

**GIVING REWARD AND PUNISHMENT TO STIMULATE
THE 7TH GRADE STUDENTS ENGLISH LEARNING MOTIVATION
AT SMPN 1 RAMBIPUJI IN 2019/2020 ACADEMIC YEAR**

THESIS



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**STATE INSTITUTE OF ISLAMIC STUDIES JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION PROGRAM
2020**

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presented as partial fulfillment of requirements
for the degree of Bachelor Education (S.Pd.)
Faculty of Tarbiyah and Teacher Training
English Education Department

by:

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MOTTO

فَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ خَيْرًا يَرَهُ
وَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ شَرًّا يَرَهُ

"So whosoever does good equal to the weight of an atom (or a small ant) shall see it[7]."

"And whosoever does evil equal to the weight of an atom (or a small ant) shall see it[8] (QS. Az-Zalzalah 7-8) *



* Muhammad Taqi-ud-Din Al-Hilali & Muhammad Muhsin Khan, *Translation of The Meanings of The Noble Qur'an in The English Language*, (Madinah: The Holy Qur'an), 846.

DEDICATION

Thanks and prostration of gratitude to Allah SWT, above Ridho favors and

I could finish this paper. I dedicate this thesis to:

1. My parents, Mr. Sugiono and Mrs. Lilik Sriani, thank for giving thing abundant compassion, prayers that never stops being offered and have provided the best education for me until now..
2. My young sister Luluk Uswatun Hasanah, for all her support and prayers.
3. My whole family, for giving various inputs, support and prayer without ceasing.
4. My friends Alif Indah Sayufi, Eli Istiqomah, Dwi Eka Utari for the memory we knit every day, on every day of laughter that we have, and the remarkable solidarity. You are the second family.
5. Beloved almamater, IAIN Jember.

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PREFACE

Praise be to Allah who has given grace and His gift to the author, so that she can finish the thesis in order to complete the study at the State Institute of Islamic Studies (IAIN) Jember entitle "Giving Reward and Punishment to Stimulate the 7th Grade Students English Learning Motivation at SMPN 1 Rambipuji in 2019/2020 Academic Year "well. Sholawat and greetings may always be devoted to the Prophet Muhammad who leads us from the bright.

The success of this thesis is not separated from the help, guidance, advice and motivation and support from various parties. Therefore, the authors would like to thank:

1. Prof Dr. H. babun Suharto, SE, MM. as The Rector of IAIN Jember who has supported and facilitated during the lecture in IAIN Jember.
2. Mrs. Dr. Hj. Mukni'ah, M.Pd.I. as the Dean of the Faculty of Tarbiyah and Teacher Training IAIN Jember, who has given permission to conduct this research.
3. Mr. As'ari, M.Pd.I. as Chairman English Education Department IAIN Jember, who always provides direction during the lecture.
4. Mr. Suparwoto Spto Wahono, M. Pd. as the advisor has given idea advice, guidance and patience in guiding the writer, to finish this thesis.
5. The Head SMPN 1 Rambipuji, along with the board of teachers and employees who have allowed and assisted in conducting this research.

The research realized that this thesis is far from perfect because of the limited knowledge of the author. Therefore, the authors expect any form of advice

and inputs even constructive criticism from various parties. Hopefully this paper can be useful for the readers and all parties.

Jember, January 2020

Writer



ABSTRACT

Indah Wahyuning Tiyas, 2019: *Giving Reward and Punishment to Stimulate the 7th Grade Students English Learning Motivation at SMPN 1 Rambipuji in 2019/2020 Academic Year.*

This thesis discusses Giving Reward and Punishment to Stimulate The 7th Grade Students English Learning Motivation at SMPN 1 Rambipuji in 2019/2020 Academic Year. The 7th grade students at SMPN 1 Rambipuji lacked of motivation to learn English. It was seen during the teaching and learning process, there were still some students who were busy and talking to their friends. There was also one student who said he did not really like learning English, because it was complicated.

The focus of the research studied in this thesis, namely: 1) How to give reward and punishment to stimulate the 7th grade students English learning motivation at SMPN 1 Rambipuji in 2019/2020 academic year, 2) What is the effect of giving reward and punishment to stimulate the 7th grade students English learning motivation at SMPN 1 Rambipuji in 2019/2020 academic year.

The purpose of this research are: 1) To figure out how to give reward and punishment to stimulate the 7th grade students English learning motivation at SMPN 1 Rambipuji in 2019/2020 academic year. 2) To figure out the effect of giving reward and punishment to stimulate the 7th grade students English learning motivation at SMPN 1 Rambipuji in 2019/2020 academic year,

In this research, researchers used a qualitative descriptive research approach with this type of field research studies. The subjects were chosen using purposive sampling. Data collection techniques consist of observation, interviews, and documentation. The analysis of the data used the model of Miles and Huberman which included condensation, data presentation, and conclusion / verification. The validity of the data used triangulation of sources and techniques.

Research showed that: 1) The teacher gave rewards and punishment to students when he taught in VII F class. Rewards were given by the teacher when students answered questions correctly. Punishment was given when students could not answer questions and did not do their assignment. a) rewards were given in the form of applause, praise and additional value. b) punishment was given to students in the form of singing in front of the class and the provision of additional tasks. c) Rewards and punishment were given to the students by the teachers in order to increase students motivation. 2) It has a positive effect on student learning continuity including: a) The motivation of students in learning English, b) Students who got rewards were able to maintain their seriousness so they continued to learn English, c) Making other students no longer lazy in learning, d) Students who got punishment would be motivated in learning to be better and improved their learning outcomes such as increasing the score of the assignment from previous results.

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CHAPTER I

INTRODUCTION

A. Background of Research

Learning is the main way to achieve success for every human being, especially children who are still in school. By learning a child can have the knowledge and technology as a provision in carrying out the wheel of life in the world.

In general, learning can be interpreted as a process of changing behavior is due to the interaction of individuals with the environment.¹ So a behavior change is the result of learning. This means that someone is said to have learned, if he can do something that can not be done before. The results of this study cannot appear suddenly, but it requires effort. While an effort requires time, method and methods of learning.

According to Prawiradilaga learning methods are procedures, sequences, steps and ways that teachers use in achieving learning goals, can be said learning methods that are focused on achieving goals.² Therefore, the learning method is the way the teacher performs or presents, describes, gives examples, and provides training in the contents of the lesson to students to achieve certain goals. The use of methods in learning is a must to optimize the learning outcomes of students. The use of the right method in teaching can improve students' learning motivation.

¹Prof. Dr.Oemar Hamalik, *Proses Belajar Mengajar*,(Jakarta: PT. Bumi Aksara,2010), 28.

²Kusnadi, *Metode Pembelajaran Kolaboratif* (Tasikmalaya : Edu Publisher, 2018) , 13.

The experts also argue that human behavior is driven by certain motives, and the act of learning will succeed if it is based on the motivation that is in students. The student can be forced to follow an act, but he can not be forced to live the act properly. A horse can be herded into the river but can not be forced to drink. Likewise with students, teachers can force learning materials on students, but teachers may not be able to force them to learn in the real sense.³ Thus motivation is very necessary for students, because motivation is a change in energy in the person of a person characterized by the emergence of effective (feelings) and reactions to achieve goals.⁴

In the activities of the teaching and learning process, motivation is very necessary. Because someone who has no motivation in learning will not be possible to do learning activities. Conversely students who have strong motivation, will study seriously so that they can achieve the expected learning achievement, especially learning in the field of study in English. Because the material taught in English lessons is a material that makes students a little trouble.

As previously explained above, the use of appropriate learning methods can increase the students' learning motivation, so in the implementation of English teaching and learning activities the use of learning methods is something can not be abandoned. There are so many kinds of learning methods introduced by experts that can be applied in the

³Prof. Dr.Oemar Hamalik, *Proses Belajar Mengajar*, (Jakarta: PT. Bumi Aksara, 2010), 157-158.

⁴Haryu Islamuddin, *Psikologi Pendidikan*, (Jember: STAIN Jember Press, 2011), 245.

process of learning English, one of the which is by applying the method of giving rewards and Punishments.

Verses of the Qur'an discuss much about the application of rewards and rewards or punishments, sanctions or threats as a method of proselytizing, in order to motivate humanity to do good deeds, and prevent it from evil and bad deeds. One of the verses related to giving rewards or rewards for reviews those who do good deeds (doing good), al qur'an An-Nisa verse 124.

وَمَنْ يَعْمَلْ مِنَ الصَّالِحَاتِ مِنْ ذَكَرٍ أَوْ أُنْثَىٰ وَهُوَ مُؤْمِنٌ فَأُولَٰئِكَ يَدْخُلُونَ الْجَنَّةَ وَلَا يُظْلَمُونَ نَقِيرًا ﴿١٢٤﴾

And whoever does righteous good deeds, male or female, and is a (true) believer [in the Oneness of Allah (Muslim)], such will enter Paradise and not the least injustice, even to the size of a speck on the back of a date-stone, will be done to them. (Surah An-Nisa: 124).⁵

As for the verse relating including in the Surah Al Baqarah: 126.

وَإِذْ قَالَ إِبْرَاهِيمُ رَبِّ اجْعَلْ هَذَا بَلَدًا ءَامِنًا وَاَرْزُقْ أَهْلَهُ مِنْ الثَّمَرَاتِ مَنْ ءَامَنَ مِنْهُمْ بِاللَّهِ وَالْيَوْمِ الْآخِرِ قَالَ وَمَنْ كَفَرَ فَأُمَتِّعُهُ قَلِيلًا ثُمَّ أَضْطَرُّهُ إِلَىٰ عَذَابِ النَّارِ وَبِئْسَ الْمَصِيرُ ﴿١٢٦﴾

And (Remember) when Ibrahim (Abraham) said, "My Lord, make this city (Makkah) a place of security and provide its people with fruits, such of them as believe in Allah and the Last Day." He (Allah) answered: "As for him who disbelieves, I shall leave him in contentment for a while, then I shall compel him to the torment of the fire, and worst indeed is that destination!" (Surat al-Baqara: 126).⁶

⁵ Muhammad Taqi-ud-Din Al-Hilali & Muhammad Muhsin Khan, *Translation of The Meanings if The Noble Qur'an in The English Language*, (Madinah: The Holy Qur'an), 25.

⁶ Muhammad Taqi-ud-Din Al-Hilali & Muhammad Muhsin Khan, *Translation of The Meanings if The Noble Qur'an in The English Language*, (Madinah: The Holy Qur'an), 130.

Reward and punishment are two forms of methods in motivating someone to do good and improve their performance. Both of reviews these methods have been known long in the world of education. Indeed, there is no educator who wants the use of punishment in education unless forced. praise or gifts are more important than punishment. In the world of education, this method is called reward and punishment. With this method it is expected that students can be motivated to carry out progressive actions.

One characteristic that distinguishes humans from other creatures are their capacity for learning. Indeed it is true that other beings Also have the ability to learning, but not as high as the level of human ability. In fact it can be said that the level of ability achieves what a person is largely determined by his abilities learn. Learning means, among others, trying to find out new things, new techniques, new methods, new ways of thinking, and even also new behavior.⁷ Looking at the above problem, applying the method of giving reward and punishment is one of the efforts to improve and develop the potential of students, especially in increasing the motivation of students in learning English.

SMPN 1 Rambipuji Jember is one of the well-known schools in the Rambipuji area of Jember with quite complete facilities. SMPN 1 Rambipuji also has many students, eighteen classes. Each class is filled with an average of 32 students. Based on observations related to students

⁷Sondang P. Siagian, *Teori Motivasi dan Aplikasinya*, (Jakarta: PT. Rineka Cipta, 2004), 106.

English learning motivation especially for seventh grade at SMPN 1 Rambipuji, it is known that students' motivation in learning English is still lacking. It can be seen when the teaching and learning process took place, there were still some students who were busy and talking with their friends. There was one student who said he did not really like learning English, because it was too complicated.

In this study, researcher have examined how the implementation of giving rewards and punishments to stimulate the seventh grade students English learning motivation at SMPN 1 Rambipuji. Giving reward and punishment is one form of educational tools to increase of extrinsic motivation to learn. Giving rewards can create a pleasant learning atmosphere, while the provision of punishment is expected to be able to discipline students who interfere in the learning process. Based on the explanation above, applying the method of providing rewards and punishment is an effort to improve and develop the potential of students, especially to increase students' motivation in learning English.

B. Research Question

Based on the background above, the question to be achieved by researchers in this study are as follows:

1. How to give reward and punishment to stimulate the 7th grade students English learning motivation at SMPN 1 Rambipuji in 2019/2020 academic year?

2. What is the effect of giving reward and punishment to stimulate the 7th grade students English learning motivation at SMPN 1 Rambipuji in 2019/2020 academic year?

C. Research Objective

As for this study, the purpose of this study can be described as follows:

1. To figure out how to give reward and punishment to stimulate the 7th grade students English learning motivation at SMPN 1 Rambipuji in 2019/2020 academic year
2. To figure out the effect of giving reward and punishment to stimulate the 7th grade students English learning motivation at SMPN 1 Rambipuji in 2019/2020 academic year

D. Significance of Research

The results of this study are expected to benefit all parties, including:

1. Theoretically

It contributes the body of knowledge on the implementation of reward and punishment based learning.

2. Practically

The research findings will be useful for:

- a. English Teacher

As input and consideration for English teachers to implement reward and punishment based learning.

b. Further Researcher

As input material for knowledge, especially about the implementation of reward and punishment-based learning.

E. Research Limitation

In this research, the study is focused on the giving rewards and punishments to stimulate the 7th grade students English learning motivation and effect of giving reward and punishment to stimulate the 7th grade students English learning motivation at SMPN 1 Rambipuji in 2019/2020 academic year.

F. Definition of key terms

1. reward

Reward is something that is given to someone as a gift or award because it has been successfully achieved. It is given in the form of applause, praise, and additional value.

2. punishment

Punishment is a consequence which is acceptable for abuse. It is given in the form of singing in front of the class and get additional assignments.

3. Motivation

Motivation is a reason or impulse that makes someone eager to learn English.

G. Research Outline

The systematic review of the thesis is about the content of the thesis describe discussions that begin from the introduction to the closing chapter. The writing of make the format of the thesis in a descriptive form systematic because this thesis used qualitative method. To make it easier to understand the content of the thesis systematic, there are the systematic review of the thesis were created as follow:

Chapter I: it includes the introduction such as, the background of study, research question, research objective, research significance, research limitation, definition of key terms, and research outline.

Chapter II: it includes the review of related literature such as, previous research and theoretical framework.

Chapter III: it includes the research methodology such as, research design, method of data collection, the data analysis method, the data validity, research stages.

Chapter IV: it includes the findings and discussion such as, description of research object, research findings and data to the analysis, discussion on the result of the data analysis.

Chapter V: it includes the conclusion and recommendation

CHAPTER II REVIEW OF RELATED LITERATURE

A. Previous Research

In this section, the researcher will list some research related to this research result title. The previous research as follows:

1. Fitra Amaliya's thesis with the title "The Use of Positive Reward and Punishment in Managing Classroom By An English Teacher At MTS Jabal Noer Geluran Sidoarjo Parks" published in 2016.⁸ The focus of the research are: 1) What kind of positive reward and punishment in managing classroom by an English teacher at MTS Jabal Geluran Noer?. 2) How do the teacher uses positive reward and punishment in managing classroom by an English teacher at MTS Jabal Geluran Noer?. 3) what are the outcomes of positive reward and punishment in managing classroom by an English teacher at MTS Jabal Noer Geluran ?. The thesis used a designed to analyze research. The techniques of collecting the data applied in the research are observation, interviews, and documentation. Then the data analysis was done with the data reduction, data display, transformation, the data correlation, the data comparison, the data integration.
2. Harum Mardinarsari's thesis with the title "The Use of Reward To Motivate Young Learners in Learning English" published in 2013.⁹ The focus of the research are: 1) How do the students responds when getting

⁸ Fitra Amaliya, "The Use of Positive Reward and Punishment In Managing Classroom By An English Teacher At MTS Jabal Noer Geluran Taman-Sidoarjo", (Thesis, UIN Sunan Ampel, Surabaya, 2016).

⁹ Mardinarsari fragrant, "The Use of Reward To Motivate Young Learners in Learning" (Thesis, Indonesia University of Education, Indonesia, 2013).

the rewards?. 2) What kinds of rewards are use by teachers in teaching young learners?. This research applied a descriptive qualitative research method. The techniques of collecting the data applied are observation and interview to gain deeper understanding on the kind of rewards that is used to motivate young learner in the classroom. Then the data analysis done with reduction, display and analysis of data, and conclusion drawing.

3. Rina Muji Astutik's thesis with the title "The Influence of Reward and Punishment Through the Student's Emotional Intelligence of Social Science Students at MAN Blitar City" published in 2017.¹⁰ The focus of the research are: 1) Is there any influence of reward through the student's emotional intelligence of social science students at MAN Blitar City ?. 2) Is there any influence of punishment through the student's emotional intelligence of social science students at MAN Blitar City ?. 3) Is there any influence of reward and punishment through the student's emotional intelligence of social science students at MAN Blitar City ?. In this research, researcher used quantitative methods with corelational research design. The technique of collecting the data applied in the research was questionnaire.

¹⁰ Rina Muji Astutik, "The Influence of Reward and Punishment Through the Student's Emotional Intelligence of Social Science Students at MAN Kota Blitar,(Thesis, UIN Maulana Malik Ibrahim Malang, Malang, 2017).

Table 2.1
Similarities and Differences
This previous Research and Research

No.	Researcher's Name and Title	Similarities	Defferences
1	2	3	4
1.	Fitra Amaliya's with the title "The Use of Positive Reward and Punishment in Managing Classroom By An English Teacher At MTS Jabal Noer Geluran Sidoarjo Parks" published in 2016.	Both research to find out what kind of reward and punishment are used	The focus in Fitra Amaliya's thesis was the use of the positive rewards and positive Punishments in the classroom management by the English teacher at MTs Jabal Geluran Noer. While the focus of this research was giving of rewards and punishment to motivate the seventh grade students in learning English at SMPN 1 Rambipuji
2.	Harum Mardiningsari's fragrant with the title "The Use of Reward To Motivate Young Learners in Learning English" published in 2013.	Both research to find out what kind of rewards used in the class	The focus in Harum Mardiningsari's thesis were to find out students' responses when they get a gift from the teacher. And Also to find out what rewards are given by teachers during class activities. While the focus of this research were giving of rewards and punishment to motivate the

1	2	3	4
			seventh grade students in learning English at SMPN 1 Rambipuji and effect of giving rewards and punishment the seventh grade students English learning motivation at SMPN 1 Rambipuji.
3.	Rina Muji Astutik's with the title "The Influence of Reward and Punishment Through the Student's Emotional Intelligence of Social Science Students at MAN Blitar City" published in 2017.	Both examined the same thing about reward and punishment.	Rini Muji Astutuk's thesis used of quantitative methods with correlational research design. while in this research used of descriptive qualitative research design.

Based on previous research that has been done, this study has differences from previous studies. Finally this is a reason the researcher was interested to research about "Giving reward and punishment to stimulate the 7th grade students' English learning motivation at SMPN 1 Rambipuji in 2019/2020 academic year".

B. Theoretical Framework

This section contains about a study of the theory that used as a perspective in the conduct of research. Study of the theory more widely and deeply increasingly would deepen the insight of the researcher in studying the problem that would be solved in accordance with the research question and research objectives.¹¹ As for the theoretical framework are:

1. Reward

a. Definition Of Reward

Based on Big Indonesian Dictionary (KBBI), a gift is a gift memento, appreciation, respect.¹² According Skinner in Sfeldman, reinforcement is process by which a stimulus increases the probability that a preceding behavior will be repeated.¹³ Reward is one of the teaching skills derived from behavioristic learning theory. Behavioristic learning theory emphasizes behavior change due to the stimulus and response interactions. According to this theory, human behavior is nothing but the relationship between as many stimulus responses. In behaviorism there is also a trial and error learning theory triggered by Thorndike. One of the three learning principles is the law of effect items, namely learning will be excited when you know and get good results.¹⁴

¹¹ IAIN Jember, 2017, *Pedoman Penulisan Karya Ilmiah*, 46.

¹² <http://kbbi.web.id/hadiah>. on 01 August 2019 at 20.54 wib.

¹³ Robert Sfeldman, *Understanding Psycology, Twelfth Edition*, (New York: McGaw-Hill education, 2015), 189.

¹⁴ Syaiful Sagal, *Konsep dan Makna Pembelajaran*, (Bandung : Alfabeta, 2010), 14.

And also reward is an educational strategy for the which can be used to the make the students feel happy in learning a language and also can be used to give motivation to the students for better learning. Teachers should use the reward in order to maintain a positive learning environment and to promote appropriate classroom behaviors. Reward for the students should be real but it does not have to be something expensive. In this case, the teacher's creativity is really needed. So, the teacher can make something special for the students.¹⁵

The reward is a reward or gift related to the need for appreciation for students who have achieved something.¹⁶ Reward is an educational tool, meaning as a tool to educate children so that children feel happy because reviews their deeds or work are rewarded.

Rewards are given so that children become more active in their efforts to improve and enhance reviews their achievements. Reward is given to students to improve learning outcomes and bad behavior. So that students are motivated to improve everything that is not good to be better.

But in the concept of education, reward is one of the educational tools to educate children so that children become happy because reviews their actions and work are rewarded. or in other words, prizes are preventive and repressive educational tools that are

¹⁵ Irawati, Fauzia Rozani Syafei, "The Use of Reward and Punishment to Increase Young Learners' Motivation in Learning English As Foreign Language Adapted to Indonesian Context", *Journal of English Language Teaching*, 1, (September, 2016), 267.

¹⁶ Nyanyu Khodijah, *Psikologi Pendidikan*, (Depok: PT. Raja Grafindo Persada, 2014), 159.

fun and can be a motivator or learning motivator for students. reward as an educational tool is given when a child does something good, or has reached a certain stage of development, or achieving a target.

From some of the views above, it can be concluded that the reward is everything in the form of a pleasant appreciation of the feelings given to students because of good results in the educational process with the aim of always doing good and commendable work.

The role of reward in the teaching process is quite important especially as an external factor in the influencing and directing student behavior. This is based on a variety of logical considerations, Including this reward can lead to student motivation and behavior can affect positive in the lives of students. By giving positive awards and judgments, children can develop self-actualization and self-concept that positive.¹⁷

There is a willingness because of the motivation obtained by students. This motivation grows because of it the desire to be able to know and understand something and encourage and direct of participants' interest in learning so students earnestly to learn and motivated to achieve.¹⁸In learning teacher must strive to the make students willing and able to learn on their own encouragement to develop talent, personal, and in a manner optimal potential. So that

¹⁷ Desmita, *Psikologi Perkembangan Peserta Didik*, (Bandung:Remaja Rosdakarya, 2011), 46.

¹⁸ Noer Rohmah, *Psikologi Pendidikan*, (Yogyakarta: Teras, 2012), 241.

giving rewards (prizes) and punishment (punishment) as one technique often to education that is used.

Giving awards such as grades, prizes and so on, may be effective for some students, but this method must be used with caution because of its potential creating competition. Nevertheless, use this method can give birth to internal motivation.

b. Kinds of Reward

Reward is a positive assessment of student learning. The rewards given to students vary in form, in broad outline the rewards can be divided into four type's items, namely:

1) Praise

Praise is something teachers must not forget to give to their students. Praise is given to students who have successfully completed a good job or for doing something good. Verbal giving can motivate students to study harder. Praise is more effective than punishment, because praise is more visible in appreciating anything done by students, so that it makes students happy and motivated to study harder. Teachers can give words of praise such as, "your daily tests are good grades Lin's, if you study harder surely grades will be better".¹⁹

¹⁹ Oemar Hamalik, *Kurikulum dan Pembelajaran*, (Jakarta: Bumi Aksara, 2014), 114.

2) Gift

A gift is something that is given to others as a form of appreciation or remembrance. In the world of education prizes are needed as a form appreciation for what is produced by students so that makes students eager to learn. Teachers can give prizes to students who get good grades or to all students. Prizes are given after students carry out the tasks given by the teacher well. This can provide encouragement to students to learn and try to be able to complete the tasks well. Gifts can come with gifts, goods, food or even money.²⁰

3) The granting of numbers

The granting of numbers referred to here is the giving of symbols or the value of student learning outcomes. The numbers given to students vary depending on the results of their work. Teacher must give a number in each student learning outcome because with these numbers will motivate students to continue learning in order to improve learning outcomes. The teacher must respect each student's work, avoid the teacher only put a signature on the work of students because with this students will feel less valued.

²⁰ Ngalim Purwanto, *Psikologi Pendidikan*, (Bandung: Remaja Rosdakarya Offset, 2003), 183.

c. Function of Rewards

The reward function is to give rewards to students so students will be heartened and increase of participation in each learning process. Awarding has an important role in developing student behavior.²¹

The function of awarding the following:²²

- 1) Awards have educational value. Awards given to children indicate that the behavior carried out by children is in accordance with the norms and rules that apply. If the child does something agreed to by the group and then gets an award, then the child will get satisfaction, and satisfaction will maintain, strengthen and develop good behavior.
- 2) Award serves as motivation for children to repeat or maintain socially agreed behavior. The experience of children getting pleasant rewards will reinforce the motive for behaving well. With the award in the future, children will try to behave better in order to get an award.
- 3) The award serves to strengthen socially agreed behavior. If the child displays the expected behavior on an ongoing and consistent basis, then when the behavior is respected the child will feel proud. Pride will guarantee the child to keep repeating and even improve the quality of the behavior.

²¹Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*, (Jakarta : Kencana, 2009), 37.

²² Maria J. Wantah, *Pengembangan Disiplin dan Pembentukan Moral pada Anak Usia Dini*, (Jakarta : Depdiknas, 2005), 165.

Based on reviews these two opinions, it can be seen that the reward function is a reward for students in order to increase of participation in learning activities. Reward also has educational value that can motivate students to improve or maintain good behavior.

2. Punishment

a. Definition of Punishment

In addition to the implementation of reward, punishment the teacher also applies as a counterweight. If just applying a lazy makeup will reward students less enthusiastic. Punishment is one of the tools used in the world of education. Although punishment results in suffering for recipients of punishment, It also includes a tool to motivate students to learn. Students will try to do all reviews their tasks well in order to avoid punishment.²³

Literally, the term punishment is defined as waking up or warning someone. In another sense, it means to penalize or discipline a person.²⁴ Punishment is negative motivation. Punishment is based on fear. Fear is a strong motive. This can eliminate the initiative. There may be a total of obstacles. Punishment is the oldest motivation used in education.²⁵ Punishing is giving or holding sorrow or suffering intentionally to students with the intention that the suffering is truly felt, to go towards improvement.

²³ Malik Fajar, *Holistika Pemikiran Pendidikan*, (Jakarta : PT. Raja Grafindo, 2005), 203.

²⁴ Ahmadreza Fatahian Kelishadroky, dkk, The Role of Reward and Punishment in Learning, *International Journal of Advanced Biotechnology and Research*, 2, (April, 2016), 784.

²⁵ Mustaqim, Abdul Wahib, *Psikologi Pendidikan*, (Jakarta : Rineka Cipta, 2010), 76.

Punishment is one of the educational tools that are needed in education also. Penalties are given as a result of the violations, crimes, or mistakes made by students. Unlike the consequences of reward, the punishment results in Suffering or grief for the child who receives it. If examples are incapable, and so is advice, then decisive action must be taken at that time. Such decisive action is a punishment. Sentence should really is not absolutely necessary. There are only people for example and advice is enough, there is no need for punishment in his life. But humans are not all the same. Some of them need to be hardened once in a while. Punishment is also not the first action imagined by an educator, and neither is it a precedence.

Moreover, punishment is negative in this concern. And various investigations suggested various modes of punishment like withdrawal of rewards, penalties, extra homework, call to parents, insulting behavior and striking off by the institute that students reduces performance.²⁶

The purpose of giving various punishments. That means there is a certain goals you want achieved by giving punishment. In perspective pedagogically, punishment is carried out with a purpose to smooth the path to achieving the goal of education and teaching. But in a legal

²⁶Lubna Jabeen, dkk, Cross Correalation Analysis of Reward & Punishment on Students Behavior, *International Letters of Social and Humanistic Sciences*, 59, (September, 2015), 61.

perspective or socio-anthropological, punishment carried out with the aim of retaliation, repair, protection, compensation, or fear.²⁷

b. Kinds of Punishment

Punishment can be divided into several types, as follows

are the types of punishment:²⁸

1) Preventive Punishment

Preventive punishment is a punishment given so that no or no violations occur. Punishment is intended to prevent violations, so that this has been given or has been known before the violation occurred.

Preventive punishment that is in accordance with the instrument of education is divided into various types, such as the following:

a) Rules of Procedure

Order is a series of regulations that are applied in a situation under the certain circumstances. For example, the order in class, school examination rules, uniform rules in schools, school hygiene rules and so on.

b) Prompts and Orders

Prompts and orders are things that a suggestion or invitation to do something useful and useful. While the command is a must to do something positive. For example, advice to study

²⁷Syaiful Bahri Djamarah, *Guru dan Anak Didik Dalam Interaksi Edukatif*, (Jakarta: PT. Rineka, 2005), 199.

²⁸Ngalim Purwanto, *Psikologi Pendidikan*, (Bandung: Remaja Rosdakarya Offset, 2003), 189-190.

at home, recommend eating nutritious food, orders to come to school on time and so on.

c) Prohibition

Prohibition is a necessity not to do anything negative. Because if this is done it will have an impact not good for itself and can be for others. For example the prohibition on using drugs, the prohibition on riding motorbikes, the prohibition to play on the streets, sleep bans in class and so on.

2) Repressive Punishment

Punishment is a punishment given to someone because of a violation. So this punishment is given after the violation. Repressive punishment is divided into several types as follows:

a) Notification

Notification referred to here is a notification to students who have done things that have disturbed or learning activities have violated the existing rules. For example, when learning activities take place students eat in class, the possibility of reviews these students do not know or forget that when learning activities are prohibited from eating. Then the teacher informs the student that there is a regulation and explains things that can and should not be done when the learning activities took place.

b) Reprimand

Reprimand is a warning given to students who violate the rules and the student actually knows that there are rules.

c) punishment

After passing the notification and reprimand stage, if the teacher still finds the child making a mistake or violation, the teacher has the right to give punishment to the child. For example by standing in front of the class, memorizing formulas, running at the school grounds and others.

c. Function of Punishment

There are four important functions of punishment that play a major role in the formation of the expected behavior:²⁹

- 1) Restrict behavior, punishment prevents repetition of unexpected behavior.
- 2) Educational, to educate the students to be a good behavior.
- 3) Strengthen motivation to avoid unexpected behavior and positive impulse.
- 4) Controlling, prevent the students to undesirable behavior.

3. Motivation

a. Definition of Motivation

The word "motive" is interpreted as an effort to encourage someone to do something. Motives can be said to be the driving force

²⁹Arif Rahman Hakim, "The Implementation of Reward and Punishment In Teaching English At Ninth Grade Students of MTS N 2 Boyolali Filial Pulutan In Academic Year 2017/2018", (Thesis, IAIN Surakarta, Surakarta, 2018), 22.

from inside and inside the subject to do certain activities in order to achieve a goal. Even motives can be interpreted as an internal condition. Starting from the word "motive", then motivation can be interpreted as the driving force that has become active. Certain motives become active at times, especially if the need is felt to achieve goals or urgent.³⁰

There are many different definitions for the term motivation. Motivation is the combination of attempt plus a desire to obtain the aim of learning the language plus favorable attitudes toward learning the language. Oxford and Shearin defined motivation as a desire to gain an objective, combined with the energy to work towards that objective. Narayanan (2006) said that motivation is the reason or reasons behind one's actions or behaviors.³¹

Motivation is an impulse that arises from the presence of stimuli from inside and outside so that someone wants to make certain changes in behavior or activities better than the previous situation with the following goals:³²

- (1) Encourage people to do an activity based on meeting needs. In this case, motivation is the driving force of every need that will be fulfilled.
- (2) Determining the direction of the goal to be Achieved, and
- (3) Determining what to do.

³⁰Sardiman AM, *Interaksi dan Motivasi Belajar Mengajar*, (Jakarta : Raja Grafindo Persada, 1994), 73.

³¹ Mitra Alizadeh, The Impact of Motivation on English Language Learning, *International Journal of Research in English Education*, 1, (November, 2016), 12.

³² Hamzah B. Uno, *Teori Motivasi & Pengukurannya*, (Jakarta: Bumi Aksara, 2007), 9.

And it can also be concluded that motivation is an internal and external drives in a person to the make behavioral changes, the which has the following indicators: ³³

- (1) The desire and desire to carry out activities
- (2) The presence of encouragement and the need to carry out activities
- (3) The existence of hopes and ideals
- (4) Respect and respect for oneself
- (5) The existence of a good environment, and
- (6) The existence of interesting activities.

Many experts have expressed understanding of motivation with reviews their respective perspectives, but the essence is the same items, namely as a driver that converts the energy in a person into real activities to achieve certain goals. ³⁴

In the learning process, motivation is very necessary, as someone who has no motivation in learning, will not be able to do learning activities. This is a sign that something will be done that does not touch his needs. Everything that attracts the interest of others may not necessarily attract the interest of a particular person as long as something is not in contact with reviews their needs. ³⁵

b. Kinds Of Motivation

The type of motivation can be divided into two types items, namely intrinsic motivation and extrinsic motivation.

³³ Hamzah B. Uno, *Teori Motivasi & Pengukurannya*, (Jakarta: Bumi Aksara, 2007), 10.

³⁴ Haryu Islamuddin, *Psikologi Pendidikan*, (Jember: STAIN Jember Press, 2011), 245.

³⁵ Ibid, 246.

1) Intrinsic Motivation

Intrinsic motivation is the motivation that comes naturally from students themselves as a manifestation of self-awareness. Intrinsic motivation places more emphasis on internal factors, motivation does not need to be stimulated from the outside, from inside each person because there is an urge to do something.³⁶

If someone already has intrinsic motivation in himself, then consciously will do an activity that does not require motivation from outside himself. In learning activities, intrinsic motivation is very necessary, especially self-study. Someone who does not have intrinsic motivation is very difficult, to carry out continuous learning activities. whereas intrinsic motivation has someone who always wants to progress in learning.³⁷

2) Extrinsic Motivation

Extrinsic motivation is motivation that comes because of external stimulate. Extrinsic motivation can also be interpreted as motivation that is produced outside of the action itself, for example the encouragement that comes from parents, teachers, in the form of gifts, praise, appreciation, and punishment.

Moreover, extrinsic motivation to the actions that are performed to get some instrumental aims like stopping earning a

³⁶ Mitra Alizadeh, The Impact of Motivation on English Language Learning, *International Journal of Research in English Education*, 1, (November, 2016), 12.

³⁷ Haryu Islamuddin, *Psikologi Pendidikan*, (Jember: STAIN Jember Press, 2011), 247.

reward or a punishment.³⁸ Extrinsic motivation is not always bad. Extrinsic motivation is often used because the lesson material does not attract the attention of students or because of certain attitudes to the teacher or parents.³⁹

c. Function of Motivation

With regard to learning activities, motivation is very important. Motivation is interpreted as important not only for students, but also educators, lecturers, and school employees.⁴⁰

- 1) Directing and regulating individual behavior. Motives in real life are often described as guides, and are oriented towards a particular goal of the individual.
- 2) Selecting individual behavior. The motives that are owned or contained in the individual act of make the individual concerned in a direction to the chosen goal that has been intended by the individual.
- 3) Giving energy and restraining individual behavior. As a driving force and increased energy so that the action that occurs in the organism occurs.

Besides that, there are also other functions. Motivation can function as a driver of business and achievement, someone doing a business because of motivation. The existence of good motivation in learning will show good results.

³⁸ Mitra Alizadeh, The Impact of Motivation on English Language Learning, *International Journal of Research in English Education*, 1, (November, 2016), 12.

³⁹ Haryu Islamuddin, *Psikologi Pendidikan*, (Jember: STAIN Jember Press, 2011), 249.

⁴⁰ Purwa Atmaja Prawira, *Psikologi Pendidikan dalam Perspektif Baru*, (Yogyakarta: Ar-Ruzz Media, 2013), 320-321.

4. Positive and Negative Effects of Reward and Punishment Method

The positive and negative effects of the reward and punishment learning method are as follows ⁴¹:

Positive Effect :

- 1) Triggering students to compete
- 2) Motivating student learning can grow and develop optimally
- 3) Student learning ability can be spread and evenly distributed to all students. This might occur due to psychological factors in competing and an element of knowledge understanding among students
- 4) The emotional bond between students and teachers can grow and develop optimally
- 5) Easy and fun
- 6) For students who are lazy to learn, are encouraged to participate in competition

Negative Effect:

- 1) Requires additional costs to prepare prizes
- 2) Sometimes it can be a psychological burden for students who are lazy and mentally weak
- 3) Generally focused on students active

⁴¹Jasa Ungguh Mulyawan, *Model Pembelajaran Spetakuler*, (Lampung:AR RUZZ MEDIA, 2016), 45.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used descriptive qualitative research design. Creswell concluded in Sugiyono has observed that qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. Process of research involves emerging questions and procedures: collecting the data in the setting of participants, analyzing the data inductively, building from particular to general themes, and making interpretations of the meaning of the data. The final written report writing has a flexible structure.⁴² The qualitative approach in this study aims to obtain descriptive information or the data in the form of words or verbally about giving reward and punishment to stimulate the 7th grade students' English learning at SMPN 1 Rambipuji.

B. Location of Research

The research location is a place to do research. In this study, the location of the research in SMPN 1 Jember Rambipuji.

C. Research Subject

The research subjects were informants. Informants are "insiders" in the research setting. Informants are people who are used to provide information about the situation and conditions of the research location

⁴²Sugiyono, *Metode Penelitian Kualitatif*, (Bandung: Alfabeta, 2017), 3.

(location or place). So the conditions, he must have a lot of experience about the location of research.⁴³

Based on this description, the research subjects were:

1. English Teacher of seventh grade

The reason researchers choose VII teachers class is the class teacher is the person who is responsible for all management and activities in the class as well as the class teacher is someone who is very knowledgeable about the characteristics of their students.

2. Seventh Grade Students (VIIIF)

The reason why the researcher chose the VIIIF class is because the students in this class were the most superior.

D. Data Collection Technique

Data collection technique are the most strategic steps in research, because the main purpose of the research is to obtain data. Without knowing the techniques of data collection, the researcher will not get the data that the data meets the specified standards.⁴⁴ Data collection method used in this study are as follows:

1. Observation

Observation has a specific character as one of data collecting technique that different from interview and questioner. Interview and questioner always communicates with people, meanwhile observation is also communication with natural objects in research which is not limited in

⁴³Andi Prastowo, *Metode Penelitian Kualitatif*, (Yogyakarta:Ar-Ruzz Media, 2012), 195.

⁴⁴Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif dan R&D*, (Bandung: ALFABETA, 2018), 224.

communication with people. Observation method is data collecting technique which the researcher must be on the spot to observe things related to room, place, people, activities, things, time, events, purpose, and feeling. it does not all have to be observed by researcher but relevant data. Administration of observation techniques can be done in some way. The determination and selection of the way depends on an object to be observed. Under the circumstances of the object that will be scrutinized, observation can be classified as two ; participant and non-participant observation.⁴⁵

In this research, researcher used a non-participant observation techniques. A non-participant observer is an observer who visits a site and records notes without becoming involved in the activities of the participants.⁴⁶ In doing the observation, the research will come and sit at the back of the class and observe the situation and condition happened in the English learning process of the students. In addition, the researcher also asks a co-observer to help record the classroom activity and to do the documentation.

2. Interview

An interview is a very spesific conversation. This conversation was carried out by two parties, the interviewer asking questions and interviews who answered the questions. Data collection using an interview technique was done to search for data on thoughts, concepts or profound experiences

⁴⁵Sugiyono, *Metode Penelitian Administrasi*, (Bandung: Alfabeta, 2003), 165-166.

⁴⁶John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Ohio: Pearson, 2005), 212.

of information. This interview technique has often been used as a key collection technique in qualitative research design. The use of research techniques in research was meant that researcher can construct thoughts, events, activities, motivations, perceptions, concerns, experiences, and through opinions about research problems. Thus, researchers can do retraction and analysis based on data obtained. To acquire proper and objective information each interviewer must be able to create a good relationship with the respondent or a report of a psychological situation that points out that respondent is willing to cooperate, be willing to answer questions and provide information appropriate to the mind and provide the information appropriate to the actual circumstances.

In this study, researcher used unstructured and structured interview techniques. A structured interview is an interview in the which the interviewer determines for himself the problem and the question that will be asked. Unstructured interviews are free interviews where researchers do not use the interview guidelines that are arranged systematically and completely for the data collection. Interviews was conducted with the principal at SMPN 1 Rambipuji, a seventh grade teacher and also a seventh grade student.

3. Document

Document is every written material that is not prepared because of request of researcher. Document is divided into personal document and

formal document.⁴⁷ This method conducts by seeing formal document or personal document. Here, the researcher looks for documentation from SMPN 1 Rambipuji and other related to this research.

Document can provide information about the state, rules, discipline and may provide clues about the style of leadership. In this research, the researcher looks documents and lesson plans. The researcher looks giving of rewards and punishments and students effect in learning English. This method to complete the result of research problem.

E. Data Analysis Technique

Data analysis is the process of systematically searching and compiling the data obtained from interviews, field notes, and documentation, choosing the which is most important and what will be studied, and making conclusions so that it is easily understood by oneself or others. Data analysis in qualitative research, carried out at the time of the data collection takes place, and after the data collection in a certain period. at the interview, the researcher has conducted an analysis of the answers that have been interviewed after analysis has not been satisfactory, then the researcher will continue the question again, to a certain extents, obtained considered the data that is credible.⁴⁸

The methods used in data analysis according to Miles and Huberman include condensation of the data, presentation of the data, and withdrawal and verification of conclusions.⁴⁹

⁴⁷Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: PT. Remaja Rosdakarya, 2006), 216.

⁴⁸Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif dan R&D*, (Bandung: ALFABETA, 2018), 246.

⁴⁹ Matthew B, dkk., *Qualitative Data Analysis*, (America:Arizona State University, 2014), 12-14.

1. Data condensation

Condensation data refers to the process of selecting, focusing, simplifying, and changing the the data contained in the field notes, transcripts of interviews, documents, and empirical data obtained. The qualitative the data can be changed by selection, summary, or description in their own words.

2. Presentation of the data (data display)

The second step is the presentation of the data, the presentation of the data is done to make it easier for researchers to continue the next step. In this case the the data is organized, arranged in a relationship pattern, so that it will be easily understood, and presented in the form of charts, brief descriptions, tables, and so on.

3. Drawing Conclusions and Verification (conclusion drawing / verification)

The third analysis tool is drawing conclusions and verification. That the initial conclusions put forward are still temporary and will change if evidence is found that supports the next stage of the data collection. If the conclusions expressed at the initial stage are supported by strong evidence in a consistent sense, the conclusions obtained conclusions are credible.

F. Data Validity

The validity of the the data is tested using the Triangulation technique.

Triangulation technique is a technique of checking the validity of the data that uses something else. Apart from the data for checking or comparing the data.⁵⁰

The triangulation used in this study was the source triangulation and technical triangulation.

1. This source triangulation is done by checking the data that has been obtained through several sources.
2. Triangulation technique is done by checking the data to the same source with different techniques.⁵¹

G. Research Stages

In this section, will be explore and describe the implementation that researcher will perform, starting from preliminary research, design development, actual research and report writing.⁵² The stage of this research is follow:

1. Pre-field Stage

Pre-field stages are the initial stages of preparation before going directly into the research. This starts from

- a. Develop a research design.
- b. Manage licensing.
- c. Choosing the object of research.
- d. Determine the informant.

⁵⁰Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, 330.

⁵¹Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif dan R&D*, 274.

⁵²Tim Penyusun, *Pedoman Karya Ilmiah IAIN Jember*, (Jember: IAIN Jember Press, 2018), 48.

- e. Data collection techniques.
 - f. Data mining.
 - g. Processing data.
2. Field Stage

This stage starts with:

- a. Enter the field.
 - b. Begin data mining.
 - c. Looking for informants.
 - d. Processing data.
3. Data analysis phase

This stage starts with:

- a. Analyze the Data Obtained.
- b. The licensing committee has finished the research.
- c. Presenting the data in the form of reports.
- d. Revise the refined report.

IAIN JEMBER

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter reports the results of the research the which include research findings and discussion on the result of data analysis.

A. Research Finding

1. Give of reward and punishment to stimulate the 7th grade students English learning motivation at SMPN 1 Rambipuji in 2019/2020 academic year

At SMPN 1 Rambipuji uphold the learning success in terms of both academic and non-academic, so as to produce students who excel. Therefore, to increase the motivation to learn, students need a lot of support from various parties such as teachers, parents, friends, and yourself. One of them was the motivation of the teachers at the school was very necessary for a student learning. Based on observations dated September 11th, 2019 learning English in grade teacher learning in early VIIF greetings, followed by filling the student attendance list, after which the teacher provides students apersepsi. After the teacher explains the learning objectives and then the teacher give the material to the students. After the delivery of the material the teacher asking questions about the material things around us and the students and answered. Teachers given questions by means of a designated system. Students who could not answer then awarded a penalty in the form of singing in front of the class. Besides singing students were given additional duties collected next

meeting. For students who could answer correctly then the teacher gives the gift of praise and applause from teachers and classmates.

This above was in accordance with the results of interviews of the teacher who taught the class VII SMPN 1 Rambipuji which said that:

“Meningkatkan minat belajar dari peserta didik bisa ditempuh dengan beberapa macam cara diantaranya dengan memberikan reward dan punishment kepada peserta didik. Hal itu saya lakukan dengan tujuan agar peserta didik yang berprestasi mendapatkan reward. Supaya apa? Supaya lebih termotivasi lagi dalam belajar dan peserta didik yang malas dalam belajar akan mendapat punishment dengan harapan peserta didik bisa lebih baik lagi dalam belajar dan bisa termotivasi”

“Increasing interest in learning of learners can be reached by several different ways such as by giving reward and punishment to students. That I do in order for learners who excel get a reward. What for? To be more motivated in learning and learners who are lazy in the study will receive punishment in the hope of learners can be better in learning and are motivated.”⁵³

Besides the teacher also told about the reward given to students that:

“Reward pernah saya berikan kepada mereka misalkan saya memberikan beberapa pertanyaan kepada mereka, siapa yang bisa jawab dapat nilai plus dan tambahan tepuk tangan sebagai apresiasi berani dan benar menjawab. Karena applause terutama dari teman-teman satu kelas itu juga bisa menambah semangat anak-anak dalam belajar bisa lebih berprestasi”

“Reward ever given to them let me give you some questions to those who can answer can be a plus and an additional round of applause in appreciation brave and true answer. Because of applause especially from friends of the class that can pep up the children in the study could be accomplished.”⁵⁴

⁵³Ardiansyah, Interview, Jember, 16 September, 2019.

⁵⁴Ibid.

This above was also consistent with the results of interviews of students I said:

" Kalo barang enggak pernah, tapi kalo ucapan bagus terus diminta tepuk tangan seperti kata ibu barusan yang untuk teman yang bisa jawab itu sering"
 "If goods baseball ever, but if a good speech continues prompted applause as she said just now that for a friend who can answer it often."⁵⁵

In addition student I also said about the process of reward and punishment by teachers that:

" Biasanya itu kalo tidak bisa jawab pertanyaan terus sama tugas-tugas gitu terus kalo bisa ya gurunya kasih tepuk tangan. pokoknya ketika ada tugas-tugas gitu sama pertanyaan bu"
 " Usually it could not answer the question if kept at tasks but if could to answers directly the teacher gave a applause. anyway when there were tasks and question."⁵⁶

The student II also said that:

" Hadiah barang belum tapi kalo bilang bagus dan beri tepuk tangan itu pernah"
 " Gift items yet but if said nice and gave applause was never."⁵⁷

In addition the student II also said that:

" Selama ini itu bu kalo tidak bisa jawab gitu, disuruh nyanyi ke depan kadang juga diberi tugas"
 " During these time it could not be responsible, asked to sing forward sometimes also given the task."⁵⁸

The results of observations on September 12th, 2019 the beginning of the learning process as usual. At the core activities of students who previously at the meeting given additional tasks were required to collect duties. Then the teacher gives the advanced materials to the students

⁵⁵Chelsea, Interview, Jember ,14 September, 2019.

⁵⁶Chelsea, Interview, Jember, September 14, 2019.

⁵⁷Nur Arianti Triabellatus S, Interview, Jember, September 14, 2019.

⁵⁸Ibid.

yesterday. After the finished material presented teachers gave assignments to the students to make sentences that relate to the material that was submitted.

This above was in accordance with the results of interviews to the teacher who said that:

Selain memberikan materi saya juga memberikan tugas tambahan bagi siswa yang terkena hukuman. Kemudian untuk siswa yang lainnya saya memberikan tugas untuk membuat kalimat yang sesuai dengan materi yang diajarkan saat itu juga. misal ketika materi seperti kemarin tentang things and around us saya minta mereka untuk membuat kalimat tentang itu juga”
 “In addition to providing the material I also gave additional tasks to the student who was suspended. Then for the other student I gave the task to create a sentence in accordance with the content on the spot. for example when materials like yesterday about the things around us and I ask them to make a sentence about it too.”⁵⁹

This above was also consistent with the results of interviews to student III who said that:

" Guru menjelaskan terus kasih soal bu “
 “The teacher always explained and gave a task."

In addition the student III also said that:

" Biasanya itu kalo tidak bisa jawab pertanyaan terus sama tugas-tugas gitu”
 “Usually it could not answer the question if kept at tasks but if could to answers directly the teacher gave a applause.”⁶⁰

The student IV also said that:

" Gurunya jelasin dulu baru kasih soal bu”
 “The teacher explained first and then gave the question.”⁶¹

⁵⁹Ardiansyah, Interview, Jember, September 16, 2019.

⁶⁰Rama, Interview, Jember, 14 September, 2019.

⁶¹Bayu, Interview, Jember, 14 September, 2019.

Observations on September 18th, 2019 the same as the beginning of the learning process normally encounter. At the core activities of teachers provide materials to students. then gave the game a talking stick to determine the students' understanding of the material that has been described. Before the game begins the teacher explains the rules of the game talking stick. For students who hold the stick when the music stopped then the student must answer the questions given by the teacher. Then for students who could not answer these questions, the student will be punished in the form of singing in front of the classroom and for students who could answer will get the applause and praise. It was a gift. Punishment given to the students here are not in the form of physical punishment but students are asked to sing in front and was given an additional task. These was consistent with the information that has been disclosed by the teacher:

“Punishment yang saya berikan bagi anak disini yaitu bukan hukuman fisik dan bukan hukuman yang terlalu membuat anak itu tertekan tetapi hukuman yang masih bisa dilakukan oleh siswa, siswa masih mampu menjalaninya dan tidak merugikan. seperti dengan memberikan tugas tambahan dari tugas yang sudah diberikan selain itu juga jika siswa yang tidak bisa menjawab pertanyaan maju ke depan untuk menerima hukuman misal bernyanyi. jadi hukuman itu tidak harus hukuman fisik”

“Punishment that I gave to children here is not physical punishment and not punishment is too make him depressed, but the punishment can still be done by the students, the students are still able to live and not harm. such as by providing an additional task of the task that has been given but it is also when the students who could not answer the question came forward to receive such punishment singing. so the penalty was not necessarily physical punishment.”⁶²

⁶²Ardiansyah, Interview, Jember, 16 September, 2019.

It was also in accordance with the results of interviews to student

I said:

" Selama ini itu bu kalo tidak bisa jawab gitu, disuruh nyanyi ke depan" "During this time it could not be responsible bu if so, asked to sing in the future."⁶³

The purpose of providing reward and punishment to have guidelines for viewing and controlling the order of the learner, creating order so that the classroom atmosphere becomes conducive to teaching and learning activities, appreciate and respect the students in an active / excel in class, encourage and urge the students to be more achievement, foster awareness of students for better learning and better quality. It was also to train students to be more a sense of responsibility and discipline.

As a statement from the teacher:

" Tujuan memberikan reward dan punishment agar sesuai dengan indikator dan tujuan pembelajaran. Dengan adanya reward dan punishment bisa memotivasi buat belajar"

" The purpose of reward and punishment to fit the indicators and learning objectives. With the reward and punishment could motivate for learning. "⁶⁴

It was also appropriate to interview the student III who said that:

"Kalo gurunya memberi hukuman hanya nyanyi-nyanyi kurang tapi kadang gurunya juga memberi hukuman soal-soal gitu jadi lebih termotivasi. tetapi untuk hadiah seperti ucapan lebih termotivasi soalnya seneng ketika jawab benar dapat tepuk tangan"

"If the teacher gives punishment only singing less but sometimes the teacher also gives a sentence so questions become more

⁶³Chelsea, Interview, Jember ,14 September, 2019.

⁶⁴Ardiansyah, Interview, Jember ,16 September, 2019.

motivated. but for gifts such as greeting more motivated because happy when the answer is correct can applause "⁶⁵
The student IV also said that:

" Termotivasi bu"

" Motivated bu."⁶⁶

In giving reward and punishment before the teacher make the rules agreed upon by teachers and students. In this case it was necessary for an agreement between teachers and students. Because if there was an agreement when there was the student's task certainly try to finish the job. So that students already know what risk would be acceptable if it did not complete a task that has been given. These was consistent with the information that has been disclosed by the teacher:

"Karena disetiap awal semester ketika awal pembelajaran saya buat kesepakatan dengan mereka. Misal jika diberikan tugas rumah harus dikerjakan. Jika tidak minggu depan akan langsung mendapatkan punishment ketika waktu pengumpulan"

"Since the beginning of the semester when the beginning of every lesson I made a deal with them. For example, if given chores to be done. If not next week will immediately get a punishment when the time of collection. "⁶⁷

Learning English was one of the subjects in SMPN 1 Rambipuji.

Due to the ability and interest in learning possessed of individual students was not possible at the teachers have their own way by giving reward and punishment so that students have a high motivation to learn in the course.

These was affirmed by the statement of the teacher:

Memang pada awalnya anak-anak itu perlu untuk di paksa dalam belajar. Untuk mengimbangi hal ini anak yang rajin, saya berikan

⁶⁵Rama, Interview, Jember ,14 September, 2019.

⁶⁶Bayu, Interiew, Jember ,14 September, 2019.

⁶⁷Ardiansyah, Interview, Jember,16 September, 2019.

reward misalnya memberikan apresiasi dengan tepuk tangan dan memberi nilai plus. Dan juga kepada anak yang malas atau bahkan mereka yang tidak mengerjakan tugas, saya memberikan punishment dan sikap tegas kepada mereka. Hal ini untuk melatih kedisiplinan mereka juga”

“Indeed, at first the children need to be forced to learn. To offset this diligent kid, I give the reward for example appreciation with applause and gave a plus. And also to children who are lazy or even those who do not do the assignments I gave punishment and firm attitude to them. These was to train their discipline as well.”⁶⁸

With the reward makes the students feel more appreciated their work so that students more courage in learning and improving learning outcomes. Reward can also make students feel happy in the learning process. It was also expressed by the teacher:

"Supaya anak menyukai pelajaran Bahasa Inggris reward yang diberikan dalam bentuk ucapan misal “nice”, “good”, memberikan tepuk tangan, anak diberikan ucapan. Tapi dari semua itu, reward yang paling pokok diberikan itu nilai yang baik atau nilai plus”

“For a child like English lessons given rewards in the form of speech for example," nice ", " good ", applause, speech given child. But of all that, the most basic rewards given it a good value or a plus.”⁶⁹ (

It was also appropriate to interview about their likes or not with English to the student I said:

" suka”

“Likes”

In addition the student I also said that:

" Karena kalo mau keluar negeri kan bisa berbahasa inggris dan kalo kemana-mana bisa menggunakan bahasa inggris”

⁶⁸ Ibid.

⁶⁹ Ardiansyah, Interview, Jember, 16 September, 2019.

“Because if going abroad could always speak English and if anywhere could used the English language.”⁷⁰

The student II also said that:

" Saya suka juga”

“ Yes like, too.”⁷¹

Teachers not only give rewards to students who excel and punishment for students who break the rules or not doing their jobs. But the teacher has a reason why reward and punishment. One reason was that students have the motivation to be more active in learning and there were students learning motivation was lacking. As expressed by the teacher:

"Reward dan punishment yang saya berikan kepada anak-anak yang rajin, berprestasi dan juga anak-anak yang perlu dimotivasi untuk lebih giat lagi belajarnya. Selain itu juga agar mereka lebih menyukai pelajarannya”

“Reward and punishment I gave to children who are diligent, achievement and also the children who need to be motivated to be more active learning. It is also to make them more like the lesson.”⁷²

It is also appropriate to interview the student IV about the motivation of teachers who said that:

" Iya bu pernah, biasanya pas pelajaran berlangsung”

“Yes ma'am ever, usually fitting lessons”

The student IV also said that:

" Intinya ya diminta untuk lebih rajin belajarnya, jangan malas-malas, gitu dah”

⁷⁰Chelsea, Interview, Jember,14 September, 2019.

⁷¹Nur Arianti Triabellatus S, Interview, Jember, September 14, 2019.

⁷²Ardiansyah, Interview, Jember,16 September, 2019.

“Essentially yes asked to be more diligent study, do not be lazy, so dah”⁷³

The student II also said that:

" Pernah”

“ever”

In addition the student II also said that:

" Bilang belajar yang giat jangan males, gitu dah bu”

“Said study hard not lazy”⁷⁴

Based on observations and interviews that learning English class VII F, teachers often give rewards and punishment to students. Rewards were given by teacher when students answered questions correctly. As for the reward is given in the form of applause like when the teacher gave questions about things around us material, there was one of student who can answered correctly. Then the teacher said that “give applause to your friend”, praise like good and excellent, and value-added. While punishment was given when students could not answer questions and did not do their assignment. Punishment given to students in the form of singing in front of the class and the additional of assignment like when there were some students who cannot answered questions from the teacher, they were asked to come in front of the class. Then they were asked to sing and were given additional of assignments to be collected at the next meeting. Reward and punishment given to students by teachers

⁷³Bayu, Interview, Jember, 14 September, 2019.

⁷⁴Nur Arianti Triabellatus S, Interview, Jember, September 14, 2019.

can increase student motivation. Because teachers are not only educational but also serve to give motivation to students. It was strengthened and consistent with the documentation in the form of RPP (attached).

2. Effect of Giving Reward and Punishment to Stimulate The 7th Grade Students English Learning Motivation at SMPN 1 Rambipuji in 2019/2020 Academic Year

Reward and punishment to the students of class VII SMPN 1 Rambipuji by teachers in order to increase students' motivation was indeed appropriate. Every teacher has their own way to improve students' learning motivation. One of them, with reward and punishment teacher expects students are more motivated to learn English because English subjects not only learned about the material alone but students are expected to practice with them could speak the English language. This was disclosed by the teacher:

“Saya disini itu mencoba untuk memberikan reward dan punishment karena ini pelajaran bahasa inggris jadi tidak hanya sekedar teori tetapi diharapkan anak-anak juga bisa mempraktekannya dalam kehidupan sehari-hari. Jadi siswa tidak hanya memahami teorinya saja tetapi juga bisa mempraktekannya. misal bisa berkomunikasi dengan orang lain menggunakan bahasa inggris”

“I'm here it's trying to give rewards and punishment for English lessons so this is not just a theory but is expected children can also practice it in daily life. So students not only understand the theory, but also can practice it. for example, can communicate with others using the English language.”⁷⁵

⁷⁵Ardiansyah, Interview, Jember, 16 September, 2019.

It was also in accordance with the results of interviews to student II who said that:

" Sedikit lebih tau meski banyak enggak taunya tentang bahasa inggris. Dan kadang iseng-iseng bicara sendiri pakai bahasa inggris"

"A little more know even though many do not know about English.

And sometimes fad talking alone in English "⁷⁶

The teacher III also said that:

" Senang, karena bisa memahami materi sekaligus saya bisa mencoba ngomong menggunakan bahasa inggris. meskipun hanya coba-coba" "Happy, because they could understand the matter and I could try to talk using English. although only try "⁷⁷

Punishment given by way students sang in front of the class and provides additional duties in the hope agara students do not feel pressured and makes students feel that learning is a necessity. This was disclosed by the teacher:

"Menggunakan reward dan punishment ada perbedaan pertama anak-anak tidak merasa ditekan atau mendapat penekanan dari kita seorang guru, kalau memberikan hukuman yang sifatnya berat-berat anak kan merasa ditekan harus melakukan ini dan harus melakukan itu, akhirnya dengan cara yang saya lakukan ini terkadang anak-anak melakukan tugasnya dengan senyum jadi tidak merasa kalau dia sedang dihukum akhirnya bagi mereka yang menerima hukuman itu ya melakukannya merasa lebih ikhlas. Dan menumbuhkan motivasi pada diri siswa untuk belajar lebih keras"

"Using reward and punishment there first differences of children do not feel stressed or emphasized from our teacher, when giving punishments that are heavy-weight children's right to feel pressured to do this and to do that, eventually with the way I did it sometimes childrens doing his job with a smile so it does not feel that he was

⁷⁶Nur Arianti Triabellatus S, Interview, Jember, September 14, 2019.

⁷⁷Rama, Interview, Jember,14 September, 2019.

being punished at last for those who accept the punishment so do feel more sincere. And the motivation on students to study harder "78

The above statement was also in line with the results of interviews to some students in class VIIF one of student I statement which said that:

"Kalo gurunya kasih hukuman Cuma nyanyi-nyanyi gitu dan tugas tambahan ya lumayan ada motivasi bu. kalo untuk hadiah kayak ucapan gitu. agak termotivasi bu soalnya seneng gitu ketika jawab bener dapat tepuk tangan"

"If the teacher's love singing Cuma penalties and additional tasks so there is motivation bu ya passable. if for gifts like greeting so. rather motivated bu happy because so when responsibility was correct directly could applause. "79

Observations on September 19th, 2019, the beginning of the learning process was the same as usual. At the core activities of teacher conduct daily tests of materials previously given to the students. And on that day there was no implementation of reward and punishment. Because of reward and punishment were given when certain moments such as when there was a task and a question and answer. These was consistent with the statement of the teacher who said that:

" Reward dan punishment tidak selalu saya berikan disetiap pertemuan. Tetapi hanya pada saat-saat tertentu yang memang diperlukan"

"Reward and punishment do not always I gave every meeting. But only at certain moments that are needed. "80

⁷⁸Ardiansyah, Interview, Jember, 16 September, 2019.

⁷⁹Chelsea, Interview, Jember, 14 September, 2019.

⁸⁰Ardiansyah, Interview, Jember, 16 September, 2019.

It was also in accordance with the results of interviews with student I said:

" Kadang-kadang bu"

"Sometimes bu."

The student I also said that:

"Biasanya itu ketika setelah mengerjakan tugas atau soal-soal gitu bu. Dan ketika setelah ulangan itu kan hasilnya dibagikan. biasanya disitu dibacakan nilainya"

"Usually when after chores or problems so bu. And when after restating it with the results shared. there was usually recited value

"81

Besides the student II also said that:

" Kadang-kadang"

"Sometimes"

The student II also said that:

" Kalo tidak bisa jawab pertanyaan dan dengan tugas-tugas gitu terus kalo bisa ya gurunya kasih tepuk tangan"

"If could not answer the question and if gave at tasks. Then if i could do it directly the teacher gave."⁸²

In addition, to improve students' motivation to learn English especially needed encouragement from a teacher who has an important role in the learning process of students than parents. But the motivation of yourself was also very necessary. Moreover, for those who still no

⁸¹Chelsea, Interview, Jember, 14 September, 2019.

⁸²Nur Arianti Triabellatus S, Interview, Jember, September 14, 2019.

motivation to learn, in addition to the motivation of self-encouragement and patience in guiding of teachers and people around also needed. These was consistent with the results of interviews of the teacher who said that:

“Tentunya kesabaran, memberikan nasehat untuk lebih giat dalam belajar. Dan juga cara membimbing anak yang belum termotivasi belajar bisa diibaratkan jangan menyuapi semua makanan yang ada dimeja kepada anak secara langsung. Tetapi suapilah apa yang paling dibutuhkan terlebih dahulu. Setelah anak itu merasakan apa yang dia butuhkan sudah didapat baru lanjut ke makanan selanjutnya. Sama halnya dengan membimbing atau mengajari anak yang belum ada motivasi belajar. Berikanlah terlebih dahulu materi apa yang dia butuhkan, setelah dia mampu kemudian lanjut ke materi selanjutnya”

“Of course, patience, providing advice to be more active in learning. And also how to guide children who are not motivated to learn and can be likened do not feed all the food directly over the kitchen to the child. But what is most needed suapilah first. After the child was feeling what he needed was a new acquired further to the next meal. Similarly, the guiding or teaching children that there is no motivation to learn. Give advance what materials he needed, after he was able to then go to the next matter.”⁸³

The above statement was also in accordance with the results of interviews to student II about teachers who provide motivation and motivation from yourself, she said:

" Pernah, Bilang belajar yang giat jangan males, gitu dah bu"
 “Never, Said study hard do not be lazy,"

The student II also said that:

" Yang memotivasi saya itu ya karena saya suka, dan nanti bisa ngomong sama orang bule, terus kalo mau keluar negeri bisa tanya-tanya tempatnya” “What motivated me was yes because I like, and

⁸³Ardiansyah, Interview, Jember, 16 September, 2019.

can later talking to the Caucasians, if going abroad continues to be wondered place"⁸⁴

The student I also stated that:

" Kadang di waktu jam mau abis itu bu, bilang jangan sampai buang-buang waktu biar masa depannya cerah dan tetap selalu rajin buat belajar. itu yang sangat ingat bu"

"Sometimes in the time clock going after it bu, told me not to waste my time so that bright future and remain always diligent for learning. it was very remember bu "

Besides the student I also said that:

"Kalo chelsea selalu ingat omongan mama. soalnya mama bilang gini " kalo kita keluar negeri atau kemana, kita misalnya tidak tahu kita ada dimana, kita bisa baca tulisan dan akhirnya tahu tempat itu dimana terus nanti kita juga bisa tanya sama orang menggunakan bahasa inggris kan enak nantinya dan juga yang memotivasi saya sendiri itu karena saya emang pengen banget bisa bahasa inggris bu"

"If chelsea always remember waffle mama. because mama told me this "if we are out of the country or where, we for example do not know we exist where we can read the writing and finally know where that is where continued later we also could ask the same people to use English not it nice future" and also motivates me emang own it because I really want to be the English language bu."⁸⁵

To find students who are motivated and have yet to learn the English language could be recognized when the student's activity in class and the values of duty. These was consistent with the results of interviews to the teacher who said that:

" Anak-anak yang termotivasi dapat dilihat dari segi keaktifan dikelas ketika proses pembelajaran. Dan juga nilai keseharian juga bisa menjadi tolak ukur"

⁸⁴Nur Arianti Triabellatus S, Interview, Jember, September 14, 2019.

⁸⁵Chelsea, Interview, Jember, 14 September, 2019.

“Children who are motivated can be seen in terms of liveliness in class when the learning process. And also the value of daily life can also be a benchmark.”⁸⁶

Based on the result observations and interviews that reward and punishment could provide a positive effect on students. This can be seen from students who has conversations with their friends using English, learning English material when free time, motivated to be able to speak in English. Students become more motivated in English learning. Students who get rewards were able to maintain their seriousness so they continue to learn English like there were some students who study English even though the teacher was not present in the class, making other students no longer lazy in learning . Then for students who get punishment will be motivated in learning to be better and improve their learning outcomes. Increased student motivation could be seen from the activeness of students in class and the values of daily assignments. These was reinforced and in accordance with the results of the documentation in the form of a grade VIIF student list.

B. Discussion on the Result of Data Analysis

After the data obtained by researchers through observation, interviews and documentation data were presented through the discussion of the findings. Which it was the response of the subject matter or the questions of the research method and theory study discussed earlier. This was discussed with the findings of researchers over a field that was based on the research

⁸⁶Ardiansyah, Interview, Jember, 16 September, 2019.

focus has been formulated in advance of the "Giving Reward and Punishment to Stimulate The 7th Grade Students English Learning Motivation at SMPN 1 Rambipuji in 2019/2020 academic year". The discussion was as follows.

1. Give of Reward and Punishment to Stimulate The 7th Grade Students English Learning Motivation at SMPN 1 Rabipuji in 2019/2020 academic year

- a. Give of rewards to stimulate the 7th grade Students English learning motivation.

Based on Big Indonesian Dictionary (KBBI), a gift is a gift memento, appreciation, respect.⁸⁷ And According to Azwar, the reward is a reward or gift related to the need for appreciation for students who have Achieved something. Reward is an educational tool, meaning as a tool to educate children so that children feel happy Because Reviews their deeds or work are rewarded. Rewards are given so that children Become more active in their Efforts to improve and Enhance Reviews their achievements. Reward is given to students to improve learning outcomes and bad behavior. So that students are motivated to improve everything that is not good to be better.⁸⁸ Award serves as motivation for children to repeat or maintain socially agreed behavior. The experience of children getting pleasant rewards will reinforce the

⁸⁷<http://kbbi.web.id/hadiah>, on 01 August 2019 at 20:54 pm.

⁸⁸Nyanyu Khodijah, *Psikologi Pendidikan*, (Depok: PT. Raja Grafindo Persada, 2014), 159.

motive for behaving well. With the award in the future, children will try to behave better in order to get an award.⁸⁹

There are several kinds of rewards that can be used in the learning process including:

1. Praise

Praise is something teachers must not forget to give to their students. Praise is given to students who have successfully completed a good job or for doing something good. Verbal giving can motivate students to study harder. Praise is more effective than punishment, because praise is more visible in appreciating anything done by students, so that it makes students happy and motivated to study harder. Teachers can give words of praise such as, “your daily tests are good grades Lin’s, if you study harder surely grades will be better”.⁹⁰

2. Gift

A gift is something that is given to others as a form of appreciation or remembrance. In the world of education prizes are needed as a form appreciation for what is produced by students so that makes students eager to learn. Teachers can give prizes to students who get good grades or to all students. Prizes are given after students carry out the tasks given by the teacher well. This can provide encouragement to students to learn and try to be able to

⁸⁹Maria J. Wantah, *Pengembangan Disiplin dan Pembentukan Moral pada Anak Usia Dini*, (Jakarta: Depdiknas, 2005), 165.

⁹⁰Oemar Hamalik, *Kurikulum dan Pembelajaran*, (Jakarta: Bumi Aksara, 2014), 114.

complete the tasks well. Gifts can come with gifts, goods, food or even money.⁹¹

3. The granting of numbers

The granting of numbers referred to here is the giving of symbols or the value of student learning outcomes. The numbers given to students vary depending on the results of their work. Teacher must give a number in each student learning outcome because with these numbers will motivate students to continue learning in order to improve learning outcomes. The teacher must respect each student's work, avoid the teacher only put a signature on the work of students because with this students will feel less valued.

The results showed that when the process of learning English in class VII F SMPN 1 Rambipuji use the reward system to motivate the students to learn English. This is evidenced by the praise, applause and additional value given by the teacher when the student can answer the questions and do his job well.

So from the above results it can be deduced that the teachers use the reward system to motivate the students to learn English in SMPN 1 Rambipuji VIIIF class.

⁹¹Ngalim Purwanto, *Psikologi Pendidikan*, (Bandung: Remaja Rosdakarya Offset, 2003), 183.

- b. Give of punishment to stimulate the 7th grade Students English learning motivation.

In addition to the implementation of reward, punishment the teacher also Applies as a counterweight. If just applying a lazy makeup will reward students less enthusiastic. Punishment was one of the tools used in the world of education. Although punishment results in suffering for recipients of punishment, It also includes a tool to motivate students to learn. Students will try to do all their tasks well in order to avoid punishment.⁹²

There are four important functions of punishment that play a major role in the formation of the expected behavior like restrict behavior, punishment prevents repetition of unexpect behavior, educational, to educated the students to be a good behavior, strengthen motivation to avoid unexpected behavior and positive impulse.

The results showed that when the process of learning English in class VII F SMPN 1 Rambipuji use giving punishment to motivate the students to learn English. This is evidenced by punishment was given to the student when the student can not answer the questions given by the teacher and other tasks. Penalties were given like singing in front of the class and be given additional tasks.

⁹²Malik Fajar, *Holistika Pemikiran Pendidikan*, (Jakarta : PT. Raja Grafindo, 2005), 203.

So from the above results it could be deduced that the teacher uses awarding punishment to motivate the students to learn English in SMPN 1 Rambipuji VIIF class.

2. Effect of Giving Reward and Punishment to Stimulate The 7th Grade Students English Learning Motivation at SMPN 1 Rambipuji in 2019/2020 Academic Year

One of the positive effects of reward and punishment were student motivation to grow and develop optimally.⁹³ Besides that, in the learning process, motivation is very necessary, as someone who has no motivation in learning, will not be able to do learning activities. Motivation not only comes from within but also from outside or commonly called extrinsic motivation. Extrinsic motivation was motivation that comes because of external stimulate. Extrinsic motivation could also be interpreted as motivation that was produced outside of the action itself, for example the encouragement that comes from parents, teachers, in the form of gifts, praise, appreciation, and punishment.⁹⁴

The positive effects of the reward and punishment learning method are⁹⁵

- a. Triggering students to compete
- b. Motivating student learning can grow and develop optimally

⁹³Jasa Ungguh Mulyawan, *Model Pembelajaran Spetakuler*, (Lampung: AR RUZZ MEDIA, 2016), 45.

⁹⁴Mitra Alizadeh, The Impact of Motivation on English Language Learning, *International Journal of Research in English Education*, 1, (November, 2016), 12.

⁹⁵Jasa Ungguh Mulyawan, *Model Pembelajaran Spetakuler*, (Lampung:AR RUZZ MEDIA, 2016), 45.

- c. Student learning ability can be spread and evenly distributed to all students. This might occur due to psychological factors in competing and an element of knowledge understanding among students
- d. The emotional bond between students and teachers can grow and develop optimally
- e. Easy and fun
- f. For students who are lazy to learn, are encouraged to participate in competition

The results show that giving rewards and punishments have a good impact on students. The existence of reward and punishment, students become more motivated in learning English. And increasing student motivation could be seen from the activeness of students in the class and the values of daily assignments.

According to the findings and theories above, researchers could draw conclusions that reward and punishment provide good impact on students. Students become more motivated in learning. Because to increase motivation was not enough self motivation but also motivation needed from outside. So that the existence of reward and punishment were able to help increase student motivation. Teachers could find out students who was motivated by looking at student activity in class and the values of daily assignments and tests. These was reinforced and in accordance with the results of the documentation in the form of a grade VIIF student list.

CHAPTER V

COCLUSION AND SUGGESTIONS

A. CONCLUSION

Based on the research that has been conducted at SMPN 1 Rambipuji about "Giving Reward and Punishment to Stimulate The 7th Grade Students English Learning Motivation at SMPN 1 Rambipuji in 2019/2020 Academic Year" can be concluded as follows:

The learning process of class VII F English teachers often gave rewards and punishments to students. Reward and punishment were given to students when the teacher finished giving questions or assignments to students. The reward gave in the form of applause, praise and additional value. while the punishment gave to students in the form of singing in front of the class and giving additional assignments. Reward and punishment more given to students by the teacher could increase student motivation. Because teachers not only educate but also play a role to provide motivation to students.

Effect of reward and punishment given to students from the teacher gave a positive effect on the continuity of student learning like the existence of student motivation in English learning, Students who got rewards were able to maintain their seriousness so as to continue English learning, Making other students no longer lazing in learning. Then for students who got punishment to be motivated in learning to be better and improve learning

outcomes such as increasing the value of the assignment from the previous results.

B. SUGGESTION

Suggestion are proposed as follows:

The teacher must be able to give the best educational services to students that they can be motivated to learn English. It is hoped can be more creative and innovative in giving reward and punishment to student feel more motivated and unburdened. And also a teacher must giving motivation and examples to students because the teacher is a role model for them.



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AUTENTICITY DECLARATION

The undersigned below :

Name : Indah Wahyuning Tiyas
Nim : T20156047
Study Program : English Education Department
Faculty : Tarbiyah
Institute : IAIN Jember

Honestly declared that thesis which entitled "Giving Reward and Punishment To Stimulate The Seventh Grade Students English Learning Motivation At SMPN 1 Rambipuji In 2019/2020 Academic Year" has been written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Jember, 04 October 2019

The Writer



Indah Wahyuning Tiyas

NIM. T20156047

Appendix 1. MATRIX OF RESEARCH

Title	Variable	Sub Variable	Indicator	Source of data	Research Method	General Question:
GIVING REWARD AND PUNISHMENT TO STIMULATE THE SEVENTH GRADE STUDENTS' ENGLISH LEARNING MOTIVATION AT SMPN 1 RAMBIPUJI IN 2019/2020 ACADEMIC YEAR	Reward	1. Kinds of Reward	1. Praise 2. Respect 3. Gift 4. Award Sign	1. Informant a. Headmaster of SMPN 1 Rambipuji b. English teacher of SMPN 1 Rambipuji c. Seventh grade students of SMPN 1 Rambipuji	1. Approach and kinds of research a. Qualitative b. Descriptive	1. How is the process of giving reward and punishment to stimulate the seventh grade students English learning motivation at SMPN 1 Rambipuji in 2019/2020 academic year? 1. how is the evaluation of giving reward and punishment to stimulate the seventh grade students English learning motivation at SMPN 1 Rambipuji in 2019/2020 academic year?
	Punishment	1. Kinds of Punishment	1. Punishment Preventive 2. Repressive Punishment	2. Document	2. Data collection method a. Observation b. Interview c. documentation 3. Data analysis technique : Descriptive qualitative	
	Motivation	1. Kinds of Motivation	1. Intrinsic Motivation 2. Extrinsic Motivation		4. Validation of data : triangulation of technique	

OBSERVATION

Providing Process Reward and Punishment To Stimulate The Seventh Grade Students English Learning Motivation

Date and time :

Class / Semester :

Time :

School :

Subject: The process of giving reward and punishment for student motivation

No	Aspects observed	Yes	No	Description
I	Learning process			
1.	Teachers give students apersepsi			
2.	Teachers convey clear learning goals			
3.	The teacher presents the material with coherent			
	Material presented easy to understand students'			
	Teachers open the question to students who do not understand			
	Teacher explains the question to the student when the student could answer will be given a reward and if the answer can not be given punishment			
3.	Teachers provide a number of questions relating to materials delivered to students			
4.	Teachers give rewards to students who can answer questions properly			
	Teachers utilize instructional materials / media with good			
	Teacher			
II	Reward and punishment			
5.	Teacher gifts given in the form of: a. Praise			

	b. Score c. Goods			
6.	Teachers give punishment to students who could not answer questions properly			
	The teacher's punishment in the form of: a. Rule of procedure b. Prompts and orders c. Prohibition d. Notification e. Reprimand f. Punishment			
	Students enthusiastically participated in the learning start beginning to the end			
	Students enthusiastically participated in learning with their reward and punishment			
	Students are less enthusiastic following their English language learning with reward and punishment			
III	student motivation			
	Students are happy with their reward and punishment			
	Teachers give motivation to students			

DOCUMENTATION GUIDELINES

No.	Indicator	Documentation
1.	designing learning	RPP
2.	Implementation of learning activities	Photos during the learning
3.	The interview process	Photos interview
4.	Evaluation of learning outcomes	List of student scores

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INTERVIEW GUIDELINES

A. Interview Guide On Teacher in Seventh Grade Class

1. How do you stimulate student motivation in learning English in class VII?
2. What you never give rewards to students when learning in class?
3. What you never give punishment to the students when learning in class?
4. A reward is given to the student in the learning process of English?
5. Any punishment given to students in the process of learning English?
6. What is the purpose of giving reward and punishment to the students of class VII?
7. Do students always receive the punishment that you gave?
8. How do you face the students in the class who have different learning motivation?
9. What do you expect from applying reward and punishment to the students?
10. Whether by implementing these students feel motivated?
11. How does the process of reward and punishment to the students of class VII to stimulate student motivation in learning English?
12. How can I see who's motivated and not motivated in the process of learning English in class VII?
13. How do you stimulate student motivation in learning English in class VII?
14. Do Reward and Punishment is always applied in every meeting in the process of learning English?
15. Who are the students who are eligible to receive reward and punishment?

B. Interview guides to students

1. Do you like English?
2. Do you like learning English?
3. What makes you like the English lesson?
4. What made you do not like the English lesson?
5. What are the benefits of learning English lessons do you think?
6. Do you have difficulty in learning English in class? and what is the reason?
7. What are the difficulties that you experience when learning English in the classroom?
8. What do you feel after learning English in class?
9. Are you still learning English material when there are empty within hours of English language learning in class?
10. Do you learn best in class when learning English?
11. Is your class condition is quite fun and support the activities of the English language learning process take place?
12. Are teachers often give rewards and punishment in class when the English language learning process take place?
13. A reward is given to students in class in English language learning take place?
14. Any punishment given to students in class in English language learning take place?
15. Are you motivated to learn English with their teachers provide classroom rewards and punishments?
16. Any method used by teachers to teach English to you?
17. Do you ever get bored when learning English take place?
18. What makes you feel bored when English language learning process takes place in class?

19. Any punishment given to you as a teacher of English learning process take place?
20. Any rewards given to your teacher when learning English take place?
21. According to you, what is the reason teachers give you the punishment?
22. According to you, what is the reason teachers give you the gift?
23. Are you more motivated to learn English when the teacher gives reward and punishment in the process of learning English?
24. How do you motivate yourself to learn English?
25. Do teachers give you the motivation to learn English?
26. A teacher motivation given to you in the process of learning English?

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INSTITUT AGAMA ISLAM NEGERI JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Nomor : B.3035/In.20/3.a/PP.00.9/08/2019
Sifat : Biasa
Lampiran : -
Hal : **Permohonan Izin Penelitian**

30 Agustus 2019

Yth. Kepala SMPN 1 Rambipuji
Jalan Dr.Soetomo 01 rambipuji, Kecamatan Rambipuji Jember

Assalamualaikum Wr Wb.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

Nama : Indah Wahyuning Tyas
NIM : T20156047
Semester : IX
Jurusan : Pendidikan Bahasa
Prodi : Tadris Bahasa Inggris

untuk mengadakan Penelitian/Riset mengenai Giving Reward And Punishment To Stimulate The Seventh Grade Students English Learning Motivation At SMPN 1 Rambipuji In 2019/2020 Academic Year selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak.

Adapun pihak-pihak yang dituju adalah sebagai berikut:

1. Kepala Madrasah
2. Guru Mata Pelajaran Bahasa Inggris Kelas VII
3. Siswa Kelas VII

Demikian, atas perkenan dan kerjasamanya disampaikan terima kasih.


Wassalamualaikum Wr Wb.



Dekan Bidang Akademik,

JOURNAL OF RESEARCH

NO	TIME	ACTIVITY	PARAF
1	Wednesday, 10 July 2019	Observation I	—
2	Thursday, 11 July 2019	Observation II	
3	Monday, 2 September 2019	Handed a letter to research	7267 <i>[Signature]</i>
4	Wednesday, 11 September 2019	Observation in VIIF class	<i>[Signature]</i>
5	Thursday, 12 September 2019	Observation in VIIF class	<i>[Signature]</i>
6	Saturday, 14 September 2019	Interview of seventh grade students Rama, Chelsea, Bayu, Bela	<i>[Signature]</i> <i>[Signature]</i>
7	Monday, 16 September 2019	Interview English teacher of seventh grade Mr. Ardiansyah	<i>[Signature]</i>
8	Wednesday, 18 September 2019	Observation in VIIF class	<i>[Signature]</i>
9	Thursday, 19 September 2019	Observation in VIIF class	<i>[Signature]</i>
10	Monday, 23 September 2019	To complete the data	<i>[Signature]</i>
11	Saturday, 5 October 2019	Handed a letter to finished research	7267 <i>[Signature]</i>


 21 October 2019
 Head of School
 BAMBANG SUDIYONO, S.Pd
 NIP. 19640707 198703 1 009



PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SMP NEGERI 1 RAMBIPUJI
Jalan dr. Sutomo No. 1 Telp. (0331) 711339 Rambipuji



SURAT KETERANGAN

NO. 421.3/272.2/413.17.20523874/2019

Yang bertanda tangan di bawah ini :

nama : Bambang Sudiyono, S.Pd.
nip : 19640707 198703 1 009
jabatan : Plt. Kepala Sekolah
unit kerja : SMP Negeri 1 Rambipuji
alamat : Jalan dr. Soetomo 1 Rambipuji

menerangkan dengan sebenarnya bahwa mahasiswa di bawah ini:

nama : Indah Wahyuning Tiyas
nim : T20156047
universitas : Institut Agama Islam Negeri (IAIN) Jember
fakultas : Tarbiyah dan Ilmu Keguruan
program studi : Tadris Bahasa Inggris

benar-benar telah mengadakan penelitian di SMP Negeri 1 Rambipuji pada tanggal 5 September s.d. 5 Oktober 2019 dalam bentuk pengajaran di kelas dengan judul **"Giving Reward and Punishment to Stimulate the Seventh Grade Students English Learning Motivation at SMPN 1 Rambipuji in 2019/2020 Academic Year."**

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Rambipuji, 18 Oktober 2019
Plt. Kepala Sekolah,

BAMBANG SUDIYONO, S.Pd.
NIP. 19640707 198703 1 009



HASIL OBSERVASI
CATATAN LAPANGAN (*FIELD NOTE*)

Subjek penelitian	Tanggal observasi	2 September 2019
Kepala Sekolah	Waktu	08.00 - selesai

HASIL OBSERVASI

Peneliti
Hari Senin tanggal 2 September 2019 pukul 08.00 WIB, peneliti datang ke sekolah untuk bertemu dengan Kepala sekolah. Kemudian peneliti mengutarakan maksud kehadirannya yaitu ingin meneliti di sekolah yang bersangkutan dengan menyerahkan surat penelitian. Lalu peneliti menjelaskan penelitian yang akan dilaksanakan. Kemudian Kepala sekolah menerima dengan senang hati dan menjelaskan boleh sesegera mungkin untuk melakukan penelitian.

HASIL OBSERVASI
CATATAN LAPANGAN (*FIELD NOTE*)

Subjek penelitian	Tanggal observasi	11 September 2019
Siswa kelas VIIF dan guru Bahasa Inggris kelas VII	Waktu	10.00 - selesai

HASIL OBSERVASI

Peneliti
Hari Rabu tanggal 11 September 2019 pukul 10.00 WIB, peneliti datang ke sekolah untuk bertemu dengan guru kelas VII. Kemudian peneliti mengutarakan maksud kehadirannya yaitu ingin meneliti di kelas VIIF. Lalu peneliti menjelaskan bahwa ingin melakukan observasi di kelas VIIF saat proses pembelajaran. Kemudian guru menerima dengan senang hati dan menjelaskan jadwal bahasa Inggris di kelas VIIF. Dan kebetulan hari itu ada pelajaran bahasa Inggris pada jam terakhir di kelas VIIF. Akhirnya peneliti menunggu hingga pukul 11.40 WIB untuk melakukan observasi. Pukul 11.40 WIB peneliti mengikuti guru bahasa Inggris ke kelas VIIF dan peneliti mulai melakukan observasi. Di awal pembelajaran guru melakukan salam, mengisi daftar hadir siswa, dilanjutkan dengan apersepsi, kemudian penyampaian materi tentang things and around us. Setelah guru menyampaikan materi, beliau mencoba memberi pertanyaan kepada siswa tentang materi yang baru saja disampaikan. Guru menunjuk siswa secara acak. Pertanyaan pertama diberikan kepada Mico dan dia bisa menjawabnya. dilanjutkan ke pertanyaan kedua dan ketiga. dipertanyaan ketiga ternyata siswa yang bernama Aulia tidak bisa menjawab. Akhirnya Aulia diminta untuk maju kedepan dan berdiri sambil menunggu pertanyaan-pertanyaan selanjutnya selesai. Ketika semua pertanyaan sudah selesai diberikan ternyata ada 3 orang yang tidak bisa menjawab dan akhirnya diminta untuk maju kedepan. Yaitu Aulia, Alfandi, Salman. Dan mereka diminta untuk bernyanyi di depan. Setelah itu guru meminta mereka untuk membuat kalimat tentang materi saat itu sebanyak 5 kalimat dan dikumpulkan pertemuan selanjutnya. Kemudian dilanjutkan dengan guru memberikan evaluasi pembelajaran saat itu sebelum kelas diakhiri.

Hasil pengamatan penelitian hari ini kegiatan pembelajaran berjalan dengan baik akan tetapi ada sebagian siswa yang masih belum paham dengan materi hari ini.

HASIL OBSERVASI
CATATAN LAPANGAN (FIELD NOTE)

Subjek penelitian	Tanggal observasi	12 September 2019
Siswa kelas VIIF dan guru Bahasa Inggris kelas VII	Waktu	11.40 - selesai

HASIL OBSERVASI

Peneliti
<p>Hari Kamis tanggal 12 September 2019 pukul 11.40 WIB, peneliti datang ke sekolah untuk melakukan observasi kedua kalinya. Kemudian peneliti mengikuti pembelajaran bahasa Inggris pada materi lanjutan kemarin karena siswa masih ada yang belum paham dengan materinya. Guru meminta tugas yang kemarin diberikan kepada 3 anak yang menerima tugas tambahan untuk dikumpulkan. Ketiga anak itu langsung maju ke depan untuk menunjukkan hasil tugas mereka kepada guru kemudian guru melihatnya. Setelah selesai mereka diminta untuk duduk kembali. Dan guru mulai menjelaskan kembali materi kemarin. Setelah siswa paham guru melanjutkan ke materi selanjutnya dan menjelaskan tentang materi itu. Semua materi telah disampaikan kemudian guru memberikan tugas untuk membuat kalimat yang berhubungan dengan materi kepada siswa untuk dikerjakan. Waktu yang diberikan sebanyak 20 menit. Siswa mulai mengerjakan tugas yang diberikan, dalam proses mengerjakan siswa ada yang tenang dan santai dalam mengerjakan, ada yang ekspresi bingung, ada yang bertanya kepada temannya, ada juga yang asik berbicara dengan temannya. Setelah waktu yang diberikan habis. Guru langsung membahas bersama-sama dengan siswa. Dan guru melihat hasil dari masing-masing siswa. Kemudian guru memberikan evaluasi dari pembelajaran hari ini sebelum kelas diakhiri.</p> <p>Hasil pengamatan penelitian hari ini kegiatan pembelajaran hari ini berjalan dengan baik akan tetapi ternyata masih ada juga siswa yang masih belum paham. Tetapi tidak sebanyak kemarin.</p>

HASIL OBSERVASI
CATATAN LAPANGAN (FIELD NOTE)

Subjek penelitian	Tanggal observasi	18 September 2019
Siswa kelas VIIF dan guru Bahasa Inggris kelas VII	Waktu	11.40 - selesai

HASIL OBSERVASI

Peneliti
<p>Hari Rabu tanggal 18 September 2019 pukul 11.40 WIB peneliti datang ke sekolah untuk melakukan observasi ketiga kalinya di kelas VIIF. Peneliti mulai mengikuti dari awal</p>

pembelajaran sampai akhir. Sama seperti observasi sebelumnya ketika materi guru menjelaskan tentang materi pada saat itu terlebih dahulu. Ditengah-tengah guru menjelaskan materi masih ada juga siswa yang berbicara sendiri, mengantuk dan ada juga yang serius memperhatikan. Setelah semua pemaparan selesai. Guru akan melakukan permainan talking stick. Guru menjelaskan semua peraturan dalam permainan. Setelah semua siswa mengerti dengan peraturannya, permainan langsung dimulai. Ketika permainan dimulai semua siswa terlihat senang tetapi ada juga yang tegang. Didalam permainan ini ada beberapa siswa yang mendapat punishment. Permainan ini berlangsung sampai waktu pembelajaran selesai. Setelah selesai bermain guru memberikan motivasi dan evaluasi pembelajaran hari ini dan guru mengumumkan jika besok akan diadakan ulangan.

Hasil pengamatan penelitian hari ini, siswa terlihat senang dan proses pembelajaran berjalan dengan baik.

HASIL OBSERVASI CATATAN LAPANGAN (FIELD NOTE)

Subjek penelitian	Tanggal observasi	19 September 2019
Siswa kelas VIIF dan guru Bahasa Inggris kelas VII	Waktu	11.40 - selesai

HASIL OBSERVASI

Peneliti
Hari Kamis tanggal 19 September 2019 pukul 11.40 WIB peneliti datang ke sekolah untuk melakukan observasi keempat kalinya di kelas VIIF. Peneliti hari ini hanya meneliti proses ulangan di kelas itu. Karena sesuai dengan yang diberitahukan guru pada pertemuan sebelumnya jika hari ini akan ada ulangan. Ketika kegiatan ulangan berlangsung siswa terlihat serius. Ketika waktu sudah selesai semua siswa diminta untuk mengumpulkan kertas ulangannya ke depan.

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HASIL WAWANCARA

Biodata Guru Bahasa Inggris Kelas VII	Tempat dan waktu wawancara
Nama : Ardiansyah	Hari/ tanggal : Monday , 16 September 2019
Jenis kelamin : Laki-laki	Tempat wawancara : Ruang Guru

Agama : islam	Waktu wawancara: 10.00 - selesai
---------------	----------------------------------

Keterangan

P: Peneliti

A: Ardiansyah

HASIL WAWANCARA

Hasil wawancara dengan Bapak Ardiansyah yang berisi kutipan sebagai berikut.

P: “Bagaimana cara bapak merangsang motivasi siswa dalam belajar bahasa inggris di kelas VII?”

A: “Meningkatkan minat belajar dari peserta didik bisa ditempuh dengan beberapa macam cara diantaranya dengan memberikan reward dan punishment kepada peserta didik. Hal itu saya lakukan dengan tujuan agar peserta didik yang berprestasi mendapatkan reward. Supaya apa? Supaya lebih termotivasi lagi dalam belajar dan peserta didik yang malas dalam belajar akan mendapat punishment dengan harapan peserta didik bisa lebih baik lagi dalam belajar dan bisa termotivasi.”

P: “Apa bapak pernah memberikan reward kepada siswa ketika proses pembelajaran dikelas?”

A: “Reward pernah saya berikan kepada mereka misalkan saya memberikan beberapa pertanyaan kepada mereka, siapa yang bisa jawab dapat nilai plus dan tambahan tepuk tangan sebagai apresiasi berani dan benar menjawab. Karena applause terutama dari teman-teman satu kelas itu juga bisa menambah semangat anak-anak dalam belajar bisa lebih berprestasi.”

P: “Apa bapak pernah memberikan punishment kepada siswa ketika proses pembelajaran dikelas?”

A: “Pernah, Selain memberikan materi saya juga memberikan tugas tambahan bagi siswa yang terkena hukuman. Kemudian untuk siswa yang lainnya saya memberikan tugas untuk membuat kalimat yang sesuai dengan materi yang diajarkan saat itu juga. misal ketika materi seperti kemarin tentang things and around us saya minta mereka untuk membuat kalimat tentang itu juga.”

P: “Apa saja punishment yang diberikan kepada siswa dalam proses pembelajaran bahasa inggris ?

A: “Punishment yang saya berikan bagi anak disini yaitu bukan hukuman fisik dan bukan hukuman yang terlalu membuat anak itu tertekan tetapi hukuman yang masih bisa dilakukan oleh siswa, siswa masih mampu menjalaninya dan tidak merugikan. seperti dengan memberikan tugas tambahan dari tugas yang sudah diberikan selain itu juga jika siswa yang tidak bisa menjawab pertanyaan maju ke depan untuk menerima hukuman misal bernyanyi. jadi hukuman itu tidak harus hukuman fisik.”

P: “Apa tujuan dari memberikan reward dan punishment kepada siswa kelas VII lengkap ?”

A: “Tujuan memberikan reward dan punishment agar sesuai dengan indikator dan tujuan pembelajaran. Dengan adanya reward dan punishment bisa memotivasi buat belajar”

P: “Apakah siswa selalu menerima hukuman yang bapak berikan?”

A: “Karena disetiap awal semester ketika awal pembelajaran saya buat kesepakatan dengan mereka. Misal jika diberikan tugas rumah harus dikerjakan. Jika tidak minggu depan akan

langsung mendapatkan punishment ketika waktu pengumpulan, jadi pasti dilakukan”

P: “Bagaimana cara bapak menghadapi siswa di kelas yang memiliki motivasi belajar berbeda-beda?”

A: “Memang pada awalnya anak-anak itu perlu untuk di paksa dalam belajar. Untuk mengimbangi hal ini anak yang rajin, saya berikan reward misalnya memberikan apresiasi dengan tepuk tangan dan memberi nilai plus. Dan juga kepada anak yang malas atau bahkan mereka yang tidak mengerjakan tugas, saya memberikan punishment dan sikap tegas kepada mereka. Hal ini untuk melatih kedisiplinan mereka juga.”

P: “Apa saja reward yang diberikan kepada siswa dalam proses pembelajaran bahasa inggris?”

A: “Supaya anak menyukai pelajaran Bahasa Inggris reward yang diberikan dalam bentuk ucapan misal “nice”, “good”, memberikan tepuk tangan, anak diberikan ucapan. Tapi dari semua itu, reward yang paling pokok diberikan itu nilai yang baik atau nilai plus.”

P: “Siapa siswa yang berhak menerima reward dan punishment?”

A: “Reward dan punishment yang saya berikan kepada anak-anak yang rajin, berprestasi dan juga anak-anak yang perlu dimotivasi untuk lebih giat lagi belajarnya. Selain itu juga agar mereka lebih menyukai pelajarannya.”

P: “Apa yang bapak harapkan dari menerapkan reward dan punishment kepada siswa?”

A: “Saya disini itu mencoba untuk memberikan reward dan punishment karena ini pelajaran bahasa inggris jadi tidak hanya sekedar teori tetapi diharapkan anak-anak juga bisa mempraktekannya dalam kehidupan sehari-hari. Jadi siswa tidak hanya memahami teorinya saja tetapi juga bisa mempraktekannya. misal bisa berkomunikasi dengan orang lain menggunakan bahasa inggris.”

P: “Apakah dengan menerapkan ini siswa merasa termotivasi?”

A: “Menggunakan reward dan punishment ada perbedaan pertama anak-anak tidak merasa ditekan atau mendapat penekanan dari kita seorang guru, kalau memberikan hukuman yang sifatnya berat-berat anak kan merasa ditekan harus melakukan ini dan harus melakukan itu, akhirnya dengan cara yang saya lakukan ini terkadang anak-anak melakukan tugasnya dengan senyum jadi tidak merasa kalau dia sedang dihukum akhirnya bagi mereka yang menerima hukuman itu ya melakukannya merasa lebih ikhlas. Dan menumbuhkan motivasi pada diri siswa untuk belajar lebih keras.”

P: “Apakah Reward dan Punishment itu selalu diterapkan disetiap pertemuan dalam proses pembelajaran bahasa inggris?”

A: “Reward dan punishment tidak selalu saya berikan disetiap pertemuan. Tetapi hanya pada saat-saat tertentu yang memang diperlukan.”

P: “Bagaimana cara bapak merangsang motivasi siswa dalam belajar bahasa inggris di kelas VII?”

A: “Tentunya kesabaran, memberikan nasehat untuk lebih giat dalam belajar. Dan juga cara membimbing anak yang belum termotivasi belajar bisa diibaratkan jangan menyuapi semua makanan yang ada dimeja kepada anak secara langsung. Tetapi suapilah apa yang paling dibutuhkan terlebih dahulu. Setelah anak itu merasakan apa yang dia butuhkan sudah didapat baru lanjut ke makanan selanjutnya. Sama halnya dengan membimbing atau mengajari anak yang belum ada motivasi belajar. Berikanlah terlebih dahulu materi apa yang dia butuhkan, setelah dia mampu kemudian lanjut ke materi selanjutnya.”

P: “Bagaimana cara melihat siswa yang telah termotivasi dan belum termotivasi dalam proses pembelajaran bahasa inggris di kelas VII?”

A: “Anak-anak yang termotivasi dapat dilihat dari segi keaktifan dikelas ketika proses pembelajaran. Dan juga nilai keseharian juga bisa menjadi tolak ukur.”

HASIL WAWANCARA

Biodata peserta didik kelas VIII	Tempat dan waktu wawancara
Nama : Chelsea Geraldine Renata	Hari/ tanggal : Selasa , 25 September 2019
Jenis kelamin : Perempuan	Tempat wawancara : di Aula Sekolah
Agama : Kristen	Waktu wawancara: 13.00 - selesai

Keterangan

P: Peneliti

C: Chelsea

HASIL WAWANCARA

Hasil wawancara dengan Chelsea yang berisi kutipan sebagai berikut.

P: “Apakah kamu suka bahasa inggris?”

C: “ Suka”

P: “Apakah kamu suka pelajaran bahasa inggris?”

C: “Iya suka juga”

P: “Apa yang membuat kamu suka dengan bahasa inggris dan pelajaran bahasa inggris?”

C: “Waktu itu ada kakak saudara pintar bahasa inggris, keren aja. kalo kita bisa bahasa inggris misalnya ketemu sama bule jadi bisa ngomong gitu”

P: “Apa manfaat belajar pelajaran bahasa inggris menurut kamu?”

C: “misalnya ngomong sama orang atau sama guru bahasa inggris bisa nyambung, terus bisa ngomong sama bule kalo ketemu”

P: “Apakah kamu mengalami kesulitan ketika proses pembelajaran bahasa inggris di kelas?”

C: “Kadang ada. kalo gurunya ngomong kecepatan gitu terus langsung masuk ke inti gitu agak enggak nyambung. ”

P: “Apa saja kesulitan yang kamu alami ketika proses pembelajaran bahasa inggris di kelas?”

C: “memahami materi kalo gurunya ngomongnya kecepatan”

P: “Apa yang kamu rasakan setelah belajar bahasa inggris di kelas ?”

C: “Kadang bingung kalo lagi tidak paham materinya”

P: “Apakah kamu belajar dengan baik di kelas ketika proses pembelajaran bahasa inggris?”

C: “belum, soalnya kadang masing ngobrol-ngobrol sama temen”

P: " Apakah kamu tetap belajar materi bahasa inggris ketika ada jam kosong pada waktu pembelajaran bahasa inggris di kelas?”

C: “Kadang bu”

P: “Apakah kondisi kelasmu cukup menyenangkan dan mendukung dalam kegiatan proses pembelajaran bahasa inggris berlangsung?”

C: “iya bu. soalnya kalo gurunya enak dan enggak terlalu serius saya nyaman-nyaman aja. tapi kalo pas pelajaran dan saya mau serius tapi temen ngajak ngomong jadi gk seneng”

P: “Apakah guru sering memberikan reward dan punishment di kelas ketika proses pembelajaran berlangsung?”

C: “kadang bu.”

P: “Apa saja reward yang diberikan guru bahasa inggris kepada siswa di kelas dalam proses pembelajaran bahasa inggris? dalam bentuk barang, ucapan atau memberikan tepuk tangan?”

C: “Kalo barang enggak pernah, tapi kalo ucapan bagus terus diminta tepuk tangan seperti kata ibu barusan yang untuk teman yang bisa jawab itu sering.”

P: “Apa saja punishment yang diberikan guru bahasa inggris kepada siswa di kelas dalam proses pembelajaran bahasa inggris?”

C: “kalo hukumannya itu disuruh nyanyi bu didepan dan kadang juga dikasih tugas.”

P: “Bagaimana cara guru memberikan reward dan punishment ?”

C: “Biasanya itu ketika setelah mengerjakan tugas atau soal-soal gitu bu. Dan ketika setelah ulangan itu kan hasilnya dibagikan. biasanya disitu dibacakan nilainya”

P: “Apakah kalian termotivasi dalam belajar bahasa inggris dengan adanya guru yang memberikan reward dan punishment di kelas?”

C: “kalo gurunya kasih hukuman Cuma nyanyi-nyanyi gitu enggak bu tapi kadang gurunya kasih hukuman soal-soal gitu jadi agak ada motivasinya. kalo untuk hadiah kayak ucapan gitu. agak termotivasi bu soalnya seneng gitu ketika jawab bener dapat tepuk tangan”

P: “Apa saja metode yang digunakan guru untuk mengajar bahasa inggris di kelas?”

C: “gurunya jelasin dulu baru kasih soal bu”

P: “Apakah kalian pernah merasa bosan ketika proses pembelajaran bahasa inggris berlangsung ?”

C: “belum pernah bu. karena chelsea pengen bisa bahasa inggris. soalnya lumayan besar chelsea pengen bisa bahasa inggris”

P: “Menurut kamu apa alasan guru memberikan reward tersebut ?”

C: “biar anaknya itu lebih disiplin terus dia mau dengerin ketika guru jelasin”

P: “Menurut kamu apa alasan guru memberikan punishment tersebut?”

C: “biar anaknya lebih giat lagi untuk belajar bahasa inggris”

P: “Bagaimana kamu memotivasi diri kamu sendiri dalam belajar bahasa inggris?”

C: “Kalo chelsea selalu ingat omongan mama. soalnya mama bilang gini “ kalo kita keluar negeri atau kemana, kita misalnya tidak tahu kita ada dimana, kita bisa baca tulisan dan akhirnya tahu tempat itu dimana terus nanti kita juga bisa tanya sama orang menggunakan bahasa inggris kan enak nantinya” dan juga yang memotivasi saya sendiri itu karena saya emang pengen banget bisa bahasa inggris bu”

P: “Apakah guru memberikan kamu motivasi untuk belajar bahasa inggris ketika dikelas?”

C: “Kadang di waktu jam mau abis itu bu”

P: “Apa saja motivasi yang diberikan guru kepada kamu dan temen-temen dikelas ketika proses pembelajaran bahasa inggris?”

C: “bilang jangan sampai buang-buang waktu biar masa depannya cerah dan tetap selalu rajin buat belajar. itu yang sangat ingat bu”

HASIL WAWANCARA

Biodata peserta didik kelas VIIF	Tempat dan waktu wawancara
Nama : Nur Arianti Triabellatus S.	Hari/ tanggal : Rabu , 25 September 2019
Jenis kelamin : Perempuan	Tempat wawancara : di Aula sekolah
Agama : islam	Waktu wawancara: 13.25 - selesai

Keterangan

P: Peneliti

N: Nur Arianti Triabellatus S.

HASIL WAWANCARA

Hasil wawancara dengan Nur Arianti Triabellatus S. yang berisi kutipan sebagai berikut.

P: “Apakah kamu suka bahasa inggris?”

N: “Suka”

P: “Apakah kamu suka pelajaran bahasa inggris?”

N: “Suka”

P: “Apa yang membuat kamu suka dengan bahasa inggris dan pelajaran bahasa inggris?”

N: “Karena kalo mau keluar negeri kan bisa berbahasa inggris dan kalo kemana-mana bisa menggunakan bahasa inggris”

P: “Apa manfaat belajar pelajaran bahasa inggris menurut kamu?”

N: “Biar bisa ngomong sama orang bule”

P: “Apakah kamu mengalami kesulitan ketika proses pembelajaran bahasa inggris di kelas?”

N: “Kadang-kadang, karena kadang enggak paham kadang kurang paham”

P: “Apa saja kesulitan yang kamu alami ketika proses pembelajaran bahasa inggris di kelas?”

N: “lebih sering tidak paham materinya bu”

P: “Apa yang kamu rasakan setelah belajar bahasa inggris di kelas?”

N: “Sedikit lebih tau meski banyak enggak taunya tentang bahasa inggris. Dan kadang iseng-iseng ngomong bicara sendiri pakai bahasa inggris”

P: “Apakah kamu belajar dengan baik di kelas ketika proses pembelajaran bahasa inggris?”

N: “Sedikit bu”

P: “Apakah kamu tetap belajar materi bahasa inggris ketika ada jam kosong pada waktu pembelajaran bahasa inggris di kelas?”

N: “Kadang belajar bahasa inggris kadang belajar pelajaran yang lain”

P: “Apakah kondisi kelasmu cukup menyenangkan dan mendukung dalam kegiatan proses pembelajaran bahasa inggris berlangsung?”

N: “iya bu. soalnya dari tempat dan gurunya sudah cukup mendukung dan menyenangkan.”

P: “Apakah guru sering memberikan reward dan punishment di kelas ketika proses pembelajaran berlangsung?”

N: “Kadang bu”

P: “Apa saja reward yang diberikan guru bahasa inggris kepada siswa di kelas dalam proses pembelajaran bahasa inggris? dalam bentuk barang, ucapan atau memberikan tepuk tangan?”

N: “Hadiah barang belum tapi kalo bilang bagus dan beri tepuk tangan itu pernah”

P: “Apa saja punishment yang diberikan guru bahasa inggris kepada siswa di kelas dalam proses pembelajaran bahasa inggris?”

N: “ Selama ini itu bu kalo tidak bisa jawab gitu, disuruh nyanyi ke depan”

P: “Bagaimana cara guru memberikan reward dan punishment?”

N: “Biasanya itu kalo tidak bisa jawab pertanyaan terus sama tugas-tugas gitu terus kalo bisa ya gurunya kasih tepuk tangan. pokoknya ketika ada tugas-tugas gitu sama pertanyaan bu”

P: “Apakah kalian termotivasi dalam belajar bahasa inggris dengan adanya guru yang memberikan reward dan punishment di kelas?”

N: “Termotivasi bu”

P: “Apa saja metode yang digunakan guru untuk mengajar bahasa inggris di kelas?”

N: “Guru menjelaskan terus kasih soal bu”

P: “Apakah kalian pernah merasa bosan ketika proses pembelajaran bahasa inggris berlangsung?”

N: “Pernah, Karena materinya bu yang kadang sulit dipahami”

P: “Menurut kamu apa alasan guru memberikan reward tersebut?”

N: “Agar lebih giat belajar dan disiplin bu”

P: “Menurut kamu apa alasan guru memberikan punishment tersebut?”

N: “ Sama kayak diatas bu”

P: “Bagaimana kamu memotivasi diri kamu sendiri dalam belajar bahasa inggris

N: “ Yang memotivasi saya itu ya karena saya suka, dan nanti bisa ngomong sama orang bule, terus kalo mau keluar negeri bisa tanya-tanya tempatnya”

P: “Apakah guru memberikan kamu motivasi untuk belajar bahasa inggris ketika dikelas?”

N: “Pernah”

P: “Apa saja motivasi yang diberikan guru kepada kamu dan temen-temen dikelas ketika proses pembelajaran bahasa inggris?”

N: “Bilang belajar yang giat jangan males, gitu dah bu”

HASIL WAWANCARA

Biodata peserta didik kelas VIIF	Tempat dan waktu wawancara
Nama : Rizky Eka Ramadhan	Hari/ tanggal : Rabu , 25 September 2019
Jenis kelamin : Laki-Laki	Tempat wawancara : di aula sekolah
Agama : islam	Waktu wawancara: 13.56 - selesai

Keterangan

P: Peneliti

R: Rizky Eka Ramadhan

HASIL WAWANCARA

Hasil wawancara dengan Rizky Eka Ramadhan yang berisi kutipan sebagai berikut.

P: “Apakah kamu suka bahasa inggris?”

R: “iya bu”

P: “Apakah kamu suka pelajaran bahasa inggris?”

R: “Suka”

P: “Apa yang membuat kamu suka dengan bahasa inggris dan pelajaran bahasa inggris?”

R: “Karena kalo mau keluar negeri kan bisa berbahasa inggris dan kalo kemana-mana bisa menggunakan bahasa inggris”

P: “Apa manfaat belajar pelajaran bahasa inggris menurut kamu?”

R: “Biar bisa ngomong sama orang bule”

P: “Apakah kamu mengalami kesulitan ketika proses pembelajaran bahasa inggris di kelas?”

R: “Kadang-kadang, karena kadang enggak paham kadang kurang paham”

P: “Apa saja kesulitan yang kamu alami ketika proses pembelajaran bahasa inggris di kelas?”

R: “lebih sering tidak paham materinya bu”

P: “Apa yang kamu rasakan setelah belajar bahasa inggris di kelas?”

R: “Senang, karena bisa memahami materi sekaligus saya bisa mencoba ngomong menggunakan bahasa inggris. meskipun hanya coba-coba”

P: “Apakah kamu belajar dengan baik di kelas ketika proses pembelajaran bahasa inggris?”

R: “Sedikit bu”

P: “Apakah kamu tetap belajar materi bahasa inggris ketika ada jam kosong pada waktu pembelajaran bahasa inggris di kelas?”

R: “Kadang belajar bahasa inggris kadang belajar pelajaran yang lain”

P: “Apakah kondisi kelasmu cukup menyenangkan dan mendukung dalam kegiatan proses pembelajaran bahasa inggris berlangsung?”

R: “iya bu. soalnya dari tempat dan gurunya sudah cukup mendukung dan menyenangkan.”

P: “Apakah guru sering memberikan reward dan punishment di kelas ketika proses pembelajaran berlangsung?”

R: “Kadang bu”

P: “Apa saja reward yang diberikan guru bahasa inggris kepada siswa di kelas dalam proses pembelajaran bahasa inggris? dalam bentuk barang, ucapan atau memberikan tepuk tangan?”

R: “Hadiah barang belum tapi kalo bilang bagus dan beri tepuk tangan itu pernah”

P: “Apa saja punishment yang diberikan guru bahasa inggris kepada siswa di kelas dalam proses pembelajaran bahasa inggris?”

R: “ Selama ini itu bu kalo tidak bisa jawab gitu, disuruh nyanyi ke depan”

P: “Bagaimana cara guru memberikan reward dan punishment?”

R: “Biasanya itu kalo tidak bisa jawab pertanyaan terus sama tugas-tugas gitu terus kalo bisa ya gurunya kasih tepuk tangan. pokoknya ketika ada tugas-tugas gitu sama pertanyaan bu”

P: “Apakah kalian termotivasi dalam belajar bahasa inggris dengan adanya guru yang memberikan reward dan punishment di kelas?”

R: “Kalo gurunya kasih hukuman Cuma nyanyi-nyanyi gitu enggak bu tapi kadang gurunya kasih hukuman soal-soal gitu jadi agak ada motivasinya. kalo untuk hadiah kayak ucapan gitu. agak termotivasi bu soalnya seneng gitu ketika jawab bener dapat tepuk tangan”

P: “Apa saja metode yang digunakan guru untuk mengajar bahasa inggris di kelas?”

R: “Guru menjelaskan terus kasih soal bu”

P: “Apakah kalian pernah merasa bosan ketika proses pembelajaran bahasa inggris berlangsung?”

R: “sering bu”

P: “Menurut kamu apa alasan guru memberikan reward tersebut?”

R: “Agar lebih giat belajar dan disiplin bu”

P: “Menurut kamu apa alasan guru memberikan punishment tersebut?”

R: “ Sama kayak diatas bu”

P: “Bagaimana kamu memotivasi diri kamu sendiri dalam belajar bahasa inggris

R: “mengingat orang tua”

P: “Apakah guru memberikan kamu motivasi untuk belajar bahasa inggris ketika dikelas?”

R: “Pernah”

P: “Apa saja motivasi yang diberikan guru kepada kamu dan temen-temen dikelas ketika proses pembelajaran bahasa inggris?”

R: “kalimat motivasi gitu dah bu”

HASIL WAWANCARA

Biodata peserta didik kelas VIII	Tempat dan waktu wawancara
Nama : Bayu Putra Kusuma	Hari/ tanggal : Rabu , 25 September 2019
Jenis kelamin : Laki-Laki	Tempat wawancara : di aula sekolah
Agama : islam	Waktu wawancara: 14.00 - selesai

Keterangan

P: Peneliti

B: Bayu Putra Kusuma

HASIL WAWANCARA

Hasil wawancara dengan Bayu Putra Kusuma yang berisi kutipan sebagai berikut.

P: “Apakah kamu suka bahasa inggris?”

B: “Suka”

P: “Apakah kamu suka pelajaran bahasa inggris?”

B: “Iya suka juga”

P: “Apa yang membuat kamu suka dengan bahasa inggris dan pelajaran bahasa inggris?”

B: “karena bahasa inggris adalah bahasa internasional”

P: “Apa manfaat belajar pelajaran bahasa inggris menurut kamu?”

B: “nantinya kita bisa berbicara menggunakan bahasa inggris”

P: "Apakah kamu mengalami kesulitan ketika proses pembelajaran bahasa inggris di kelas?"

B: "Kadang-kadang bu. "

P: "Apa saja kesulitan yang kamu alami ketika proses pembelajaran bahasa inggris di kelas?"

B: "memahami materi yang sulit dipahami"

P: "Apa yang kamu rasakan setelah belajar bahasa inggris di kelas ?"

B: "biasa saja sebenarnya tapi kalo pas bisa dengan materinya ada kesenangan sendiri"

P: "Apakah kamu belajar dengan baik di kelas ketika proses pembelajaran bahasa inggris?"

B: "belum, kadang masih main-main juga"

P: " Apakah kamu tetap belajar materi bahasa inggris ketika ada jam kosong pada waktu pembelajaran bahasa inggris di kelas?"

B: "Kadang bu"

P: "Apakah kondisi kelasmu cukup menyenangkan dan mendukung dalam kegiatan proses pembelajaran bahasa inggris berlangsung?"

B: "lumayan bu"

P: "Apakah guru sering memberikan reward dan punishment di kelas ketika proses pembelajaran berlangsung?"

B: "kadang bu."

P: "Apa saja reward yang diberikan guru bahasa inggris kepada siswa di kelas dalam proses pembelajaran bahasa inggris? dalam bentuk barang, ucapan atau memberikan tepuk tangan?"

B: "kalo ucapan bagus terus diminta tepuk tangan seperti kata ibu barusan yang untuk teman yang bisa jawab itu sering. kalo barang nggak pernah"

P: "Apa saja punishment yang diberikan guru bahasa inggris kepada siswa di kelas dalam proses pembelajaran bahasa inggris?"

B: "kalo hukuman disuruh nyanyi bu didepan dan kadang juga dikasih tugas."

P: "Bagaimana cara guru memberikan reward dan punishment ?"

B: "Biasanyaketika selesai ada tugas"

P: "Apakah kalian termotivasi dalam belajar bahasa inggris dengan adanya guru yang memberikan reward dan punishment di kelas?"

B: "termotivasi bu"

P: "Apa saja metode yang digunakan guru untuk mengajar bahasa inggris di kelas?"

B: "gurunya jelasin dulu baru kasih soal bu"

P: "Apakah kalian pernah merasa bosan ketika proses pembelajaran bahasa inggris

berlangsung ?”

B: “intik saat ini belum bu”

P: “Menurut kamu apa alasan guru memberikan reward tersebut ?”

B: “biar anaknya lebih termotivasi dan semangat untuk belajar”

P: “Menurut kamu apa alasan guru memberikan punishment tersebut?”

B: “biar anaknya lebih giat lagi untuk belajar bahasa inggris”

P: “Bagaimana kamu memotivasi diri kamu sendiri dalam belajar bahasa inggris?”

B: “kalo pengen pintar ya harus semangat belajarnya”

P: “Apakah guru memberikan kamu motivasi untuk belajar bahasa inggris ketika dikelas?”

B: “iya bu pernah, biasanya pas pelajaran berlangsung”

P: “Apa saja motivasi yang diberikan guru kepada kamu dan teman-teman dikelas ketika proses pembelajaran bahasa inggris?”

B: “Intinya ya diminta untuk lebih rajin belajarnya, jangan malas-malas, gitu dah”



IAIN JEMBER

RENCANA PELAKSANAAN PEMBELAJARAN

MEETING II, III, IV

Satuan Pendidikan	: SMPN 1 Rambipuji
Kelas/semester	: VII/1
Mata Pelajaran	: Bahasa Inggris
Sub Tema	: Things in the classroom, things in our bags, public buildings
Alokasi Waktu	: 6 x 40 menit (3 pertemuan)

A. KOMPETENSI INTI

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR

3.4 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait *article a* dan *the*, *plural* dan *singular*).

4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. INDIKATOR PENCAPAIAN KOMPETENSI

3.4.1 Siswa dapat mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah benda yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya.

3.4.2 Siswa dapat mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah bangunan public yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya.

4.2.1 Siswa dapat menyusun teks interaksi lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah benda yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.2.2 Siswa dapat menyusun teks interaksi lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah bangunan public yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

D. TUJUAN PEMBELAJARAN

Pertemuan pertama:

- Siswa dapat menyebutkan 12 benda yang ada di dalam kelas
- Siswa dapat menirukan dan melafalkan kosa kata benda yang ada di dalam kelas
- Siswa dapat menggambar 10 benda yang ada di dalam kelas

Pertemuan kedua:

- Siswa dapat menyebutkan 9 benda yang ada di dalam tas
- Siswa menyebutkan jumlah benda yang ada di dalam tas
- Siswa dapat menirukan dan melafalkan kosa kata yang ada di dalam tas
- Siswa dapat menyebutkan nama dan jumlah dari benda yang ada di dalam tasnya sendiri dan milik teman sebangkunya

Pertemuan ketiga:

- Siswa dapat menyebutkan 6 nama bangunan publik
- Siswa dapat menirukan dan melafalkan nama bangunan publik dengan baik dan benar
- Siswa dapat bermain peran tentang nama dan fungsi dari bangunan publik

D. MATERI PEMBELAJARAN

Teks interaksi transaksional: memberi dan meminta informasi terkait nama dan jumlah benda, dan bangunan public

- **Fungsi sosial**

Mengidentifikasi dan menyebutkan berbagai benda, binatang, dan bangunan umum di lingkungan sekitar.

- **Struktur teks**

Dapat mencakup: Memulai dan menanggapi dengan menyatakan/ menanyakan tentang obyek yang dibicarakan.



- **Unsur kebahasaan**

- 1) Pernyataan dan pertanyaan terkait benda, bangunan publik
- 2) Penyebutan benda dengan *a(singular), the*, bentuk jamak *(-s)(plural)*
- 3) Penggunaan kata penunjuk *this, that, these, those*
- 4) Preposisi untuk *in, on, under*
- 5) Ucapan, tekanan kata, intonasi
- 6) Ejaan, tanda baca

7) Tulisan tangan

- **Topik**

Benda dan bangunan umum yang terdapat sekolah, dan lingkungan sekitar siswa, serta perilaku jujur, disiplin, tanggung jawab, peduli (toleransi dan gotong royong), santun, percaya diri.

E. KEGIATAN PEMBELAJARAN

PERTEMUAN I

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none">▪ Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar English Environment dapat langsung tercipta di pertemuan pertama▪ Guru dapat menggunakan kalimat " <i>Good morning students</i> "▪ Pastikan peserta didik merespon dengan menjawab kembali " <i>Good morning, Teacher/ Sir/Ma'am</i> "▪ Jika memungkinkan, guru dapat bertanya kepada anak secara individual untuk memastikan bahwa peserta didik dapat merespon perkataan guru▪ Mengisi daftar hadir peserta didik▪ Guru menyampaikan tujuan pembelajaran	10 menit
Inti	<ul style="list-style-type: none">▪ Guru dapat memberikan contoh bagaimana mengucapkan dan membaca kata/kalimat tersebut dengan baik dan benar▪ Untuk memahami wacana yang diberikan untuk menterjemahkan wacana tersebut▪ Peserta didik mengulang kata/kalimat yang dibacakan oleh guru▪ Guru dapat memberikan pertanyaan yang berhubungan dengan wacana tersebut, seperti:<ol style="list-style-type: none">1. <i>What do you see in the picture?</i>2. <i>How many things in the picture?</i>3. <i>Where are the things?</i>4. <i>How many pictures are there?</i>5. <i>How many desks are there?</i>6. <i>How many chairs are there?</i>7. <i>dll</i>▪ Peserta didik menjawab pertanyaan-pertanyaan yang diberikan▪ Guru dapat mengulang-ulang pertanyaan tersebut bahkan mengacak pertanyaan tersebut sehingga peserta didik benar benar	60 menit

	<p>memahami makna dari pertanyaan yang diutarakan oleh guru</p> <ul style="list-style-type: none"> ▪ Membahas unsur kebahasaan Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi 	
Penutup	<ul style="list-style-type: none"> ▪ Guru memberikan pertanyaan tentang benda yang ada didalam kelas untuk mengetahui apakah siswa sudah memahami topik. ▪ Siswa yang tidak bisa menjawab maju kedepan untuk menerima punishment ▪ Guru memberikan kesimpulan pada pertemuan pembelajaran kali ini ▪ siswa diberi tugas 	10 menit

PERTEMUAN II

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> ▪ Guru masuk ke kelas dan langsung menyapa menggunakan bahasa inggris agar English Environment dapat langsung tercipta di pertemuan pertama ▪ Guru dapat menggunakan kalimat” <i>Good morning students</i>” ▪ Pastikan peserta didik merespon dengan menjawab kembali “<i>Good morning, Teacher/ Sir/Ma’am</i>” ▪ Mengisi daftar hadir peserta didik ▪ Guru menyampaikan tujuan pembelajaran 	10 menit
Inti	<ul style="list-style-type: none"> ▪ Guru dapat memberikan contoh bagaimana mengucapkan dan membaca kata/kalimat tersebut dengan baik dan benar ▪ Untuk memahami wacana yang diberikan untuk menterjemahkan wacana tersebut ▪ Peserta didik mengulang kata/kalimat yang dibacakan oleh guru ▪ Guru dapat memberikan pertanyaan yang berhubungan dengan wacana tersebut, seperti: <ol style="list-style-type: none"> 1. <i>What do you see in the picture?</i> 2. <i>How many things in the picture?</i> 3. <i>Where are the things?</i> 4. <i>How many pens are there?</i> 5. <i>How many books are there?</i> 6. <i>How many pencils are there?</i> 7. <i>dll</i> ▪ Peserta didik menjawab pertanyaan-pertanyaan yang diberikan ▪ Guru dapat mengulang-ulang pertanyaan tersebut 	60 menit

	<p>bahkan mengacak pertanyaan tersebut sehingga peserta didik benar benar memahami makna dari pertanyaan yang diutarakan oleh guru</p> <ul style="list-style-type: none"> ▪ Membahas unsur kebahasaan Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi ▪ Peserta didik membuat kalimat tentang benda yang ada di isi tas masing-masing dan menyebutkan nama benda dan jumlahnya. ▪ Peserta didik mengerjakan dibuku masing-masing ▪ Guru mengawasi dan membimbing peserta didik ▪ Guru membahas jawaban dari peserta didik ▪ Memberikan tugas tambahan bagi yang tugasnya memiliki banyak kesalahan 	
Penutup	<ul style="list-style-type: none"> ▪ Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, siswa ditanya tentang nama dan jumlah benda di dalam tas ▪ Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik ▪ Guru memberikan kesimpulan pembelajaran pada pertemuan ini. ▪ Siswa diberi tugas 	10 menit

PERTEMUAN III

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> ▪ Guru masuk ke kelas dan langsung menyapa menggunakan bahasa inggris agar English Environment dapat langsung tercipta di pertemuan pertama ▪ Guru dapat menggunakan kalimat” <i>Good morning students</i>” ▪ Pastikan peserta didik merespon dengan menjawab kembali “<i>Good morning, Teacher/ Sir/Ma’am</i>” ▪ Jika memungkinkan, guru dapat bertanya keberapa anak secara individual untuk memastikan bahwa peserta didik dapat merespon perkataan guru ▪ Mengisi daftar hadir peserta didik ▪ Guru menyampaikan tujuan pembelajaran 	10 menit
Inti	<ul style="list-style-type: none"> ▪ Guru dapat memberikan contoh bagaimana mengucapkan dan membaca kata/kalimat tersebut dengan baik dan benar 	60 menit

	<ul style="list-style-type: none"> ▪ Untuk memahami wacana yang diberikan untuk menterjemahkan wacana tersebut ▪ Peserta didik mengulang kata/kalimat yang dibacakan oleh guru ▪ Guru dapat memberikan pertanyaan yang berhubungan dengan wacana tersebut, seperti: <ol style="list-style-type: none"> 1. <i>What do you see in the picture?</i> 2. <i>How many buildings are in the picture?</i> 3. <i>Where are the things?</i> 4. <i>Have you been in the building?</i> 5. <i>dll</i> ▪ Peserta didik menjawab pertanyaan-pertanyaan yang diberikan ▪ Guru dapat mengulang-ulang pertanyaan tersebut bahkan mengacak pertanyaan tersebut sehingga peserta didik benar benar memahami makna dari pertanyaan yang diutarakan oleh guru ▪ Membahas unsur kebahasaan Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi ▪ Brainstorming (Talking stick) ▪ Peserta didik menyebutkan tentang nama dan fungsi dari bangunan-bangunan dalam 1 menit ▪ Guru mengawasi dan membimbing peserta didik ▪ peserta didik yang gagal maju ke depan untuk menerima punishment ▪ Guru membahas hasil presentasi peserta didik 	
Penutup	<ul style="list-style-type: none"> ▪ Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, siswa ditanya tentang nama dan fungsi bangunan public disekitar lingkungan peserta didik ▪ Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik ▪ Guru memberikan kesimpulan pembelajaran pada pertemuan ini ▪ Siswa diberi tugas 	10 menit

E. PENILAIAN

1. Penilaian Kompetensi Sikap Spiritual

- a. Teknik Penilaian : Pengamatan
- b. Bentuk Penilaian : Jurnal Perkembangan Sikap Sosial dan Spiritual
- c. Instrumen Penilaian :

Jurnal Perkembangan Sikap Sosial dan Spiritual Selama Proses Pembelajaran

Kelas :
 Semester :
 Tahun Pelajaran :

No	Tanggal	Nama Siswa	Catatan Perilaku	Butir Sikap
1.				
2.				
3.				
4.	Dst.			

2. Penilaian Kopetensi Pengetahuan

- Teknik Penilaian : Penugasan
- Bentuk Penilaian : Menggambar, Menuliskan nama benda dan jumlahnya
- Instrumen Penilaian :

Rubrik Penilaian Pengetahuan

ASPEK	KRITERIA	SKOR	JUMLAH SOAL	SKOR PEROLEHAN
Isi	Sangat sesuai	3		
	Sesuai	2		
	Kurang sesuai	1		
Struktur Teks	Benar dan tepat	3		
	Benar tapi kurang tepat	2		
	Kurang tepat	1		
Unsur Kebahasaan	Sangat tepat	3		
	Tepat	2		
	Kurang tepat	1		
TOTAL SKOR				

Nilai = $\frac{\text{Total Skor Perolehan}}{\text{Total Skor Maksimum}} \times 100$

3. Penilaian Kompetensi Keterampilan

- Teknik Penilaian : Unjuk Kerja
- Bentuk Penilaian : Praktek
- Instrumen Penilaian :

Rubrik Penilaian Pengetahuan

No	Aspek yang dinilai	Kriteria	Skor
1	Pronunciation	Keseluruhan kata diucapkan dengan pelafalan yang tepat sesuai kaidah British / American English	3
		Sebagian kata yang diucapkan dengan pelafalan yang tepat sesuai kaidah British / American English	2
		Tidak ada kata yang diucapkan dengan pelafalan yang tepat sesuai kaidah British / American English	1
2	Fluency	Sangat lancar/lancar	3
		Kurang lancar	2
		Tidak lancar	1
3	Accuracy	Sangat tepat/tepat	3
		Kurang tepat	2
		Tidak tepat	1
4	performance	Speaking clearly, good facial expression	3
		Speaking in soft voice, good facial expression	2
		Inaudible voice, flat expression	1

Nilai Akhir = Nilai perolehan : Total Skor x 100

F. MEDIA DAN SUMBER BELAJAR

1. Media/Alat : White Board, Board Marker
2. Bahan : Picture, Students' work sheet, Flash Card
3. Sumber : Buku When English Rings A Bell

Mengetahui,
Kepala Sekolah,

Guru,

BAMBANG SUDIYONO, S.Pd
NIP. 19640707 198703 1 009

ARDIANSYAH, M.Pd

SMP NEGERI 1 RAMBIPUJI

LAPORAN PENILAIAN TENGAH SEMESTER GANJIL

NAMA GURU : ARDIANSYAH
 KODE GURU : G3
 MATA PELAJARAN : Bahasa Inggris
 KELAS : 7F

NO	NIS	NISN	NAMA SISWA	L/P	PENILAIAN PENGETAHUAN										HPH	HPTS	HPAS	HPAP	PREDIKAT		
					KD 3.1	KD 3.2	KD 3.3	KD 3.4	KD 3.5	KD 3.6	KD 3.7	KD 3.8	KD 3.9	KD 3.10							
1	13240	0033943560	AHMAD KHORUL AGHISNI	P	75	60	76	86									74,25			37,125	D
2	13241	0049153727	AHMAD FAWAID	L	75	55	80	80									72,5			36,25	D
3	13279	0048519138	AHMAD IBNU AQIL	P	90	0	80	78									62			31	D
4	13245	0042167678	APRILIO ADRIANSYAH	L	90	85	80	90									86,25			43,125	D
5	13387	0049440507	ALFANDI FATHUR ROHMAT	L	90	70	76	80									79			39,5	D
6	13393	0044996947	ARLENNY DHEA AGUSTIN	P	80	75	75	80									77,5			38,75	D
7	13360	0051657308	AUNI FAKHRINA QURROTIL UYUN	L	80	75	80	75									77,5			38,75	D
8	13362	0067137229	BAYU PUTRA KUSUMA	P	80	78	85	90									83,25			41,625	D
9	13363	0048377159	CHELSEA GERALDINE RENATA	P	95	70	78	82									81,25			40,625	D
10	13364	0047522863	DWI PUTRA ANANDA	L	77	55	75	78									71,25			35,625	D
11	13366	0047039617	FEMAS AGUNG SETYO	P	85	65	80	76									76,5			38,25	D
12	13396	0042345602	FERISKA AULYAKURNIARTHA	P	75	40		75									63,33333			31,66667	D
13	13397	0052792478	FLORECITA CESARANI	L	80	60		78									72,66667			36,33333	D
14	13428	0056640844	KOKO FEBRI ANTONIO	P	90	40	78	78									71,5			35,75	D
15	13370	0053296966	MEILANI PUTRI PUSPITA SARI	P	95	50	80	75									75			37,5	D
16	13328	0053477711	MICO ARIS SAPUTRA	P	90	65	80	83									79,5			39,75	D
17	13257	0046184258	M. ARILIAN FAHRURROZI	P	80	50	76	75									70,25			35,125	D
18	13373	0051606541	M. NURIL ANWAR	L	78	75		82									78,33333			39,16667	D
19	13435	0058487994	M. RAFFY FIRMANSYAH	L	85	60	76	76									74,25			37,125	D
20	13402	0056303305	M. RAFFI MUSA DAUD	L	90	35	80	77									70,5			35,25	D
21	13337	0049174629	NAYAKA PYJY MAULUTA	P	75	60	80	84									74,75			37,375	D
22	13438	0055981678	NUR ARIANTI TRIABELLATUS SYAHRO	P	75	30	80	80									66,25			33,125	D
23	13406	0046390208	RIFKA ALIF MAULIDIA	P	90	0	80	75									61,25			30,625	D
24	13439	0055361283	RIZKY EKA RAMADHAN	L	55	70	75	80									70			35	D
25	13440	0023507449	ROHMA SUCI ALAWAD	L	78	75	76	80									77,25			38,625	D
26	13443	0053705611	SALMAN ZULFI AL-QURAISSY	L	76	75	78	79									77			38,5	D
27	13297	0046935966	SERLY ANGGYTA PUTRI	L	90	75	80	78									80,75			40,375	D
28	13299	0057841558	SHAFIRA EKA RAMADHANI	P	80	60	78	84									75,5			37,75	D
29	13445	0048975176	SITI AULIA	P	80	70	78	84									78			39	D
30	13305	0047379477	SOVI ANGGRAENI	P	75	70	78	78									75,25			37,625	D
31	13345	0049005358	SONIA PRAVITA AGUSTIN	P	85	80	80	75									80			40	D
32	13414	0043977346	TEGAR ANDI APRIANSYAH	L	85	70	80	83									79,5			39,75	D
33	13270	0048416206	VANETA ISABILA	P	80	75	75	78									77			38,5	D

KET.



Interview with students



Students got punishment from the teacher

BIODATA



Name : Indah Wahyuning Tiyas

NIM : T20156047

Place, Date of Birth : Jember, June 08 1996

Faculty : Tarbiyah and Teacher

Training

Major : English Department

Adress : Dusun Ampeldento Desa

Bagorejo Rt 002 Rw 003 Kecamatan Gumukmas

Kabupaten Jember

Educational Background

- a) TK Dewi Masyitoh Tahun 2001-2002
- b) MI Al-Ishlah Tahun 2002-2008
- c) SMPN 1 Gumukmas Tahun 2008-2011
- d) SMK PGRI 05 Kencong Tahun 2011-2014

IAIN JEMBER