THE IMPLEMENTATION OF REWARD AND PUNISHMENT APPROACH IN ENGLISH LEARNING CLASS AT VIII GRADE STUDENTS

SKRIPSI

Submitted in partial fulfillment of requirements
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English Education Program

By :

DINDA SAPIRA
NPM. 1802050012

FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera
Utara

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Panitia Ujian Skripsi Strata – I Fakultas Keguruan dan Ilmu Pendidikan
dalam sidangnya yang diselenggarakan pada hari *Kamis, 25 Agustus 2022*, pada
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memutuskan bahwa :

Nama	:	DINDA SAPIRA
NPM	:	1802050012
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	The Implementation of Reward and Punishment Approach in English Learning Class at VIII Grade Students
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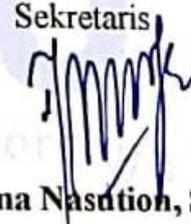
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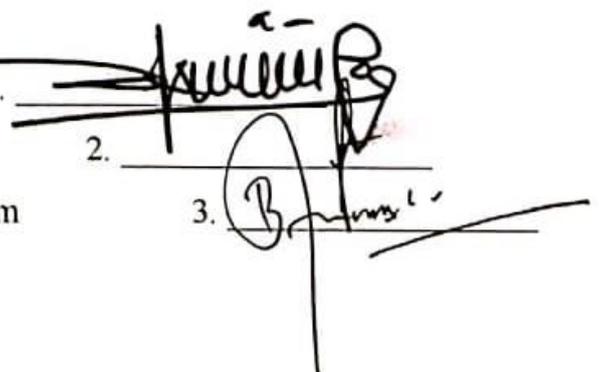Dra. Hj. Syamsuyurnita, M.Pd.   Dr. dewi Kesuma Nasution, S.S., M.Hum.

ANGGOTA PENGUJI :

1. Fatimah Sari Siregar, S.Pd., M.Hum.   1.
2. Pirman Ginting, S.Pd., M.Hum.   2.
3. Dr. Bambang Nur Alamsyah, S.Pd., M.Hum   3.

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيمِ

LEMBAR PENGESAHAN SKRIPSI

Skripsi ini yang diajukan oleh mahasiswa dibawah ini :

Nama Lengkap	:	Dinda Sapira
NPM	:	1802050012
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	The Implementation of Reward and Punishment Approach in English Learning Class at VIII Grade Students

Sudah layak disidangkan.

Medan, 16 Agustus 2022

Disetujui oleh :
Dosen Pembimbing

Dr. Bambang Nur Alamsyah, M.Hum

Diketahui oleh :

Dekan

Dra. Hj. Syamsuyurnita, M.Pd

Ketua Program Studi

Pirman Ginting, S.Pd., M.Hum.

ABSTRACT

Dinda Sapira. 1802050012. The Implementation of Reward and Punishment Approach in English Learning Class at VIII Grade Students. Skripsi Medan. English Education of Faculty of Teacher Training and Education , Universitas Muhammadiyah Sumatera Utara (UMSU). 2022.

This study aims to describe the implementation of reward and punishment applied by teachers in the learning process, as well as student responses to the implementation, especially in learning English in class VIII students of SMP Dharma Pancasila Medan, this study used a qualitative research design. The research design used observation and questionnaires. Researchers used data reduction, data display, and concluding to analyze the data, in this study the researchers found several types of rewards implemented by teachers, namely giving gifts, such as school stationery, giving applause, and giving points, the type of punishment implemented was standing in front of class, singing in front of the class, while the student responses to the implementation of rewards were happy and enthusiastic, and student responses about the implementation of punishment were students felt worried, and students felt sad. Based on the results of the study, it can be concluded that the researchers found the implementation of rewards and punishments as well as student responses in learning English in class VIII SMP Dharma Pancasila Medan.

Keywords: Reward, Punishment, English Learning

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Hopefully, the findings of this study are expected to be useful for those who read the study and are interested in the topic. The Researcher hope this researcher is not the last researcher but the preliminary researcher for future research. Eventually, the researchers realized that this study was far from perfect even though She had done my best in completing this work. Therefore, criticism, comments, constructive suggestions are welcome for the further improvement of this study. Wassalamualikum Wr. Wb

Medan,   August 2022

Reseacher,

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1802050012

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CHAPTER I

INTRODUCTION

1.1 Background of the study

In Indonesia, formal and informal education are both practiced. According to Law of the Republic of Indonesia Number 2 of 2003 concerning the National Education System, " National Education functions to develop capabilities and shape the character and civilization of a dignified nation, in the context of educating the nation's life, developing the potential of students to become human beings. who believe and fear God Almighty, have noble character, are healthy, and knowledgeable".

According to Nata (2012: 129), education is essentially a form of the human personality as a whole, namely the formation and development of the scientific potential that exists in humans as a whole. Therefore, the education process must emphasize science and be directed at developing intelligence to learn quickly and skillfully in carrying out things and be directed at mental attitudes and personalities to engage in society. Because of this, education was born starting from the needs of the community.

According to Aziz (2011:23), education is a deliberate action that seeks to lead students to the pinnacle of physical and spiritual growth. Education is a process of forming a child's personality based on the values that become the philosophy of educators who have believed to be true.

Therefore, education is necessary for humans, especially for the younger generation that will run the world after them. The approach or

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learning strategy teachers use to support their students' comprehension in both formal and informal learning plays a part in how effective education.

Learning approaches or strategies are defined as a set of insights that are systematically used as a basis for thinking in determining methods, and techniques (procedures) in achieving certain goals or results by the objectives. which have been set. The approach can also be interpreted as a person's perspective or perspective in dealing with something.

In an effective and targeted teaching strategy, because of the success or failure of achieving educational goals, one of the factors is how the learning process is experienced by students. In this case, the active role of the teacher is needed to influence the cognitive, affective, and psychomotor characteristics of students, one of which can be done by providing appropriate teaching and motivational strategies so that educational goals can be achieved.

Hamalik (2010:2) asserts that the technique for putting education into practice takes the form of counseling, instruction, and exercises. Here, guidance is given in the form of aid, direction, inspiration, advice, and counseling with the goal of enabling students to overcome, resolve issues, or otherwise get through their challenges. While education and training are given to students in order to accomplish learning objectives, learning is a process.

The benefits of this strategy can be identified, among others:

1. Adding insight for students about events, symptoms, or events that

occur in their environment or objects being observed.

2. Train students' intelligence and sensitivity to events in their environment.

3. Instilling moral values in students. There is a general principle in the use of strategies, namely the principle that teaching can be delivered in a fun, cheerful atmosphere full of encouragement and motivation so that students can easily access the subject information or instructional materials.

Therefore, a learning approach or strategy is required to aid educators in the process of teaching and learning. The Reward and Punishment approach is one method or strategy that can be used in the learning process.

A student who gets a reward from the teacher shows that his ability is certainly different from the others and has a positive character. On the other side, children who received punishment from the teacher also demonstrated that their abilities were different, but in a less positive direction, and had a less positive character.

According to Shoimin (2014: 157), Reward has the meaning of giving a prize for winning a competition: giving in the form of memories, honors, awards. Games as rewards in Education are given when students make something that has succeeded in achieving a target.

Giving rewards by teachers has several ways in its implementation. These ways include giving in the form of actions or the form of words.

Examples of giving rewards in the form of actions or words include verbal forms such as saying "excited or great", interesting writing and symbols, praise, gifts, activities outside of learning, prayers from the teacher, physical touch, cards, or certificates. , and achievement boards.

Therefore, the existence of a reward as a learning strategy, of course, will produce satisfaction that will make students feel happy. This will make students maintain behavior that brings satisfaction from the results of the efforts that have been made. In addition to influencing the sense of satisfaction in students, rewards will encourage students to trigger competition in getting prizes for the things to be achieved. The impact of using a reward approach or strategy is considered important to be given as a gift to students who get high achievements in the learning process.

Meanwhile, punishment in the field of education is a form of motivational tool used by educators to correct the behavior that is not by the norms believed to be weakening behavior, which is carried out by the principle of giving punishment appropriately and wisely.

According to Anshari (1993: 69), Punishment can also be interpreted as a form of someone's action in intentionally giving or carrying out misery. Examples of punishment in the form of actions or words include harsh words, yells, termination of activities, physical contact that hurts, threatening words, presentation penalties, surly teachers, bad cards and certificates, and lacking symbols. interesting.

We can conclude that the Reward and Punishment approach or

strategy is a strategy that uses rewards and punishments in optimizing the learning process. Punishment also means suffering intentionally given by a teacher after the occurrence of an offense, crime, or error. Punishment is also in the form of repetition of lessons (remedial) for students who cannot do the assignments that have been given. Therefore, in the process of teaching and learning, pupils might be motivated by both rewards and penalties. Maintaining achievement and enticing kids to participate in activities are rewards. Punishment is used to change undesirable conduct into desired behavior. As a result, students may be encouraged to take the same action again in class or to take other, more cooperative acts, such ceasing to do something they find annoying.

It is clear that a teacher needs to be able to identify his students' needs. This will help teacher to give rewards or punishments in improving student learning outcomes or understanding. This Reward and Punishment method can be implemented in various subjects informal or non-formal educational institutions. One of these subjects is English subject.

English is called a universal language because it is used by most countries in the world as the main language. English is also one of the most important languages to master, especially in the era of globalization. Some former British colonies set English as a second language that must be mastered after their native language. In contrast to Indonesia, in which English is listed as a foreign language. This is seen in the world of Indonesian education. English begins to be taught and introduced to

students from the Elementary School (SD) or Madrasah Ibtidaiyah (MI) level through the 1945 Basic Education curriculum.

The technique of learning English in each region is certainly different. This then affects the interest in learning to learn English. This is a challenge for English teachers. The need for innovation continues to develop from teachers in order for pupils to actively participate in the learning process. The percentage of the use of English in Indonesia is still very low, which is below eight percent. Whereas English can bring the name of Indonesia to be known by the international world because there is a lot of potential and wealth owned by the Indonesian State, which can be communicated properly using the international language.

English is a communication tool that dominates throughout the world and is known as an international language. English has also become the language of science and technology so without English language skills a person will experience difficulties in changing world relations. In order to learn and grasp English as soon as possible, one must be aware of how important it is in a world that is still developing.

In addition, the learning process is needed with appropriate and effective strategies and approaches. The ability of a teacher to present an interesting and fun teaching and learning process for children is something that influences the success of learning English children. Therefore, English is very much needed by students in the future in facing the changing era that continues to develop. In language learning, to find out students'

English learning in class, a reward and punishment approach is needed.

Based on the above background, the researcher is interested in researching the Implementation of the Reward and Punishment Approach in Learning English for Class VIII Students of SMP Swasta Dharma Pancasila Medan.

1.2 The Identification of the Problem

Based on the research background, the research problem was identified to determine the implementation of the reward and punishment approach in English learning and student responses in the eighth grade of junior high school.

1.3 Scope and Limitation

The scope of this research is descriptive qualitative research that is focused on the implementation of the reward and punishment approach to learning English for class VIII students. To clarify the problem, the problem is limited in the implementation of the reward and punishment approach to English learning and responses of class VIII students at the SMP Swasta Dharma Pancasila in Medan.

1.4 The Formulation of the Problem

Based on the above background, the research problem is formulated:

1. How is the implementation of reward and punishment in learning English for class VIII students of SMP Swasta Dharma Pancasila Medan?

2. How do students respond to the implementation of rewards and punishments in learning English in class VIII SMP Swasta Dharma Pancasila Medan?

1.5 The Objective of the Study

Based on the background, research focus, problem formulation above, the research objectives are:

1. Describe the implementation of reward and punishment in learning English in class VIII SMP Swasta Dharma Pancasila Medan.

2. Describe students' responses to the implementation of rewards and punishments in learning English in class VIII of SMP Swasta Dharma Pancasila Medan.

1.6 The signification of Study

This research is expected to provide theoretical and practical contributions.

Theoretically, this research is useful to make a valuable contribution regarding the implementation of the reward and punishment approach in learning English.

Practically, this research is useful for English teachers, students, and other researchers who are interested in this topic. For language teachers, this research can help them to improve the teaching-learning process. For students, this research can help them to use strategies in learning. For other researchers, the results of this study can be used as a guide for further research related to the subject.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

Theoretical studies are a supporting factor in a study because, in this theoretical study, theories related to the variables studied are described. These theories are used as a basis or reference for research discussions. These theories are used to support the problem to be studied for clarity in research.

2.1.1 Concept of Reward

2.1.2.1 Definition of Reward

The reward is one way that can be done by educators to give appreciation to students for behavior and deeds worthy of praise or recognition.

According to Purwanto (2009:182), Children can feel happy because of their activities or work when they receive rewards. Slameto (2010:176), a reward is a form of maintaining and increasing student motivation to encourage students to make further efforts to achieve teaching goals.

Based on the description above, a reward is a form of gift or greeting that is accepted by someone who has done good, the thing that is accepted it will make a person happy, imagine and want to repeat.

2.1.2.2 Principles of Reward

1. Assessment is based on non perpetrators behavior

   It is still difficult to distinguish between the perpetrator and the behavior. Moreover, habits and perceptions that are firmly entrenched in our thinking patterns often equate to the two things. Terms or nicknames such as pious children, smart children who show the nature of the perpetrator are not used as a reason for giving awards because they will lead to the perception that predicates like smart children can exist and can be lost. But must mention directly the behavior of the child that earned him the prize.

2. The award or prize has a limit

   Gift-giving cannot be a method used forever. This process is enough to function until the stage of habit growth only. When the habituation process is deemed sufficient, the gift-giving must be ended. So the most important thing to do is to give children an understanding as early as possible about this limitation.

3. Appreciation in the form of attention

   The best alternative to giving something material is giving someone your full attention both verbally and physically.. Verbal attention can be a compliment. Like, your picture is beautiful, you are very diligent, while the gift of physical attention is in the form of thumbs up, applause.

4. The agreement is discussed.

   Each student is asked about the prize he wants, and here we are required to be smart and patient in dialogue about the gift and can give understanding

to students that not all desires can be fulfilled.

5. Standardized on the process, not result

2.1.2.3 Purpose of Reward

Giving gifts or rewards is very meaningful for children, namely without giving gifts by educators is not always a good thing, but that does not mean that it is always a bad thing. The youngster will still grow in confidence despite this.

Armai (2002:128) opinions on the implementation of giving gifts that are negative if the implementation of gift-giving is used as follows:

a. Considers his ability to be higher than his friends or his friends are considered lower.

b. Giving gifts requires certain tools and costs.

c. Can be an incentive for other students to follow the child who received a gift from the teacher, both in behavior, manners, enthusiasm, and motivation to do better.

Giving rewards will be very useful for students, especially in providing a good stimulus, with rewards that will have an impact on students, namely giving new enthusiasm to carry out the activities that will be given. For example, when a child gets a prize for an achievement given to the teacher, the child will be stimulated to do the same.

According to Marno (2008:33), there are several purposes of giving rewards as reinforcement, including the following:

a. Boost student focus on learning process.

b. Generating, maintaining, and increasing student learning motivation.

c. Limiting and changing the negative behavior of kids while promoting the growth of beneficial behavior.

2.1.2.4 Function of Reward

Rewards are given to students as a form of the form of educators' efforts so that students are more active in learning improving behavior, and hope to get achieve movement. Rewards are given to students who successfully improve learning outcomes or poor behavior.

1. Reward has value to educate

    Students who can and get good learning outcomes and behave according to gly school rules and regulations will get a reward. In this way, participants who grewardsard will feel satisfied, which will make students maintain, maintain, and develop good performance and behavior.

2. Reward as a form of motivation

    When students get rewards, they will happy, and want to get again, so that students will be motivated to study harder to obtain good results and behavior. Hope with the reward, students will try to hard to continue to get satisfactory results and good behavior.

2.1.2.5 Kinds of Reward

According to Kompri (2009:301), the various rewards include:

1. Praise

    Praise is one of the easiest forms of reward to implement. Praise can like words such as good, good, very good, and so on. Praise given to students will affect the learning process. They will always improve their learning achievement.

2. Respect

    Respect creates two different types of rewards. It first appears as a coronation, during which the youngster is honored in front of his peers. such as in front of classmates, or even in front of friends and parents. Giving someone the authority to do something is another way to show respect.

3. Gift

    Prizes are rewards in the form of goods. Awards in the form of goods are called material awards. Giving gifts in the form of goods is very satisfying for students. They can use these tools for school needs. So they feel happy.

4. Sign of Appreciation

    When an reward is given in the form of commodities, the gesture of appreciation is not evaluated based on the cost and intended use of the products. This token of appreciation is evaluated based on the impact and worth of the memories it evokes.

2.1.2.6 Advantages and Disadvantages of Reward

1. Advantages of Reward

    a. Enthusiasm of students to compete.

    b. Students will be motivated to develop maximum ability.

    c. The ability to learn is thorough or feel good other learners.

    d. The emotional relationship between educators and students will bind up with good. Thus the gap knowledge possessed by educators and students will decrease due to an active interaction with educators and students, if something is lacking in understanding then communicated directly.

    e. Learning will be fun, easy, and happy, good for students as a giver of rewards and students who receive rewards.

    f. For students who feel lazy and bored studying will be motivated to compete. as minimal as possible can be motivated and interested in learning earnestly and the feeling of laziness will begin to decrease. Because there will be an element of a threat if you are lazy study.

2. Disadvantages

    a. It costs extra to prepare gifts for students who study hard.

    b. Sometimes it will be a psychological burden for students who have a weak mentality, such as lazy, shy, and afraid to answer questions from educators.

    c. In general, the ones who will get a lot of rewards are students who are active in class, intelligent and capable communicate, when compared to

students normal. There are times when students are diligent in studying but if you are not able to communicate, you will be ignored.

2.1.3 Concept of Punishment

2.1.3.1 Definition of punishment

According to Sadirman (2011: 94), If it is administered effectively and sensibly in accordance with the principles of punishment, punishment is a type of negative reinforcement that can be used as a motivational tool..

Punishment is a procedure carried out to correct unwanted behavior in a short time and is done wisely. According to Abimanyu (2001:123), Punishment is a consequence that does not strengthen in the sense of weakening behavior.

Punishment is a tool for influencing conduct to follow the norm. In this situation, punishment is meted out when the person in question exhibits behavior that is unexpected of them or when they remain silent.

Based on the description above, punishment in the field of education is a form of motivational tool used by educating tors to correct the behavior that is not by the norms believed to be by weakening behavior, carried out by the principles the principle of giving punishment appropriately and wisely.

2.1.3.2 Principles of Punishment

The principles of giving punishment are as follows:

1. Punishment is consistent with behavior

As well as giving rewards that must be standardized on behavior, so is punishment, that punishment must start from an assessment of the child's behavior, not the perpetrator. Every child and even adults will never want to be labeled ugly, even if they make a mistake.

2. Punish without emotion

In this condition, the real purpose of giving punishment is that they want awareness so that children will no longer make mistakes that make them ineffective.

3. The punishment has been dicided

Just as discussing incentives first is necessary, doing so is also necessary before imposing punishment. It is something that should not give punishment to a child, in a state that the child does not think he will receive punishment and is not ready.

4. Punishment is educational

By requiring memorization or adding to the chores that must be completed in order to make a good impact.

2.1.3.3 Purpose of Punishment

Every time the students act inappropriately, punishment should be applied consistently. In teaching and learning activities, punishment is used for a variety of reasons, most commonly to promote and uphold appropriate behavior as defined by society or family. Only as a last resort and always in conjunction with teaching the child about right behavior, discipline should be used by teachers to reduce children's undesired behavior (such as bullying and hogging). Punishment must be based on the kids' behavior, not the teacher's mood or degree of exhaustion. To help your child associate the act of transgression with the punishment that will follow, administer the penalty right away.

2.1.3.4 Function of Punishment

According to Skinner (1989:53), punishment serves four crucial purposes that are crucial in the development of expected behavior:

1. Limit conduct; punishment deters unexpected behavior from repeating itself.

2. Educational, to instill excellent behavior in the students.

3. Boost positive impulse and avoid unforeseen conduct motivation.

4. Controlling, keeping kids from engaging in bad behavior.

2.1.3.5 Kinds of Punishment

According to Irawati (2016:269) punishment is divided into several types, there are:

1. Warning

The warning is a simple penalty for the class's students. To prevent disruptive behavior from students while they are learning, the teacher can issue warnings. The instructor may instruct, "Do not bother your pal! Be very happy! Please stop chatting! By issuing a warning, the students ensure that they won't interfere with other students' studying or the teacher's focus. If students are distracting the teacher while she is teaching, they will believe that she dislikes them. Additionally, they believe that anything they did in class was improper and in violation of the rules of education. It won't happen again, and students will concentrate on their instruction.

2. Memorizing Vocabulary

Vocabulary memorization is a form of constructive punishment. This punishment is a tool the teacher can use to discipline children and make them learn new words. When a student doesn't finish their homework, for instance, they are required to study vocabulary. The goal of this punishment is to teach the kids that they are wrong. Students' English vocabulary can grow through memorizing new words. They still study English even though they are punished. The pupils may become more responsible in class and acquire a wide variety of new words as a result.

3. Decreasing students' points

This form of discipline has a significant impact on the students even though it is not physical. When performing well, paying attention, and being active, students can earn more points in the reward system, but in the punishment system, they lose points for breaking the rules. Students who exhibit poor behavior in class may have their points reduced by the teacher. The teacher warns the pupils that failing to concentrate and engaging in class discussion will result in a loss of five points. They will lose ten points for a poorly completed work, and they will drop fifteen points for upsetting a friend or a teacher.

4. Repositioning pupils' seats

Students occasionally converse with one another in class as the instructor discusses the material. It will impede others' ability to focus, including the teacher. For pupils that constantly talk during class while learning is taking place, seats can be moved. The students who receive this punishment benefit from it in that they not only realize their errors but also develop positive relationships with their other classmates. Students can learn with their other pals when they switch to the other seat. The pupils learn how to look out for their other friends and expand their social circle.

2.1.3.6 Advantages and Disadvantages of Punishment

1. Advantages

a. Punishment will make a tool for continuous improvement of violations

or mistakes that have been made by students.

a. After students get punishment, then they will not repeat.

b. Students will experience the results of their activities firsthand, so feel the need to respect themselves.

2. Disadvantages

a. Will cause noisy conditions, anxiety, and less confidence anymore.

b. Students will lie to avoid punishment

c. Afraid to make mistakes and act because they are punishment.

2.1.4 Language Skills in English

2.1.4.1 Definition of Language Skills

English has become an international language and is almost practiced in all parts of life, especially in this competitive global era. Ahmad (2016:478) says that English is a passport recognition for better education and job opportunities. This shows that English has a vital role in human life because English has touched several sectors of human life.

Mappiasse (2014:114) states that English is used to keep up with technological and scientific advances and also for better job opportunities. English is not only a subject at school or only as a means of communication, but mastering English is one of the requirements when looking for a job or scholarship. Moreover, English must be taught and learned in this era of globalization.

Speaking, listening, reading, and writing are the four English

language abilities that are required to be mastered. These skills will have to be taught better in order to master and get a complete thought about English itself because each skill has a general or special function in communicating.

1. Speaking Skill

   Speaking is one of the four language abilities that are regarded to be crucial from a linguistic perspective. Speaking ability is the capacity to communicate effectively verbally with people in the community. According to Harmer (2001:48), there are three reasons why individuals communicate. They want to speak up first. They also serve some sort of communication function. Third, they get to pick the language they shop in. Speaking is crucial in today's world since everyone utilizes it to communicate with one another. Speaking also involves the speaker and the listener understanding one another or making sense of linguistic utterances.

2. Listening Skill

   Listening skills are a person's ability to digest or understand words or sentences taught by a particular speaking partner or media. This ability can actually be achieved by continuous practice to listen to the sound differences of word elements (phonemes) with other elements.

   Listening is a skill that enables a language user to comprehend the language used orally, claims Rosyidi (2009: 63).

   The purpose of listening according to its classification is to get facts, analyze facts, get inspiration, and entertain yourself.

3. Writing Skill

Writing is a language ability that is used to communicate with others in an indirect manner rather than face-to-face. Writing is a useful and artistic hobby. The writer must be proficient in the use of graphology, language structure, and vocabulary for this writing assignment. Writing abilities do not come naturally; rather, they require a lot of work over time.

According to Abdurrahman (2003: 224), writing requires coordinated arm, hand, finger, and eye motions, making it a challenging exercise. Speaking and linguistic understanding are both related to writing.

Writing is not only copying but also expressing thoughts and feelings into written symbols. The use of writing skills for students is to copy, take notes, and do most school assignments. The three different sorts of exercises will be very challenging for children to complete without the ability to write. Students need writing skills. to copy, take notes, or to complete schoolwork.

From some of the opinions above, it can be concluded that writing ability is the ability of a person to derive graphic symbols that describe a language and express ideas to create a note or information on a medium so that other people can hear the note or information.

4. Reading Skill

Reading is a difficult or complex activity since it depends on the learner's language proficiency and the difficulty of the text.

According to Izzan (2008:23), to comprehend or comprehend the

message contained in a reading as effectively as possible is the goal of anybody who reads.

The ability to recognize a text and draw are required for the reading exercise. Therefore, kids are capable of learning any language, including English as a foreign language.

2.2 Conceptual Framework

```
┌──────────────┐        ┌──────────────┐
│  Reward and  │        │English Learning│
│  Punishment  │        │    Class     │
└──────┬───────┘        └──────┬───────┘
       │                       │
       └──────────┐   ┌────────┘
              ┌───▼───▼────┐
              │ Sources of Data │
              └───┬───────┬──┘
          ┌───────┘       └───────┐
   ┌──────▼──────┐          ┌──────▼──────┐
   │ Observation │          │Questionnaire│
   └──────┬──────┘          └──────┬──────┘
          └───────┐       ┌────────┘
              ┌───▼───▼────┐
              │   Finding   │
              └───┬───────┬──┘
          ┌───────┘       └───────┐
   ┌──────▼──────┐          ┌──────▼──────┐
   │ Conclusion  │          │  Sugestion  │
   └─────────────┘          └─────────────┘
```
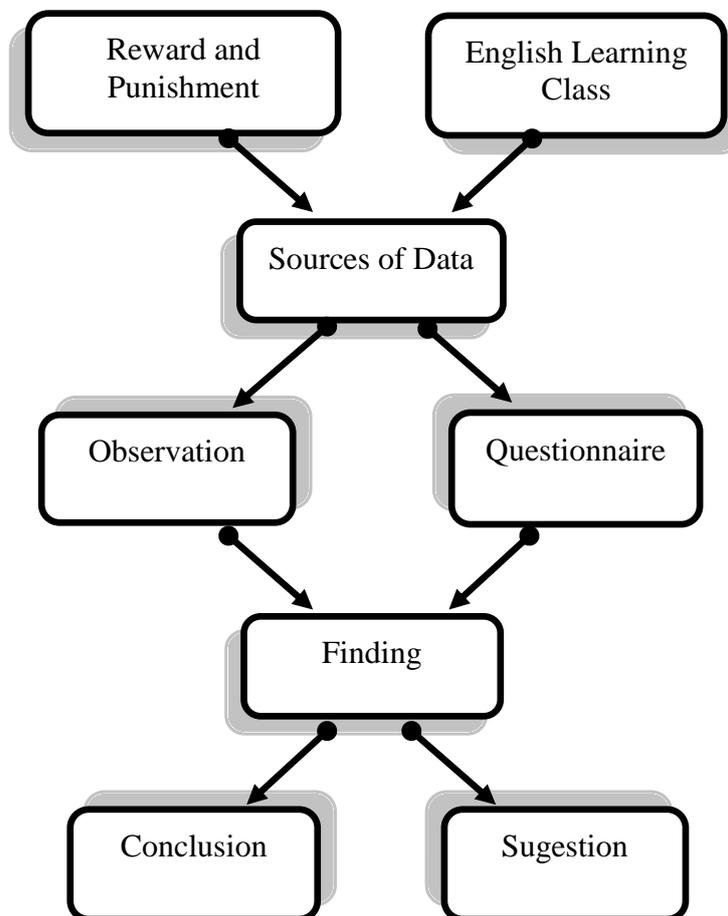
Figure 2.1 Conceptual Framework

The Implementation of reward and punishment approach will be implemented in class VIII English learning at the SMP Swasta Dharma Pancasila Medan. At this stage, researchers obtain data and information by conducting the observation and questionnaire stages.

In the observation and questionnaire stages, researchers implementation a reward and punishment approach when English learning, so that would know how it was implemented and student reactions to the use of this incentive and punishment strategy.

2.3 Previous Relevant Studies

The first previous study is from Nur Pebriani's (2013) titled is *The Implementation of reward and punishment toward students' motivation in English learning*. This study uses a qualitative approach. The data from this study are taken from observations, interviews with teachers and students, and questionnaires. The purpose of this research is the types of rewards and punishments that are applied by teachers in learning English and the responses of teachers and students to this approach are positive, that is, they can motivate enthusiasm in learning.

The second previous study is from Imawan (2016) titled is *Students' Perception on Rewards and Punishment Implemented at English Education Department of University Muhammadiyah Yogyakarta.* This study uses a qualitative approach. The purpose of this research is reward and punishment implemented by a lecturer in class. The students are more interested in learning English by reward and punishment and the writer found that student motivation can increase by rewards and punishment, and decrease by punishment

Through these relevant studies, the two researchers have revealed the implementation of reward and punishment in the classroom. Their research is very helpful for the author to conduct the author's research because the author

also raises the same problem even though the author highlights the implementation of using a reward and punishment approach in English learning.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This study used a qualitative descriptive design to examine how the reward and punishment method was used to learn English to students and how they responded to it.

Myers (1997:241-242) claims that qualitative research was created to help scholars better understand social and cultural issues. Then, Pope & Mays (1995:42–45) claimed that qualitative research is the creation of ideas that aid in the comprehension of social phenomena in contexts that are natural, with a focus on the interpretations, perspectives, and experiences of the participants.

It follows that the term "qualitative" refers to many types of inquiry that the writer used to comprehend and explain the phenomenon, which was the application of the rewards and punishments method in English instruction.

3.2 Data and Sources of Data

Sources of data in this study were collected in the form of information about the application of the reward and punishment approach by class VIII totaling 60 students of SMP Swasta Dharma Pancasila Medan.

The data in this research use observation and the researcher use questionnaires to support the data.

3.3 Location and Time

      This research location will conduct at SMP Swasta Dharma Pancasila Medan, Jalan Dr. T. Mansyur No. 71 A Medan, Padang Bulan Selayang, kecamatan Medan Selayang, kota Medan. It conduct during the academic year 2021-2022 in eight grade junior high school.

The reason for choosing this school is because researchers want to know the implementation of the reward and punishment approach in English learning in class VIII at the school.

      The time of this research is planned to be carried out for approximately 2 months, adjusted to the needs of the research and, explained in the form of a table of research implementation schedules:

Table 3.1

Research Schedules

Activity	Month/the year 2022	
	July	**August**
Observation	X	
Planning	X	
Data collection		X

Table 3.2

Time of Research

Observation	Date	Time	Place	Ket
1st Observation	Wednesday, July 13th 2022	11.40-13.30 WIB	VIII B	Implementation of Reward and Punishment
2nd Observation	Wednesday, July 20th 2022	10.20-11.40 WIB	VIII A	Implementation of Reward and Punishment
3rd Observation	Wednesday, July 27th 2022	10.20-11.40 WIB	VIII A	Implementation of Reward and Punishment
4th Observation	Wedneday, August 3rd 2022	10.20-11.40 WIB	VIII A	Implementation of Reward and Punishment

3.4 The Technique of Data Collection

According to Reevee, Kuper, and Hodges (2008:514), participant observation and in-depth interviews are strategies that can discriminate phenomena in contexts and generate a detailed understanding of the social activity that takes place. These techniques were used by the writers to gather data for this study.

1. Observation

A method of examining the things under consideration is observation. According to Arikunto (2006: 229), employing an instrument

like observation to finish research is a successful method. Reality will be described in a form.

According to Creswell (2016: 254), qualitative observation is a process of observing individual behavior and activities directly in the field.

Based on a few of the aforementioned hypotheses, the researcher contacted the students during the conversation without their knowledge and made personal observations about learning English. Researchers studied the eighth-grade students at SMP Swasta Dharma Pancasila Medan to see how well they were learning English. This approach aims to clarify how English language learners in class VIII at SMP Swasta Dharma Pancasila Medan are subjected to rewards and punishments.

2. Questionnaire

The questionnaire is a list of statements or questions filled out by respondents according to the researcher's request. Respondents who will answer statements or questions in the questionnaire are students of class VIII SMP Swasta Dharma Pancasila Medan.

According to Sugiyono (2005: 193), the questionnaire is an instrument for data collection, where participants or respondents fill out questions or statements given by researchers. So, a questionnaire or questionnaire is a data collection method that contains a list of questions or statements given by researchers to respondents to fill out. Questionnaires or questionnaires are suitable for use with a fairly large number of respondents. The questionnaire used in this study used a closed

questionnaire, in which questions or statements had been provided by the researcher. Then the respondent chooses an answer that corresponds to the actual situation by putting a tick (✓) in the table provided.

In this study, a Likert scale with a range of 5 was used. This questionnaire was used to measure the extent to which the implementation of the Reward and Punishment Approach in learning English in class VIII of SMP Swasta Dharma Pancasila Medan was used.

In the opinion of Sukardi (2013:146), the Likert scale assesses the attitude or behavior desired by the researcher by asking several questions and statements to the respondents. Then, respondents were asked to provide answer choices.

3.5 The Data Collection Instrument

The research instruments used in collecting data are as follows:

1. Observation

The author uses participant observation where the author will be part of the group being studied because the author wants to know how to apply reward and punishment in learning English in the classroom, where the author finds natural situations that show the use of rewards and punishments in English learning.

2. Questionnaire

The questionnaire is a list of statements or questions filled out by respondents according to the researcher's request. Respondents who will

answer statements or questions in the questionnaire are students of class VIII SMP Swasta Dharma Pancasila Medan.

According to Sugiyono (2005: 193), Participants or respondents fill out comments or questions provided by researchers as part of a questionnaire used to collect data. So, a questionnaire or questionnaire is a data collection method that contains a list of questions or statements given by researchers to respondents to fill out. Questionnaires or questionnaires are suitable for use with a fairly large number of respondents. The questionnaire used in this study used a closed questionnaire, in which questions or statements had been provided by the researcher. Then the respondent chooses an answer that corresponds to the actual situation by putting a tick (✓) in the table provided.

In this study, a Likert scale with a range of 5 was used. This questionnaire was used to measure the extent to which the implementation of the Reward and Punishment Approach in learning English in class VIII of SMP Swasta Dharma Pancasila Medan was used.

In the opinion of Sukardi (2013:146), the Likert scale assesses the attitude or behavior desired by the researcher by asking several questions and statements to the respondents. Then, respondents were asked to provide answer choices.

3.6 The Technique of Data Analysis

Three steps were taken by the researcher in this study to analyze the data. The three sorts of activities that comprise qualitative analytical data, according to Miles and Huberman (1994:11–12), are data reduction, data visualization, and conclusion drawing.

Miles and Huberman (1994:11-12)

1. Data reduction

The amount of information gathered from the field necessitates cautious and thorough recording. As has been mentioned, the more time a researcher spends in the field, the more intricate and extensive the amount of data will be. This necessitates the immediate completion of data analysis through data reduction. Summarizing, selecting the essentials, concentrating on what matters, and searching for recurring themes are all examples of data reduction. As a result, the condensed data will provide a better picture and make it simpler for researchers to gather additional data and locate it when

necessary. This reduction stage is the first step in data analysis performed to facilitate understanding by academics.

2. Data Display

Display of data is the process of systematically compiling information to obtain conclusions as research findings. The presentation of the data is intended to make it easier for researchers to see the overall picture or certain parts of the research. In this step, the researcher describes all the results of observations and questionnaires in detail.

3. Drawing Conclusion

This conclusion is drawn after data analysis activities that take place in the field or after completion in the field. In addition, this conclusion must be based on data analysis. Both come from observation notes, questionnaires obtained from the results of research in the field.

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of research results and explanations to answer problem statement. The researcher divides the data based on the results of the observation and questionnaire. Furthermore, the researcher analyzed how implemented and students responses to the reward and punishments in English learning. In this discussion section, the researcher discussed the findings of the study with the supporting concept that have been presented previously.

4.1 Finding

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

4.1.1 The Implementation of Reward and Punishment Approach in Learning English

1. First Observation

The researcher did the observation at VIII B Class of SMP Swasta Dharma Pancasila Medan on Wednesday, July 13th, 2022 from 11.40-13.20 the material is about " Asking for attention ". In part learning English, the researcher found about the kind of reward was given expression (good), the reward was given to student namely RM because the student reading a conversation of asking for attention in a textbook. And the researcher found about kind of punishment was given expression "silent, don't disturb", the punishment was given to student name TR because he disturb his friend and

make noisy when learning.

2. Second Observation

The researcher did the observation at VIII A Class of SMP Swasta Dharma Pancasila Medan on Wednesday, July 20th, 2022 from 10.20-11.40 the material is about " Checking Someone Understanding ". In part of the beginning activity, the researcher found the implementation of punishment in learning English. And in the main activity, the researcher found the kind implementation of reward. In the part beginning activity, the researcher found punishment is squat walking around the rows of seats in the classroom, this punishment was given to a student named AD because did not complete the task given. And in part main activity found reward is applause and expression "well done", the reward was given to student namely ZS because the student can speak about example expression to check someone's understanding.

3. Third Observation

The researcher did the observation at VIII A Class of SMP Swasta Dharma Pancasila Medan on Wednesday, July 27th, 2022 from 10.20-11.40 the material is about " Asking and Giving Opinion ". In part of main activity the researcher found the implementation reward in learning English about kind of reward. The reward is giving point. This reward was given to student named GH for successfully answer the question from teacher.

4. Fourth Observation

The researcher did the observation at VIII A Class of SMP Swasta Dharma Pancasila Medan on Wednesday, August 3rd, 2022 from 10.20-11.40 the material is about " Asking and Giving Opinion ". In part of main activity the researcher found the implementation reward and punishment in learning English. Teacher make a quizzes for students to remain their lesson. The reward is giving a gift like some pen if students can answer question. And the punishment is singing in front of class if can not answer. This reward was given to student named RA for successfully answer the question of quizzes from teacher. And the punishment was given to student named AD for nothing answer and only silent.

4.1.2 Responses of students for Implementation of Reward and Punishmnet Approach in Learning English

1. Questionaire of Statement to Reward

a. *Saya senang dengan perkataan- perkataan yang baik seperti hebat, luar biasa.*

Based on the results of the questionnaire in class VIII of the SMP Swasta Dharma Pancasila Medan, the researcher found the result of student responses in the sheet questionnaire, the students' responses strongly agree 72 % to this statement.

b. *Saya senang belajar jika diberikan penghargaan berupa perhatian.*

Based on the results of the questionnaire in class VIII of the SMP

Swasta Dharma Pancasila Medan, the researcher found the result of student responses in the sheet questionnaire, the students' responses agree 50 % to this statement.

c. *Saya sangat senang diberikan penghargaan berupa pujian oleh guru.*

Based on the results of the questionnaire in class VIII of the SMP Swasta Dharma Pancasila Medan, the researcher found the result of student responses in the sheet questionnaire, the students' responses agree 50 % to this statement.

d. *Saya lebih senang diberikan penghargaan berupa hadiah oleh guru.*

Based on the results of the questionnaire in class VIII of the SMP Swasta Dharma Pancasila Medan, the researcher found the result of student responses in the sheet questionnaire, the students' responses agree 50 % to this statement.

e. *Guru memberikan jempol ketika saya menyetor hafalan kosa kata dan lancar.*

Based on the results of the questionnaire in class VIII of the SMP Swasta Dharma Pancasila Medan, the researcher found the result of student responses in the sheet questionnaire, the students' responses agree 63 % to this statement.

f. *Guru memberikan ucapan selamat apabila nilai saya bagus.*

Based on the results of the questionnaire in class VIII of the SMP Swasta Dharma Pancasila Medan, the researcher found the result of student responses in the sheet questionnaire, the students' responses agree

63 % to this statement.

g. *Guru memberikan senyuman saat saya mengerjakan tugas Bahasa Inggris dengan baik.*

Based on the results of the questionnaire in class VIII of the SMP Swasta Dharma Pancasila Medan, the researcher found the result of student responses in the sheet questionnaire, the students' responses strongly netral 50 % to this statement.

h. *Saya berusaha belajar lebih giat lagi supaya mendapatkan penghargaan.*

Based on the results of the questionnaire in class VIII of the SMP Swasta Dharma Pancasila Medan, the researcher found the result of student responses in the sheet questionnaire, the students' responses strongly agree 50 % to this statement.

i. *Guru memberikan hadiah ketika nilai saya bagus.*

Based on the results of the questionnaire in class VIII of the SMP Swasta Dharma Pancasila Medan, the researcher found the result of student responses in the sheet questionnaire, the students' responses strongly agree 67 % to this statement.

j. *Guru memberikan nilai tambah ketika saya mengerjakan tugas tepat waktu.*

Based on the results of the questionnaire in class VIII of the SMP Swasta Dharma Pancasila Medan, the researcher found the result of student responses in the sheet questionnaire, the students' responses agree

67 % to this statement.

2. Questionaire of Statement to Punishment

a. *Guru memberikan teguran apabila saya tidak memperhatikan pelajaran.*

Based on the results of the questionnaire in class VIII of the SMP Swasta Dharma Pancasila Medan, the researcher found the result of student responses in the sheet questionnaire, the students' responses agree 72 % to this statement.

b. *Guru memberikan teguran apabila saya mengganggu teman saat belajar.*

Based on the results of the questionnaire in class VIII of the SMP Swasta Dharma Pancasila Medan, the researcher found the result of student responses in the sheet questionnaire, the students' responses agree 50 % to this statement.

c. *Guru memberikan tugas tambahan dirumah apabila saya tidak mencatat pelajaran.*

Based on the results of the questionnaire in class VIII of the SMP Swasta Dharma Pancasila Medan, the researcher found the result of student responses in the sheet questionnaire, the students' responses agree 50 % to this statement.

d. *Guru bermuka masam apabila saya main-main saat proses pembelajaran.*

Based on the results of the questionnaire in class VIII of the SMP Swasta Dharma Pancasila Medan, the researcher found the result of student responses in the sheet questionnaire, the students' responses netral 30 % to this statement.

e. *Guru menyuruh saya memungut sampah apabila main-main pada saat belajar.*

Based on the results of the questionnaire in class VIII of the SMP Swasta Dharma Pancasila Medan, the researcher found the result of student responses in the sheet questionnaire, the students' responses agree 58 % to this statement.

f. *Guru menyuruh saya membersihkan halaman sekolah apabila tidak mengerjakan tugas.*

Based on the results of the questionnaire in class VIII of the SMP Swasta Dharma Pancasila Medan, the researcher found the result of student responses in the sheet questionnaire, the students' responses netral 42 % to this statement.

g. *Guru menyuruh saya berlari keliling lapangan ketika terlambat masuk kelas.*

Based on the results of the questionnaire in class VIII of the SMP Swasta Dharma Pancasila Medan, the researcher found the result of student responses in the sheet questionnaire, the students' responses agree 50 % to this statement.

h. *Guru menyuruh saya berdiri depan kelas ketika saya tidak mengerjakan*

tugas.

Based on the results of the questionnaire in class VIII of the SMP Swasta Dharma Pancasila Medan, the researcher found the result of student responses in the sheet questionnaire, the students' responses agree 58 % to this statement.

i. *Guru marah apabila saya tidak memperhatikan pelajaraan.*

Based on the results of the questionnaire in class VIII of the SMP Swasta Dharma Pancasila Medan, the researcher found the result of student responses in the sheet questionnaire, the students' responses agree 58 % to this statement.

j. *Guru menyuruh saya menjelaskan kembali pelajaran, ketika melamun saat pelajaran.*

Based on the results of the questionnaire in class VIII of the SMP Swasta Dharma Pancasila Medan, the researcher found the result of student responses in the sheet questionnaire, the students' responses agree 30 % to this statement.

3. Questionaire of Statement to Students' responses in learning English

a. *Meskipun nilai pelajaran bahasa Inggris saya kurang, saya akan terus belajar.*

Based on the results of the questionnaire in class VIII of the SMP Swasta Dharma Pancasila Medan, the researcher found the result of student responses in the sheet questionnaire, the students' responses agree

50 % to this statement.

b. *Saya menyukai pelajaran bahasa Inggris.*

Based on the results of the questionnaire in class VIII of the SMP Swasta Dharma Pancasila Medan, the researcher found the result of student responses in the sheet questionnaire, the students' responses netral 42 % to this statement.

c. *Saya selalu ingin menguasai materi bahasa Inggris yang diberikan oleh guru.*

Based on the results of the questionnaire in class VIII of the SMP Swasta Dharma Pancasila Medan, the researcher found the result of student responses in the sheet questionnaire, the students' responses netral 50 % to this statement.

d. *Saya merasa senang setiap tugas bahasa Inggris yang diberikan oleh guru.*

Based on the results of the questionnaire in class VIII of the SMP Swasta Dharma Pancasila Medan, the researcher found the result of student responses in the sheet questionnaire, the students' responses agree 75 % to this statement.

e. *Saya merasa bahasa Inggris membuat saya lebih baik dalam menguasai kosa kata.*

Based on the results of the questionnaire in class VIII of the SMP Swasta Dharma Pancasila Medan, the researcher found the result of student responses in the sheet questionnaire, the students' responses agree

75 % to this statement.

f. *Saya menyelesaikan tugas bahasa Inggris dengan baik.*

Based on the results of the questionnaire in class VIII of the SMP Swasta Dharma Pancasila Medan, the researcher found the result of student responses in the sheet questionnaire, the students' responses agree 75 % to this statement.

g. *Saya bertanya kepada guru tentang hal yang belum saya mengerti*

Based on the results of the questionnaire in class VIII of the SMP Swasta Dharma Pancasila Medan, the researcher found the result of student responses in the sheet questionnaire, the students' responses strongly agree 67 % to this statement.

h. *Saya membaca kembali pelajaran bahasa Inggris dirumah.*

Based on the results of the questionnaire in class VIII of the SMP Swasta Dharma Pancasila Medan, the researcher found the result of student responses in the sheet questionnaire, the students' responses netral 50 % to this statement.

i. *Saya menyampaikan pendapat di depan kelas saat pembelajaran bahasa Inggris.*

Based on the results of the questionnaire in class VIII of the SMP Swasta Dharma Pancasila Medan, the researcher found the result of student responses in the sheet questionnaire, the students' responses netral 50 % to this statement.

4.2   Discussion

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

4.2.1 The Implementation of Reward and Punishment Approach in Learning English

First observation, in part learning English, the researcher found about the kind of reward was given expression (good), the reward was given to student namely RM because the student reading a conversation of asking for attention in a textbook. And the researcher found about the kind of punishment was given the expression "silent, don't disturb", the punishment was given to a student name TR because he disturbs his friend and makes noise when learning. Second observation, in the part beginning activity, the researcher found punishment is squat walking around the rows of seats in the classroom, this punishment was given to a student named AD because did not complete the task given. And in part main activity found reward is applause and expression "well done", the reward was given to student namely ZS. Third observation, in part of the main activity the researcher found the implementation reward in learning English about kind of reward. The reward is giving a point. This reward was given to a student named GH for successfully answering the question from the teacher. Fourth observation, in part of the

main activity the researcher found the implementation of reward and punishment in learning English. The teacher makes a quiz for students to remain their lesson. The reward is giving a gift like a pen if students can answer and give it to RA. And the punishment is singing in front of the class if students can not answer and give to AD.

The explanation above is appropriate to Cascio (2007:273), the kinds of rewards are praise, symbolic rewards, and tangible and activity rewards. And also appropriate to Herman (1980:61), the kinds of punishment: Words and sentences, and Inconvenient punishment. In this research, the researcher found about kinds the reward and punishment in this school.

4.2.2 Responses of Students The Implementation of Reward and Punishment Approach in Learning English

1. Students responses of reward in learning English

   a. Students are happy to be rewarded in the form of kind word,praise and attention

   Based on students' responses to the questionnaire at SMP Swasta Dharma Pancasila Medan, the researchers found that students were happy with the praise and attention are given. The explanation above is by Kompri (2009:301), one of the types of rewards for students is kind word like good job, praise like congratulation and a form of attention. So that students are happy learning in class.

b. Students are happy to be given gifts

Based on students' responses to the questionnaire at SMP Swasta Dharma Pancasila Medan, the researchers found that students were happy with the prizes given. The explanation above is by to Kompri (2009:301), one type of award is to give prizes to students. So that students are happy and enthusiastic about learning in class.

c. Students are happy to be given extra points

Based on students' responses to the questionnaire at SMP Swasta Dharma Pancasila Medan, the researchers found that students were happy with the additional points given. The explanation above is by Marno (2008:33), one of the goals of the reward is to provide extra points to increase students' attention in the learning process.

2. Students responses of punishment in learning English

a. Students agree to be given a warning if they disturb friends, and do not focus on the learning process.

Based on students' responses to the questionnaire at SMP Swasta Dharma Pancasila Medan, the researchers found that students were agree with the given a warning. The explanation above is by Irawati (2016:269), one of the kind of the punishment is to give warning, by warning the students, they will not disturb the learning process of other students and do not disturb the teacher's concentration.

b. Students agree if they are asked to stand in class and additional assignments because don't do assignments

Based on students' responses to the questionnaire at SMP Swasta Dharma Pancasila Medan, the researchers found that students were agree with the given a warning. The explanation above is by Irawati (2016:269), one of the kind of the punishment is to give warning, by issuing a warning, students ensure that they will do the assignment.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the results of the study, it can be concluded that the researcher found the implementation of rewards and punishments approach and student responses in learning English in class VIII students of SMP Swasta Dharma Pancasila Medan.

First, there are types of awards that are carried out in this school, namely giving several gift, giving applause, giving expressions, and giving points from the teacher to students because students show success in their efforts such as being able to answer the teacher's questions. Second, there are types of punishments carried out in this school, namely giving warning expressions, singing in front of the class, and squatting given by the teacher students because students make noise, do not do assignments, and cannot answer questions from the teacher.

The student's response to the reward and punishment approach in English learning carried out in this school is acceptable. First, the student's response to the implementation of appreciation in learning English is that students are happy with good expressions or words such as great, well done, happy with being given gifts, congratulations, and adding value or extra point. Second, students' responses to punishment in learning English are students agree if given a warning, stand in front of the class and sing according to the agreement that

applies in every English lesson.

5.2 Suggestion

Based on the findings of the researcher after collecting the data, the researcher has some suggestions for students, teachers, and schools, the researcher hopes that these suggestions

will increase the application of rewards and punishments.

1. For students

Students must increase their enthusiasm for learning especially for English subjects, students must be more courageous in speaking during teaching English, and keep away from fear and be more confident, students must be active in activities such as quizzes given by the teacher.

orders to avoid punishment.

2. For teachers

The teacher must familiarize students with using English in the classroom, the teacher must provide an interesting type of reward that triggers

the enthusiasm of students in learning English.

3. For school

Schools already provide extracurriculars such as English clubs, so schools must maintain quality and add tricks so that students are interested in these extracurriculars.

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PENERAPAN DARI PENDEKATAN *REWARD* DAN *PUNISHMENT* DALAM PEMBELAJARAN BAHASA INGGRIS SISWA KELAS VIII DI SMP DHARMA PANCASILA MEDAN

I. IDENTITAS PRIBADI

Nama   :

Kelas   :

Jenis Kelamin :

II. PETUNJUK PENGISIAN

1. Berilah tanda (✓) pada salah satu jawaban yang paling sesuai menurut Anda.

2. Pahami terlebih dahulu pertanyaan sebelum Anda menjawab .

3. Jawablah secara objektif dan sejujurnya, karena jawaban Anda sangat membantu kelacaran penelitian ini.

Skala likert yang diberikan kepada setiap jawaban adalah :

Sangat Setuju (SS)

Setuju (S)

Netral (N)

Tidak Setuju (TS)

Sangat Tidak Setuju (STS)

III. PERNYATAAN PENELITIAN

A. Kuesioner (Angket) I : *Reward*

NO.	PERNYATAAN	PILIHAN JAWABAN				
		SS	S	N	TS	STS
1.	Saya senang dengan perkataan- perkataan yang baik seperti "hebat". "luar biasa".					
2.	Saya senang belajar jika diberikan penghargaan berupa perhatian.					
3.	Saya sangat senang diberikan penghargaan berupa pujian oleh guru.					
4.	Saya lebih senang diberikan penghargaan berupa hadiah oleh guru.					
5.	Guru memberikan jempol ketika saya menyetor hafalan kosa kata *(vocabulary)* dan lancar.					
6.	Guru memberikan ucapan selamat apabila nilai saya bagus.					
7.	Guru memberikan senyuman saat saya mengerjakan tugas bahasa Inggris dengan baik.					
8.	Saya berusaha belajar lebih giat lagi supaya mendapatkan penghargaan.					
9.	Guru memberikan hadiah ketika nilai saya bagus.					
10.	Guru memberikan nilai tambah ketika saya mengerjakan tugas tepat waktu.					

B. Kuesioner (Angket) II : *Punishment*

NO.	PERNYATAAN	PILIHAN JAWABAN				
		SS	S	N	TS	STS
1.	Guru memberikan teguran apabila saya tidak memprerhatikan pelajaran.					
2.	Guru memberikan teguran apabila saya mengganggu teman saat belajar.					
3.	Guru memberikan tugas tambahan dirumah apabila saya tidak mencatat pelajaran.					
4.	Guru bermuka masam apabila saya main-main saat proses pembelajaran					
5.	Guru menyuruh saya memungut sampah apabila main-main pada saat belajar.					
6.	Guru menyuruh saya membersihkan halaman sekolah apabila tidak mengerjakan tugas.					
7.	Guru menyuruh saya berlari keliling lapangan ketika terlambat masuk kelas.					
8.	Guru menyuruh saya berdiri depan kelas ketika saya tidak mengerjakan tugas.					
9.	Guru marah apabila saya tidak memperhatikan pelajaraan.					
10.	Guru menyuruh saya menjelaskan kembali pelajaran, ketika melamun saat pelajaran.					

C. Kuesioner (Angket) III : Respons siswa dalam pembelajaran Bahasa Inggris

NO.	PERNYATAAN	PILIHAN JAWABAN				
		SS	S	N	TS	STS
1.	Meskipun nilai pelajaran bahasa Inggris saya kurang, saya akan terus belajar.					
2.	Saya menyukai pelajaran bahasa Inggris.					
3.	Saya selalu ingin menguasai materi bahasa Inggris yang diberikan oleh guru.					
4.	Saya merasa senang setiap tugas bahasa Inggris yang diberikan oleh guru.					
5.	Saya merasa bahasa Inggris membuat saya lebih baik dalam menguasai koasa kata.					
6.	Saya menyelesaikan tugas bahasa Inggris dengan baik.					
7.	Saya bertanya kepada guru tentang hal yang belum saya mengerti.					
8.	Saya membaca kembali pelajaran bahasa Inggris dirumah.					
9.	Saya menyampaikan pendapat di depan kelas saat pembelajaran bahasa Inggris					

Form : K – 1

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa	: Dinda Sapira
NPM	: 1802050012
Prog. Studi	: Pendidikan Bahasa Inggris
Kredit Kumulatif	: 135 SKS IPK= 3.65

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
12/02/2022	The Implementation of Reward and Punishment Approach in English Learning Class at VIII Grade Students SMP Dharma Pancasila Medan	
	The Effect of Learning Style For Class VIII Students at SMP Dharma Pancasila Medan	
	The Applied of Simulation Method on Story Skill of Class VIII Students at SMP Dharma Pancasila Medan	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, Februari 2022
Hormat Pemohon,

Dinda Sapira

Keterangan:

Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa	:	Dinda Sapira
NPM	:	1802050012
Prog. Studi	:	Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Implementation of Reward and Punishment Approach in English Learning Class at VIII Grade Students SMP Dharma Pancasila Medan

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu:

1. Dr. Bambang Nur Alamsyah, M.Hum

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan,   Februari 2022
Hormat Pemohon,

Dinda Sapira

Keterangan
Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan

Nomor   : 529 /II.3-AU/UMSU-02/F/2022
Lamp   : ---
H a l   : Pengesahan Proyek Proposal
             Dan Dosen Pembimbing

Assalamu'alaikum Warahmatuullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama Mahasiswa   : Dinda Sapira
NPM   : 1802050012
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian   : The Implementation of Reward and Punishment Approach in English Learning Class at VIII Grade Students SMP Dharma Pancasila Medan.

Dosen Pembimbing   : Dr. Bambang Nur Alamsyah, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa Perpanjangan tanggal : 24 Februari 2023

Wa'alaikumsalam Warahmatullahi Wabarakatuh.

Medan, 24 Rajab   1443 H
25 Februari 2022 M

Dekan

Dra. Hj. Syamsuyurnita, M.Pd
NIP : 19670604 199303 2 002

Dibuat rangkap 4 (empat)
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan
   WAJIB MENGKUTI SEMINAR

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Dinda Sapira
NPM : 1802050012
Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
The Implementation of Reward and Punishment Approach in English Learning Class at VIII Grade Students SMP Dharma Pancasila Medan	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan

kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing

Medan,\2Februari 2022
Hormat Pemohon,

Dr. Bambang Nur Alamsyah, M.Hum

Dinda Sapira

===

Kepada Yth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal   : Permohonan Perubahan Judul Skripsi

Bismillahirrahmaanirrahim
Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama   : Dinda Sapira
NPM   : 1802050012
Program Studi   : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

Judul Pertama :

The Implementation of Reward and Punishment Approach in English Learning Class at VIII Grade Students SMP Swasta Dharma Pancasila Medan

Menjadi :

The Implementation of Reward and Punishment Approach in English Learning Class at VIII Grade Students

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.
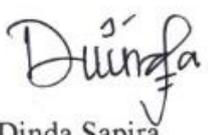
Medan, 21 Mei 2022
Hormat Pemohon

Ketua Program Studi
Pendidikan Bahasa Inggris

Pirman Ginting. S. Pd., M.Hum

Dinda Sapira

Dosen Pembahas

Dosen Pembimbing

Pirman Ginting, S.Pd., M.Hum

Dr. Bambang Nur Alamsyah, M.Hum

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi   : Universitas Muhammadiyah Sumatera Utara
Fakultas   : Keguruan dan Ilmu Pendidikan
Jurusan/ Prog. Studi : Pendidikan Bahasa Inggris
Nama   : Dinda Sapira
NPM   : 1802050012
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian   : The Implementation of Reward and Punishment Approach in English
                      Learning Class at VIII Grade Students SMP Swasta Dharma Pancaila Medan

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
12 - 2 - 2022	Acc Judul	
18 - 2 - 2022	Chapter I	
	1. Background of the study	
	2. Identification of the Problem	
	3. Objective of the study	
	4. Significance of the study	
25 - 2 - 2022	Chapter II	
	1. Theoritical Framework	
	2. Conceptual Framework	
7 - 3 - 2022	Chapter III	
	1. Research Design	
	2. Instrument of Research	
	3. Technique Of Data Analysis	
11 - 3 - 2022	Acc Sempro	

Diketahui/ Disetujui
Ketua Prodi

Pirman Ginting, S.Pd., M.Hum

Medan,
Dosen Pembimbing

Dr. Bambang Nur Alamsyah, M.Hum

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Sabtu Tanggal 16 April Tahun

2022   diselenggarakan seminar

Prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama	: Dinda Sapira
N P M	: 1802050012
Program Studi	: Pendidikan Bahasa Inggris
Judul Penelitian	: The Implementation of Reward and Punishment Approach in English Learning Class at VIII Grade Students SMP Swasta Dharma Pancasila Medan

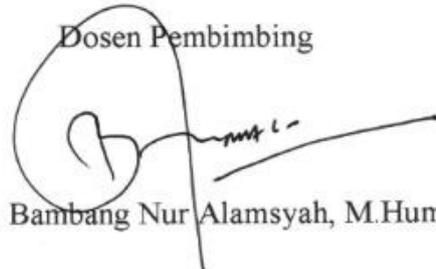| NO	MASUKAN / SARAN
Chapter I	- Coherence of Paragraph - Make Identification & Scope clear / Focuse
Chapter II	- Expert Theory English Learning
Chapter III	- Figure of Technique data Analysis
LAINNYA	- Make space 2
KESIMPULAN	( ) Disetujui ( ) Ditolak (✓) Disetujui Dengan Adanya Perbaikan

Medan, 16 April 2022

Dosen Pembahas

Pirman Ginting, S.Pd., M.Hum

Dosen Pembimbing

Dr. Bambang Nur Alamsyah, M.Hum

PANITIA PELAKSANA

Ketua

Pirman Ginting, S.Pd., M.Hum

Sekretaris

Rita Harisma. S.Pd., M.Hum

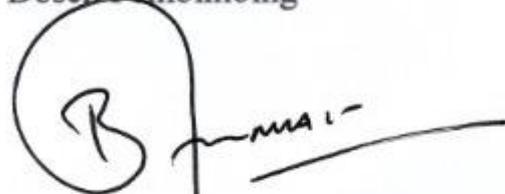بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini   :

Nama	:	Dinda Sapira
NPM	:	1802050012
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	The Implementation of Reward and Punishment Approach in English Learning Class at VIII Grade Students SMP DHARMA PANCASILA MEDAN

Sudah layak diseminarkan.

Medan, 11 Maret 2022
Dosen Pembimbing

Dr. Bambang Nur Alamsyah, M.Hum

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan bahwa :

Nama Mahasiswa   : Dinda Sapira
NPM   : 1802050012
Program Studi   : Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan Seminar Proposal Skripsi pada :

Hari   : Sabtu
Tanggal   : 16 April 2022
Dengan Judul Proposal : The Implementation of Reward and Punishment Approach in English Learning Class VIII Grade Students SMP Swasta Dharma Pancasila Medan

Demikianlah surat keterangan ini kami keluarkan/diberikan Kepada Mahasiswa yang bersangkutan, semoga Bapak/Ibu Pimpinan Fakultas dapat segera mengeluarkan surat izin riset mahasiswa tersebut. Atas kesediaan dan kerjasama yang baik kami ucapkan banyak terimakasih. Akhirnya selamat sejahteralah kita semuanya. Amin.

Dikeluarkan di : Medan
Pada Tanggal : 16 April 2022

Wassalam
Ketua Program Studi
Pendidikan Bahasa Inggris

Pirman Ginting. S.Pd., M.Hum

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Muchtar Basri No. 3 Medan 20238 Telp. (061) 6622400
Website : http://fkip.umsu.ac.id   E-mail : fkip@yahoo.co.od

UMSU
Unggul | Cerdas| Terpercaya

Bila menjawab surat ini agar disebutkan
nomor dan tanggalnya

Nomor	: 1135 /II.3-AU/UMSU-02/F/2022	Medan, 08 Zulqaidah	1443 H
Lamp	: ---	08 Juni	2022 M
H a l	: **Permohonan Izin Riset**		

Kepada Yth, Bapak/Ibu Kepala
SMP Dharma Pancasila Medan
di
Tempat

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan/aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan , maka kami mohon kepada Bapak/Ibu memberi izin kepada mahasiswa kami untuk melakukan penelitian/riset di sekolah yang Bapak/Ibu pimpin. Adapun data mahasiswa tersebut sebagai berikut:

Nama	:	**Dinda Sapira**
N P M	:	1802050012
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	The Implementation of Reward and Punishment Approach in English Learning Class VIII Garde Students.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih. Akhirnya selamat sejahteralah kita semuanya, Aamin.

Wassalamu'alaikum Wr. Wb.

Dekan,

Dra. Hj. Syamsuyurnita.,M.Pd
NIDN 0004066701

Pertinggal

QS STARS
★ ★ ★ ★

SURAT KETERANGAN

Nomor : 88/YDPSU/SMP/F/VIII/2022

Yang bertanda tangan di bawah ini :

Nama	:	Suwito,S.Pd.M.,Hum
NIP	:	19640929 198803 1 007
Jabatan	:	Kepala SMP Dharma Pancasila Medan

Menerangkan bahwa :

Nama	:	Dinda Sapira
NIM	:	1802050012
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	**The Implementation of Reward and Punishment Approach in English Learning Class VIII Grade Students**

Adalah benar nama tersebut telah datang ke SMP Dharma Pancasila Medan dan diberi izin untuk melaksanakan Riset guna pembuatan Skripsi.

Demikian Surat Keterangan ini diberikan untuk dipergunakan seperlunya.

Medan, 12 Agustus 2022

Kepala Sekolah

SUWITO, S.Pd.M.,Hum.

Pembina TK. I

NIP. 19640929 198803 1 007

SURAT PERNYATAAN

Assalamu'alaikum Warahmatullahi Wabarakaatuh
Saya yang bertanda tangan dibawah ini :

Nama Mahasiswa	: Dinda Sapira
NPM	: 18002050012
Program Studi	: Pendidikan Bahasa Inggris
Judul Penelitian	: The Implementation of Reward and Punishment Approach in English Learning Class at VIII Grade Students

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong plagiat.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 16 April 2022
Hormat saya
Yang membuat pernyataan,

Dinda Sapira

Diketahui oleh
Ketua Program Studi
Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd., M.Hum

بسم الله الرحمن الرحيم

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi	: Universitas Muhammadiyah Sumatera Utara
Fakultas	: Keguruan dan Ilmu Pendidikan
Jurusan/ Prog. Studi	: Pendidikan Bahasa Inggris
Nama	: Dinda Sapira
NPM	: 1802050012
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: The Implementation of Reward and Punishment Approach in English Learning Class at VIII Grade Students

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
20 - 7 - 2022	Chapter IV :	
	- Finding	
29 - 7 - 2022	Chapter IV :	
	- Discussion	
03 - 08 - 2022	Chapter V :	
	- Conclusion	
	- Suggestion	
08 - 08 - 2022	Abstract	
12 - 08 - 2022	Acknowledgement	
	Appendix	
16 - 08 - 2022	Acc Meja Hijau	

Diketahui/ Disetujui
Ketua Prodi

Medan, 16 Agustus 2022
Dosen Pembimbing

Pirman Ginting, S.Pd., M.Hum

Dr. Bambang Nur Alamsyah, M.Hum

Table of Persentage of Questionaire

i. Reward

No	Description	Percentage
1	Saya senang dengan perkataan- perkataan yang baik seperti "hebat". "luar biasa".	72 % strongly agree
2	Saya senang belajar jika diberikan penghargaan berupa perhatian.	50 % agree
3	Saya sangat senang diberikan penghargaan berupa pujian oleh guru.	50 % agree
4	Saya lebih senang diberikan penghargaan berupa hadiah oleh guru.	50 % agree
5	Guru memberikan jempol ketika saya menyetor hafalan kosa kata *(vocabulary)* dan lancar.	63 % agree
6	Guru memberikan ucapan selamat apabila nilai saya bagus.	63 % agree
7	Guru memberikan senyuman saat saya mengerjakan tugas bahasa Inggris dengan baik.	50 % strongly netral
8	Saya berusaha belajar lebih giat lagi supaya mendapatkan penghargaan.	50 % strongly agree
9	Guru memberikan hadiah ketika nilai saya bagus.	67 % strongly agree
10	Guru memberikan nilai tambah ketika saya mengerjakan tugas tepat waktu.	67% agree

ii. Punishment

No	Description	Percentage
1	Guru memberikan teguran apabila saya tidak memprerhatikan pelajaran.	72 % agree
2	Guru memberikan teguran apabila saya mengganggu teman saat belajar.	50 % agree
3	Guru memberikan tugas tambahan dirumah apabila saya tidak mencatat pelajaran.	50 % agree
4	Guru bermuka masam apabila saya main-main saat proses pembelajaran	30 % netral
5	Guru menyuruh saya memungut sampah apabila main-main pada saat belajar.	58 % agree
6	Guru menyuruh saya membersihkan halaman sekolah apabila tidak mengerjakan tugas.	42 % netral
7	Guru menyuruh saya berlari keliling lapangan ketika terlambat masuk kelas.	50 % agree
8	Guru menyuruh saya berdiri depan kelas ketika saya tidak mengerjakan tugas.	58 % agree
9	Guru marah apabila saya tidak memperhatikan pelajaraan.	58 % agree
10	Guru menyuruh saya menjelaskan kembali pelajaran, ketika melamun saat pelajaran.	42 % agree

iii. Dalam Pembelajaran Bahasa Inggris

No	Description	Percentage
1	Meskipun nilai pelajaran bahasa Inggris saya kurang, saya akan terus belajar.	50 % agree
2	Saya menyukai pelajaran bahasa Inggris.	42 % netral
3	Saya selalu ingin menguasai materi bahasa Inggris yang diberikan oleh guru.	50 % netral
4	Saya merasa senang setiap tugas bahasa Inggris yang diberikan oleh guru.	75 % agree
5	Saya merasa bahasa Inggris membuat saya lebih baik dalam menguasai koasa kata.	75 % agree
6	Saya menyelesaikan tugas bahasa Inggris dengan baik.	75 % agree
7	Saya bertanya kepada guru tentang hal yang belum saya mengerti.	67 % strongly agree
8	Saya membaca kembali pelajaran bahasa Inggris dirumah.	50 % netral
9	Saya menyampaikan pendapat di depan kelas saat pembelajaran bahasa Inggris	50 % netral

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CURRICULUM VITAE

Profile

Dinda Sapira

Klambir Lima, 20 September 2000

1802050012

Female

Moslem

Single

Dusun XX Lr. Pertanian No. 126

Blok Gading

Contact

PHONE:
0823-6001-7365

EMAIL:
Dindasafira1909@gmail.com

Hobbies

Make everyone happy

EDUCATION

Playgroup at TK MELATI
2005 – 2006

Elementary School at SD NEGERI 105283 Klambir Lima
From 2006 – 2013

Junior High School at SMP SWASTA PAB 9 KLAMBIR LIMA
From 2013 – 2015

Vocational School at SMK SWASTA TRI KARYA SUNGGAL
Major of Akuntansi From 2015 – 2018

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
The Student of UMSU in Faculty of Teacher Training and Education
English Departement From 2018 - 2022

PARENTS
Father's Name   : SADIMAN

Mother's Name   : SUKARTI