application of rewards and punishments can be an alternative way that enhances students' motivation.

Rusmawati (2016) *The Influence of Rewards and Punishments on Language Teaching to the Improvement of Students' Speaking Skill at SMA Banua Bilingual Boarding School of Tenth Grade Female Students on the Academic Year 2015/2016. The kind of rewards and punishments are verbal and Non-verbal while, the kind of punishments that teachers used on language teaching to the improvement of student's speaking skill are*

*divided into two categories, namely, preventive and repressive, Then the influence of rewards and punishments that the teachers used on language teaching to the improvement of students' speaking very significant.*

Yunus (2015) "*PengaruhMetodeReward dan Punishment TerhadapPeningkatanMotivasiPesertaDidikdi MTs AS'Adiyah Putra II Sengkang*"giving rewards to students at fairly large level, while the punishment for students at poor level with students 'learning motivation is atfair level and there is significant influence between punishment and reward on students' learning interest.

Based on the previous research finding, the researcher conclude the similarity of the research is about gives reward and punishment as a method in the classroom, while the difference is this researchthat is the effects of punishment and reward focus on vocabulary. Therefore the researcher find out how the effects of punishment and reward to improve vocabulary mastery.

B. **Some Pertinent Ideas**

1. **The Concept of Vocabulary**

   a. **Definition of Vocabulary**

      Webster states vocabulary is a list or collection of words and phrases usually alphabetically arranged and explained or defined. Similar with Webster, Susanti cites Suyanti, (2011:13) Vocabularyis the total number of words in a language, it is also a collection of words a person knows and uses in speaking and

writing. Briefly, vocabulary is the sum of all words in a language and also the ability of words that a person knows and uses in speaking and writing. The vocabulary of a language always changes and develops because life is increasingly complex.

Hornby(1995: 1331) mentions his definition of vocabulary as the total number of words in a language and vocabulary as a list of words with their meanings. While Hatch and Brown sites Febriyansyah (20015: 8) defined as the term vocabulary refers to a list or set of words for a particular language or words that individual speakers of language might use. Therefore vocabulary is the total number, list and set of words that individual speakers might use with their meanings.

Based on the definitions above, briefly vocabulary is collection of words that people understand both their meaning and their use. We must have enough vocabulary to understand what is read and heard, can speak and write in the right words so that it can be understood by others.

b. **Types of Vocabulary**

According to nation cites Suyanti (2011:14) vocabulary has two types:

1. Productive Vocabulary

Productive vocabulary means vocabulary that we often use or that we often listening everyday. Called

productive because this vocabulary always used in English, characteristics Productive vocabularyare vocabularies that we often hear or familiar word. Productive Vocabulary also easy to understand the meaning, to use English well, we must learn and understand productive vocabularies because vocabularies are widely used. In understanding productive vocabulary, it will be easier because it is often used in daily life.

2. Non- Productive Vocabulary

Non-productive vocabulary is a type of vocabulary that is rarely used in making sentences or conversations in English. Vocabulary is sometimes difficult to understand because this vocabulary is rarely used in daily life.

c. **Vocabulary Level**

In learning, students have the ability to master different vocabulary as well as vocabulary. Stainback in Azizah (2012: 19) Vocabulary also has levels, among others:

1. Basic Vocabulary

Basic vocabulary is a word that is easy to learn. It usually consists of simple words such as people, animals or things in the classroom. In this level the mind is involved, this is important to get success in language learning if

students have the power to memorize the taught vocabulary.

2. Intermediate Vocabulary

Intermediate vocabulary is a vocabulary with normal difficulties. It is best to teach middle vocabulary where students are more taught to the meaning and explanation of the word such as food, clothing, work and the human body.

3. Advance Vocabulary

Advance vocabulary is in the level students learn new vocabulary that is harder than before. Vocabulary where students need a dictionary because it is usually difficult pronunciation or vocabulary that students never hear before

**d. Vocabulary Mastery**

Vocabulary is one aspect that must be considered in learning because it plays an important role in facilitating students in learning, especially English learning. According to Webster, mastery refers to possession or great skill, technique and knowledge that make one master of a subject comment.While Hornby cites Alqahtan (2015:6) defines mastery as complete knowledge or complete skill. From those definitions mastery is complete knowledge or great skill that makes someone master the subject.

Vocabulary mastery is a skill or expertise in using words with their own learning. Vocabulary mastery plays an important role in four language skills and must be considered that vocabulary mastery is one of the required components of language.

According to Harmer (2001: 16)vocabulary is knowledge of knowing the meanings of words and knowing the all aspect of vocabulary. While Ur in Febriyansyah (2015: 17)there are some important points that should be considered when teaching vocabulary that is pronunciation and spelling. Therefore students have to know what a word sound (pronunciation) and what that spelling. These are fairly obvious characteristics and the words will be perceived by the learners when encountering the items for the first time.

From those definitions, it can be inferred that learners should master the words of the language because language consists of words. It is in order to be able to use the language approximately. Having mastered a large number of words, they will be able to express their ideas in the language approximately

e. **The Importance of Vocabulary Mastery**

Vocabulary is a very important thing in communicating as well as in learning. If students want to be more active in learning English, students must master vocabulary because every aspect of English such as speaking, writing, listening and reading must have a

vocabulary role, then if students do not have enough vocabulary, they will not understand English well.

According to Linda (1990) by enough vocabulary from a foreign language, it makes them easier to learn all language skills such as speaking, reading, writing, and listening. Therefore Vocabulary has benefit to all language skills. A student who lacks vocabulary will find difficulties in the process of language learning and has little chance to success in developing their new language.

Thornburry in Febriyansyah (2015: 11) states that vocabulary means many word collections, that learning vocabulary is important because it increases on someone knowledge of words. Therefore, learner success depends not only on the size of the vocabulary but also on vocabulary stringing.

Bromley cites Febriansyah (2015: 11) vocabulary has many influenced for students. They are as follows:

a.) Promoting Fluency

Students who recognize and understand many words read more quickly and easily than those with smaller vocabularies.

b.) Improving Achievement

Large vocabulary means a large of conceptual knowledge which makes academic learning easier. Students with large vocabulary score higher on achievement test then those with smallvocabularies.

c.) Enhancing Communication

Words are tools for analyzing, inferring, evaluating and reasoning. A largevocabulary allows for communicating in ways that are precise, powerful, persuasive and interesting.

Realizing that the knowledge of vocabulary is very important, learners have to pay a greater attention to the vocabulary teaching. Teachers can emphasize the importance of vocabulary early in school and continue to provide students with opportunities to build word skills.

## 2. Punishment

### a. Definition of Punishment

Punishment is an educational effort to improve and direct students in the right direction, not to suppress students' creativity (Malik Fadjar in Yunus, 2015: 4).While Hartono (2017: 29) punishment is one form of negative reinforcement that becomes a motivational tool that is given appropriately and wisely. Therefore the punishment is given not for revenge on students but to tell what mistakes students make so that students' behavior becomes better and can motivate them in learning.

According Djamarah (2014:144) Punishment was given because of a violation, crime or mistake committed by students.Therefore, punishment is a consequence of students'

negative behavior so as to prevent the occurrence of bad behavior and remind students not to commit violations again.

Based on the definitions above, researcher conclude, punishment is something that is given because the students makes a mistake and violates a rule that applies, so that by giving punishment, the students will not repeat the negative behavior, so the punishment is given as a guidance for the student to be a better person and motivated in learning.

**b. Kinds of Punishment**

Based on data from researcher opinions, there are kinds of punishment as follows:

1. Preventive Punishment

   Preventive punishment is the treatment in to prevent students from committing another violation. The purpose of preventive punishment is to ensure that nothing students can avoid or prevent the smoothness of the education process. Included preventive punishments are instructions, regulation, forcing and advices.

2. Refractive Punishment

   Refractive punishment is punishments which conduct to student because of a violation, it is mean that punishment is given after a student has committed a mistake or a violation has occurred, so a refractive

sentence is carried out if something happens that is deemed contrary to the regulation in order to make the student aware of their mistake. Included refractive punishments are notice, reminder, reprimand and penalty.

**c. The Purpose of Punishment**

The purpose of punishment is to order that students who make violate feel wary and not to repeat their mistakes again, not to hurt students or to protect teacher honor to obey students.

Hamalik in Hartono (2017: 33) good punishment will cause regret to students who aim to improve student behavior for the benefit of students in the future as well as to motivate students.

According to NgalimPurwanto cites Yahdi (2016: 34-35), the purpose of giving punishment is closely related with the opinions of people concerning the punishment theory, among others:

1.  Retaliation Theory

    Retaliation theory is a punishment given as revenge for a student violation has made.Therefore, this theory cannot toapply in school education.

2.  Repair Theory

Repair theory is the punishment given for crime, so this theory aims to build student be better than before, so they do not make violations or mistakes.

3. Protection Theory

Protection theory is a punishment given to protect society from wrong actions, so this theory aims to protect other students from the crimes committed by the offender.

4. Compensation Theory

Compensation theory is a punishment given to compensate for a mistake that has been made, but this punishment is not effective because students do not feel guilty and tend to repeat the mistakes because their mistakes have been paid.

5. Scare Theory

Scare theory is a punishment given to create a feeling of fear to students for their mistakes so that students will always be afraid to commit another violation.

Based on theories above the purpose of punishment is to prevent and give awareness to students so understand about their mistakes and at the same time improve and not repeat their mistakes in the future.

The purpose of giving punishment there are two types, the aim in short term and long term. The aim in the short term is to stop wrong behavior, while the long term purposes is to teach and encourage students to stop their own mistake behavior and motivate students.

3. **Reward**

a. **Definition of Reward**

Clolim et.al cites Faizah (2017:17) defines Reward is something that functions as an encouragement, something that is important for the child and the possibility to repeat of the desired behavior. Similar with clolim, Arikunto in Faizah (2017: 17) states rewardis something that is given to someone else because it has made something that is desired that is to follow the school rules and regulation that have been determined. While according to Shoimin cites Hartono (2017: 23) reward as an educational tool given to when a child does good something, has reached a certain stage of development, or achieving a target

Based on the above definitions, reward is something that is given to students that serves to encourage and motivate students to improve student achievement andgood behave based on the rules and regulation of school education.

Reward is an educational tool that is easily carried out by the teacher and is very liked by students because it is considered as an

appreciation for what students have done so that students are more trying to improve and motivate themselves and have a harder desire to achieve.

**b. Types of Reward**

Reward is a positive thing that is given to students towards their learning outcomes, the reward given to students are various. Yunus (2015: 10) states that reward can be divided into four types:

1. Praise

    Praise is one form of reward that is easy to do. Praise can be in the form of words like; okay, good, very good, excellent, and so on. Besides being in the form of words, praise can also be given with gesture or signs such as showing the thumb, by tapping the shoulder, giving applause, and so forth.

2. Respect

    Reward in the form of respect is divided into two kinds.

    First, coronation is students who get respect are announced and displayed in public, whether in front of classmates, schoolmates or maybe in front of parents then for students who are get respect in the city or national level, it can be announced at the independence ceremony and in the media.

Second, respect in the form of giving power to do something. For example, students who solve difficult questions are told to work on the board to be copied by their friends then students can be told to join in the competition.

3. Gift

   Gift is rewards give to students in the form of item. Reward giving in the form of item is also called material reward. In this type teacher giving gifts can be in the form of school supplies such as pencils, pens, books and so on.

4. Appreciation

   Appreciation is reward that concern to students. Appreciation is not assessed in terms of price and usability but assessed to giving impressions and memories, suppose students make better works than their friends so the teacher can showcase his work in front of the class and even show it at a school exhibition. Appreciation is also commonly referred to as a symbolic reward, so this reward can be in the form of a certificate.

### c. The Purpose of Reward

M. Arifin cites Yahdi (2016: 22) the purpose of reward is to arouse a sense of responsibility, Award also aim for children to be more active in learning and improve their achievements. While Marno in Hartono (2017:28) the purpose of reward is among others, increase student attention, increase student motivation and encourage students' positive behavior.

The purpose of the reward is to develop student motivation, in the sense that students perform an act based on their own volition. Rewards are also expected to have a positive impact between teachers and students because reward is an expression of satisfaction and also a sense of love for the students.

Reward is a fun educational tool that can also encourage or motivate students to study harder. The purpose of reward is not a result achieved by the student, but the teacher aims to form determination and hard will so that students order good things.

## C. Conceptual Framework

Teaching and learning process is a series of actions of teachers and students who have a reciprocal relationship to obtain certain goals.In learning English there are four skills that students need to learn but before learning the four skills, students must master the vocabulary in advance so that there is no difficulty in learning English. In the learning process, the teacher has a very important role in managing classroom

learning programs to improve students' understanding and ability in mastering vocabulary. Therefore, teachers need to provide methods that can motivate students to be more active in learning. One of the methods commonly used by teachers is to give punishment and reward, which is expected to affect the increase in student vocabulary. The framework of this research can be illustrated in the following diagram.
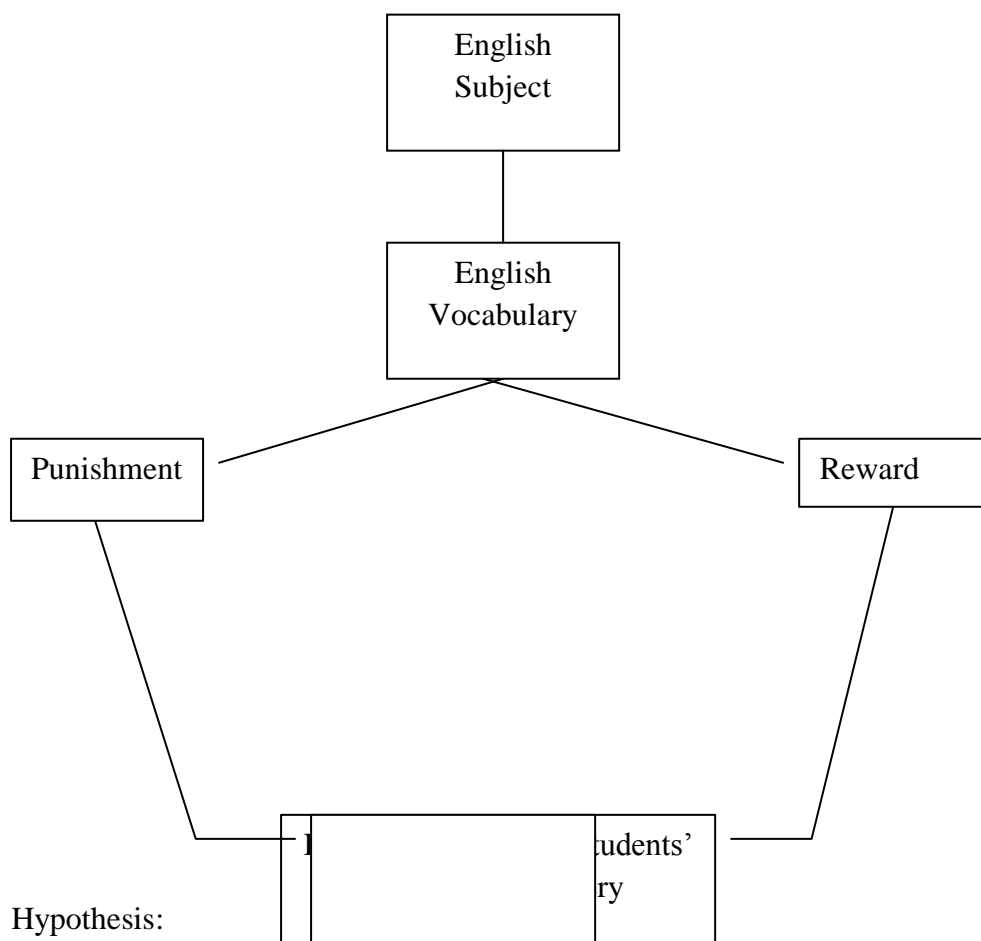


Hypothesis:

$H_0=$ There is no influence punishment and reward on students' vocabulary mastery

$H_1=$ There is influence punishment and reward on students' vocabulary mastery.

**CHAPTER III**

**RESEARCH METHODOLOGY**

This chapter deals with variable and research design, population and sample, research variable, research instrument, data collection technique, and data analysis technique.

A. **Research Design**

This research is descriptive quantitative research. The purpose of this research is to gain information about the influence of punishment and reward on students' vocabulary mastery. Gay (2005:208) states that "descriptive quantitative research involves collecting numerical data to test hypothesis or answer questions concerning current status conducted either through self-reports collected through observation". Then Gay (2000:11) stated that "quantitative approaches are used to describe current conditions, investigate relationships, and study cause-effect phenomena".

B. **Population and Sample**

1. Population

The population in this research was the first grade (class VII) students of SMPN 23 BULUKUMBA consists only one class with 32 students.

2. Sample

The sample in this research was all populations with totally sampling techniques because the population has few members, then the sample of this research is all students of the first grade in SMPN 23

BULUKUMBA consist of 32 students with 16 male students and 16 female students.

## C. Research Variable

This research consists of two variables, they are:

1. Independent variable: Punishment and reward

2. Dependent variable : increase student's vocabulary mastery

## D. Research Instrument

In this research there are some instruments were used to determine the influence of punishment and reward to increase students vocabulary mastery, they were:

1. Vocabulary Test

   In this research, the researcher used vocabulary test in the formof multiple-choice to know the students' vocabulary ability. The test consisted of 25 items. The score was 1for correct answer and 0 for each incorrect answer.

2. Questionnaire

   Questionnaires are also needed to collect data in this study. Each statement in the questionnaire builds on what information the researcher needs in relation the punishment and reward on students' vocabulary mastery. The research questionnaire was prepared in the form of questions. The questionnaire is intended to provide, opportunity for researcher to collect data from a small number of people and generalize the result.

Questionnaires were distributed to the study sample. Samples are given a questionnaire and they must provide an answer best on their opinion.

The questionnaire in this study there are two aspects, that is aspects of punishment and aspects of reward with the value each choice

*Likert Scale*

| Totally Agree | 4 |
|---|---|
| Agree | 3 |
| Disagree | 2 |
| Totally Disagree | 1 |

(*Rusmawati 2016* )

E. **Data Collection Technique**

Data collection techniques in this research were test vocabulary and questionnaire.

1. Vocabulary Test

Test is a method of measuring a person's ability and knowledge in a particular domain. In this research, tests were used to answer researchers' questions. This test is a short answer test that requires students to answer several questions based on their understanding of vocabulary.

2. Questionnaire

in this research, the researcher was provide

20statementsof questionnaires which have been done in 30 minutes by the students. These questions consist of 10 statements of about reward and 10 statements of about punishment.

## F. Data Analysis Technique

a. Descriptive Statistic

1. Identification of Data

Firstly, the researcher gave vocabulary test and then analyzed the results of the test to find out the students' mastery in the vocabulary.Secondly, the researcher gave the questionnaire to students, so based on the questionnaire the researcher identify and knows whether punishment and reward is influencing the increase in students' vocabulary mastery.

As for the steps in the preparation through this analysis as follows :

a) Percentage

To determine the interval data used with formula:

$$Ji = \frac{(t-r)}{Jk}$$

Ji= interval

T= highest score

R= lower score

Jk= number of interval classes

*(EkoPutro Widoyoko2014)*

**Interval percentage of students' vocabulary test**

| No | Percentage | Category |
|----|------------|----------|
| 1. | 81-100 | Very good |
| 2. | 61-80 | Good |
| 3. | 41-60 | Fair |
| 4. | 21-40 | Low |
| 5. | 0- 20 | Very low |

**Interval percentage of students' questionnaire**

| No | Percentage | Category |
|----|------------|----------|
| 1 | 31-40 | Totally agree |
| 2 | 21-30 | Agree |
| 3 | 11-20 | Disagree |
| 4 | 0-10 | Totally disagree |

b) Average value (Mean)

$$m = \Sigma \frac{x}{n}$$

Informasi :          m          : Average value

                     $\Sigma$          : Overall raw score

X        : variable

n        :  The number of students

From the initial data above,the researcher tabulated the data by counting the response from each data. To know the percentage of data from test and questionnaire, the researcher use formula:

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

Where,

P : Percentage

F : Number of Frequency of the respondent answer

N : Numbers of respondens

*(gay et al, 2006)*

2. Description

The researcher was describe the data and also the percentage of data. It is to make the result of the research clear and readable.

b. Inferential Statistic

In using inferential statistics with multiple regression in this research using statistical technique F (F-test) with the help SPSS version 16.00 SPSS is a computer program that is used to make statistical anlysis. After detemining the results of the hypothesis with the following stages:

a. $F_{count} > F_{table}$ or sig < 0.05 then $H_o$ = rejected and $H_1$ = accepted, it means punishment and reward have the influence on students' vocabulary mastery

b. $F_{count} < F_{table}$ or sig > 0.05 then $H_o$ = accepted, it means punishment and reward have not the influence on students' vocabulary mastery

# CHAPTER IV

# FINDINGS AND DISCUSSION

In this chapter, the researcher discusses two sections. Section one is research findings and section two is discussion.

## A. Research Findings

In this chapter, the researcher discuss in detail the results of research that have been obtained by researcher with the type of quantitative research based on data obtained in the field located at SMPN 23 Bulukumba in class VII as the class research. In this research through the vocabulary test stage given then a questionnaire was given to students. As explained in the previous chapter, this research was processed using descriptive statistical analysis techniques and inferential statistic with multiple regression analysis techniques.

### 1. Descriptive Statistic

Descriptive statistical analysis techniques are used to describe statistical data that refers to student's vocabulary test data and the questionnaire that has been given.

#### a. The Research Result of Vocabulary Test

By using test the researcher collets the data about students' vocabulary mastery, the number of students (n) = 32 and total vocabulary test score of students ($\sum y$) = 2500. Researcher obtains the average/ mean (M) with formula:

$$My = \frac{\Sigma y}{n}$$

$$My = \frac{2500}{32}$$

$$My = 78.12$$

Based on the data above, the mean score of students' vocabulary mastery is 78.12. The vocabulary value of seventh student gradein SMPN 23 Bulukumba can be classified into the categories in the following table:

**Table 4.1.Classification Category and frequency distribution of Vocabulary Mastery on Vocabulary Test**

| No | Interval | Frequency and percentage | Category |
|---|---|---|---|
| 1 | 81- 100 | 4 (12.5%) | Very good |
| **2** | **61 - 80** | **28 (87.5%)** | **Good** |
| 3 | 41 - 60 | 0 (0%) | Fair |
| 4 | 21 - 40 | 0 (0%) | Poor |
| 5 | 0- 20 | 0 (0%) | Very Poor |
| **Total** | | N=32 (100%) | |

Based on the table 4.1 the vocabulary category of class VII SMPN 23 Bulukumba in good category interval 60-<80 with mean 78.12

**Chart 4.1 students' vocabulary category**
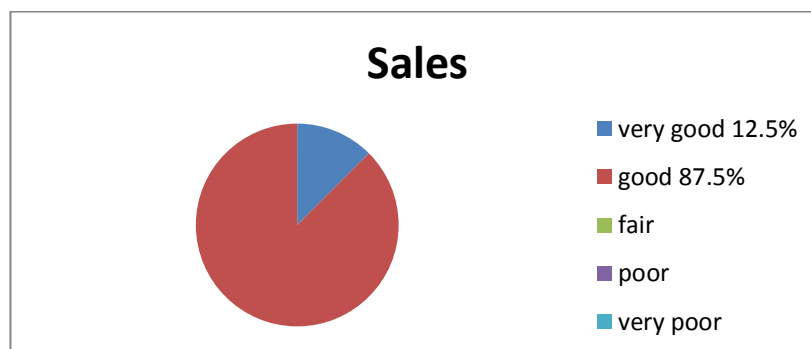
From the table 4.1 and chart 4.1 show that there are 4 students (12.5%) whose values around 81-100 which are classified into very good category. There are 28 students (87.55%) who score around 61 - 80which are classified in good category. There are no students who score around 41-60 (fair) also no students whose grades are around 21-40 (poor) and grades around 0-10 (very poor). Based on the calculated mean, 78.12, it means students' vocabulary mastery in interval 61-80 with good category.

**b. The Research Result of Questionnaire**

Based on this study, the instrument used to determine the effect of punishment and reward with 4 number of answer choices namely, strongly agree = 4, agree = 3, Disagree = 2, strongly disagree = 1.

- **Rewards' Questionnaire Item**

From the data, the number of students (n) = 32 and total responses of students about reward ($\sum x1$) = 1014. Researcher obtains the average/mean (M) with formula:

$$Mx1 = \frac{\sum x1}{n}$$

$$Mx1 = \frac{1014}{32}$$

$$Mx1 = 31.69$$

According to the data above, the mean variable reward (Mx1) = 31.69 scores so that reward items can be classified in the results category shown in the following table:

**Table 4.2 Frequency Distribution and Percentage of Reward Questionnaire**

| Questionnaire Score | Frequency | Percentage (%) | Category |
|---|---|---|---|
| **31– 40** | **18** | **56.25%** | **Totally agree** |
| 21 - 30 | 14 | 43.75% | Agree |
| 11 - 20 | 0 | 0% | Disagree |
| 0 - 10 | 0 | 0% | Totally disagree |
| **Total** | **N= 32** | **100%** | |

**Chart 4.2 Students' Reward Categories**
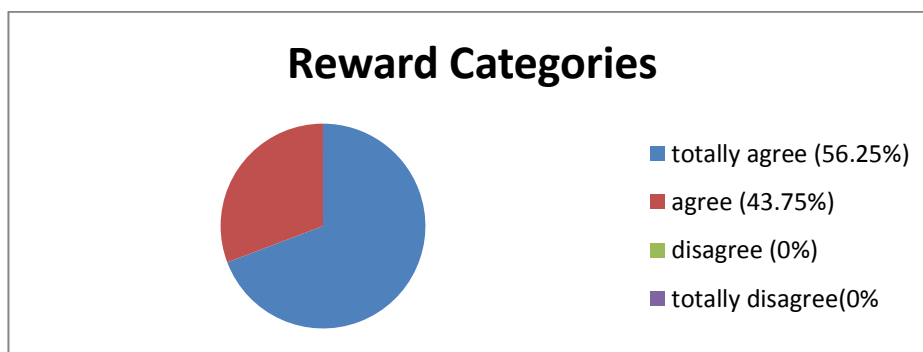


From table 4.2 and chart 4.2 show that there are 18 students (56.25%) whose values around 31-40 which are classified into totally agree category. There are 14 students (43.75%) who score around 21 - 30 which are classified in agree category. There are no students who score around 11 - 10 (disagree) and also no students whose grades are around 0- 10 (totally disagree). Based on the calculated mean, 31.69, it means reward item in 30-40 score with totally agree category**.**

- **Punishment Questionnaire Item**

From the data of punishment reward item the number of students (n) = 32 and total responses of students about reward ($\sum$x2) = 920. Researcher obtains the average/mean (M) with formula:

$$Mx2 = \frac{\sum x2}{n}$$

$$Mx1 = \frac{920}{32}$$

$$Mx1 = 28.75$$

According to the data above, the mean variable reward (Mx2) = 28.75 scores so that punishment items can be classified in the results category shown in the following table:

**Table 4.3 Frequency Distribution and Percentage of Punishment Questionnaire**

| Questionnaire Score | Frequency | Percentage (%) | Category |
|---|---|---|---|
| 31– 40 | 5 | 15.62% | Totally agree |
| **21 – 30** | **27** | **84.38%** | **Agree** |
| 11 – 20 | 0 | 0% | Disagree |
| 0 - 10 | 0 | 0% | Totally disagree |
| **Total** | **N= 32** | **100%** | |

**Chart 4.3 Students' Punishment Categories**
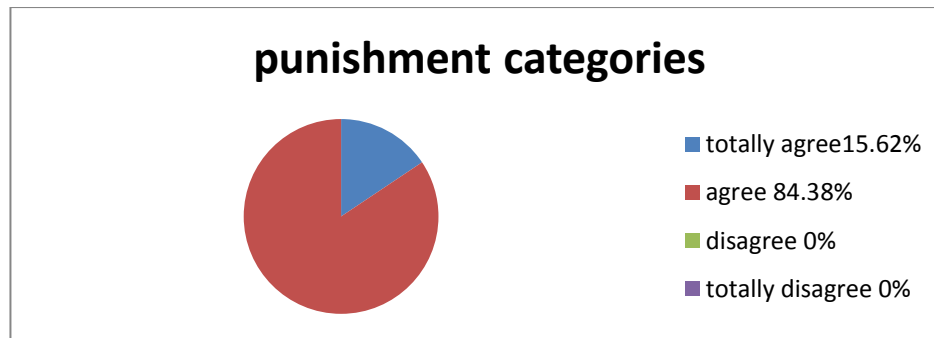


From table 4.3 and chart 4.3 showthat there are 5 students (15.62%) whose values are around 31-40 which are classified into totally agree category. There are 27 students (84.38%) who scored around 21 - 30 classified into agree category. There is 0 student who scores around 11 - 20 who are classified in disagree category and also no student whose grades are around 0-10 (totally disagree). Based on the calculated mean of 28.75, it means item punishment in a score of 21-30 in agree category.

2.  **The Influence of Punishment and Reward on Students' Vocabulary Mastery in Class VII SMPN 23 Bulukumba**

    Multiple linear regression analysis used to determine the influence of punishment and reward on vocabulary mastery of students VII class at SMPN 23 Bulukumba.

    The results of multiple linear regression analysis used SPSS version 16.0 as follows:

**Simultaneous Hypothesis Testing (Ftest)**

Simultaneous testing is a variable test together, that variablereward and punishment (x1 and x2) on students' vocabulary mastery(Y). The results of multiple linear regression analysis using SPSS 16.0 as follows:

**Table 4.4 the Result of Multiple Regression ( Ftest)**

ANOVA[b]

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 519.143 | 2 | 259.572 | 62.544 | .000[a] |
| | Residual | 120.357 | 29 | 4.150 | | |
| | Total | 639.500 | 31 | | | |

a. Predictors: (Constant), PUNISHMENT, REWARD

b. Dependent Variable: Vocabulary Test

Reward and punishment jointly influence the mastery of vocabulary of students class VII SMPN 23 Bulukumba. In terms of testing statistics, the hypothesis that are following:

$H_{0=}$ There is no influence punishment and reward on students' vocabulary mastery

$H_{1=}$ There is influence punishment and reward on students' vocabulary mastery

Guidelines used to accept or reject the hypothesis 0 ($H_0$), among others:

c. $F_{count}>F_{table}$or sig< 0.05 then $H_o$ = rejected and $H_1$ = accepted, it means punishment and reward have the influence on students' vocabulary mastery

d. $F_{count}<F_{table}$or sig>0.05 then $H_o$ = accepted, it means punishment and reward have not the influence on students' vocabulary mastery

To determine $F_{table}$is using formula that is:
$F_{table=}(k : n - k)$

$$= 2: 32 - 2$$

$$= 2: 30$$

$F_{table} = 3.32$

From the results of the analysis using SPSS 16.0 shows 0.00<0.05 and 62.544>3.32 = $H_0$ rejected, so it can be concluded that punishment and reward have the influence on students' vocabulary mastery class VII SMPN 23 Bulukumba.

**Table 4.5 Correlation Coefficient of Punishment and Reward on Student's Vocabulary Mastery**

**Model Summary**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .901[a] | .812 | .799 | 2.037 |

a. Predictors: (Constant), PUNISHMENT, REWARD

Based on the table 4.5 explain that correlation (R) which value 0.901, from the output obtained the coefficient of determination (R square) is 0.812, which implies that the influence of dependent variables (reward and punishment) to independent variable (students' vocabulary mastery) is 81.2%

## B. Discussion

In this section, the results of the data collected and analysis discuss to describe the influence of punishment and reward on students' vocabulary mastery. The description of the data collected from the results of the vocabulary test show that the mastery of the students' vocabulary is very good, while the students' responses to rewards was very agree and students' responses to punishment was agree. Based on the findings above, punishment and reward have an influence on students' vocabulary mastery.

1. **The Students' Vocabulary Test**

   After data analysis, it was found that vocabulary mastery on students class VII SMPN 23 Bulukumba in good category with the highest score was 88 while the lowest score was 64 with a mean is 78.12. Based on the frequency distribution table, it was found that there are 4 students or 12.5% in interval 81-100 with very good category and there are 28 students or 87.5% in interval 61-80 with good category, thus it can be concluded that students' vocabulary mastery into good category.

   According to Linda (1990) by enough vocabulary from a foreign language, it makes them easier to learn all language skills such as speaking, reading, writing, and listening

2. **The Students' Response to Reward Questionnaire.**

   Shoimin cites Hartono (2017: 23) reward as an educational tool given to when a child does good something, has reached a certain stage of development, or achieving a target. M. Arifin cites Yahdi (2016:22) the purpose of reward is to arouse a sense of responsibility, reward also aim for children to be more active in learning and improve their achievements.

   After data analysis, it was found that students' response to punishment on student class VII SMPN 23 Bulukumba in agree category with the highest score was 34 while the lowest score was 24 with a mean is 28.75. Based on the frequency distribution table, it

was found that there are 5 students or 15.62% in interval 31-40 with totally agree category and there are 27 students or 83.38% in interval 21-30 with agree category, it can be concluded that students' response to punishment into agree category.

3. **The Students' Response to Punishment Questionnaire**.

   Punishment is an educational effort to improve and direct students in the right direction, not to suppress students' creativity (Malik Fadjar in Yunus, 2015: 4) while according to Hamalik in Hartono (2017: 33) good punishment will cause regret to students who aim to improve student behavior for the benefit of students in the future as well as to motivate students to learning.

   After data analysis, it was found that students' response to reward on student class VII SMPN 23 Bulukumba in totally agree category with the highest score was 38 while the lowest score was 27 with a mean is 31.69. Based on the frequency distribution table, it was found that there are 18 students or 56.25% in interval 31-40 with totally agree category and there are 14 students or 43.75% in interval 21-30 with agree category, it can be concluded that students' response to reward into totally agree category.

4. **The Influence of Punishment and Reward on Students' Vocabulary Mastery in Class VII SMPN 23 Bulukumba**.

   In this section, to determine the influence of punishment and reward on students' vocabulary mastery, Through the results of the

vocabulary test, punishment and reward questionnaire, researcher processed the data used inferential statistics with SPSS 16.00 used multiple linear regression (F test) significant (p) = 0.05 with degrees of freedom (df) = 30 show sig values smaller than 0.05 and f-tests greater than f-tables, 0.00 <0.05 and 62.544> 3.32 there are significant differences. Therefore, it can be concluded that the statistical hypothesis $H_0$ rejected, so it means that punishment and reward have the influence on students' vocabulary mastery class VII SMPN 23 Bulukumbawhich implies that the influence of dependent variables (reward and punishment) to independent variable (students' vocabulary mastery) is 81.2%

Based on the discussion above the results showed that simultaneously punishment and reward had an influence on the mastery of vocabulary of students class VII SMPN 23 Bulukumba, in this research also showed that if punishment and reward increase, the vocabulary mastery also increase.

The results of this study are supported by previous research conducted by Yunus which there is significant influence between punishment and reward on students' learning interest, another research was conducted by Rusmawati who showed that punishment and reward have an influence on improving students' speaking skills, this shows that punishment has an influence on student learning as well as in mastery of vocabulary. Based on the results of the research,

the researcher concluded that punishment and reward had an influence on students' vocabulary mastery.

## CHAPTER V
## CONCLUSSION AND SUGGESTION

This chapter has two parts, the first part is conclusion and the second part is suggestion.

### A. Conclusion

The conclusions that can be obtained from the results of this study are punishment and reward affecting the mastery of vocabulary of class VII students. This can be seen from the average score of the student vocabulary test at an average value of 78.12 in the good category. In addition, it can also be seen in the hypothesis test which shows the results of the calculated $F_{count}$ which has a greater number of $F_{table}$. $F_{count}= 62.544 > F_{table} = 3.32$)and follow the rules of decision making or significant criteria that is if $F_{count} > F_{table}$ then $Ho =$ rejected and $H_{1=}$ There is influence punishment and reward on students' vocabulary mastery in class VII SMPN 23 Bulukumba.

### B. Suggestion

1. Students must develop their own interests from themselves to mastery vocabulary without being given punishment and reward firstso that it can hone student skills.

2. for teachers. in giving reward must be used appropriately so that students who have less vocabulary that does not feel discriminated, besides do not rely too much on reward, it is to foster mentality and independence of students. In punishment, the teacher must also give it

appropriately so that students do not feel bored and not hold grudges to

teacher and thanit can motivate students.

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# APPENDIX

# INSTRUMENT

**Description of Questionnaire**

1. This questionnaire is intended to obtain objective data from the students in the preparation of the process.

2. By completing this questionnaire, it has participated to assist us in the completion of the study.

**Instruction for Filling the Questionnaire**

1. Read the questions below carefully, then put a cross (×) on the answer that is deemed to be true

2. The answer you choose will not affect the value

3. Fill out this questionnaire honestly and thoroughly so that all questions can be answered. And beforehand we have not forgotten many thanks.

Totally agree        =        Selected if you totally agree with the statement

contained in the

Questionnaire

Agree        =        Selected if you just agree with the statement
contained in the

Questionnaire

Disagree        =        Selected if you disagree with the statement
contained in the

Questionnaire

Totally Disagree        =        Selected if you totally disagree with the statement
contained in

the Questionnaire

**Teacher Identity**

    1. Name      :

    2. Age       :

    3. Gender    :

    4. Day / Date  :

1. I am very happy to get words like "good" "very good" "good work"

   a. Totally agree

   b. Agree

   c. Disagree

   d. Totally disagree

2. I am happy when the teacher respect and gives advice

   a. Totally agree

   b. Agree

   c. Disagree

   d. Totally disagree

3. The teacher gives praise, applause and good grades to students who have a lot of vocabulary

   a. Strongly agree

   b. Agree

   c. Disagree

   d. Strongly disagree

4. The teacher gives gifts to students who have a lot of vocabulary

   a. Strongly agree

   b. Agree

   c. Disagree

   d. Strongly disagree

5. The teacher gives awards / certificates to students who have a lot of vocabulary

a. Totally agree

b. Agree

c. Disagree

d. Totally disagree

6. When my friend gets a reward, I will try better to get reward too.

a. Totally agree

b. Agree

c. Disagree

d. Totally disagree

7. When my friend gets a reward, I follow what my friend does.

a. Totally agree

b. Agree

c. Disagree

d. Totally disagree

8. If there is a friend who gets a reward, I will be happy if I can be like my friend

a. Totally agree

b. Agree

c. Disagree

d. Totally disagree

9. If the teacher gives me motivation, it will arise in me a passion to mastering the vocabulary

a. Totally agree

b. Agree

c. Disagree

d. Totally disagree

10. Giving gifts can improve vocabulary mastery, so I will ask the teacher to implement it in the classroom

a. Totally agree

b. Agree

c. Disagree

d. Totally disagree

11. I don't like getting a punishment if my vocabulary is lacking

   a. Totally agree

   b. Agree

   c. Disagree

   d. Totally disagree

12. Teachers reduce value for students who have less vocabulary

   a. Totally agree

   b. Agree

   c. Disagree

   d. Totally disagree

13. Teachers warning to students who have less vocabulary

   a. Totally agree

   b. Agree

   c. Disagree

   d. Totally disagree

14. When I get punishment, I will not repeat my bad behavior again

   a. Totally agree

   b. Agree

   c. Disagree

   d. Totally disagree

15. Teachers gives more assignments to students who have less vocabulary

a. Totally agree

b. Agree

c. Disagree

d. Totally disagree

16. I am not happy if I get a punishment in front of my friends

a. Totally agree

b. Agree

c. Disagree

d. Totally disagree

17. When my friend gets punishment, I will not do what my friend does

a. Totally agree

b. Agree

c. Disagree

d. Totally disagree

18. If any of my friends get punishment, I will be embarrassed if Iam like him

a. Totally agree

b. Agree

c. Disagree

d. Totally disagree

19. If I always get punishment, I will be lazy to learn

a. Totally agree

b. Agree

c. Disagree

d. Totally disagree

20. I think punishment can overcome the lack of vocabulary.

a. Totally agree

b. Agree

c. Disagree

d. Totally disagree

*(Adopted Nasrudin in Rusmawati 2016)*

## I. KETERANGAN ANGKET

1. Angket ini dimaksudkan untuk memperoleh data objektif dari siswa dalam penyusunan proses.

2. Dengan mengisi angket ini, berarti telah ikut serta membantu kami dalam penyelesaian studi.

## II. PETUNJUK PENGISIAN ANGKET

1. Bacalah pertanyaan di bawah ini dengan cermat, kemudian beri tanda silang (×) pada jawaban yang dianggap oaling benar

2. Jawaban yang kamu pilih tidak akan mempengaruhi nilai

3. Isilah angket ini dengan jujur serta penuh ketelitian sehingga semua soal dapat dijawab. Dan sesbelumnya tak lupa kami ucapkan banyak terima kasih

   a. Sangat Setuju = Pilih jika anda sangat setuju dengan pernyataan

   Yang terkandung dalam daftar pertanyaan

   b. Setuju = Pilih jika anda hanya setuju dengan pernyataan

   Yang terkandung dalam daftar pertanyaan

   c. Tidak Setuju = Pilih jika anda Tidak Setuju dengan pernyataan

Yang terkandung dalam daftar pertanyaan

d. Sangat Tidak Setuju = Pilih jika anda sangat tidak setuju dengan

Pernyataan yang terkandung dalam daftar

Pertanyaan

## III. IDENTITAS SISWA

1. Nama          :
2. Nomor urut   :
3. Umur          :
4. Jenis kelamin :

1. Saya sangat senang bila mendapatkan kata-kata seperti "good" "excellent" "good job".

   a. Sangat setuju          c. tidak Setuju
   b. Setuju                 d. Sangat tidak setuju

2. Saya senang ketika guru perhatian dan memberi saya saran.

   a. Sangat setuju          c. tidak Setuju
   b. Setuju                 d. Sangat tidak setuju

3. Guru memberikan pujian, tepuk tangan dan nilai yang bagus kepada siswa yang memiliki banyak vocabulary.

   a. Sangat setuju          c. tidak Setuju
   b. Setuju                 d. Sangat tidak setuju

4. Guru memberikan hadiah kepada siswa yang memiliki banyak vocabulary

   a. Sangat setuju          c. tidak Setuju
   b. Setuju                 d. Sangat tidak setuju

5. Guru memberikan penghargaan/sertifikat kepada siswa yang memiliki banyak vocabulary.

    a. Sangat setuju               c. tidak Setuju

    b. Setuju                    d. Sangat tidak setuju

6. Ketika teman saya mendapatkan reward, saya akan mencoba lebih baik untuk mendapatkan reward juga

    a. Sangat setuju               c. tidak Setuju

    b. Setuju                    d. Sangat tidak setuju

7. Ketika teman saya mendapat hadiah, saya mengikuti perbuatan yang dilakukan teman saya

    a. Sangat setuju               c. tidak Setuju

    b. Setuju                    d. Sangat tidak setuju

8. Jika ada teman saya yang mendapatkan hadiah, saya akan senang jika saya bisa seperti teman saya

    a. Sangat setuju               c. tidak Setuju

    b. Setuju                    d. Sangat tidak setuju

9. Jika guru memberi saya motivasi, maka akan muncul rasa untuk lebih menguasai vocabulary

    a. Sangat setuju               c. tidak Setuju

    b. Setuju                    d. Sangat tidak setuju

10. Saya pikir Pemberian hadiah dapat meningkatkan penguasaan vocabulary.

    a. Sangat setuju               c. tidak Setuju

    b. Setuju                    d. Sangat tidak setuju

11. Saya tidak suka mendapatkan hukuman jika vocabulary saya kurang

    a. Sangat setuju               c. tidak Setuju

    b. Setuju                    d. Sangat tidak setuju

12. Guru mengurangi nilai bagi siswa yang memiliki vocabulary yang kurang

    a. Sangat setuju               c. tidak Setuju

    b. Setuju                    d. Sangat tidak setuju

13) Guru memperingati siswa yang memiliki vocabulary kurang

    a. Sangat setuju               c. tidak Setuju

b. Setuju                       d. Sangat tidak setuju

14) Ketika mendapatkan hukuman, saya tidak akan mengulangi perilaku buruk saya lagi

    a. Sangat setuju             c. tidak Setuju

    b. Setuju                 d. Sangat tidak setuju

15) Guru memberikan tugas lebih kepada siswa yang memiliki vocabulary kurang

    a. Sangat setuju             c. tidak Setuju

    b. Setuju                 d. Sangat tidak setuju

16) Saya tidak senang jika saya mendapat hukuman didepan teman-teman saya

    a.Sangat setuju             c. tidak Setuju

    b.Setuju                 d. Sangat tidak setuju

17) Ketika teman saya mendapatkan hukuman, saya tidak akan melakukan apa yang dilakukan teman saya

    a.Sangat setuju             c. tidak Setuju

    b.Setuju                 d. Sangat tidak setuju

18) Jika ada teman saya yang mendapat hukuman, saya akan malu jika saya seperti dia

    a.Sangat setuju             c. tidak Setuju

    b.Setuju                 d. Sangat tidak setuju

19) Jika saya selalu mendapatkan hukuman, saya akan malas untuk belajar

    a.Sangat setuju             c. tidak Setuju

    b.Setuju                 d. Sangat tidak setuju

20. Saya pikir hukuman bisa mengatasi kurangnya kosakata.

    b. Sangat setuju             c. tidak Setuju

    c. Setuju                 d. Sangat tidak setuju

*(Adopted Nasrudin in Rusmawati 2016)*

# Vocabulary Test

1. Shiva meets Lia, her old friend, on her way walking to her office. Shiva greets her.

   Shiva         : You are Lia, aren't you? Hi …

   Lia           : Hi, Shiva. Oh I am just fine. How about yourself?

   Shiva         : I am fine, too. I am working for that office now.

   Lia           : Really? How lucky you are!

   a. Where do you live now?
   c. Do you remember me?
   b. How is your life?
   d. Do I look great?

2. Mr. Handoyo is eager to know about Anto's condition. He is not cheerful as usual.

   Mr. Handoyo : Anto, what is the matter with you? You do not look well this morning.

   Anto        : You are right, Sir. … I think I get cold.

   Mr. Handoyo : You'd better take a rest at home, then.

   a. I am okay
   b. I am just fine
   c. I do not feel too well.
   d. I do not feel bad

3. The following expressions are commonly used to greet someone, except …

   a. How's life?
   c. What are you doing?
   b. How are you doing?
   d. How are things with you?

4. Rudy : Hello, I am Rudy. … ?

   Adi : Hello. My name is Adi. Pleased to meet you.

   Rudy : Pleased to meet you too, Adi.

   a. What is the matter with you
   c. How are you
   b. What is your name
   d. Are you a new student

5. Ferly : Romy, this is my sister, Vivian.

   Romy : … ?

   Vivian : How do you do. I have heard so much about you.

   a. How do you do
   c. How is your life
   b. How are you
   d. What is up

**6.** I need a … for cutting vegetable
a. Knife                          c. Bag
b. Spoon                         d. Glass

7. I am watching… with my family
   a. Radio                       c. Rice cooker
   b. book                        d. Television

8. Dodi is reading
   a. Radio                       c. Rice cooker
   b. book                        d. Television

9. Meja in English
   a. Bag                         c. Chair
   b. Table                       d. Pen

10. chair in Bahasa
    a. Meja                       c. Kursi
    b. Pulpen                     d. Laptop

11. You …beautiful.
    a. is                         c. are
    b. am                         d. has

12. … am a student.
    a. I                          c. She
    b. You                        d. It

13. Zakiah … noisy girl
    a. Is                         c. Are
    b. She                        d. They

14. Zaldy and Rian … naughty boy
    a. Are                        c. Is
    b. They                       d. Are

15. … wardiah a doctor?
    a. Is                         c. Are
    b. She                        d. It

16. Zakiah always come late to school cause zakiah is…. Student.
    a. Cleaver                          c. Diligent
    b. Lazy                             d. Beautiful


17. Anto is … boy
    a. Handsome                         c. Pretty
    b. Beautiful                        d. Go

18. Which one the adjective below, except
    a. Curly                            c. smart
    b. Fat                              d. write

19. Cleaver in Bahasa
    a. Rajin                            c. Pintar
    b. Tua                              d. Dingin

20. Pendek in English
    a. Long                             c. New
    b. Sharp                            d. Short

21. The room looks …. I want to clean it soon today.
    a. Dirty                            c. Shiny
    b. Tidy                             d. Rough

22. I go to dentist because my ….. hurt
    a. Ears                             c. Hands
    b. Teeth                            d. Fingers

23. I am … to school every morning
    a. Go                               c. Going
    b. Gone                             d. Went

24. She is … a novel
    a. Write                            c. Written
    b. Wrote                            d. Writing

25. minum in English
    a. writing                          c. studying
    b. reading                          d. drinking

Students' responses of reward questionnaire (X1).

| No. | students | Number of Question | | | | | | | | | | |
|-----|----------|---|---|---|---|---|---|---|---|---|----|-------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Total |
| 1. | S-1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 30 |
| 2. | S-2 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 27 |
| 3. | S-3 | 4 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 30 |
| 4. | S-4 | 3 | 4 | 3 | 3 | 3 | 4 | 2 | 3 | 3 | 3 | 31 |
| 5. | S-5 | 3 | 4 | 3 | 3 | 4 | 4 | 3 | 4 | 3 | 4 | 35 |
| 6. | S-6 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 27 |
| 7. | S-7 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 29 |
| 8. | S-8 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 38 |
| 9. | S-9 | 4 | 4 | 4 | 3 | 3 | 4 | 4 | 3 | 4 | 2 | 35 |
| 10. | S-10 | 3 | 4 | 3 | 3 | 3 | 4 | 4 | 4 | 3 | 3 | 34 |
| 11. | S-11 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 30 |
| 12. | S-12 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 33 |
| 13. | S-13 | 4 | 3 | 3 | 3 | 2 | 3 | 2 | 4 | 4 | 2 | 30 |
| 14. | S-14 | 4 | 3 | 3 | 1 | 4 | 4 | 3 | 4 | 4 | 3 | 33 |
| 15. | S-15 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 4 | 2 | 3 | 29 |
| 16. | S-16 | 4 | 3 | 3 | 4 | 3 | 3 | 4 | 4 | 3 | 3 | 34 |
| 17. | S-17 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 2 | 3 | 3 | 30 |
| 18. | S-18 | 3 | 3 | 4 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 29 |
| 19. | S-19 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 34 |
| 20. | S-20 | 3 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 36 |
| 21. | S-21 | 3 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 36 |
| 22. | S-22 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 30 |

| 23. | S-23 | 4 | 3 | 3 | 4 | 3 | 3 | 4 | 3 | 3 | 3 | 33 |
|-----|------|---|---|---|---|---|---|---|---|---|---|------|
| 24. | S-24 | 4 | 3 | 3 | 2 | 3 | 4 | 3 | 4 | 3 | 3 | 32 |
| 25. | S-25 | 4 | 3 | 4 | 4 | 3 | 3 | 3 | 3 | 4 | 3 | 34 |
| 26. | S-26 | 4 | 3 | 3 | 3 | 3 | 4 | 4 | 3 | 3 | 3 | 33 |
| 27. | S-27 | 4 | 3 | 3 | 2 | 3 | 4 | 3 | 4 | 3 | 3 | 32 |
| 28. | S-28 | 4 | 3 | 3 | 2 | 3 | 4 | 3 | 4 | 3 | 3 | 32 |
| 29. | S-29 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 28 |
| 30. | S-30 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 4 | 3 | 3 | 29 |
| 31. | S-31 | 3 | 4 | 3 | 3 | 2 | 4 | 3 | 4 | 3 | 3 | 32 |
| 32. | S-32 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 29 |
| | | Total | | | | | | | | | | 1014 |

Students' responses of punishment questionnaire (X2)

| No. | students | Number of Question | | | | | | | | | | |
|-----|----------|----|----|----|----|----|----|----|----|----|----|-------|
| | | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | Total |
| 1. | S-1 | 2 | 3 | 3 | 4 | 3 | 3 | 4 | 3 | 2 | 2 | 29 |
| 2. | S-2 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 27 |
| 3. | S-3 | 2 | 2 | 3 | 4 | 3 | 2 | 4 | 3 | 2 | 2 | 27 |
| 4. | S-4 | 3 | 3 | 3 | 4 | 3 | 2 | 4 | 3 | 2 | 2 | 29 |
| 5. | S-5 | 3 | 3 | 4 | 4 | 4 | 2 | 4 | 3 | 1 | 1 | 29 |
| 6. | S-6 | 2 | 3 | 3 | 4 | 3 | 2 | 2 | 3 | 2 | 3 | 27 |
| 7. | S-7 | 3 | 3 | 2 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 25 |
| 8. | S-8 | 3 | 4 | 3 | 4 | 4 | 3 | 3 | 4 | 2 | 3 | 33 |
| 9. | S-9 | 2 | 3 | 3 | 4 | 3 | 1 | 4 | 4 | 1 | 3 | 28 |
| 10. | S-10 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 30 |
| 11. | S-11 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 4 | 28 |
| 12. | S-12 | 3 | 3 | 4 | 3 | 3 | 2 | 4 | 3 | 2 | 2 | 29 |
| 13. | S-13 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 29 |
| 14. | S-14 | 2 | 3 | 4 | 4 | 2 | 2 | 4 | 3 | 2 | 4 | 30 |
| 15. | S-15 | 1 | 3 | 3 | 4 | 3 | 1 | 4 | 4 | 1 | 3 | 27 |
| 16. | S-16 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 29 |
| 17. | S-17 | 2 | 2 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 24 |
| 18. | S-18 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 28 |
| 19. | S-19 | 2 | 3 | 3 | 4 | 3 | 2 | 4 | 4 | 1 | 2 | 28 |
| 20. | S-20 | 2 | 3 | 3 | 4 | 3 | 2 | 4 | 2 | 1 | 3 | 27 |
| 21. | S-21 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 30 |

| 22. | S-22 | 3 | 4 | 4 | 4 | 3 | 3 | 4 | 4 | 1 | 4 | 34 |
| 23. | S-23 | 2 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 2 | 2 | 29 |
| 24. | S-24 | 2 | 2 | 3 | 4 | 2 | 2 | 3 | 4 | 3 | 4 | 29 |
| 25. | S-25 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 32 |
| 26. | S-26 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 30 |
| 27. | S-27 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 31 |
| 28. | S-28 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 30 |
| 29. | S-29 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 24 |
| 30. | S-30 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 29 |
| 31. | S-31 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 31 |
| 32. | S-32 | 2 | 2 | 3 | 4 | 3 | 2 | 3 | 3 | 2 | 4 | 28 |
| | **Total** | | | | | | | | | | | 920 |

*Students' score of vocabulary test*

| No. | Students' name | Correct | score |
|---|---|---|---|
| 1 | S-1 | 19 | 76 |
| 2 | S-2 | 16 | 64 |
| 3 | S-3 | 19 | 76 |
| 4 | S-4 | 20 | 80 |
| 5 | S-5 | 20 | 80 |
| 6 | S-6 | 18 | 72 |
| 7 | S-7 | 18 | 72 |
| 8 | S-8 | 22 | 88 |
| 9 | S-9 | 20 | 80 |
| 10 | S-10 | 20 | 80 |
| 11 | S-11 | 19 | 76 |
| 12 | S-12 | 20 | 80 |
| 13 | S-13 | 19 | 76 |
| 14 | S-14 | 20 | 80 |
| 15 | S-15 | 19 | 76 |
| 16 | S-16 | 20 | 80 |
| 17 | S-17 | 19 | 76 |
| 18 | S-18 | 18 | 72 |
| 19 | S-19 | 20 | 80 |
| 20 | S-20 | 20 | 80 |
| 21 | S-21 | 21 | 84 |
| 22 | S-22 | 21 | 84 |

| 23 | S-23 | 20 | 80 |
| 24 | S-24 | 20 | 80 |
| 25 | S-25 | 21 | 84 |
| 26 | S-26 | 20 | 80 |
| 27 | S-27 | 20 | 80 |
| 28 | S-28 | 20 | 80 |
| 29 | S-29 | 18 | 72 |
| 30 | S-30 | 19 | 76 |
| 31 | S-31 | 20 | 80 |
| 32 | S-32 | 19 | 76 |
| Total | | | 2500 |
| | | | |

**Descriptive Statistics**

|  | Mean | Std. Deviation | N |
|---|---|---|---|
| Vocabulary Test | 78.13 | 4.542 | 32 |
| REWARD | 31.69 | 2.776 | 32 |
| PUNISHMENT | 28.75 | 2.214 | 32 |

**Correlations**

|  |  | Vocabulary Test | REWARD | PUNISHMENT |
|---|---|---|---|---|
| Pearson Correlation | Vocabulary Test | 1.000 | .822 | .722 |
|  | REWARD | .822 | 1.000 | .485 |
|  | PUNISHMENT | .722 | .485 | 1.000 |
| Sig. (1-tailed) | Vocabulary Test | . | .000 | .000 |
|  | REWARD | .000 | . | .002 |
|  | PUNISHMENT | .000 | .002 | . |
| N | Vocabulary Test | 32 | 32 | 32 |
|  | REWARD | 32 | 32 | 32 |
|  | PUNISHMENT | 32 | 32 | 32 |

**Coefficients**[a]

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 21.240 | 5.223 | | 4.067 | .000 |
| | REWARD | 1.010 | .151 | .617 | 6.696 | .000 |
| | PUNISHMENT | .866 | .189 | .422 | 4.581 | .000 |

a. Dependent Variable: Vocabulary Test

Documentation

# BIOGRAPHY

Surianto. B, was born on August 1st, 1997 in Maccini, Bulukumba. He is the third child from 3 siblings from the marriage of his parents Baharuddin and Rospiati. In 2002 he registered as student elementary school SDN 107 Maccini, Bulukumba and his graduated in 2008. Then continued his study at SMP Negeri 20 Bulukumba in 2008 and graduated in 2011. In the same year he continued his study at SMA Negeri 05 Bulukumba, and graduated in 2014. In academic year 2013/2014 he continued his study at English Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar.

At the end of his study, he could finish his thesis entitle: "THE INFLUENCE OF PUNISHMENT AND REWARD ON STUDENTS' VOCABULARY MASTERY AT SMPN 23 BULUKUMBA"