

**THE EFFECT OF REWARD AND PUNISHMENT ON
STUDENTS' LEARNING MOTIVATION FOR THE
EIGHTH GRADE OF SMPN 1 MLARAK IN
ACADEMIC YEAR 2018/2019**

THESIS



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PONOROGO
DECEMBER 2019**

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THESIS

Presented to
State Institute of Islamic Studies Ponorogo
in Partial Fulfillment of the Requirement
for the Degree of *Sarjana* in English Education



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ABSTRACT

Fuadilah, Titin Zumaroh. 2019. *The Effect of Reward and Punishment on Students' Learning Motivation for the Eighth Grade of SMPN 1 Mlarak in Academic Year 2018/2019.* Thesis, English Education Department, Tarbiyah Faculty, State Institute for Islamic Studies of Ponorogo. Advisor Pryla Rochmahwati, M.Pd.

Key words: Reward, Punishment and Motivation

Reward and Punishment are one of the learning methods that influence on students' motivation. Reward is an appreciation received by students to encourage their good behavior, abilities and effort. While, punishment are consequence received by students to discourage their bad behavior. They are both forms of extrinsic motivation. Motivation is a hidden power in learning that exerts a great influence on students' learning process. Teacher should apply this method (reward and punishment) so that students' achievement can be increase and maximal. The objectives of this study are 1) To determine whether there is a significant effect of reward on students learning motivation. 2) To determine whether there is a significant effect of punishment on students learning motivation. 3) To determine whether there is a significant effect of reward and punishment on students learning motivation.

This research applied quantitative approach and used ex-post facto design. The population was taken 154 students from all students of the eighth grade of SMPN 1 Mlarak in academic year 2018/2019. Proportional random sampling

was applied as sampling technique. The number of the sample in this research was 40 students. The technique of data collection of this present research was questionnaire. The data was analyzed using simple and multiple linear regression formula by using SPSS 23.00 for windows.

The finding showed that, 1) There is any significant effect of reward on students' learning motivation for the eighth grade students of SMPN 1 Mlarak in academic year 2018/2019. It was proved through the statistical analysis that the value of ANOVA table obtained sig value 0.001 and F_{count} 13.061. The significant value $0.001 < 0.05$ and the value of F_{count} (13.061) $> F_{table}$ (2.74) with the equational regression model is $Y = 54.021 + 0.989X_1$. 2) There is any significant effect of punishment on students' learning motivation for the eighth grade students of SMPN 1 Mlarak in academic year 2018/2019. It was proved through the statistical analysis that the value of ANOVA table obtained sig value 0.003 and F_{count} 10.018. The significant value $0.003 < 0.05$ and the value of F_{count} (10.018) $> F_{table}$ (2.74) with the equational regression model is $Y = 67.941 + 0.788X_1$. 3) There is any significant effect of reward and punishment on students' learning motivation for the eighth grade students of SMPN 1 Mlarak in academic year 2018/2019. It was proved through the statistical analysis that the value of ANOVA table obtained sig value 0.001 and F_{count} 7.897. The significant value $0.001 < 0.05$ and the value of F_{count} (7.897) $> F_{table}$ (2.74) with the equational regression model is $Y = (43.016) + 0.712 + 0.435X_1$.

APPROVAL SHEET

This is to certify that *Sarjana's* thesis of :

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Has been approved by the board of examiners on :

Day : Tuesday
Date : October 15th 2019

And has been accepted as the requirement for the degree the sarjana in English Education on :

Day : Thursday
Date : November 7th 2019

Ponorogo, November 7th 2019

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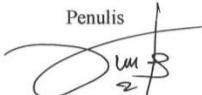
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CHAPTER I

INTRODUCTION

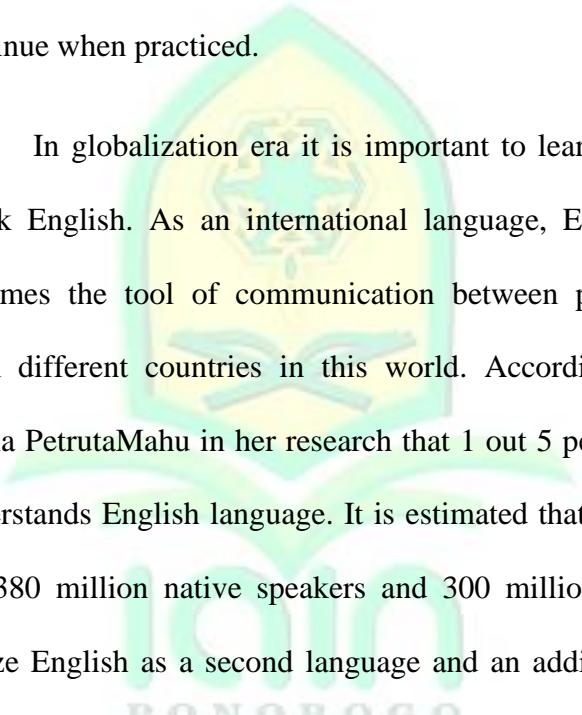
A. Background of the Research

Learning is a process of human personality change, and the change are displayed in the form of behavior increases, such as increased knowledge, skill, thought, understanding, attitude and other abilities.

Dale H. Schunk argues that learning involves acquiring and modifying knowledge, skills, strategies, beliefs, attitudes and behavior.¹ It means that learning is the process of new acquiring or modifying knowledge and elaborates it becomes skill, behaviors and others. Learning is enduring change in behavior, or in the capacity to behave in a given fashion, which results

¹ Dale H. Schunk, *Learning Theories: An Educational Perspective* (Boston: Pearson, 2012) Sixth Edition, 2.

from practice or other forms of experiences.² Look up from the perspective that behavior occurred after certain learning probably settled. Language is one of the capabilities that will not disappear and will keep continue when practiced.



In globalization era it is important to learn and speak English. As an international language, English becomes the tool of communication between people from different countries in this world. According to Diana PetruțaMahu in her research that 1 out 5 persons understands English language. It is estimated that there are 380 million native speakers and 300 million that utilize English as a second language and an additional 100 million who used it as foreign language of science, of aviation, computers, diplomacy and tourism. English is the official or co-official language from 45 countries

² *Ibid.*, 4.

and it is spoken extensively in other countries where it does not have official position because it is needed in many fields and jobs.³

Indonesian should master English although it is a foreign language because of several reasons: the first reason is that English is the most spoken around the world. Secondly, English tremendous asset for professional career. Thirdly, develop life skills. Fourthly, discover information from around the world. The last, stand out when applying for higher education.⁴

According H. Douglas Brown as cited in NazaninMirhadizadeh that there are two factors that influence students' language learning, namely internal and external factors. Internal factors come from inside the individual like motivation, attitude, personal

³ Diana Petruța Mahu, *Why Is Learning English Beneficial Nowadays?*, Short Contribution-Perspectives on Communication, Vol 2, Issue 4, 2012, 374-375.

⁴ *Ibid.*, 374-375.

practice and study habits. Meanwhile, external factors come from outside the individual. External factors can be different for each individual, but their common attribute is that they are based solely on the circumstances outside of the control and influence of the learner.⁵

Motivation is one of an influential factor in language learning. R.C Gardner and W.E Lambert said that motivation is the combination of effort plus desire to achieve the goal of learning the language which leads to conscious decision to act, and which gives rise to a period of sustained intellectual and or physical effort in order to attain previous sets goals.⁶

⁵ Nazanin Mirhadizadeh, *Internal and External Factors in Language Learning*, Vol 1, Issue 5, 2016, 189-191.

⁶ R.C. Gardner & W.E Lambert, *Attitudes and Motivation in Second Language Learning* (Rowley, MA:Newbury House Publisher,1972).

Each student has different motivations. Students with higher motivation will show their effort and desire in learning English than students with lower motivation. According John W. Santrock, two basic types of motivation there are intrinsic and extrinsic.⁷ Intrinsic motivations come from within the individual. The examples of intrinsic motivation are needs, goals, beliefs, self perception, interest, curiosity, emotions and anxiety. Meanwhile, extrinsic motivation comes from outside the individual and the examples are reward, punishment, influence of teacher and parents, environment and others.

Reward and punishment are the example of extrinsic motivation that can be used to increase the student's learning motivation. According to M. NgalimPurwanto that reward is an appreciation of thing,

⁷ John W. Santrock, *Educational Psychology* (New York: MC Graw Hill Education, 2018) Sixth Edition, 424.

directed at a reward for children who can reach achievement. Reward could provide motivation to make students better. While punishment given or suffering inflicted intentionally by someone (parents, teachers, and so on) after a violation, crime, or error.⁸ Punishment and reward can be used as an effective method in learning process. Therefore, reward and punishment must be applied appropriately to get the best outcome.

When the researcher conducted observation in August 2018 at SMPN 1 Mlarak as well as interviewed teacher and students, the researcher found that the students felt bored and anxiety when learning English. Most of them make noisy and did not follow the lesson well when the teacher explained material in learning process. They also said that English is very difficult

⁸ M. Ngalim Purwanto, *Ilmu Pendidikan Teoritis Dan Praktis* (Bandung: Remaja Rosdakarya, 2006), 182-184.

lesson. The students still unmotivated when learning English.⁹ In the case, the researcher used rewards and punishments to enhance students' motivation in learning English.

Based on the background of the research above, the researcher interested to know how reward and punishment in eighth grade of students SMPN 1 Mlarak and whether there are any significant effect of reward and punishment on students' motivation in learning English for the Eighth Grade of SMPN 1 Mlarak in Academic Year 2018/2019. So, the researcher takes the title of "**The Effect of Reward and Punishment on Students' Learning Motivation for The Eighth Grade of SMPN 1 Mlarak in Academic Year 2018/2019**".

⁹ Observation SMPN 1 Mlarak Ponorogoo in August 2018.

B. Limitation of the Research

From the background of the research, this research will be focused on knowing of the significant effect of reward and punishment on students' motivation in learning English. In this research focused on three variables, that is reward, punishment and motivation. The research was conducted in Eighth Grade of SMPN 1 Mlarak in Academic Year 2018/2019.

C. Problem of the Research

Based on the background of the research above, the researcher formulates the research problem as follow:

1. Is there any significant effect of reward on students' learning motivation for the eighth grade of SMPN 1 Mlarak in academic year 2018/2019?

2. Is there any significant effect of punishment on students' learning motivation for the eighth grade of SMPN 1 Mlarak in academic year 2018/2019?
3. Is there any significant effect of reward and punishment on students' learning motivation for the eighth grade of SMPN 1 Mlarak in academic year 2018/2019?

D. Objectives of the Research

In relation to the problem of the research above, the objectives of this research are:

1. To determine whether there is any significant effect of reward on students' learning motivation for the eighth grade of SMPN 1 Mlarak in academic year 2018/2019.
2. To determine whether there is any significant effect of punishment on students' learning motivation for

the eighth grade of SMPN 1 Mlarak in academic year 2018/2019.

3. To determine whether there is any significant effect of reward and punishment on students' learning motivation for the eighth grade of SMPN 1 Mlarak in academic year 2018/2019.

E. Significances of the Research

The result of the research is expected to give some benefits theoretical significance and practical significance:

1. Theoretical Significance

The result of this research is expected to be a reference in teaching to motivate students in learning English and as to theoretical basis to enhance student motivations in learning English by using reward and punishment strategy.

2. Practical Significance

a. For the English Teacher

The research is expected can helpful to build good relationship between students and teacher. The researcher hopes that the teacher using reward and punishment to enhance student's motivations in learning English. So, the learning process will be affective, fun and run well every time.

b. For the Students

The research is expected to enhance student motivations of SMPN 1 Mlarak in learning English so, the students achievement can be increase and maximal.

c. For the future researcher

The research is expected can be useful for the future researcher especially students

English Department of IAIN Ponorogo and enriching references concerned the effect of reward and punishment on students' motivation in learning English.

F. Organizations of Thesis

To provide a clear general contain of this thesis, it is important to organize a process of research report systematically. This thesis covers five chapters which the organization of the thesis follows the steps bellow:

Chapter 1 is about description and takes a role as basic of mindset of the thesis. The first chapter consists of background of the research, limitations of the research, problem of the research, objectives of the research, significances of the research and organization of thesis.

Chapter II discussed review of previous research, theoretical background, theoretical framework and hypothesis.

Chapter III is about research method. In the research method explanation of research design, population and sample, instrument of data collection and techniques of data collection and data analysis.

Chapter IV is about the research result which contains research location, specific research findings, data analysis and the discussion of the result of the research.

Chapter V is closing. It consists of conclusion and suggestion.

CHAPTER II

PREVIOUS RESEARCH, THEORETICAL BACKGROUND, THEORETICAL FRAMEWORK AND HYPOTHESIS

A. Previous Research

In this part, the researcher reviews some previous research related to the topic.

The first research was from Rina Muji Astutik, by the title "*The Influence of Reward and Punishment through the Students' Emotional Intelligent of Social Science Students at MAN Kota Blitar*". The research used quantitative approach that uses questionnaire with likert scale instrument and documentation. Sampling technique using cluster sampling by way of random cluster is taken by using Slovin formula, so that

obtained the calculation result as much as 198 respondents. Data analysis used is multiple linear regression analysis to determine the effect of reward and punishment on emotional intelligence either partially or simultaneously. The aim of this study is to know the effect of reward and punishment on the emotional intelligence of social science students at MAN Kota Blitar. The result showed that rewards and punishment gives effect to emotional intelligence and Goleman's concept of emotional intelligence through the giving of reward and punishment has a positive impact that both aims to shape a good human person.¹⁰

The second research was from Ita Trisnawati, by the title "*The Grant of Rewards toward Students Motivation in English Learning at the Second Year*

¹⁰ Rina Muji Astutik, *The Influence of Reward and Punishment Through the Students Emotional Intelligence of Social Science Students at MAN Kota Blitar* (Malang:FKIP.2017).

Students of MTS Boro Jeneponto". This research used quasi experimental method with two groups the pre-test and the post-test design. The aims of this study was to find out the granted of rewards toward students motivation in English learning. This research was conducted at the second year students of MTS Boro Jeneponto. The result of the analysis indicated that there was a significantly different result between the post test in experimental class and the controlled class. The mean score of the post test (59.65) in the experimental class was categorized as good and the mean score of the post test (55.25) in the controlled class it was classified as poor. Therefore the mean score of the experimental class was greater than the mean score of controlled class. From t-test, the researcher found that the value of t-table obtained sig. value (2-tailed) = 0,000 < 0.05 H₀ was rejected. It means that the grant of rewards was

effective toward the students' motivation and the students score was higher after the treatment in the experimental class using rewards to motivate the students in English learning.¹¹

The third research was from Nur Aiza Ma'rifah, by the title "*Giving Rewards and punishment in Improving Students' Reading Skill (A Classroom Action Research at VII Grade of SMP 2 Mei Ciputat)*". The researcher used Classroom Action Research that uses Kurt Lewin' Model for conducting the action research then the researcher takes two cycles, every cycle has four steps and they are: planning, acting, observing and reflecting. Each cycle was conducted in two meetings, so the researcher conducted this research in four meeting for one month. To analyze and collect the data,

¹¹ Ita Trisnawati, *The Grant of Rewards Toward Students Motivation in English Learning at the Second Year Students of MTS Boro Jeneponto* (Makassar:FKIP.2018).

the researcher gained the information from interview, observation, field notes and students' achievement from pre-test, post-test after cycle 1 and post-test 2 after cycle 2. The aim of this research is to see how the implementation of giving rewards and punishment in reading section process, especially in improving reading skill and also to help English teacher of SMP 2 Mei in managing classroom activities effectively. The result of this Classroom Action Research showed that technique of giving rewards and punishment in improving students' reading skill at VII Grade of SMP Dua Mei can motivate them to read text selectively and effectively that could be showed from the students who passed the KKM (65) or Kriteria Ketuntasan Minimal after cycle 1 and cycle 2.¹²

¹² Nur Aiza Ma'rifah, *Giving Rewards and Punishment in Improving Student's Reading Skill* (Jakarta:FKIP,2010).

Based on the explanation of the previous research, the researcher found similarity and difference. The similarity of previous research and this research is about using reward and punishment as a method in learning English. Whereas, the different between the previous research and this research is that the previous research used quasi experimental and classroom action research as methodology of the research, while in this research use quantitative research as methodology. There are the eighth grade students of SMPN 1 Mlarak that being subject of this research. With different research design the researcher also provides different problem of the research. The research problem is “Is there any significant effect of reward and punishment on students’ learning motivation for the eighth grade of SMPN 1 Mlarak in academic year 2018/2019?”

B. Theoretical Background

The researcher using theories are relevant with the theme of the discussion. The theories are:

1. Reward

a. Definition of Reward

According to Anita Woolfolk, reinforcement is commonly understood to mean reward. A reinforce is any consequence that strengthens the behavior it follows. So, by definition, reinforced behaviors increase in frequency or duration.¹³ On the same definition based on John W. Santrock, reinforcement (reward) is a consequence that increases the probability that a behavior will occurs.¹⁴

¹³ Anita Woolfolk, *Educational Psychology* (Boston: Person Education Limited, 2016) Thirteenth Edition, 283.

¹⁴ John W. Santrock, *Educational Psychology...*, 221.

Alloh says in surah Al-Mujadilah 58:11
about reward or reinforcement.

يَرْفَعُ اللَّهُ أَلَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ

Alloh will raise those who have believed among you and those who were given knowledge, by degrees...

Reward conveys information about one's skill or competence when they are linked to actual performance or progress, such as when teacher praise students for learning new skill or acquiring new knowledge.¹⁵

Thomas Lickona as cited in Siti Misriyah explained that children do not see the reward as the most important part to make a

¹⁵ Dale H. Schunk, Paul R. Pintrich, Judith L. Meece, *Motivation in Education: Theory Research and Application* (Columbus: Pearson, 2008), 261.

reason to be kind, a teacher can do some or all of the following:

- 1) Introducing as an additional motivator only if the rules have been discussed and implemented properly so that the community can function properly classes.
- 2) Use only occasional reward system, and do not use continuously. This is to avoid dependence on external motivators.
- 3) Explain to the students, through class discussion on an ongoing basis and through a private meeting, that the most important reason is that comply with regulatory compliance we show respect to others and make class fun.

- 4) Create a system where reward for good behavior is another opportunity for good behavior.¹⁶

Based on the statement above, researcher conclude that reward or reinforcement in education is something given by teachers to students for their behavior, abilities and effort. It is hoped that reinforcement can make the students always have progress in learning.

b. Types of Reward

Two types of reinforcement are positive reinforcement and negative reinforcement.

¹⁶ Siti Misriyah, *Implementation and Implication of Reward and Punishment Toward Character Education at Senior High School in Pemalang*, Hikmatuna, Vol 1, No. 1, 2015.

1) Positive Reinforcement

Positive reinforcement occurs when the behavior or response produces a new stimulus, so positive reinforcement is the contingent presentation of a stimulus following response. Example of positive reinforcement include the occurrence of food pellets when a pigeon pecks on the red key, compliments when you wear a new outfit, or cheers and laughter from classmates when a student falls out of his chair.¹⁷

In positive reinforcement, the frequency of a response increases because it is followed by a rewarding stimulus, as in the example in which the teacher's

¹⁷ Anita Woolfolk, *Educational Psychology...*, 283.

positive comments increased the student's writing behavior. Similarly, complimenting parents on being at a parent-teacher conference might encourage them to come back again.¹⁸

Kinds of positive reinforcement:

a) Non-verbal reward

Non-verbal reward is a kind of reward in the form of gesture and mimic of the teacher. Gesture can be like applause, two thumbs up, clap students' shoulder and shaking hands.

Mimic can be like smile and gaze.

¹⁸ John W. Santrock, *Educational Psychology...*, 221.

b) Compliment or positive feedback

Compliment or positive feedback should be given in the right way because they can increase students' spirit and their confident in the class. Here are examples of compliment that teacher can use in the class, the word great, good for you, excellent, very good, and etc can be used by the teacher for student who can answer teacher's question and the answer is correct. Meanwhile, the word thank you for caring, thanks for helping, you are good friend, use for students who care of their teacher and their friend. The word spectacular, outstanding performance, marvelous,

and etc can be used for students' performance in the class, like singing, storytelling and others.

c) Point or sticker

Point or sticker can be used as a symbol of the students' result in learning. Every student in the class will get different number of point or sticker. Teacher can give different point or sticker depends on the level of students. Example, five points or one stars if the students can focus during the learning process, ten points or two stars if they actively participate in the class and fifteen points or three stars if the students can do the task

well and correct. For kindergarten student, teacher can give sticker which looks, like pet, doll and car. For elementary school student, teacher can give sticker which looks like Barbie, hello kitty, star, ball, flag and others.

d) Present

The present does not have to be something expensive, it can be something that is cheap or the teacher can make it by her own (handmade).

For example, candy, pencil, pen, eraser and others.¹⁹

¹⁹ Irawati and Fauzia Rozani Syafei, *The Use of Reward and Punishment to Increase Young Learners' Motivation in Learning English as Foreign Language Adapted to Indonesian Context*, Vol 5, No 1, 2016, 267-268.

2) Negative Reinforcement

Negative reinforcement is contingent removal of an aversive (unpleasant) stimulus right after a response that increases the future rate of the response.²⁰

In negative reinforcement, the frequency of a response increases because it is followed by the removal of an aversive (unpleasant) stimulus.

For example, a father nags at his son to do his homework. He keeps nagging. Finally, the son gets tired of hearing the nagging and does his homework. The son's response (doing his

²⁰ Anita Woolfolk, *Educational Psychology...*, 283.

homework) removed the unpleasant stimulus (nagging).²¹

c. Purpose of Reward

The main purpose of reward and punishment is similar. There are also some different in each concept of purpose or function. Reinforcement/reward means to strengthen or increasing the students desirable behavior in hope that those behavior will occur again.²²

Reward is given to the students to enhance their motivation in learning. So, students will be more active, focus and also participate in learning process.

²¹ John W. Santrock, *Educational Psychology...*, 221.

²² John W. Santrock, *Educational Psychology: Classroom Update: Preparing For Praxis and Practice* (New York: MC Graw Hill, 2006) Second Edition, 216.

2. Punishment

a. Definition of Punishment

Negative reinforcement is often confused with punishment. To avoid this mistake, remember that the process of reinforcement (positive or negative) always involves strengthening behavior. Punishment, on the other hand, involves decreasing or suppressing behavior.²³ Punishment is a consequence that decreases the probability that behavior will occur.²⁴

Punishment is the process by which an aversive stimulus decreases the probability of a

²³ Anita Woolfolk, *Educational Psychology...*, 284.

²⁴ John W. Santrock, *Educational Psychology...*, 222.

response that precede it.²⁵ Alloh says in surah Ibrahim 14:7 about punishment:

وَإِذْ تَأْذَنَ رَبُّكُمْ لَنِ شَكَرْتُمْ لَا زِيَّنَكُمْ وَلَئِنْ كَفَرْتُمْ إِنَّ عَذَابِي لَشَدِيدٌ

Also call to mind when your lord proclaimed: if you give thanks, I will certainly grant you more, but if you are ungrateful for my favors, my chastisement is terrible.

Based on the statement above, researcher concluded that punishment is consequences received by students to discourage their bad behavior to behave properly.

²⁵ Lester M. Sdorow and Cherly A Rickabaugh, *Psychology* (New York: MC Graw Hill Higher Education, 2002) Fifth Edition, 226.

b. Types of Punishment

1) Preventive Punishment

Preventive punishment was done before someone did a mistake/foul. It was intended to prevent the offense. For example, rules.

2) Repressive Punishment

This punishment was carried out after offense or mistake.²⁶ For example this punishment:

a) Warning

Warning is an easy punishment to the students in the class. Teacher can give warning to

²⁶ M. Ngalim Purwanto, *Ilmu Pendidikan Teoritis Dan Praktis*..., 189.

block students' bad behavior during learning process. Teacher can say don't disturb your friend! Stop talking please!. By warning the students, they will not disturb the learning process of other students and don't disturb the teacher's concentration.

b) Memorizing vocabulary

Memorizing vocabulary is a kind of educated punishment. Teacher can use this punishment to punish students and to ask them learning new vocabulary. By memorizing new vocabulary, it can increase students' English vocabulary. Even though they get punishment, they still learn

English. It can make the students more discipline in the class and it will make them many additional vocabularies.

c) Decreasing student's point

This kind of punishment is not physical punishment, but it also gives the big effect to the students. Teacher will decrease students' point if they break the rule or if they have bad behavior in the class. If students do not focus and keep talking in the class, they will lose five points. If they do not do their assignment well, they will lose ten points and if they

disturb their friends or their teacher,
they will lose fifteen points.

d) Moving students seat position

Moving students' seat position can be used for the students who always talking in the class during the learning time. This punishment gives positive impact to the students, not only they can think that they wrong, they also will get along with other students in the class. When students move to other seat, they can learn together with their friend. It also teaches the students to care to their

other friend and widen their social life.²⁷

c. Purpose of Punishment

The purpose of punishment is to reduce behavior, and the degree to which punishment is effective in reducing a targeted behavior is dependent on the relationship between the behavior and a punishment.²⁸

When teachers want to decrease children's undesirable behavior (such as teasing and hogging) punishment should be used only as a last resort and always in

²⁷ Irawati and Fauzia Rozani Syafei, *The Use of Reward and Punishment to Increase Young Learners' Motivation in Learning English as Foreign Language Adapted to Indonesian Context...*, 269.

²⁸ [Https://en.m.wikipedia.org](https://en.m.wikipedia.org). Accessed on 25 December 2018.

conjunction with providing the child information about appropriate behavior.²⁹

From definition above the researcher conclude that punishment is given to stop someone from wrongdoing and using a painful or unpleasant to discourage bad behavior to behave properly.

3. Motivation

a. Definition of Motivation

Motivation is very important thing in teaching and learning process. Motivation can make teaching and learning process interesting and easier. Without motivation teaching and learning process will not run well and not

²⁹ John W. Santrock, *Educational Psychology...*, 222.

success. There are various definitions of motivation from many psychologists.

The oxford online dictionary defines motivation as desire or willingness to do something.³⁰ The psychology dictionary online defines motivation as the driving force setting a direction to the behavior of humans and animals at a conscious and unconscious level, and the willingness of a person to exert physical or mental effort in order to complete a goal or set aim.³¹

According to Anita Woolfolk, motivation is usually defined as an international state that arouses, directs and

³⁰[Http://www.oxforddictionaries.com/definition/english/motivation](http://www.oxforddictionaries.com/definition/english/motivation). Accessed on 25 December 2018

³¹ [Http://www.psychologydictionary.org](http://www.psychologydictionary.org). Accessed on 25 December 2018.

maintains behavior.³² Motivation is the process whereby goal directed activity is instigated and sustained.³³ Motivation as desire to achieve a goal combined with the energy to work toward the goal.³⁴ The motivation to learn is the driving forces of the individual to conduct activities learn to increase knowledge and skills and experience.³⁵ It means that motivation encourage the students to do activities well.

From the statements above the researcher can conclude that motivation is something important in learning and teaching

³² Anita Woolfolk, *Educational Psychology*...,470.

³³ Dale H. Schunk, *Motivation in Education: Theory Research and Application*...,4.

³⁴ R. Oxford & J. Shearin, *Language Learning Motivation: Expanding the Theoretical Framework*. Modern Language Journal, 78.

³⁵ Iskandar, *Psikologi Pendidikan: Sebuah Orientasi Baru* (Jakarta: Referensi, 2012), 181.

process, it has an influence student's success or not in learning process. Giving motivation to the students can help encourage them to achieve their goals.

b. Types of Motivation

There are two basic types of motivation: intrinsic and extrinsic motivation.

1) Intrinsic Motivation

Intrinsic motivation involves the internal motivation to do something for its own sake (an end in itself).³⁶ Intrinsic motivation comes from within the individual. Thus a person might be motivated by the enjoyment of the learning process itself or by a desire to

³⁶ John W. Santrock, *Educational Psychology...*, 424.

make themselves feel better.³⁷ Intrinsic motivation is the natural human tendency to seek out and conquer challenges as we pursue personal interests and exercise our capabilities.³⁸ Most contemporary explanations of motivation include a discussion of needs, goals, beliefs and self perception, interest, curiosity, emotions, anxiety.

a) Needs

A condition of a tension in an organism resulting from deprivation of something required for survival well being or personal fulfillment a

³⁷ Jeremy Harmer, *The Practice of English Language Teaching with DVD* (United Kingdom: Pearson Education Limited, 2007) Fourth Edition, 98.

³⁸ Anita Woolfolk, *Educational Psychology*..., 471.

substance, state or any other thing.

Three of the main needs studied extensively in this earlier work were the needs for achievement, power and affiliation.³⁹

(1). Need for Achievement (nAch)

Achievement involves a strong desire to succeed in attaining goals, not only realistic ones but also challenging ones.

People who are high in nAch look for careers and hobbies that allow others to evaluate them because these high achievers also need to have feedback about their

³⁹ Gary R. Vandenbos, *APA Dictionary of Psychology* (Washington DC: American Psychological Association, 2007) 612.

performance in addition to the achievement of reaching goal.

(2). Need for Power (nPow)

Power is not about reaching a goal but about having control over other people. People high in this need would want to have influence over others and make an impact on them. They want their ideas to be the ones that are used, regardless of whether or not their ideas will lead to success.

(3). Affiliation

People high in this need seek to be liked by others and to

be held in high regard by those around them.⁴⁰

b) Goals

One of the strongest outside sources of motivation is the goal which students perceive themselves to be learning for.⁴¹

A goal is an outcome or attainment an individual is striving to accomplish. The types of goals that are specific, elaborated, moderately difficult and proximal tend to enhance motivation and persistence.

⁴⁰ Saundra K. Ciccarelli& J. Noland White, *Psychology* (America: Longman, 2015) Fourth Edition, 356-357.

⁴¹ Jeremy Harmer, *The Practice of English Language Teaching with DVD...*, 98.

(1). Specific, elaborated goals provide clear standards for judging performance. If performance falls short, we keep going.

(2). Moderate difficulty provides a challenge, but not an unreasonable one. Finally, goals that can be reached fairly soon are not likely to be pushed aside by more immediate concerns.

c) Interests

Interest is related to students' attention, goals, grades and depth of learning. There are two kinds of interests: personal (individual) and situational, the trait and state

distinction again. Personal or individual interests are more long-lasting aspects of the person, such as an enduring tendency to be attracted to or to enjoy subjects such as languages, history, or mathematics, or activities such as sports, music, or films. Situational interests are more short-lived aspects of the activity, text, or materials that catch and keep the student's attention.⁴²

d) Hobby

Hobby is an activity or interest pursued for pleasure or relaxation and not as a main occupation.⁴³ For

⁴² Anita Woolfolk, *Educational Psychology*..., 474-489.

⁴³ [Https://www.dictionary.com](https://www.dictionary.com). Accessed on 29 January 2019.

example, Nadia's hobby is reading comic, she always tries to read comic wherever she is.

So, hobby is an activity that is done for pleasure, typically during one's leisure time.

2) Extrinsic Motivation

Extrinsic motivation involves doing something to obtain something else (a means to an end). Extrinsic motivation is often influenced by external incentives such as reward and punishment.⁴⁴ Extrinsic motivation is caused by any number of outside factors, for example, the need to pass an exam, the hope of

⁴⁴ John W. Santrock, *Educational Psychology...*, 424.

financial reward or the possibility of future travel.

a) Teacher

A major factor in the continuance of a students' motivation is a teacher. Teachers are someone who can give a great influence on students' motivation besides parents.

b) Parents

In addition to the culture of the world around them, students' attitudes to language learning will be greatly influenced by the people who are close to them. The attitude of a parents and older siblings will be

crucial. The attitude of a student's peers is also crucial.

c) Environment

Outside any classroom there are attitudes to language learning and the English language in particular.⁴⁵

c. Theories of Motivation

Many theories in motivation there are Maslows' Hierarchy of needs theory. McClelland's needs theory and Herzberg two factor theory.

1) Maslows' Hierarchy of Needs Theory

Abraham Maslow's theory identifies five levels of hierarchical needs

⁴⁵ Jeremy Harmer, *The Practice of English Language Teaching*..., 98.

that every individual attempts to accomplish or conquer throughout one's life. The needs start with the psychological (hunger, thirst, shelter) and then move upward in a pyramid shape through safety, social and esteem needs, to the ultimate need for self actualization. His final need for self actualization is defined as one's desire and striving towards maximum personal potential. The pyramid shape to the theory is intended to show that some needs are more important than others and must be satisfied before the other needs can serve as motivators.

2) Mc-Clelland's Needs Theory

David I. Mc-Clelland believed that in order to understand human behavior and how an individual can be motivated, you must first understand their needs and inclinations.

- a) Need for Achievement encompasses the desire to do better, to solve problems and to master complex tasks.
- b) Need for Affiliation is the desire for friendly and warm relations with others. These are often those passive individuals that try to avoid conflict at all times, even when it might be necessary to fulfill a task.

c) Need for Power is the desire to control others and influence their behavior.

3) Herzberg Two Factor Theory

Herzberg Two Factor Theory

divided motivation and job satisfaction into two groups of factors known as the motivation factors and hygiene factors.

According to Frederick Herzberg the motivating factors are the six jobs content factors that include achievement, recognition, work itself, responsibility, advancement and possibility of growth.

Hygiene factors are the job context factors, which include company police, supervision, relationship with supervision, work conditions, relationship with peers,

salary, personal life, relationship with subordinates, status and job security.⁴⁶

d. Purpose of Motivation

Motivation is an important psychological construct that affects learning and performance in at least four ways, as follows:

- 1) Motivation increase an individual's energy and activity level. It influences the extent to which an individual is likely to engage in a certain activity intensively or half heartedly.
- 2) Motivation directs an individual toward certain goals. Motivation affects choices

⁴⁶ Shannon Riley, Herzberg's, *Two Factor Theory of Motivation Applied to the Motivational Techniques Within Financial Institutions*, Senior Honor Theses, 2005, 3-4.

people make and the results they find rewarding.

- 3) Motivation promotes initiation of certain activities and persistence in those activities. It increases the likelihood that people will begin something on their own, persist in the face of difficulty and resume a task after a temporary interruption.
- 4) Motivation affects the learning strategies and cognitive processes and individual employs. It increases the likelihood that people will pay attention to something, study and practices it and tries to learn it in a meaningful fashion. It also increases

the likelihood that they will seek help when they encounter difficulty.⁴⁷

e. Motivation in Learning

Learning is acquiring or getting knowledge of a subject or a skill by study, experience, or instruction. Another definition of learning:

- 1) Learning is acquisition or getting.
- 2) Learning is retention of information or skill.
- 3) Retention implies storage systems, memory and cognitive organization.
- 4) Learning involves active, conscious focus on and acting upon events outside or inside the organism.

⁴⁷ Rima Juniar, *The Role of Motivation in Learning English for Indonesian Students*, International Journal of Management and Applied Science, Vol 2, Issue 8, 2016, 66-67.

- 5) Learning is relatively permanent but subject for getting.
- 6) Learning involves some form of practice, perhaps reinforced practice.
- 7) Learning is a change in behavior.⁴⁸

Based on the definition above, researcher summarize that learning is an active process that requires motivation to acquire a goal. The fundamental aim of motivation is to stimulate learning activity. Motivation is a hidden power in learning that exerts a great influence on the students' learning process and their goal.

⁴⁸ H. Doughlas Brown, *Principles of Language Learning and Teaching* (Britain: Pearson Longman, 2007) Fifth Edition, 7-8.

C. Theoretical Framework

Theoretical framework is a presentation of a theory that explains a particular problem.⁴⁹ The thesis is quantitative research the theories description is:

X-1 = Reward

X-2 = Punishment

Y = Students Motivations

Based on the theoretical framework analysis above, it can be presented the theoretical framework.

1. If the students getting reward, student's motivation in learning English will be high.
2. If the students not getting reward, students motivation in learning English will be low.

⁴⁹ [Http://www.statisticssolutions.com](http://www.statisticssolutions.com). *Theoretical Framework Statistics*. Accessed on 7 December 2018.

3. If the students getting punishment, students motivation in learning English will be high.
4. If the students not getting punishment, students motivation in learning English will be low.

D. Hypothesis

According to Lawrence, hypothesis is a preposition to be tested or a tentative statement of a relationship between two variables.⁵⁰ So, hypothesis is a testable statement of a relationship between two or more variables or a proposed explanation for some observed situation.

Based on the problem statement presented by the researcher, the hypothesis of this research was formulated as follow:

⁵⁰ Newman W. Lawrence, *Social Research Method: Qualitative and Quantitative* (Boston: Allyn and Bacon, 2000), 232.

H_{a1} : There is a significant effect of reward on students' learning motivation for the eighth grade of SMPN 1 Mlarak in academic year 2018/2019.

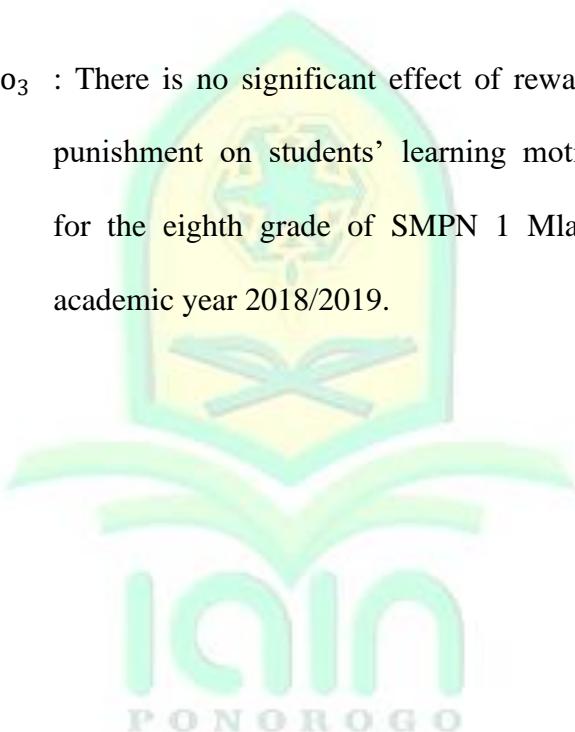
H_{o1} : There is no significant effect of reward on students' learning motivation for the eighth grade of SMPN 1 Mlarak in academic year 2018/2019.

H_{a2} : There is a significant effect of punishment on students' learning motivation for the eighth grade of SMPN 1 Mlarak in academic year 2018/2019.

H_{o2} : There is no significant effect of punishment on students' learning motivation for the eighth grade of SMPN 1 Mlarak in academic year 2018/2019.

H_{A3} : There is a significant effect of reward and punishment on students' learning motivation for the eighth grade of SMPN 1 Mlarak in academic year 2018/2019.

H_{O3} : There is no significant effect of reward and punishment on students' learning motivation for the eighth grade of SMPN 1 Mlarak in academic year 2018/2019.



CHAPTER III

RESEARCH METHOD

A. Research Design

The researcher applied quantitative approach in this research because a quantitative approach is appropriate to address in this research questions. Quantitative research is the systemic collection of data that results in the quantification of characteristics of participants in the study.⁵¹

This research promoted a hypotheses that the effect of reward and punishment to enhance students' motivations in learning English for the eighth grade of SMPN 1 Mlarak in academic year 2018/2019.

⁵¹ Donna M. Martens & John A. McLaughlin, *Research and Evaluation Methods in Special Education* (California: Corwin Press, 2003), 52.

The researcher applied ex-post facto research design. Ex-post facto is research by conducting a systemic empirical research, where researchers have no direct control toward independent variables, because of phenomenon difficult to manipulate.⁵² This research had three variables, those are: X1 variable, X2 variable and Y variable. X1 variable was identified as reward, X2 variable was identified as punishment and Y was identified as students' learning motivation.

B. Population and Sample

1. Population

Population is a group of individuals who have the same characteristics.⁵³ Based on the explanation above, the researcher conducted that

⁵² Syofian Siregar, *Statistik Parametrik Untuk Penelitian Kuantitatif* (Jakarta: Bumi Aksara, 2017), 11.

⁵³ John W. Cresswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (New York: Pearson, 2002) Fourth Edition, 142.

the population of the research was all of the eighth grade students at SMPN 1 Mlarak in academic year 2018/2019. The population consisted of 5 classes VIII A, VIII B, VIII C, VIII D and VIII E. The total numbers of population were 154 students.

2. Sample

Sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.⁵⁴ There are two types of sampling: probability sampling and non probability sampling. In this research using probability sampling that is proportional random sampling. Proportional random sampling is the expansion of stratified random sampling where the number of samples on each the strata is equal to the number of population members of each of the

⁵⁴ *Ibid.*, 142.

population's starlings. The formula in using proportional random sampling as follow:⁵⁵

$$\text{Subgroup samples} = \frac{\text{The number of each group}}{\text{Total of group}} \times \text{sample}$$

In this research, the researcher took 40 sample of 154 students placed in 5 classes with description:

- a. VIII A = 32 Students

$$\frac{32}{155} \times 40 = 8$$

- b. VIII B = 31 Students

$$\frac{31}{155} \times 40 = 8$$

- c. VIII C = 32 Students

$$\frac{32}{155} \times 40 = 8$$

- d. VIII D = 32 Students

$$\frac{32}{155} \times 40 = 8$$

⁵⁵ A. Muri Yusuf, *Metode Penelitian Kuantitatif, Kualitatif, dan Penelitian Gabungan* (Jakarta: Prenadamedia, 2014), 162.

e. VIII E = 32 Students

$$\frac{32}{155} \times 40 = 8$$

C. Instrument of Data Collection

In quantitative research, the quality of research instrument is concerned with the validity and reliability of instruments and collection qualities with respect to the precision of techniques or the means used to collect data. The following is the format of research instruments in quantitative research.⁵⁶ Instrument of data collection can be shown as table:



⁵⁶ C.R Khotari, *Research Methodology: Method and Techniques*, (New Delhi: New Age International Limite Publisher, 2004) Second Revised Edition, 113-200.

Table 3.1
Indicator of Variable

No	Variable	Sub variable	Indicator	Item questions	Technique
1.	Reward Irawati and An Fauzia Rozani Syafei, <i>The Use of Reward and Punishment to Increase Young Learners' Motivation in Learning English as Foreign Language Adapted to Indonesian Context</i> , Vol 5, No 1, 2016.	1. Verbal 2. Non Verbal	1. Giving positive feedback through words and sentence. 2. Giving compliment the form of gesture and mimic. 3. Giving additional 1 point or present to active students.	1,2,3,4, 5,6 7,8,9, 10,11, 12 13,14, 15,16, 17,18	Questionnaire
2.	Punishment	1. Sign	1. Creating expressions to	1,2,3,4, 5,6	Questionnaire

	Irawati and An Fauzia Rozani Syafei, <i>The Use of Reward and Punishment to Increase Young Learners' Motivation in Learning English as Foreign Language Adapted to Indonesian Context</i> , Vol 5, No 1, 2016.		discipline the students.		
		2. Word	2. Reprimanding the students of their bad behavior .	7,8,9, 10,11, 12	
		3. Action	3. To say command or action to protect students from unnatural acts.	13,14, 15,16, 17,18	
3.	Students' motivation (Iskandar, <i>Psikologi Pendidikan; Sebuah Orientasi Baru</i> , Jakarta:	1. Intrinsic	1. Ambition and desire to succeed in learning. 2. Encouragement and need to study. 3. Expectation and	1,2,3,4, 5,6 7,8,9, 10,11, 12 13,14,	Questionnaire

	Referensi, 2012).		dream of future.	15, 16,17,1 8	
	2. Extrinsic	4. Apprecia tion in learning.		19,20, 21,22, 23,24	
		5. Conduci ve environ ment to study well.		25,26, 27,28, 29,30	

In the quantitative research, the instrument of data collection is agreed with the instrument validity and reliability.

1. Validity

Validity is the development of sound evidence to demonstrate that the test interpretation (of scores about the concept or construct that the test is assumed to measure) matches its proposed

use.⁵⁷ So, validity is an important aspect in order to validate research.

The validity of each item was analyzed by using SPSS 23.00 for windows. After finding r_{xy} , it was equal to or greater than the value of r_{table} , it indicates that item was valid. According to the r_{table} value for $N=10$ on the 5% of significance level, it listed 0,576. The result of SPSS calculation is in the following:

Table 3.2
The Result of Validity Test Reward

Question Number	r_{xy}	r_{table}	Sig	A	Criteria
1.	0,701	0,576	0,024	0,05	Valid
2.	0,888	0,576	0,001	0,05	Valid
3.	0,783	0,576	0,007	0,05	Valid

⁵⁷ John W. Cresswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research...*, 159.

4.	0,836	0,576	0,003	0,05	Valid
5.	0,933	0,576	0,000	0,05	Valid
6.	0,520	0,576	0,123	0,05	Invalid
7.	0,922	0,576	0,000	0,05	Valid
8.	0,787	0,576	0,007	0,05	Valid
9.	0,756	0,576	0,011	0,05	Valid
10.	0,633	0,576	0,050	0,05	Valid
11.	0,758	0,576	0,011	0,05	Valid
12.	0,685	0,576	0,029	0,05	Valid
13.	0,881	0,576	0,001	0,05	Valid
14.	0,875	0,576	0,001	0,05	Valid
15.	0,724	0,576	0,018	0,05	Valid
16.	0,731	0,576	0,016	0,05	Valid
17.	0,777	0,576	0,008	0,05	Valid
18.	0,695	0,576	0,026	0,05	Valid

The table above shows the result of the validity test punishment which is conducted 10

respondents and uses 18 items of reward questionnaires. Based on that calculation $r_{xy} > r_{table}$ 0,576 at a significance of 5%, there are 17 item tests are declared valid.

Table 3.3
The Result of Validity Test Punishment

Question Number	r_{xy}	r_{table}	Sig	α	Criteria
1.	0,823	0,576	0,003	0,05	Valid
2.	0,704	0,576	0,023	0,05	Valid
3.	0,833	0,576	0,003	0,05	Valid
4.	0,824	0,576	0,003	0,05	Valid
5.	0,814	0,576	0,004	0,05	Valid
6.	0,750	0,576	0,012	0,05	Valid
7.	0,867	0,576	0,001	0,05	Valid
8.	0,574	0,576	0,083	0,05	Invalid
9.	0,646	0,576	0,044	0,05	Valid
10.	0,671	0,576	0,034	0,05	Valid

11.	0,748	0,576	0,013	0,05	Valid
12.	0,797	0,576	0,006	0,05	Valid
13.	0,668	0,576	0,035	0,05	Valid
14.	0,806	0,576	0,005	0,05	Valid
15.	0,848	0,576	0,002	0,05	Valid
16.	0,629	0,576	0,051	0,05	Valid
17.	0,916	0,576	0,000	0,05	Valid
18.	0,818	0,576	0,004	0,05	Valid

The table above shows the result of the validity test punishment which is conducted 10 respondents and uses 18 items of punishment questionnaires. Based on that calculation $r_{xy} > r_{table}$ 0,576 at significance of 5%, there are 17 item tests are declared valid.

Table 3.4
The Result of Validity Test Motivation

Question Number	r _{xy}	r _{table}	Sig	α	Criteria
1.	0,843	0,576	0,002	0,05	Valid
2.	0,942	0,576	0,000	0,05	Valid
3.	0,819	0,576	0,004	0,05	Valid
4.	0,864	0,576	0,001	0,05	Valid
5.	0,677	0,576	0,032	0,05	Valid
6.	0,942	0,576	0,000	0,05	Valid
7.	0,798	0,576	0,006	0,05	Valid
8.	0,709	0,576	0,022	0,05	Valid
9.	0,791	0,576	0,006	0,05	Valid
10.	0,752	0,576	0,012	0,05	Valid
11.	0,919	0,576	0,000	0,05	Valid
12.	0,943	0,576	0,000	0,05	Valid
13.	0,637	0,576	0,047	0,05	Valid
14.	0,685	0,576	0,029	0,05	Valid

15.	0,687	0,576	0,028	0,05	Valid
16.	0,765	0,576	0,010	0,05	Valid
17.	0,845	0,576	0,002	0,05	Valid
18.	0,725	0,576	0,018	0,05	Valid
19.	0,662	0,576	0,037	0,05	Valid
20.	0,864	0,576	0,001	0,05	Valid
21.	0,803	0,576	0,005	0,05	Valid
22.	0,515	0,576	0,127	0,05	Invalid
23.	0,942	0,576	0,000	0,05	Valid
24.	0,455	0,576	0,187	0,05	Invalid
25.	0,755	0,576	0,012	0,05	Valid
26.	0,657	0,576	0,039	0,05	Valid
27.	0,732	0,576	0,016	0,05	Valid
28.	0,609	0,576	0,061	0,05	Valid
29.	0,836	0,576	0,003	0,05	Valid
30.	0,906	0,576	0,000	0,05	Valid

From the results of the validity test as presented in the table above show that $r_{xy} > r_{table}$ 0,576 at significance of 5%. This means that 28 items from 30 items of reward questionnaires and conducted 10 respondents are declared valid.

2. Reliability

Reliability is the consistently of the result if question has been repeated over and over again to the subject in the similar time. Reliability means that scores from an instrument are stable and consistent.⁵⁸ The researcher used Cronbach's Alpha model for this analysis and employed SPSS 23 program to measure reliability.

⁵⁸ John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research...*, 159.

Table 3.5
**The Result of Reliability Test of Reward,
Punishment and Motivation**

Variables	Cronbach's Alpha	A	Description
Reward	0,960	0,6	Reliable
Punishment	0,953	0,6	Reliable
Motivation	0,973	0,6	Reliable

According to Syofian Siregar, the criteria for a research instrument called reliable if coefficient reliability (r_{11}) is $>0,6$.⁵⁹ In this research, researcher find coefficient of reliability analysis for each items more than 0,6 with

⁵⁹ Syofian Siregar, *Statistik Parametrik Untuk Penelitian Kuantitatif* (Jakarta: Bumi Aksara, 2017), 90.

Cronbach's Alpha. It can be concluded that the result of questionnaires has reliable.

D. Technique of Data Collection

To get data, the researcher used a questionnaire. The questionnaire is mailed to respondents who are expected to read and understand the questions and write down the reply in the space meant for the purpose in the questionnaire itself. A questionnaire consist of a number of question printed or typed in a definite order on a form or set of forms.⁶⁰

The researcher adapted likert scale to make the responses in this questionnaire. Likert scale are developed by utilizing the item analysis approach wherein a particular item is evaluated on the basis of how well it discriminates between those persons whose

⁶⁰ *Ibid.*, 100.

total score is high and those whose score is low. Likert scale consists of a number of statements which express either a favorable or unfavorable attitude towards the given object to which the respondents is asked to react.

The respondent indicates his agreement or disagreement with each statement in the instrument.⁶¹ The respondent may respond in anyone of the following ways:

Strongly agree = 5 points

Agree = 4 points

Undecided = 3 points

Disagree = 2 points

Strongly disagree = 1 points

⁶¹ *Ibid.*, 84.

E. Data Analysis

Technique of data analysis is step to answer statement of problem in research. The technique of data analysis that the researcher used are as follow:

1. Assumption Test

Assumption test are used to identify patterns and variant as well as in the earnest of a population (data).

1. Normality Test

Normality test is to determine whether the population data has a normal distribution or not.⁶² In this research, researcher used Kolmogrov-Smirnov method by SPSS 23.0 for

⁶² Syofian Siregar, *Statistik Parametrik Untuk Penelitian Kuantitatif...*, 153.

windows. The distribution called normal if significant score > 5 .

2. Linearity Test

Linearity test is used to find out whether the dependent variable (Y) and independent variable (X) have a linear relation. This test is usually used as a prerequisite in the application of linear method.⁶³

3. Autocorrelation Test

Autocorrelation is a characteristic of data which shows the degree of similarity between the values of the same variables over successive time intervals. Autocorrelation is diagnosed using a correlogram (ACF plot).

⁶³ *Ibid.*, 178.

According Tony Wijaya, a good regression model is a regression that is free of auto correlation. The Durbin-Watson test is a widely used method to detect autocorrelation.⁶⁴ The researcher determines the criteria of testing Durbin Watson with the following:

- 1) If $dl < dw < (4-dl)$ there was no autocorrelation.
- 2) If $dw < dl$ there was positive autocorrelation.
- 3) If $dw > (4-dl)$ there was negative autocorrelation.

⁶⁴ Tony Wijaya, *Analisis Data Penelitian Menggunakan SPSS* (Yogyakarta: Universitas Atma Jaya Yogyakarta, 2009), 124.

- 4) If dw between (4-du) and (4-dl) there was
can't concluded.⁶⁵

4. Heteroscedasticity Test

Heteroscedasticity indicates that variance of variable is not the same for all observations. If the variance of the residuals from one observation to another observation remains, it's called homoscedasticity and if it different called heteroscedasticity. To detect the problem of heteroscedasticity can be done by seeing the plot graph between the predicted value of the dependent variable (ZPRED) and residual (SRESID).⁶⁶

Basic decision making in the scatterplot graphic heteroscedasticity test:

⁶⁵ *Ibid.*, 122.

⁶⁶ *Ibid.*, 121.

- 1) If there is a particular pattern in the SPSS Scatterplot Graph, such as the points that form a regular pattern, it can be concluded that there has been a problem of heteroscedasticity.
 - 2) If there is no clear pattern and spreading dots, then the indication is no heteroscedasticity problem.⁶⁷
2. Hypothesis test

The purpose of hypothesis testing is to make decision about the value of a population parameter based on sample data.

⁶⁷[Https://www.spss-tests.com/Heteroscedasticity-chart-scatterplot](https://www.spss-tests.com/Heteroscedasticity-chart-scatterplot). Accessed on 18 June 2019.

a. Simple Linear Regression

Simple linear regression is used only for one dependent variable and one variable independent.

b. Multiple Linear Regression

Multiple linear regression used for one variable dependent and two or more independent variables.⁶⁸ The researcher applied multiple linear regressions because this research has three variables, two variables independent (reward and punishment) and one variable dependent (motivation). And researcher used SPSS 23 program to measure it.

⁶⁸ *Ibid.*, 379.

CHAPTER IV

RESEARCH RESULT

A. Research Location

1. Historical Background of SMPN 1 Mlarak

SMPN 1 Mlarak was established on July 15, 1982 and began operating on July 15, 1983. SMPN 1 Mlarak was one of the formal institutions in the mlarak sub-district. This school occupies an area $10.166\ m^2$ with building large 2.265 and has 20 classrooms.

SMPN 1 Mlarak used KTSP and 2013 curriculum. This curriculum was developed from standard of content by school based on their content and potentials. SMPN 1 Mlarak improved the curriculum based on demands of the times. For

eighth and ninth grade used KTSP while seventh grade used 2013 curriculum.

SMPN 1 Mlarak got the status of National School Principal Number (NPSN) 20510759 and gain accreditation status A (very good). The head master which led at SMPN 1 Mlarak is Mr. Edy Suprianto, M.Pd.⁶⁹

2. Identity School

- a. Name : SMPN 1 Mlarak
- b. Address
 - 1) Street : Jl. Raya Mlarak no. 2 Joresan Mlarak Ponorogo
 - 2) Postal code : 63472
 - 3) Fax/Phone : 0352311334

⁶⁹ Observation while Magang 2 at SMPN 1 Mlarak on October 2018.

4) District : Mlarak

5) City : Ponorogo

6) Province : East Java

7) Email : smpn1mlarak@yahoo.co.id

8) Website : <http://www.smpn1mlarak.sch.id>

9) Since : 1982

3. Vision and Mission of SMPN 1 Mlarak

a. Vision

“Achievement, Skill and Personality based on
Faith and Taqwa (IMTAQ)”

b. Mission

Improving the quality education and human
resource management

- 1) Achieve a curriculum device in accordance with the national education system.
 - 2) Implement an active learning process, creative, productive, innovative and fun.
 - 3) Achieve and accurate standard of educational system.
 - 4) Achieve a professionalism of educators and educational staff.
 - 5) Superior in academic and non academic achievement.
 - 6) Superior in personality, faith and devotion.
 - 7) Excellent in prospective school management.
- Development of school facilities and infrastructure

- 1) Meet the needs of representative school facilities and infrastructure
- 2) Excellent in the application of information and telecommunication.

Development of school found and resources

- 1) Achieve adequate funding for school development.
- 2) Establish cooperation with related parties in developing funding sources.⁷⁰

4. The Condition of Teacher, Staff and Students of SMPN 1 Mlarak

a. Teachers or staff

Teachers or staff is one of the important components in education institution, especially in learning activities. The professional teachers will influence in learning process. And a good

⁷⁰ Observation while Magang 2 at SMPN 1 Mlarak on October 2018.

learning process will create smart learner. So, it is necessary to pay attention how is the quality of teachers or staff. The totals of teacher or staff in academic 2017/2018 are as follows:

**Table 4.1
Totals Teacher and Staff of SMPN 1
Mlarak**

No	Teachers	Count
1.	Headmaster	1
2.	PNS	36
3.	Non PNS	5
4.	Staff	9
Total		51

The number of teacher and staff at SMPN 1 Mlarak is 51 people, consist of 1

headmaster, 36 civil servant, 5 non-civil servant and 9 staffs as well as.⁷¹

b. Students

As one of component besides teacher or staff, the students are the most important component because without the students, teaching and learning process will not occur.

Table 4.2

Totals Students of SMPN 1 Mlarak

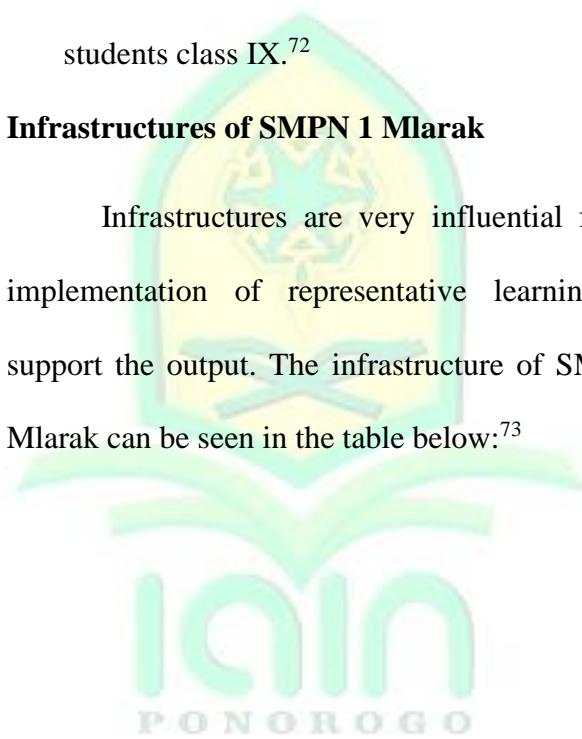
Class	Male	Female	Total
VII	107	69	176
VIII	86	68	154
IX	83	82	165
Total	276	219	495

⁷¹ Observation while Magang 2 at SMPN 1 Mlarak on October 2018.

The number of students at SMPN 1 Mlarak in academic year 2017/2018 as whole reaches 495 students, consist of 176 students class VII, 154 students class VIII and 165 students class IX.⁷²

5. Infrastructures of SMPN 1 Mlarak

Infrastructures are very influential for the implementation of representative learning and support the output. The infrastructure of SMPN 1 Mlarak can be seen in the table below:⁷³



⁷² Observation while Magang 2 at SMPN 1 Mlarak on October 2018.

⁷³ Observation while Magang 2 at SMPN 1 Mlarak on October 2018.

Table 4.3
Infrastructure of SMPN 1 Mlarak

No	Room	Total room	Condition
1.	Meeting room (hall)	1	Good
2.	Space BP/BK	1	Good
3.	Basketball yard	1	Good
4.	Volleyball yard	1	Good
5.	Teacher's Room	1	Good
6.	Head master room	1	Good
7.	Classroom	23	Good
8.	Art hall	1	Good
9.	Language laboratory	1	Good
10.	Science laboratory	1	Good
11.	Computer room	1	Good
12.	Multimedia room	1	Good

13.	Library	1	Good
14.	Mosque	1	Good
15	School health unit room	1	Good
16.	Canteen	2	Good
17.	Toilet	2	Good

B. Specific Research Findings

The questionnaire was given to the Eighth Grade of SMPN 1 Mlarak. Sample in this research were 40 students. The variables of this research are reward (X1), punishment (X2) and motivation (Y). The indicator can be seen in the table below:

1. Variable Reward

Table 4.4
Indicator Variable of Reward

Title	Variable	Sub Variable	Indicators	Number
The Effect of Reward and Punishment on Students' Learning Motivation for The Eighth Grade of SMPN 1 Mlarak in Academic Year 2018/2019	Reward	1. Verba	1. Giving positive feedback through words and sentence .	1,2,3,4,5
		2. Non Verbal	2. Giving compliment the form of gesture and mimic.	
			3. Giving additional point or	12,13,14, 15,16,17

			present to active students.	
--	--	--	-----------------------------------	--

The result of questionnaire of reward can be seen in the table below:

Table 4.5

The Result of Questionnaire of Reward

No	Name	Score
1.	Adhelia Firna P.	61
2.	Adinda Risqi A.	61
3.	Angelina Atika Rastiti	70
4.	Atma Maharani	72
5.	Aulya Diah	68
6.	Citra Cornelius	69
7.	Dhorima Turofi'i	74
8.	Dilla Ayu Aulia Rahmawati	66

9.	Dyah Ayu R.	72
10.	Elvina Meilisa C.	68
11.	Guci Riana Ari Pangestuti	61
12.	Inayah Widya Astuti	69
13.	Jihan Aulia Wulan A.	72
14.	Khusnul Koiriyah	70
15.	M. Vallentino Rossi	77
16.	Nandika Amelia Agustin	68
17.	Novi Kurnia P.	65
18.	Revalina Tri H.	71
19.	Revi Dwi N.	70
20.	Riski Tri Astuti	72
21.	Sasadara Asma N.	71
22.	Satria Ilham R.	66
23.	Satriagung Waskito A.	78
24.	Sawung Tirto Jenar	67
25.	Triana	72

26.	Diah Latifa Z.	68
27.	Ulul Nur K.	74
28.	Faldha A.S	72
29.	Virna Eki F.	63
30.	Hariadi	67
31.	Jasmine Asyifa	65
32.	Anna Shofia	75
33.	Innesa Dewi G.	66
34.	Devi Priscilia	68
35.	Dyah Kurnia	69
36.	Akhmad Rizqi A.	70
37.	Angga Aditya W.	78
38.	Eka Adimas Bayu S.	70
39.	Didin Budianto	75
40.	Elma Ervina W.	75

Based on data obtained from a questionnaire distributed to 40 respondents indicated that the Reward showed the highest score was 78 and the lowest was 61. For more details, can be seen in the following frequency distribution table below:

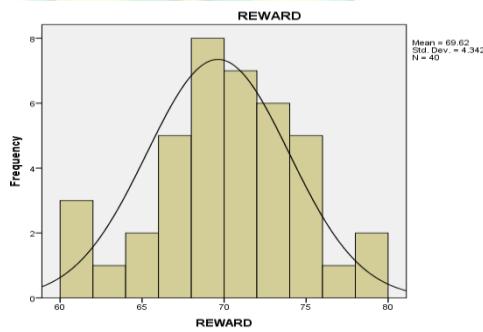
Table 4.6

Frequency Distribution of the Questionnaire of Reward

REWARD					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	61	3	7.5	7.5	7.5
	63	1	2.5	2.5	10.0
	65	2	5.0	5.0	15.0
	66	3	7.5	7.5	22.5
	67	2	5.0	5.0	27.5
	68	5	12.5	12.5	40.0
	69	3	7.5	7.5	47.5
	70	5	12.5	12.5	60.0
	71	2	5.0	5.0	65.0
	72	6	15.0	15.0	80.0

	74	2	5.0	5.0	85.0
	75	3	7.5	7.5	92.5
	77	1	2.5	2.5	95.0
	78	2	5.0	5.0	100.0
Total		40	100.0	100.0	

From the table above it is known that the highest score of reward was 78 by 2 students and the lowest score was 61 by 3 students. Based on the table above, the histogram can be seen as in follow:



Picture 4.1
Frequency Distribution of the Questionnaire of Reward

From the histogram above, it is known (mean)

$M=69.62$ and (deviation standard) $SD= 4.342$.

2. Variable Punishment

Table 4.7
Indicator Variable of Punishment

Title	Variable	Sub Variable	Indicators	Number
The Effect of Reward and Punishment on Students' Learning Motivation for The Eighth Grade of SMPN 1 Mlarak in Academic Year 2018/2019	Punishment	1. Sign	1. Creating expression to discipline the students	1,2,3,4,5, 6
		2. Word	2. Reprimanding the students of their bad behavior .	

		3. Action	3. To say command or action to protect students from unnatural acts.	12,13,14, 15,16,17
--	--	-----------	--	-----------------------

The result of questionnaire of punishment can be seen in the table below:

Table 4.8

The Result of Questionnaire of Punishment

No	Name	Score
1.	Adhelia Firna P.	59
2.	Adinda Risqi A.	69
3.	Angelina Atika Rastiti	70

4.	Atma Maharani	73
5.	Aulya Diah	62
6.	Citra Cornelia	64
7.	Dhorima Turofi'i	75
8.	Dilla Ayu Aulia Rahmawati	64
9.	Dyah Ayu R.	68
10.	Elvina Meilisa C.	68
11.	Guci Riana Ari Pangestuti	64
12.	Inayah Widya Astuti	75
13.	Jihan Aulia Wulan A.	76
14.	Khusnul Koiriyah	74
15.	M. Vallentino Rossi	72
16.	Nandika Amelia Agustin	64
17.	Novi Kurnia P.	70
18.	Revalina Tri H.	74
19.	Revi Dwi N.	72
20.	Riski Tri Astuti	65

21.	Sasadara Asma N.	77
22.	Satria Ilham R.	68
23.	Satriagung Waskito A.	76
24.	Sawung Tirto Jenar	71
25.	Triana	75
26.	Diah Latifa Z.	68
27.	Ulul Nur K.	74
28.	Faldha A.S	71
29.	Virna Eki F.	61
30.	Hariadi	75
31.	Jasmine Asyifa	64
32.	Anna Shofia	68
33.	Innesa Dewi G.	68
34.	Devi Priscilia	64
35.	Dyah Kurnia	70
36.	Akhmad Rizqi A.	76
37.	Angga Aditya W.	74

38.	Eka Adimas Bayu S.	72
39.	Didin Budianto	64
40.	Elma Ervina W.	76

Based on data obtained from a questionnaire distributed to 40 respondents indicated that the punishment showed the highest score was 77 and the lowest was 59. For more details, can be seen in the following frequency distribution table below:

Table 4.9

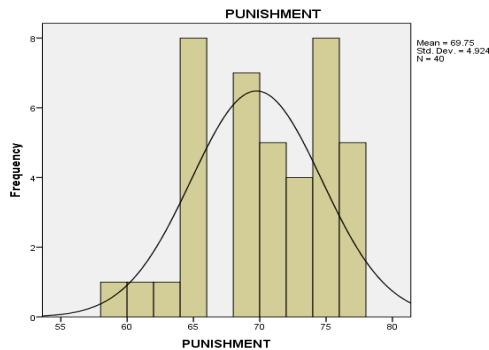
Frequency Distribution of the Questionnaire of Punishment

PUNISHMENT					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	59	1	2.5	2.5	2.5
	61	1	2.5	2.5	5.0
	62	1	2.5	2.5	7.5
	64	7	17.5	17.5	25.0
	65	1	2.5	2.5	27.5

68	6	15.0	15.0	42.5
69	1	2.5	2.5	45.0
70	3	7.5	7.5	52.5
71	2	5.0	5.0	57.5
72	3	7.5	7.5	65.0
73	1	2.5	2.5	67.5
74	4	10.0	10.0	77.5
75	4	10.0	10.0	87.5
76	4	10.0	10.0	97.5
77	1	2.5	2.5	100.0
Total	40	100.0	100.0	

From the table above it is known that the highest score of punishment was 77 by 1 students and the lowest score was 59 by 1 students. Based on the table above, the histogram can be seen as in follow:





Picture 4.2

Frequency Distribution of the Questionnaire of Punishment

From the histogram above, it is known (mean)

$M=69.75$ and (deviation standard) $SD= 4.924$.



3. Variable Motivation

Table 4.10

Indicator Variable of Motivation

Title	Variable	Sub Variable	Indicators	Number
The Effect of Reward and Punishment on Students' Learning Motivation for The Eighth Grade of SMPN 1 Mlarak in Academic Year 2018/2019	Motivation	1. Intrinsic motivation	1. Ambition and desire to succeed in learning.	1,2,3, 4,5,6
			2. Encouragement and need to study.	7,8,9, 10,11, 12
			3. Expectation and dream of	13,14, 15,16, 17,18

			future.	
	2. Extrinsic Motivation	1. Appreciation in learning.	19,20, 21,22, 23	
		2. Conducive environment to study well.	24,25, 26, 27,28	

The result of questionnaire of motivation can be seen in the table below:

Table 4.11

The Result of Questionnaire of Motivation

No	Name	Score
1.	Adhelia Firna P.	114
2.	Adinda Risqi A.	129

3.	Angelina Atika Rastiti	114
4.	Atma Maharani	135
5.	Aulya Diah	119
6.	Citra Cornelia	106
7.	Dhorima Turofi'i	128
8.	Dilla Ayu Aulia Rahmawati	121
9.	Dyah Ayu R.	122
10.	Elvina Meilisa C.	122
11.	Guci Riana Ari Pangestuti	97
12.	Inayah Widya Astuti	130
13.	Jihan Aulia Wulan A.	123
14.	Khusnul Koiriyah	130
15.	M. Vallentino Rossi	129
16.	Nandika Amelia Agustin	125
17.	Novi Kurnia P.	106
18.	Revalina Tri H.	118
19.	Revi Dwi N.	113

20.	Riski Tri Astuti	126
21.	Sasadara Asma N.	130
22.	Satria Ilham R.	119
23.	Satriagung Waskito A.	137
24.	Sawung Tirto Jenar	119
25.	Triana	135
26.	Diah Latifa Z.	130
27.	Ulul Nur K.	130
28.	Faldha A.S	121
29.	Virna Eki F.	118
30.	Hariadi	117
31.	Jasmine Asyifa	123
32.	Anna Shofia	132
33.	Innesa Dewi G.	120
34.	Devi Priscilia	131
35.	Dyah Kurnia	124
36.	Akhmad Rizqi A.	132

37.	Angga Aditya W.	128
38.	Eka Adimas Bayu S.	125
39.	Didin Budianto	116
40.	Elma Ervina W.	122

Based on data obtained from a questionnaire distributed to 40 respondents indicated that the motivation showed the highest score was 137 and the lowest was 97. For more details, can be seen in the following frequency distribution table below:

Table 4.12

Frequency Distribution of the Questionnaire of Motivation

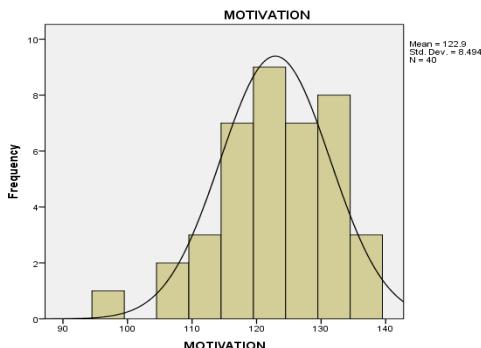
MOTIVATION					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	97	1	2.5	2.5	2.5
	106	2	5.0	5.0	7.5
	113	1	2.5	2.5	10.0

114	2	5.0	5.0	15.0
116	1	2.5	2.5	17.5
117	1	2.5	2.5	20.0
118	2	5.0	5.0	25.0
119	3	7.5	7.5	32.5
120	1	2.5	2.5	35.0
121	2	5.0	5.0	40.0
122	3	7.5	7.5	47.5
123	2	5.0	5.0	52.5
124	1	2.5	2.5	55.0
125	2	5.0	5.0	60.0
126	1	2.5	2.5	62.5
128	2	5.0	5.0	67.5
129	2	5.0	5.0	72.5
130	5	12.5	12.5	85.0
131	1	2.5	2.5	87.5
132	2	5.0	5.0	92.5
135	2	5.0	5.0	97.5
137	1	2.5	2.5	100.0
Total	40	100.0	100.0	

From the table above it is known that the result of questionnaire of motivation was varieties. There were 2.5 % or 1 student got score 97, 5.0 % or 2 student got score 106, 2.5 % or 1 student got score 113, 5.0 %

or 2 students got score 114, 2.5 % or 1 student got score 116, 2.5 % or 1 student got score 117, 5.0 % or 2 students got score 118, 7.5 % or 3 students got score 119, 2.5 % or 1 student got score 120, 5.0 % or 2 students got score 121, 7.5 % or 3 students got score 122, 5.0 % or 2 students got score 123, 2.5 % or 1 student got score 124, 5.0 % or 2 students got score 125, 2.5 % or 1 student got score 126, 5.0 % or 2 students got score 128, 5.0 % or 2 students got score 129, 12.5 % or 5 students got score 130, 2.5 % or 1 student got score 131, 5.0 % or 2 students got score 132, 5.0 % or 2 students got score 135, 2.5 % or 1 student got score 137.

From the description it is known that the highest score of motivation was 137 by 1 students and the lowest score was 97 by 1 students. Based on the table above, the histogram can be seen as in follow:



Picture 4.3

Frequency Distribution of the Questionnaire of Motivation

From the histogram above, it is known (mean) $M=122.9$ and (deviation standard) $SD= 8.494$. To determine the category of motivation was high, medium and low, the researcher using formula as follows:

- $M_{x_1} + 1.SD_{x_1}$ ($122.9+8.494=131$) is categorized into high.
- $M_{x_1} - 1.SD_{x_1}$ to $M_{x_1}+1.SD_{x_1}$ ($122.9-8.494=114$) is categorized into medium.

- c. $Mx_1 - 1.5SDx_1 (122.9 - 8.494 = 114)$ is categorized into low.

It can be concluded that the scores which are more than 131 categorized into high, while the scores between 114-131 categorized into medium and the scores less than 114 categorized into low. That categorization can be clearly seen as following:

Table 4.13

The Categorization of Motivation

No	Score	Frequency	Percentage	Category
1.	>131	4	10%	High
2.	114 – 131	31	77%	Medium
3.	<114	5	13%	Low

Based on the table above, it can summarize that the level of categorization motivation are 10% into high category, 77% into medium category and 13% into low category. So, students' motivation for the eighth grade of SMPN 1 Mlarak in academic year 2018/2019 is medium.

C. Data Analysis

1. Assumption Test Analysis

Assumption test analysis used to determine the relation between variables, including Normality test, Linearity test, Autocorrelation test and Heteroscedasticity test. The analysis can be seen in the table below:

a. Normality Test

Normality test is used to determine whether the population of the data is normally

distributed or not.⁷⁴ Normality test was done by using One Sample Kolmogorov Smirnov formula by a significance level of 0,05. If the significance more than 5% or 0,05 then the data is declared to be normally distributed.

In this research, researcher used One Sample Kolmogorov Smirnov formula by a significance level of 0,05 and the calculation by SPSS 23 for windows with the result:

Table 4.14
The Result of Normality Test

One-Sample Kolmogorov-Smirnov Test				
		REWARD	PUNISHMENT	MOTIVATION
N		40	40	40
Normal Parameters ^a ^b	Mean	69.63	69.75	122.90
	Std. Deviation	4.342	4.924	8.494

⁷⁴ Syofian Siregar, *Statistik Parametrik Untuk Penelitian Kuantitatif...*, 153.

Most Extreme Differences	Absolute	.092	.131	.101
	Positive	.092	.129	.067
	Negative	-.079	-.131	-.101
Test Statistic		.092	.131	.101
Asymp. Sig. (2-tailed)		.200 ^{c,d}	.082 ^c	.200 ^{c,d}
a. Test distribution is Normal.				

From the table above it can be conclude that the value of Asymp sig (2 tailed) for each of variable more than 0,05 or 5%. Reward variable at 0,200 sig (2 tailed), Punishment variable at 0,082 sig (2 tailed) and Motivation at 0,200 sig (2 tailed). It indicates that all variables are normally distributed.

b. Linearity test

Linearity test aims to determine the relationship between independent variables (X) and dependent (Y) variable is linear or not.⁷⁵In

⁷⁵ Ibid., 178.

this research, the researcher used SPSS 23 for windows is as follows:

Table 4.15
The Result of Linearity Test for Reward and Motivation

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
MOTIVATION *	Between Group	(Combined)	969.267	13	74.559	1.051	.438
		Linearity	719.709	1	719.709	10.146	.004
	Rewards	Deviation from Linearity	249.557	12	20.796	.293	.985
		Within Groups	1844.333	26	70.936		
	Total		2813.600	39			

Based on the table above, value sig. Deviation from linearity of $0.985 > 0.05$, it can be concluded that there is a linear relationship between Reward (X1) and Motivation (Y).

Table 4.16

**The Result of Linearity Test for
Punishment and Motivation**

ANOVA Table							
			Sum of Squares	Df	Mean Square	F	Sig.
MOTIVATION * PUNISHMEN T	Between Groups	(Combined)	1098.433	14	78.460	1.144	.372
		Linearity	587.017	1	587.017	8.556	.007
	Deviation from Linearity		511.416	13	39.340	.573	.852
	Within Groups		25	68.607			
	Total		2813.600	39			

Based on the table above, value sig.

Deviation from linearity of $0.852 > 0.05$, it can be concluded that there is a linear relationship between Punishment (X2) and Motivation (Y).

c. Autocorrelation test

A good regression model is a regression that is free of auto correlation.⁷⁶ The Durbin-Watson test is a widely used method to detect autocorrelation. The analysis autocorrelation in the table below:

Table 4.17

The Result of Autocorrelation Test

Model Summary^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.547 ^a	.299	.261	7.300	2.152
a. Predictors: (Constant), PUNISHMENT, REWARD					
b. Dependent Variable: MOTIVATION					

Based on the table above, knowing that the value of Durbin Watson is 2.152. According to Durbin Watson formula if $dl < dw < (4 - dl)$

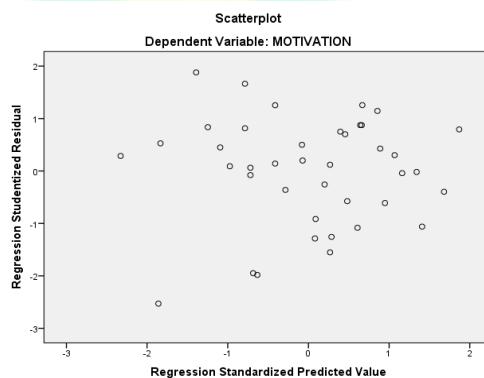
⁷⁶ Tony Wijaya, *Analisis Data Penelitian Menggunakan SPSS...*, 124.

dl)(1.390< 2.152<2.61) so, there was no autocorrelation.

d. Heteroscedasticity test

One of the important assumptions of linear regression is that, there should be no heteroscedasticity of residuals. To detect the heteroscedasticity test, researcher using SPSS 23 for windows through the scatterplot graph.

The result in the table below:



Picture 4.4

The Result of Heteroscedasticity test

From the table above, there is no clear pattern and spreading dots, then, the indication is no heteroscedasticity problem.

2. Testing Hypotheses

After the data have been tested by SPSS 23 for windows, then the data should be analyzed. The description of data analysis as follows:

- a. Simple Linear Regression Analysis of Reward on Motivation.

Table 4.18
Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.506 ^a	.256	.236	7.423
a. Predictors: (Constant), REWARD				

Based on the table above, the value R as a symbol of coefficient Correlation showed 0,506 and R Square showed 0.256 or 26%. It means that there is a correlation between Reward (X1) and Motivation (Y). And the coefficient table will explained in the following table.

Table 4.19**Anova**

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	719.709	1	719.709	13.061	.001 ^b
	Residual	2093.891	38	55.102		
	Total	2813.600	39			
a. Dependent Variable: MOTIVATION						
b. Predictors: (Constant), REWARD						

Referring to the table above F_{count} was obtained 13.061. Criteria for H_0 rejected if

$F_{count} > F_{table}$ and significant value $0.001 <$

0.05 . Therefore, F_{count} (13.061) $> F_{table}$ (2.74).

It means that H_0 rejected and H_a accepted. So,

the variable Reward can affect simultaneously

Motivation.

Table 4.20

Coefficient

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	54.021	19.095		2.829	.007
	REWARD	.989	.274	.506	3.614	.001

a. Dependent Variable: MOTIVATION

Based on the table above, regression variable of Reward (X1) is 0.989. It means that there was a significant effect of Reward on students' motivation is accepted. And the

equational regression model is $Y = 54.021 + 0.989X_1$.

- b. Simple Linear Regression Analysis of Punishment on Motivation.

Table 4.21

Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.457 ^a	.209	.188	7.655
a. Predictors: (Constant), PUNISHMENT				

Based on the table above, the value R as a symbol of coefficient Correlation showed 0,457 and R Square showed 0.209 or 21%. It means that there is a correlation between Punishment (X_2) and Motivation (Y). And the coefficient table will explained in the following table.

Table 4.22**Anova**

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	587.017	1	587.017	10.018	.003 ^b
	Residual	2226.583	38	58.594		
	Total	2813.600	39			
a. Dependent Variable: MOTIVATION						
b. Predictors: (Constant), PUNISHMENT						

Referring to the table above F_{count} was obtained 10.018. Criteria for H_0 rejected if $F_{count} > F_{table}$ and significant value $0.003 < 0.05$. Therefore, F_{count} (10.018) $> F_{table}$ (2.74). It means that H_0 rejected and H_1 accepted. So, the variable Punishment can affect simultaneously Motivation.

Table 4.23**Coefficients**

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	67.941	17.406		3.903	.000
	PUNISHM ENT	.788	.249	.457	3.165	.003

a. Dependent Variable: MOTIVATION

Based on the table above, regression variable of Punishment (X2) is 0.788. It means that there was a significant effect of Punishment on students' motivation is accepted. And the equational regression model is $Y = 67.941 + 0.788 X_1$.

c. Multiple Linear Regression Analysis of Reward and Punishment on Motivation.

Table 4.24

Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.547 ^a	.299	.261	7.300
a. Predictors: (Constant), PUNISHMENT, REWARD				

Based on the table above, the coefficient of determination is 0.299 or equal 30% ($R^2 = 0.299 \times 100\% = 30\%$). It can be concluded that there is a correlation between Reward (X1) and Punishment (X2) on Motivation (Y). R^2 (0.299) means that motivation can be explained by reward and punishment by 30% and the balance of 70% is

explained by other variables out of the equation.

Table 4.25

Anova

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	841.732	2	420.866	7.897	.001 ^b
	Residual	1971.868	37	53.294		
	Total	2813.600	39			

a. Dependent Variable: MOTIVATION

b. Predictors: (Constant), PUNISHMENT, REWARD

Referring to the table above F_{count} was obtained 7.897 Criteria for H_0 rejected if $F_{count} > F_{table}$ and significant value $0.001 < 0.05$. Therefore, F_{count} (7.897) $> F_{table}$ (2.74). It means that H_0 rejected and H_a accepted. So,

there was a significant effect of reward and punishment on students' motivation.

Table 4.26

Coefficients

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Const ant)	43.016	20.138		2.136	.039
	REWA RD	.712	.326	.364	2.186	.035
	PUNIS HMEN T	.435	.287	.252	1.513	.003

a. Dependent Variable: MOTIVATION

From the table above knowing that significant value of reward $0.035 < 0.05$ and significant value of punishment $0.003 < 0.05$. It means that H_0 is rejected and H_a is accepted.

And the equational regression model is: $Y = (43.016) + 0.712 + 0.435X_1$.

D. Discussion

The research was conducted to know whether there is a significant effect of reward and motivation on students' motivation for the eighth grade of SMPN 1 Mlarak in academic year 2018/2019 or not. In this research, researcher used questionnaire to get data. After collecting data, then make a description. The results are as the follows:

From the result of Simple Linear Regression Analysis of Reward on Motivation, it founded that, $F_{count} (13.061) > F_{table} (2.74)$ and the equational regression model is $Y = 54.021 + 0.989 X_1$. It means that H_0 rejected and H_a accepted. So, the variable Reward can affect simultaneously Motivation. The coefficient of determination is 0.256 or equal 26%. It can be

concluded that reward influence 46% on motivation and the balance of 74% is explained by other variables out of the equation. According to Nazanin Mirhadizadeh, other factors may enhance motivation besides rewards are grades, self-wishes, teachers' or parents' support and environment that a learner lives.⁷⁷

From the result of Simple Linear Regression Analysis of Punishment on Motivation, it founded that, F_{count} (10.018) > F_{table} (2.74) and the equational regression model is $Y = 67.941 + 0.788 X_1$. It means that H_0 rejected and H_a accepted. So, the variable punishment can affect simultaneously Motivation. The coefficient of determination is 0.209 or equal 21%. It can be concluded that punishment influence 21% on motivation and the balance of 79% is explained by

⁷⁷ Nazanin Mirhadizadeh, *Internal and External Factors in Language Learning*,..192.

other variables out of the equation. It is in line with Ryan and Deci who stated that the students are motivated extrinsically when they do something based on some separable consequences such as rewards or punishments.⁷⁸

From the result of Multiple Linear Regression Analysis of Reward and Punishment on Motivation, it founded that, F_{count} (7.897) $> F_{table}$ (2.74) and the equational regression model is $Y = (43.016) + 0.712 + 0.435X_1$. It means that H_0 rejected and H_a accepted. So, the variable reward and punishment can affect simultaneously Motivation. The coefficient of determination is 0.299 or equal 30%. It can be concluded that reward and punishment influence 30% on motivation and the balance of 70% is explained by

⁷⁸ Nikos Ntoumanis, *A self determination approach to the understanding of motivation in physical education*, British Journal of Educational Psychology, 2001, 225-242.

other variables out of the equation. From the result above, it can be concluded that the result of this research support with Santrock's perception that extrinsic motivation is often influenced by external incentives such as rewards and punishments.⁷⁹

Based on the explanation above, there is any significant effect of reward and punishment on students' motivation for the eighth grade of SMPN 1 Mlarak in academic year 2018/2019.



⁷⁹ John W. Santrock, *Educational Psychology...*, 427.

CHAPTER V

CLOSING

A. Conclusion

Based on the previous chapter, research findings and result of data analysis, the researcher concluded that:

1. There is any significant effect of reward on students' motivation for the eighth grade of SMPN 1 Mlarak in academic year 2018/2019. The effect was proved through the statistical analysis that the value of ANOVA table obtained sig value 0.001 and F_{count} 13.061. The significant value $0.001 < 0.05$ and the value of F_{count} (13.061) $> F_{table}$ (2.74) with the equational regression model is $Y = 54.021 + 0.989X_1$. It means that H_0 rejected and H_a accepted.

2. There is any significant effect of punishment on students' motivation for the eighth grade of SMPN 1 Mlarak in academic year 2018/2019. The effect was proved through the statistical analysis that the value of ANOVA table obtained sig value 0.003 and F_{count} 10.018. The significant value $0.003 < 0.05$ and the value of F_{count} (10.018) $> F_{table}$ (2.74) with the equational regression model is $Y = 67.941 + 0.788X_1$. It means that H_0 rejected and H_a accepted.
3. There is any significant effect of reward and punishment on students' motivation for the eighth grade of SMPN 1 Mlarak in academic year 2018/2019. The effect was proved through the statistical analysis that the value of ANOVA table obtained sig value 0.001 and F_{count} 7.897. The significant value $0.001 < 0.05$ and the value of

F_{count} (7.897) $> F_{table}$ (2.74) with the equational regression model is $Y = (43.016) + 0.712 + 0.435X_1$.

It means that H_0 rejected and H_a accepted. The coefficient of determination is 0.299 or equal 30%.

Reward and Punishment influence 30% on students' motivation for the eighth grade of SMPN 1 Mlarak and the balance of 70% is explained by other variables. While, the levels of categorization reward and punishment on students' motivation

10% into high category, 77% into medium category and 13% into low category. It can be concluded that the effect of reward and punishment on students' motivation for the eighth grade of SMPN

1 Mlarak into medium category.

B. Suggestion

Based on conclusions above, the researcher proposed the following suggestions:

1. For the English teacher

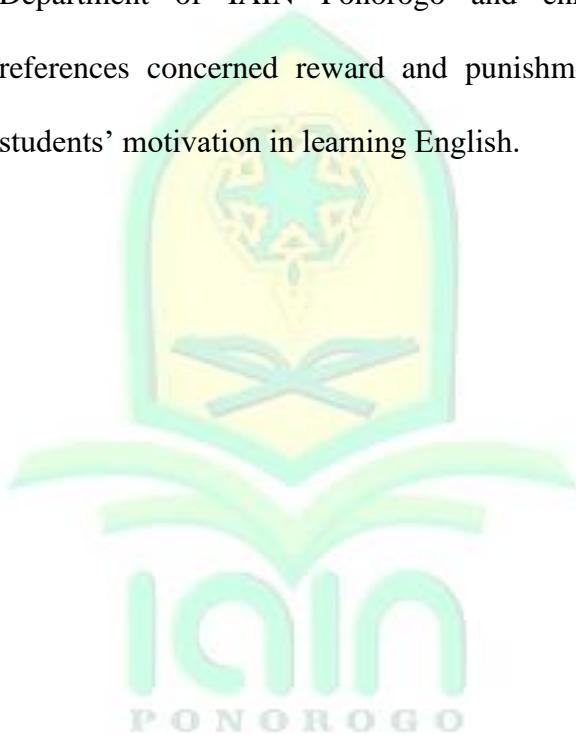
Based on the results of this research it is expected for the teacher to apply reward and punishment intensively because many students felt motivated when this strategies were implemented in learning English.

2. For the students

Based on the results of this research it is expected for the students to enhance their motivation and desire in learning English so that students' achievement can increase and maximal.

3. For the future researcher

The research is expected can be useful for the future researcher especially students English Department of IAIN Ponorogo and enriching references concerned reward and punishment on students' motivation in learning English.



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