

**AN ANALYSIS OF GIVING REWARD AND PUNISHMENT
AS EXTRINSIC MOTIVATION IN READING COMPREHENSION
AMONG EIGHTH GRADERS AT JUNIOR HIGH SCHOOL IN
SMPN SUKORAMBI**

THESIS



UNIVERSITAS ISLAM NEGERI
By:
ITA ERIANI
SRN T20196099
KIAI HAJI ACHMAD SIDDIQ
JEMBER

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF
KIAI HAJI ACHMAD SIDDIQ JEMBER
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Day : Monday

Date : 24th June

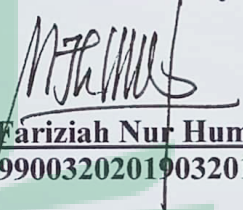
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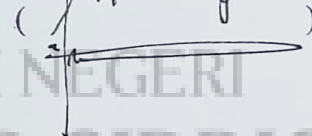
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MOTTO

إِنِّ أَحْسَنْتُمْ أَحْسَنْتُمْ لَأَنْفُسِكُمْ

“If you do good to others (means) you do good to yourself “

(QS. Al-Isra’: 7)¹



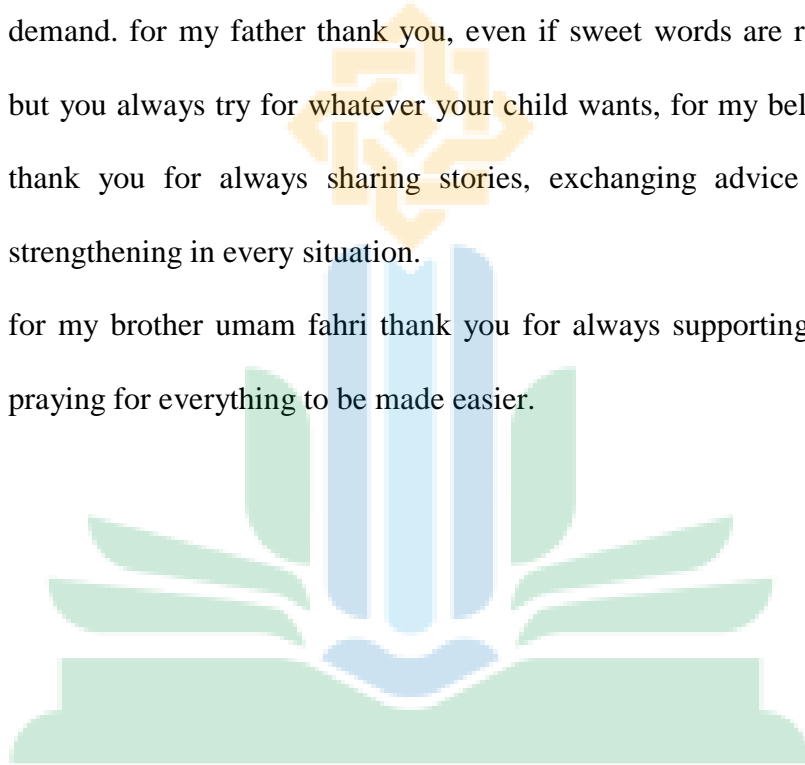
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¹Muhammad Taqi-ud Din Al Hilali and Muhammad Muhsin Khan, “Tanslatation of The Meaning of The Noble Qur’an in The English Language” Madinah: King Fadh Complex (1996)

DEDICATION

I sincerely dedicate this thesis to:

1. my beloved Mother, Mrs. Inayah and also My Father Mr. siddiq who always provide support and prayer you always pray unstopped, and never demand. for my father thank you, even if sweet words are rarely spoken but you always try for whatever your child wants, for my beloved mother thank you for always sharing stories, exchanging advice and always strengthening in every situation.
2. for my brother umam fahri thank you for always supporting me, always praying for everything to be made easier.



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J E M B E R

ACKNOWLEDGEMENT

Alhamdulillah Rabbil 'Alamin. I extend my praise and gratitude for the presence Allah SWT who has given his blessing, guidance, and his the best support for me in my life. So I can accomplish this undergraduate thesis. Sholawat and Salam are given to our Prophet Muhammad SAW, human who has brought us from the darkness to the lightness.

This thesis is for achieving the undergraduate degree of English Language Teaching of UIN KHAS Jember. The undergraduate thesis untitled "An Analysis of Giving Reward and Punishment as Extrinsic Motivation in Reading Comprehension Among Eighth Graders at Junior High School in Smpn Sukorambi".

I fully aware that this thesis could never finished without help and guidance from people around me during the process of writing. In this occasion I would express appreciation to honorable:

1. Prof. Dr. H. Hepni, S.Ag.,M.M as a Rektor of UIN KHAS Jember who has given opportunity to study in this institute
2. Dr. Abd. Muis, S.Ag.,M.Si as the dean of the faculty of education and teacher training who has facilitated me to study in this faculty
3. Nuruddin, M.Pd., as the head of Islamic Studies and Language Education program who has given permission and support to the research conducted the research
4. Dewi Nurul Qomariyah, S.S, M.Pd., as the coordinator of English Department who always provides direction during the lecture.

5. Dr. Inayatul Mukarromah.,S.S., M.Pd, my advisor has guided, advised, and support me in conducting the research and writing this thesis
6. Mr. Achmat Sutijoso, S.Pd as the English teacher of VIII F class who given me the trust and support to conduct research in class VIII F
7. All of the lecturers of Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember who has contributed a wealth of knowledge

The author realizes that this thesis has not yet reached perfection, both in terms of writing and language. For the sake of the perfection of this thesis, the Author gladly accepts criticism and suggestions for improvement in the contents of this thesis. Hopefully, this thesis is useful for researchers. Hopefully, God will reward all the extraordinary acts of kindness done by the people who helped me in completing this thesis.

Jember, June 2024

The Researcher

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ABSTRACT

Ita Eriani, 2024: An Analysis of Giving Reward and Punishment as Extrinsic Motivation in Reading Comprehension Among Eighth Graders at Junior High School in SMPN Sukorambi.

Keywords: *extrinsic motivation, reward, punishment, reading*

This thesis explored the use of rewards and punishments as extrinsic motivation to improve reading comprehension among eighth grade students in junior high school at SMPN Sukorambi. This study was conducted because of the students' less interest in learning, especially in learning English.

This research aimed to investigate how rewards and punishments increased students' interest in learning. Furthermore, this research focused on: 1) what kind of reward can influence the student's extrinsic motivation in reading comprehension 2) what kind of punishment can influence the student's extrinsic motivation in reading comprehension. The present had two research objectives there are, 1) Investigated the impact of reward as extrinsic motivation on students' reading comprehension, 2) Examined the impact of punishment as extrinsic motivation on students' reading comprehension.

In this study, the researcher used a descriptive qualitative research approach using the type of field research. The participants in this study were all students of class VIII F which amounted to 20 students. Data were collected by observation, interview, documentation, and were analyzed by the method from Miles and Huberman which included condensation, data presentation, and conclusion/verification. While the validity data used the method from Lexy J. Moleong included triangulation of sources and techniques.

The results of the study found that, 1) The use of rewards as extrinsic motivation positively affects students' reading comprehension ability, 2) Punishment as extrinsic motivation also had a significant impact on students' reading comprehension ability. So the conclusion that the application of reward and punishment strategies effectively improved students' extrinsic motivation in reading comprehension tasks.

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CHAPTER I

INTRODUCTION

A. Research Background

Education is a systematic process of gaining knowledge, skills, values and attitudes through various formal and informal methods, this process involves the transfer of information from teachers to learners, to support intellectual, social, emotional, and physical development.¹ Education, as a systematic process of gaining knowledge, skill, value, and attitude, involves not only the transfer of information from teacher to the learner but is also a realized and planned effort to create an environment and learning process so that students could be active in exploring their potential in various aspects of life.

Education is a conscious and planned effort to create a learning environment and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the necessary skills, according to Law Number 57 of 2021 concerning Education, which states that education is a conscious and planned effort to himself, society, nation, and state.² The definition of education given above suggests that education did not just about student learning quality, but also about how well the teaching and learning process works so that learning potential could be developed.

¹ Dewey, J. (1938). *Experience and Education*. New York: Collier Books. John Dewey, a prominent educational philosopher, discusses the importance of experiential learning and the connection between education and life experiences in his influential work "Experience and Education." This reference provides valuable insights into the philosophy of education

² Pemerintah Republic Indonesia, Undang-undang Sistem Pendidikan Nasional No 57 Tahun 2021, (pasal 1)

English Language Teaching (ELT) refers to the pedagogical and methodological practices used to teach individuals in English. In The context of ELT, reading is a basic skill that involves the interpretation and comprehension of written texts. The development of reading skills is an important component of language education, where the aim is to improve students' ability to comprehend, analyze and interpret written information in English.³ English Language Teaching (ELT) aimed to improve students' ability to read and comprehend English texts as a basic skill, as students' academic success draws significantly on their ability to read and comprehend written information, especially for their low reading skills. Reading is a important language skill, it is the foundation of success, in other words, students' eventual academic success or failure depends to a large degree on their ability to read and comprehend the textbooks and notes they receive in the different subjects they study.⁴ Therefore, the teaching of this important language skill was advantageous for learners of all levels, especially for those with low reading skills. By developing good reading skills, students could more easily explore the meaning in the text, such as recount text. Recount text helps students develop a strong understanding of past events or experiences.

Reading using recount text involved understanding and interpreting stories that described past events or experiences. Recount text was generally used to relate information chronologically or sequentially, and the aim is to describe

³ Harmer, J. (2007). "The Practice of English Language Teaching." Pearson Education

⁴ Mulatu, Ermias, and Taye Regassa. "Teaching reading skills in EFL classes: Practice and procedures teachers use to help learners with low reading skills." *Cogent Education* 9.1 (2022): 2093493. 1

clearly what happened. The researcher hoped that these concepts could help students explore the deeper meaning of recount text and develop better reading skills. By understanding the concept of recount texts, students can better applied their reading skills, while strong motivation in the learning process helped them overcome difficulties in learning English.

Motivation is very necessary for students because motivation is a change in energy within a person characterized by the emergence of effective (feelings) and reactions to achieve goals.⁵ In the activities of the teaching and learning process, motivation was very necessary. Because someone who had no motivation to learn was not able to do learning activities. On the other hand, students who have the motivation to learn seriously could achieve their learning expectations, especially learning English, because the English that had been taught made students a little difficulties.

There were so many kinds of learning methods introduced by experts that can be applied in the process of learning English, one of which is by applying the method of giving rewards and Punishments.⁶ Reward and punishment were two forms of methods to motivate someone to improve their performance. Both of these methods had been known long in the world of education. Indeed, no educator wanted to used punishment in education unless forced. praise or gifts were more important than punishment. In the world of education, this method was called reward and punishment. With this method,

⁵ Haryu Islamuddin, Psikologi Pendidikan, (Jember: STAIN Jember Press, 2011), 245

⁶ Tiyas, Indah Wahyuning. *Memberikan Reward dan Punishment untuk Merangsang Motivasi Belajar Bahasa Inggris Siswa Kelas 7 di SMPN 1 Rambipuji di Tahun Pelajaran 2019/2020*. Diss. Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, 2020.2-3

it was expected that students could be motivated to carry out progressive actions.

In this study, the researcher examined the extent of students' reading abilities by the method of giving rewards and punishments for English learning at SMPN Sukorambi. In the initial review, the researcher found several students obstacles in learning and practicing their reading skills, many students were difficult to comprehend the text, especially in finding the main idea and the detailed information, and the students did not read the text fluently. Besides that, some students lack of master vocabularies. The students did not focus and they were not enthusiastic to read the text. The students had difficulties. Based on the problems above, the researcher knew whether the application of giving rewards and punishment was extrinsic motivation in reading skills. Therefore, the researcher was interested in conducting the research entitled An Analysis of Giving Reward and Punishment As Extrinsic Motivation In Reading Skill at The Eight Graders at Junior High School Sukorambi.

There were several problems that occurred in various places related to reading English. In China universities, in this research selected motivation and reading strategies of non-English majors. This study examined non-English majors' reading motivation and reading strategies to provide pedagogical suggestions for teaching and learning in EFL. The findings of this study showed that the average level of reading motivation, with utility ranking as the main driver. The result frequently employed reading strategies, where they

were most likely to apply problem-solving strategies. Meanwhile, reading motivation and reading strategies were positively correlated.⁷ The same thing was also found at junior high school 3 of Rambang Dangku. This study applied a factorial research design. The data were collected by using questionnaires and tests. Where the focus of this research is the regional language phonemic interference in English speaking. The findings in this study first, there was a significant influence on students' reading comprehension taught by using the interactive strategy technique. Second, there was not any significant influence on students' reading comprehension taught by conventional teaching techniques.⁸

The uniqueness of this research was that the researcher could find out the reading abilities of junior high school in Sukorambi students in learning to read English and whether using the method of giving rewards and punishment directly to learning English can motivate learning student interest. It was easier for students to learn and practice their reading skills. The researcher also felt that the selection of research locations was appropriate, for students learning English, especially reading

B. Research Focus

Based on the previous discussion, the research focused on addressing the following problem:

⁷ Maghsoudi, M. Talebi, Sayed Hasan. & Khodamoradi, A. "The Effect of Iranian EFL Learners' Reading Motivation on Their Reading Comprehension Ability Regarding Their Field Of Study

⁸ Silviana, D. O. (2021). The Influence of Interactive Strategy and Student Motivation on Reading Comprehension ability of the Eighth grade Students of State Junior High School 3 of Rambang Dangku. *Esteem Journal of English Education Study Programme*, 4(3), 151-160.

1. What kind of reward can influence the student's extrinsic motivation in reading comprehension?
2. What kind of punishment can influence the student's extrinsic motivation in reading comprehension?

C. Research Objectives

By the problem formulation, The objective of recent research was hopefully to find out if the implementation of a focused cloze strategy could be more effective in increasing students' reading Skills to know whether giving rewards and punishments motivated the students

D. Research Significances

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

1. Theoretically

It contributed to the body of knowledge on the implementation of reward and punishment-based learning.

2. Practically

The research findings could be useful for:

a) For the English teacher

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

b) For the student

The students must be more active, had high self-confidence and participate during the teaching-learning process by using strategies that were used by the teacher.

c) Further Researcher

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

d) For the readers

The researcher hoped that the reader could criticized this research because the researcher realized that this research was still far from being perfect.

E. The definition of key term

To avoid misperception and limit the problem that will be discussed in this research, the key terms will be defined, that is:

a. Giving Reward

The reward is an educational strategy which can be used to give motivation to the students in the learning process. The concept of giving rewards in this study was that teacher gave rewards to their students who get good grades equivalent to KKM.

b. Giving punishment

Punishment is the practice of imposing something negative or unpleasant on a person, usually in response to disobedience, defiance, or behaviour deemed morally wrong by individual, governmental, or religious principles.⁹ The concept of giving punishment in this study was that the teacher gave punishment to students by singing if they could not answer the question from their teacher.

⁹ Stephen Ray Flora, *The Power of Reinforcement*, (New York: State of University New York Press, 2004), p. 121

c. Extrinsic Motivation

Extrinsic motivation is motivation that comes because of external stimulation¹⁰. The concept of extrinsic motivation referred to in this study was that the teacher promised something such as grades, prizes or whatever so that students were moved to learn or carry out activities.

d. Reading

Reading is a process when readers learn something from what they read and involved it in an academic context as a part of education in the classroom, some teachers often use texts or books as media to deliver material on a subject.¹¹ The concept of reading in this study was that the teacher asked students to read a recount text to get information about the meaning of the text.



¹⁰ Aksa, R. (2018). *The influence of giving reward on students' motivation in learning english at senior high schools in barru* (Doctoral dissertation, Thesis. Makassar: Makassar Muhammadiyah University).

¹¹ Grabe, W. *Reading in a Second Language (Moving from Theory to Practice)*. New York: Cambridge University Press, 2009, p:5

CHAPTER II

LITERATURE REVIEW

This chapter presents a review of related literature. It consists of previous research and theoretical framework.

A. Previous research

This part included a list of the many findings from earlier studies that were pertinent to the worked that can be done, followed by an overview of both types of studies that had have been published and those that had not (undergraduate thesis, thesis, dissertation, scientific journal articles, and so on). By completing this phase, it can be possible to gauge how innovative and distinctive the proposed research is.¹

Several studies that have been conducted related to this research are as follows:

1. The article was written by Dwi Okti Silviana “The Influence of Interactive Strategy and Student Motivation on Reading Comprehension Ability of the Eighth-grade Students of State Junior High School 3 of Rambang Dangku” (2021). The focus of this study was to investigate how Interactive Strategies and student motivation affect reading comprehension skills in eighth-grade students at SMPN 3 Rambang Dangku. In this study, 60 eighth graders from SMPN 3 Rambang Dangku in the 2020/2021 academic year were taken as samples using the two-stage random sampling method. The results showed the following:

¹ Tim Penyusun, Pedoman Penulisan Karya Ilmiah Iain Jember (Jember: UIN KHAS Jember, 2024), p. 40.

The use of Interactive Strategy techniques had a significant effect on students' reading comprehension, while conventional teaching had no significant effect on students' reading comprehension. There was a significant effect between students' learning motivation level (both high and low) and reading comprehension when using Interactive Strategy techniques and conventional teaching techniques. There was no significant interaction effect between students' motivation and narrative text comprehension when students were taught with Interactive Strategy techniques. This finding confirmed that the implementation of Interactive Strategy techniques is effective for students with both high and low learning motivation.

2. The article written by Hemmati, Fatemeh, Elaheh Sotoudehnama, and Mahboobeh Morshedian "The Impact of Teaching Self-regulation in Reading on EFL Learners' Motivation to Read: Insights from an SRL Model (2018). This research focused on evaluating the effect of self-regulation training on EFL readers' motivation to read English as a foreign language. The research participants were divided into two groups: an experimental group that received self-regulation training and a control group that did not receive such training. Before the intervention, both groups had their motivation measured using the EFL reading motivation questionnaire. The results showed that self-regulation training can improve EFL readers' motivation in reading English. Moreover, the level of proficiency of the participants did not affect the impact of the training

on reading motivation. It showed that self-regulation training can be effectively applied at different proficiency levels to improve motivation in reading English.²

3. The thesis was written by Annisa Regina Salam (2023) "Gender Differences In EFL Students' Reading Motivation And Reading Achievement In The New Normal" This study was conducted to look at investigate the differences between males and females in terms of the student's reading motivation and reading achievement in the New Normal in the first-year of Islamic Junior High School. In this research, the writer found that students were low in reading English even the next new normal in reading motivation, female students tend to be more motivated in achieving goals in learning English than male students. The result of their reading achievement showed that female students achieved better in reading comprehension than males even after the pandemic Covid-19. Some of them get above-average scores in reading achievement.³

The research that was undertaken by the researcher differs from the previous research that concentrated giving of rewards and punishment to motivate the student's extrinsic motivation in reading comprehension, while the research conducted by Annisa Regina Salam focused on the

² Mohseni Takaloo, Nahid, and Mohammad Reza Ahmadi. "The effect of learners' motivation on their reading comprehension skill: A literature review." *International journal of research in English education* 2.3 (2017): 10-21.

³ Salam, A. R. (2023). Gender Differences in EFL Students' Reading Motivation and Reading Achievement in the New Normal. *Jurnal Penelitian, Pendidikan, dan Pembelajaran*, 18(4).

difference between males and females in terms of the students' reading. The similarity was investigated in the student's motivation.

4. The research was written by, Moh. Sirril Athar (2022) "The Intercorrelation Among EFL Learners' Metacognitive Reading Strategies, Motivation, And Reading Comprehension Ability". This study focused on knowing the relationship among students' metacognitive reading strategies, reading motivation and reading comprehension at the University of Islam Malang. The researcher used 87 samples of students who were randomly selected. The research was conducted in two steps. Firstly, the two questionnaires were administered online by google form and followed by the test of reading comprehension. In this research, the writer found that the metacognitive reading strategy did not affect the students' reading comprehension. It could be due to students' linguistic knowledge or the teacher's focused on teaching reading material. The reading motivation also did not give a significant correlation to reading comprehension. It caused the students limited linguistic skills and context, so they felt too lazy to comprehend the reading texts when answering the questions. On the other side, metacognitive reading strategies had a positive correlation with reading comprehension. It implied that the students frequently using metacognitive reading strategies had good

motivation, or the students with good motivation use kinds of reading strategies to help them comprehend the texts.⁴

The research that was undertaken by the researcher differs from the previous research that concentrated on giving rewards and punishment to motivate the student's extrinsic motivation in reading comprehension, while the research conducted by Moh. Sirril Athar focused on knowing the relationship among students' metacognitive reading strategies, reading motivation and reading comprehension. The similarity was investigated in the students' motivation in reading comprehension ability

5. The article was written by Mohseni Takaloo, Nahid, and Mohammad Reza Ahmadi (2017) "The effect of learners' motivation on their reading comprehension skill: A literature review." This research focused on the importance of motivation in improving learners' reading comprehension skills, especially in the context of English language learning. The research observed how motivation affects reading ability, by using a sample of English language learners as research subjects. Participants from different levels of education, such as elementary, secondary, and tertiary, are likely to be part of this research to provide a holistic understanding of the correlation between motivation and reading ability. The research findings showed that motivation played an important role in the development of reading comprehension ability. Learners who had intrinsic motivation tend to be more enthusiastic about reading. It stressed that motivation had

⁴ Athar, M. S., Mistar, J., & Karimullah, I. W. (2022). The Intercorrelation Among EFL Learners' Metacognitive Reading Strategies, Motivation, And Reading Comprehension Ability. *Jurnal Penelitian, Pendidikan, dan Pembelajaran*, 17(11).

a significant impact on English language learning, particularly in the aspect of reading comprehension. In addition, this research highlighted the importance of teachers' understanding of motivational variations between their students.⁵

Table 1
Similarities and differences
Previous research and researcher's study

No	Researcher's Name and Title	Similarities	Differences
1.	Article by Dwi Okti Silviana "The Influence of Interactive Strategy and Student Motivation on Reading Comprehension Ability of the Eighth-grade Students of State Junior High School 3 of Rambang Dangku"	Both types of research investigated the students' motivation for Reading Comprehension	- The previous study focused on investigating how Interactive Strategies and student motivation affect reading comprehension skills in eighth-grade students at SMPN 3 Rambang Dangku and the research that was used is quantitative, while the research focused on giving rewards and punishment to motivate the student's extrinsic motivation in reading comprehension among the eighth graders at junior high

⁵ Mohseni Takaloo, Nahid, and Mohammad Reza Ahmadi. "The effect of learners' motivation on their reading comprehension skill: A literature review." *International journal of research in English education* 2.3 (2017): 10-21.

2.	<p>Article by Hemmati, Fatemeh, Elaheh Sotoudehnama, and Mahboobeh Morshedian “The Impact of Teaching Self-regulation in Reading on EFL Learners' Motivation to Read: Insights from an SRL Model (2018)</p>	<p>Both types of research investigated the students' motivation in reading</p>	<p>school in Sukorambi.</p> <ul style="list-style-type: none"> - The previous study focused on evaluating the effect of self-regulation training on EFL readers' motivation in reading English as a foreign language and the research that was used is quantitative, while the research focused on the giving of rewards and punishment to motivate the students extrinsic motivation in reading comprehension among the eighth graders at junior high school in Sukorambi
3.	<p>Annisa Regina Salam (2023) “Gender Differences In EFL Students' Reading Motivation And Reading Achievement In The New Normal”</p>	<p>Both types of research investigated the students' motivation in reading</p>	<ul style="list-style-type: none"> - The previous study focused on the difference between males and females in terms of the students' reading motivation in the new normal, while the research focused on the giving of rewards and punishment to motivate the students' extrinsic motivation in reading comprehension

4.	Moh. Sirril Athar (2022) “The Intercorrelation Among EFL Learners’ Metacognitive Reading Strategies, Motivation, And Reading Comprehension Ability”	Both types of research investigated the students’ motivation in reading comprehension ability	<p>among the eighth graders at junior high school in Sukorambi</p> <ul style="list-style-type: none"> - The previous study focused on knowing the relationship among students’ metacognitive reading strategies, reading motivation and their reading comprehension, while the research focused on the giving of rewards and punishment to motivate the students’ extrinsic motivation in reading comprehension among the eighth graders at junior high school in Sukorambi
5.	Article by Mohseni Takaloo, Nahid, and Mohammad Reza Ahmadi (2017) “The effect of learners’ motivation on their reading comprehension skill: A literature review	Both types of research investigated the students’ motivation for reading comprehension	<ul style="list-style-type: none"> - The previous study. focused on the importance of motivation in improving learners' reading comprehension skills, especially in the context of English language learning the research that was used is quantitative

			<p>research, while the research focused on the giving of rewards and punishment to motivate the students' extrinsic motivation in reading comprehension among the eighth graders at junior high school in Sukorambi</p>
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By reading these previous studies, we conclude that there were similarities and differences between the author's research and previous studies.

B. Theoretical Framework

This section contains a study of the theory that was used as a perspective in the conduct of research. The study of the theory more widely and deeply increasingly would deepen the insight of the researcher in studying the problem that would be solved by the research question and research objectives.⁶

1. English Teaching

Teaching English as a foreign language has an important role in education as it gives students the best opportunity to practice using English. Which is a very important skill in today's global education context. Jarvis (2006:19) defines teaching as an intentional activity which in opportunities to learn are provided.⁷ It means teaching was a process of

⁶ UIN Kiai Haji Achmat Siddiq Jember, 2024, Pedoman Penulisan Karya Ilmiah,

⁷ Jarvis, P. (Ed.). (2006). *The theory and practice of teaching*. Routledge.

delivering information to students to gain understanding and be able to learn about the information provided.

English is a foreign language, and that means it is not used as a primary language of communication. The teachers must help their students practice English. Comenson (2007:6), says that EFL teachers need to have the qualities that all teachers have, which are intelligence, patience, and creativity.⁸ It was because they could influence the way students think about the language they had learned.

2. Teaching Reading

Reading involves the Brain, emotions, and beliefs as Weaver stated that -Reading is a process which is very much determined by what the reader's brain and emotions and beliefs bring to the reading: the knowledge/information (or misinformation, absence of information), strategies for processing text, moods, fears and joys of it.⁹ It was meant to imply that reading was a process that is very influential on what the reader's brain, emotions, and beliefs bring to the table, including knowledge, text processing strategies, mood, fear, and happiness.

Reading is a key to success for anyone who wants to be an educated person.¹⁰ Reading was one of the skills in learning a language.

The ability of the students to read was very important because by having

⁸ Camenson, B. (2007). Opportunities in teaching English to speakers of other languages. *(No Title)*.

⁹ Weaver, Constance. Reading Process: Brief Edition of Rereading Process and Practice. Ohio, 2009,p:15

¹⁰ Vebriyanti Eka, "the correlation between students' motivation and their achievement in learning reading comprehension"(2014)

the ability to read, they could improve their knowledge reading which could be discussed further here. Nuttall states one of the functions of teaching reading especially reading foreign language, such as English for students who are not native speakers, is to make them be able to understand the text when they deal with the foreign language.¹¹ According to Nuttall, the main purpose of teaching reading, especially in a foreign language such as English to non-native students, was to equip them with the ability to understand texts in the language. Thus, students could interpret and comprehend the content of the writing effectively, ultimately improving their overall English language skills.

3. Reward

a) Reward

Reward is an award or prize related to the need for appreciation for students who achieve something¹². from the statement above, rewards could be applied in the world of education to increase students' interested in learning to be made students felt happy when learning languages and be used to motivate students to learn better. simple rewards that could be given such as praise and gifts.

¹¹ Nuttall, C. E. Teaching Reading Skills in A Foreign Language. London: Heinemann Educational Books,1982,P:21

¹² Nyanyu Khodijah, Psikologi Pendidikan, (Depok: PT. Raja Grafindo Persada, 2014),

b) Kinds of Reward

The reward was a positive assessment of student learning. The rewards given to students vary in form, in broad outline the rewards can be divided into four types of items, namely¹³:

1. Praise

Praise is something teachers must not forget to give to their students. Praise is given to students who have 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 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 can be better".

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 of 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 encourage students to learn and try to be able to complete the tasks well. Gifts can come with gifts, goods, food or even money.

¹³ Marta, Erni Dwi. "Implementasi Pemberian Reward Kepada Siswa SD Muhammadiyah Bantul Kota." *BASIC EDUCATION* 5.25 (2016): 2-426.

3. The granting of numbers

symbols or the value of student learning outcomes. The numbers given to students varied depend on the results of their worked. Teachers must gave a number in each student learning outcome because with these numbers could motivate students to continue their learning in order to improve learning outcomes. The teacher must respected each student's work, avoid the teacher only putting a signature on the work of students because with this students could felt less valued. .

c) Function of Rewards

The function of reward was to give appreciation to students so that students were enthusiastic and increase their participation in every learning process, giving rewards has an important role in developing student behaviour.¹⁴

The function of giving rewards is as follows.¹⁵

1. Rewards had educational value. The award given to the child indicates that the behavior performed by the child is by the valid norms and rules. If the child did something agreed on by the group and then gains an awarded, the child could gain satisfaction, and satisfaction can maintain, support and develop good behavior.

¹⁴ Wina Sanjaya, Strategi Pembelajaran Berorientasi Standar Proses Pendidikan, (Jakarta : Kencana, 2009), 37.

¹⁵ Maria J. Wantah, Pengembangan Disiplin dan Pembentukan Moral pada Anak Usia Dini, (Jakarta : Depdikanas, 2005), 165

2. Rewards function as motivation for children to repeat or maintain socially agreed-upon behaviors. Children's experience of receiving pleasant rewards could support good behavioral motives.
3. Rewards function to reinforce socially agreed behaviour. If the child shows the expected behaviour consistently, then when the behaviour is rewarded the child will feel proud. Pride can ensure the child continues to repeat and even improve the quality of the behavior

4. Punishment

a) Punishment

In addition to the application of rewards. Punishment is often given as a balance, if only lazy punishment, can make students less enthusiastic punishment is one of the tools used in education, and although punishment causes pain for the punishment receiver, it is also a tool to motivate students to learn, Students can try to do all the tests well to avoid punishment.¹⁶ The term punishment meant waking up or warning someone, in another sense, it meant to penalize or discipline a person. from the statement above, punishment could be applied in education, especially to students who offend disciplines such as offences, crimes, and mistakes. the application of punishment also aims to teach responsibility and understand the consequences of their actions.

¹⁶ Malik Fajar, *Holistika Pemikiran Pendidikan*, (Jakarta : PT. Raja Grafindo, 2005), 203.

b) Kind of Punishment

Punishment can be divided into several types, as follows are the types of punishment.¹⁷

1. Preventive Punishments

Preventive punishment was a punishment that was given so that an offence did not or had not yet happened. The punishment was meant to avoid the event of the offence, so this has been given or is known before the offence happened. Preventive punishment by educational instruments is divided into various types, as follows:

1) Rules of Procedure

Order was a series of rules that were applied in a situation under certain conditions. For example, the order in class, school examination rules, uniform rules in schools, school hygiene rules and so on.

2) Prompts and Orders

Prompts and orders were something that was a suggestion or invitation to do something useful and helpful. While a command is a must to do something positive. For example, advice to study at home, recommend eating nutritious food, orders to come to school on time and so on.

3) Prohibition

¹⁷ Ngalim Purwanto, Psikologi Pendidikan, (Bandung: Remaja Rosdakarya Offset, 2003), 189-190

Prohibition was a must not to do anything negative. Because if it is done, it can have an impact that was not good for itself and can be for others. For example, prohibition of using drugs, prohibition of riding a motorcycle, prohibition of playing on the streets, prohibition of sleeping in class and so on.

Implementing preventive punishment in the classroom carries several benefits, such as the prevention of unwanted behavior, the building of student discipline, and the creation of a safe learning environment. By setting clear rules and consequences, students could better understand the limitations, creating a focused and productive classroom. However, it was important to remember that the application of punishment should be wise, balanced, and matched with positive learning approaches to achieve optimal results in student character development.

2. Repressive Punishment

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

1) Notification

The notification referred to here is a notification to students who have done things that have disturbed them or whose

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 rule and explains things that can and should not be done when the learning activities take place.

2) Reprimand

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

3) Punishment

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

Implementing repressive punishment in the classroom could have several positive benefits, such as maintaining discipline, classroom control, personal responsibility, and teaching social norms, it was important to remember that this approach also had the potential to cause negative effects. Hard punishment could create fear, reduce students' participation, and be less supportive of their social and emotional development. Therefore, while discipline management is

important, more balanced approaches that support positive learning, such as positive reinforcement and open communication, may be more effective in creating a productive learning environment and supporting students' holistic development.

c) **Function of Punishment**

Four important functions of punishment play a major role in the formation of the expected behaviour¹⁸.

1. Restricting behaviour and punishment prevent a repetition of unexpected behaviour educational, to educate the students to be good behaviour.
2. Reinforce motivation to avoid unexpected behaviour and positive impulse
3. Controlling, preventing the students from being unwanted behaviour.

5. **Motivation**

a) **Motivation**

Motive is the impetus that prompts one to take an action, which comes from internal factors to achieve goals, motivation, an active driving force, arises when specific motives become active, especially when there is an urgent need to achieve goals.¹⁹ Motive could be

¹⁸ Arif 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

¹⁹ Sardiman AM, *Interaksi dan Motivasi Belajar Mengajar*, (Jakarta : Raja Grafindo Persada, 1994), 73

looked at as a kind of internal force that made people want to do something to achieve a goal. So, you could say that motive was a kind of internal spirit, and from this term motive comes the word motivation. Usually, this motive becomes active when there is an urgent need to achieve a goal.

Motivation was an impulse that arises from the presence of stimuli from inside and outside so that someone wants to make certain changes in behaviour or activities better than the previous situation with the following goals:²⁰

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

b) Kind of Motivation

The type of motivation can be divided into two types items, namely intrinsic motivation and extrinsic motivation.²¹

1. Intrinsic Motivation

Intrinsic motivation is the motivation that comes naturally from the students and their awareness, intrinsic motivation focuses on internal factors, motivation does not need to be stimulated from outside, from inside each individual because there is a drive to do

²⁰ Hamzah B. Uno, *Teori Motivasi & Pengukurannya*, (Jakarta: Bumi Aksara, 2007), 9.

²¹ Handayani, Rif'ati Dina. "Analisis motivasi intrinsik dan ekstrinsik mahasiswa calon guru fisika." (2017),321

something. In this context, motivation was focused on internal factors, where the drive to do an act comes from inside the student without the need to be stimulated from outside. It reflects the presence of desires and wishes that appear spontaneously, as individuals feel motivated to do an activity without depending on external factors. For examples, strong curiosity, Satisfaction from self-achievement, desire to improve skills.

2. Extrinsic Motivation

Extrinsic motivation is the drive to do an activity to achieve measurable results, such as rewards or recognition. In this context, Extrinsic motivation means motivation that appears because of external stimulus, Extrinsic motivation could also be defined as motivation that results outside the action itself, for example, motivation comes from parents, teachers, gifts, praise, rewards, and punishments. In addition, extrinsic motivation for actions performed to gain some instrumental aims such as stopping getting punishment. Extrinsic motivation is not always bad. Extrinsic motivation was often used because the content of the lesson does not interest the student or because of certain attitudes towards teachers or parents.

c) **Function of Motivation**

The functions of motivation are as follows.²²

1. Contribute to increasing students' attention to lessons, stimulate and increase learning motivation, increase learning activities, and build productive student behaviour.
2. Strengthen the motive for good behaviour, increase enthusiasm, and confidence, and even change behaviour for the better.
3. Expected to increase student participation in learning and help maintain students' good values.

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

6. **Positive and Negative Effects of Reward and Punishment Method**

The positive and negative effects of the reward and punishment learning method are as follows.²³

a. **Positive Effect:**

- a) Triggering students to compete
- b) Motivating student learning can grow and develop optimally
- c) Student learning ability can be spread and evenly distributed to all students. This might occur due to psychological factors in

²² Handayani, Rif'ati Dina. "Analisis motivasi intrinsik dan ekstrinsik mahasiswa calon guru fisika." (2017).

²³ Jasa Ungguh Mulyawan, Model Pembelajaran Spetakuler, (Lampung:AR RUZZ MEDIA, 2016), 45

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 the competition

b. Negative effect:

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



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CHAPTER III

A. Research Design

This research approach used a qualitative descriptive method. It is a method that investigated and understands people or groups on a social or human problem.³⁶ A qualitative approach was chosen to investigate students' perspectives and subjective experiences of using reward and punishment strategies. This research stressed qualitative descriptive analysis, which was focused on students' perceptions. To collect data, the researcher interviewed students to gain knowledge about their perceptions of the application of reward and punishment strategies. Direct observation was also done to gain better data on students' responses when using the strategy in the reading-learning context. An observation sheet was used to systematically record details of students' behavior and responses. Moreover, the researcher also explored students' notes, such as some articles to get a more personal understanding of their perceptions. Data analysis focused on deep interpretation of the interviews, observations, and students' notes. With an emphasis on students' perceptions, it is hoped that this research can contribute to English language learning.

B. Research Location

The research was conducted in SMPN Sukorambi Jember with mature consideration of local conditions. The low learning achievement of students, especially in English subjects, was the main focus in selecting this location.

³⁶ CRESWELL, John W.; POTH, Cheryl N. *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications, 2018.

Understanding that sub-optimal learning results need an effective solution, the researcher decided that the implementation of a reward and punishment strategy was a strategic step to handle the challenge. Thus, this research did not only provide an in-depth understanding of the educational context at SMPN Sukorambi Jember but also aimed to develop effective strategies for improving students' learning achievement in English.

C. Research Subject

The selection of this research was students of VIII grade at SMPN Sukorambi was based on several reasons. First, the research focused on students' reading skills, where many of them had difficulties in developing these skills, as well as differences in interested in learning English. Second, the students of class VIII had in-depth communication with the researcher to solve the problem. There were 20 students who had chosen as a research subject. It was hoped that their participation provide relevant and useful data in increasing English language learning at SMPN Sukorambi.

D. Data Collection Technique

Data collection techniques are the most strategic steps in research because the main goal of the research is to obtain data. Without knowing the techniques of data collection, the researcher cannot obtain data that meets specified standards.³⁷

³⁷ Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif dan R&D*, (Bandung: ALFABETA, 2018), 224

Data collection techniques used in this study are as follows:

a. Observation

There are several steps in collecting the data from observation

- a) The researcher made an observation plan that included the purpose, scope, and observable aspects of the students' English learning process..
- b) The researcher entered the classroom and sat at the back of the class without affecting the learning activities. The researcher noted carefully the situations and conditions that happened in the classroom.
- c) The researcher actively observed the interaction between teacher and students, the teaching strategies used, the level of student participation, and the overall classroom situation. The researcher recorded all relevant findings and observations.

b. Interview

There are several steps in collecting the data from the interview;

- a) The researcher asked some questions
- b) The researcher interviewed the English teacher and recorded the answers
- c) The researcher interviewed the students directly and recorded and noted their answers.
- d) The researcher collected the data after the interview.

c. Document

Documents could provided information about the state, rules and discipline. In this research, the researcher looked at documents and lesson plans. The researcher looked at the giving of rewards and punishments and students' effect on learning English. This method to be completed the result of the research problem.

E. Data Analysis

In this study, the researcher used Huberman's theory to analyze the data. Huberman and Saldana (2014) argued that analyzing qualitative data should be done in an interactively and constant way³⁸. There are three steps of data analysis those are data condensation, presenting data (display data), and concluding. The steps taken by the researcher are as follows:

a. Data condensation

Data condensation refered to the process of selecting, focusing, simplifying, and changing the data contained in the field notes, interview transcripts, documents, and empirically collected data³⁹. The qualitative data could be changed by selection, summary, or description in their own words. The steps taken by researchers were

a) Selection

The researcher selected relevant data and selected the important data and also irrelevant data.

³⁸ Miles, Matthew B., and A. Michael Huberman. *Qualitative data analysis: An expanded sourcebook*. sage, 1994.

³⁹ A Michael Huberman 10

b) Focusing

The researcher focused on pre-analyzing the data to counter the limitations of the data available in the research.

c) Simplifying

The researcher simplified the data by trying to make a summary of the point, process, and statements. Next, the researcher could evaluate the accuracy and quality of the data

b. Presentation of the data (data display)

The application of data display in qualitative data analysis was an important technique for organizing, analyzing, and describing research findings or results. Data display allowed researcher to display data in a way that is clear and easy to understand, both by the researcher themselves and by the readers.

Therefore, the researcher presented several different methods, namely tables or matrices: pictures, narratives/stories. graphs are used to display concepts/themes used in research. pictures could be used to present visual data to readers, this can help enrich understanding of the context or phenomena observed. narratives could be used to describe research findings or results in detail and context. The combination of these three elements allows for a comprehensive and informative presentation of the results of data analysis for the reader.

c. Drawing Conclusions and Verification

The researcher drew initial conclusions based on data analysis. initial conclusions were still temporary, researcher did steps of Verification and Presentation of Conclusions by collecting more data in the field, assessing the strength of evidence, adapting conclusions if needed, and presenting conclusions with complete information to increase the credibility of their research.

F. Data Validity

The validity of the data is tested using the Triangulation technique. Miles and Huberman said the triangulation technique is a technique of checking the validity of the data that uses something else.⁴⁰ The triangulation used in this study is the source triangulation and triangulation method.

a. Source triangulation

As a researcher, the steps of data source triangulation started with identifying relevant data sources, such as interviews, surveys, and documents. Then, the researcher collected data from each source with the appropriate instrument. Once the data was collected, analysis was conducted separately on each source, with a focus on the findings that appeared. Then, the results from the various data sources were compared to looked for similarities and differences that led to an overall interpretation of the findings. Thus this step allowed the researcher to strengthen the validity of the findings.

⁴⁰ Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, 330

b. Triangulation method

As a researcher, the steps of method triangulation started with the identification of clear research problems, followed by a research design that included the selection of several methods such as surveys, interviews, and document analysis. Participants were chosen carefully to provide various perspectives, and then data was collected through the chosen methods. After that, data from each method was analyzed separately to identify emerging patterns or themes. Findings from each method were then compared to explore similarities and differences. Interpretation of the findings was done to make strong conclusions related to the research problem. Then the findings were presented in the research report explaining the use of triangulation of method to strengthen the validity of the research results.

G. Research Stages

This section explored and described the implementation that the researcher could perform, starting from preliminary research, design development, actual research and report writing.⁴¹ The stage of this research is as follows:

a. Pre-field Stage

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

⁴¹ Tim Penyusun, Pedoman Karya Ilmiah UIN Kiai Haji Achmat Siddiq Jember, (Jember: UIN Kiai Haji Achmat Siddiq Jember Press, 2024), 48 q

a) Develop a research design.

In this step of the research, the researcher determined the title, reason, focus, purpose, benefits, object, and research methodology used by the researcher.

b) Choosing the object of research

Before conducting research, a researcher chose the research place or field. The research chose is SMPN Sukorambi.

c) Permit processing

This research was formal. Researcher needed to made a permission letter for research to the school to smooth the research process.

Survey research location

d) Survey research location

After gaining permission from the school, the researcher had to go through the process of surveying the situation of research and informants to find out more about the background of the research object.

e) Prepare the research instruments

After selecting suitable information, the next step was to prepare research instruments to collect data, such as observation, interviews, and documentation.

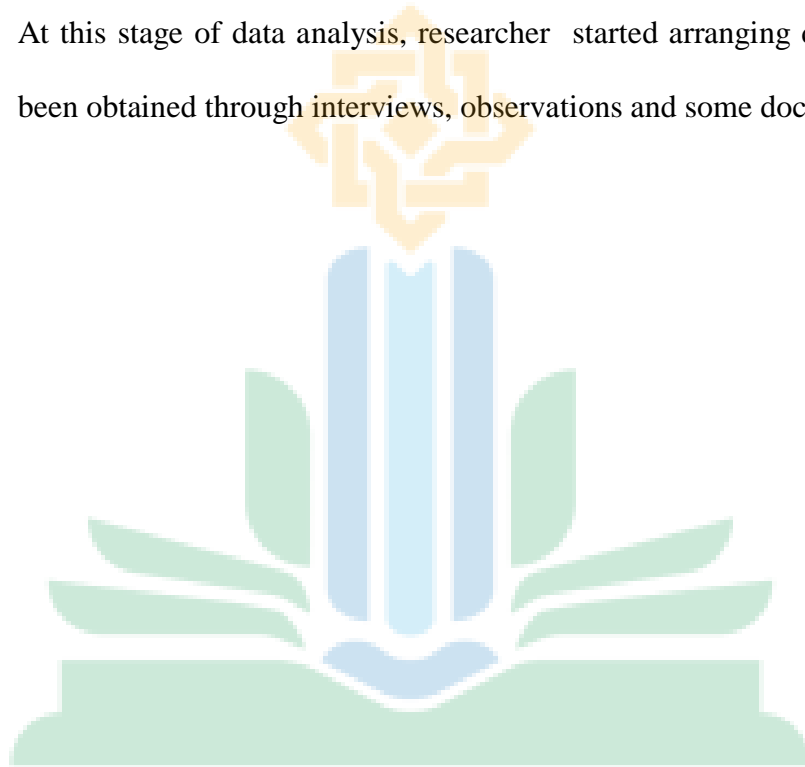
b. Field stages

In the field stage, researcher had to pay attention to several rules during the field, such as understanding the field conditions, understanding the

research background, performing based on the behaviour of the location, starting to enter the research location, collecting data and perfecting the data.

c. Data Analysis Stage

At this stage of data analysis, researcher started arranging data that had been obtained through interviews, observations and some documentation.



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CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter reported the results of research that included research findings and discussion of data analysis results.

A. Research Finding

This study was conducted to investigate students' reading ability in English language learning to increase students' motivation to learn to read, the researcher used a strategy of reward and punishment. This study was a serious attempt to find out more about students' reading ability in the context of English language learning. The researcher realized that motivation played a crucial role in the learning process, especially in reading, which was often faced with challenges in the classroom. Thus, the researcher decided to apply reward and punishment strategy as an approach to increase students' motivation to learn to read.

1. kind of reward that can influence the students extrinsic motivation

SMPN Sukorambi upheld the success of learning in academic and non-academic terms, so as to create top-performing students.

Therefore, to increase learning motivation, students needed a lot of support from various parties such as teachers, parents, friends, and themselves.

One of them is motivation from teachers at school is necessary for a student in learning.

Based on the results of observations on March 04, 2024 English language learning the classroom, the teacher opened the lesson with VIII F

starting with greetings, followed by filling in the student attendance list, after which the teacher gave apperception to students. After that the teacher explained the objectives of the learning, then the teacher provided material to the students. After the explanation, the teacher gave some questions based to the material which the teacher taught. Then the teacher asked students to came forward to the class to answer the questions, but it was only limited the students whom were rarely active in the class. For students who could answer correctly, the teacher gave a reward in the form of praise and applause from the teacher and classmates.

The above was in accordance with the results of interviewed with the results of interviews with class VIII teachers of SMPN Sukormbi who said that:

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

“Increasing students' interest in learning can be achieved in several ways, among them is giving rewards to students. I did this with the aim that students who excel get rewards. So that's what? So that they are even more motivated in learning”⁴²

In addition, the teacher also talked about the rewards given to the students:

“beberapa reward saya berikan dengan segera dan beberapa di antaranya tepat waktu seperti memberikan nilai tambahan untuk

⁴² Achmat Sutijoso, Interview, Jember, Maret 2024

ujian akhir dan ujian tengah semester mereka. Reward juga 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 Saya juga memberikan reward tidak setiap hari agar reward tersebut menjadi lebih berharga”

“some of my reward are given promptly and as soon as possible by giving them extra marks in the midterm and final exams. I have also given reward to them, for example when we give some questions students who can answer question get additional grades or are given a sign of clapping as a symbol that the answer is correct”⁴³

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

“If items never, but if good words and then asked for applause as mom said just now for friends who can answer is often.”⁴⁴

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 tugastugas gitu terus kalo bisa ya gurunya kasih tepuk tangan. pokoknya ketika ada tugas-tugas gitu sama pertanyaan bu”

“Usually it's if you can't answer questions and assignments. then if you can, the teacher gives applause. anyway, when there are assignments and questions, ma'am”⁴⁵

⁴³ Achmat Sutijoso, Interview, Jember, Maret 2024

⁴⁴ Sherly, Interview, Jember, Maret 2024

⁴⁵ Sherly, Interview, Jember, Maret 2024

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 give applause is ever."⁴⁶

And also student III said:

"untuk hadiah seperti ucapan lebih termotivasi soalnya senang ketika jawab benar dapat tepuk tangan"

"for gifts such as greeting are more motivated because happy when the answer is correct can applause"⁴⁷

Rewards in the classroom serve several important purposes to create a positive and productive learning environment. First, rewards help to increased students' motivation to participate actively in learning activities because they feel their efforts are appreciated and motivated to continue achieving. Rewards can also make the classroom mood more pleasant and supportive, creating a positive learning environment where students feel comfortable and motivated to learn. In addition, it is also to foster students' awareness to learn better and of higher quality, as stated by 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 providing rewards and punishments are in accordance with the indicators and learning objectives because both of them can motivate students"⁴⁸

⁴⁶ Nicole Interview, Jember, Maret, 2024

⁴⁷ Adzin Interview, Jember, Maret, 2024

⁴⁸ Achmat Sutijoso, Interview, Jember, maret 2024

English language learning was one of the subjects at SMPN Sukorambi. Because the ability and interest in learning that each student had was not the same, the teachers had their own way of giving rewards and punishments so that students had high motivation to learn the subject. This is supported by the teacher's statement.

“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”

“Indeed, the students must be first be forced to learn English, especially in reading. Then in this case, diligent students, I give rewards for example, giving appreciation by clapping and giving additional graders. Meanwhile, I give punishment and a firm attitude toward students who are lazy and did not do assignment. This ways to train students at their responsibility and their dicipline⁴⁹

With rewards, students feel more appreciated for the results of their work so that students are more enthusiastic about learning and improving learning outcomes. This 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”

⁴⁹ Achmat Sutijoso, Interview, Jember, maret 2024

“For students whom they like English, I give the reward. It is such as “ congratulation, nice, good, best or I clap my hands, followed by students. However the important thing is the additional or extra value that can be given by me for them.⁵⁰

2. kind of punishment that can influence the students extrinsic motivation

Punishment is one of the techniques used by teachers in managed classes. In addition to the positive rewards and punishments described above, data collected through classroom observations and teacher-student interviews as supporting data. The researcher displays the positive punishment data using percentages so that readers can easily interpret the data. The teacher said that this type of punishment is the most effective for the students. This also had a good impact so that students could learn more English at home.

After the presentation of the material, the teacher usually gave questions about the material that was being taught. Students who cannot answer the question were given a punishment in the form of the punishment is singing.

The results of observations on March 5, 2024 the start of the learning process as normal. In the main activity, students who had a singing punishment was given additional assignment that had to submit for the next meeting. The above was in accordance with the results of interviewed with the VIII grade teacher of SMPN Sukormbi who said that:

⁵⁰ Achmat Sutijoso, Interview, Jember, maret 2024

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

“Increasing the interest in learning from students can be achieved in several ways, including for students who need to be more active in learning. The goal is for students to become diligent, motivated, and better students in learning”⁵¹

In addition, students also said about the punishment process carried out by the teacher that:

“Selama ini itu bu kalo tidak bisa jawab gitu, disuruh nyanyi ke depan kadang juga diberi tugas”

“So far, ma'am, if you cannot answer, you are asked to sing forward, sometimes you are also given assignments.”⁵²

The results of observations on March 10 started the learning process as normal. In the main activity, students who were previously given additional assignments at the previous meeting were required to collect the assignments. Then the teacher gave continued material from yesterday's material. After the material had been presented, the teacher gave assignments to students related to the material that had been presented.

The above is in accordance with the results of interviews with teachers who said that:

⁵¹ Achmat Sutijoso, Interview, Jember, maret 2024

⁵² Sherly, Interview, Jember, Maret< 2024

“Selain memberikan materi saya juga memberikan tugas tambahan bagi siswa yang terkena hukuman. Kemudian untuk siswa yang lainnya saya memberikan tugas sesuai dengan materi yang diajarkan saat itu juga.”

“In addition to giving material, I also gave extra assignments for students whom were punished. Then the other students I gave assignments according to the material taught at that time”⁵³

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.”⁵⁴

In addition the student III also said that:

“ Biasanya itu kalo tidak bisa jawab pertanyaan terus sama tugas-tugas gitu”

“Usually it's if you can't answer questions and assignments.”⁵⁵

The student IV also said that:

“Guru menjelaskan terus kasih soal bu “

“The teacher explained first and then gave the questions”⁵⁶

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”

“So far, mom, if you can't answer, you are told to sing to the front.”⁵⁷

The purpose of classroom punishment was to teach students responsibility, maintain discipline, correct unwanted behavior, respect

⁵³ Achmat Sutijoso, Interview, Jember, maret 2024

⁵⁴ Adzin, Interview, Jember, Maret, 2024

⁵⁵ Adzin, Interview, Jember, Maret, 2024

⁵⁶ Hana, Interview, Jember. Maret, 2024

⁵⁷ Sherly, Interview, Jember, Maret, 2024

established rules, and adopt fairness in the learning environment. In addition, it also creates awareness for students to learn better and with better quality.

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 senang ketika jawab benar dapat tepuk tangan"

"If the teacher gave punishment, it was only singing less but sometimes the teacher also gave punishment for questions so it was more motivated. but for rewards such as speech, I was more motivated because I was happy when I answered correctly I got applause."⁵⁸

In providing rewards and punishments, the teacher previously made rules agreed upon by the teacher and students. In this case, there needs to be an agreement between teachers and students. Because if there was an agreement when there was an assignment, students can try to complete the task. So that students already know what risks they can accept if they did not complete the assignment that has been given.

This was in accordance with the information revealed 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"

⁵⁸ Adzin, Interview, Jember, Maret, 2024

“Because every beginning of the semester at the beginning of the lesson I make an agreement with them. For example, if they are given homework, it must be done. If not next week, they can immediately get a punishment at the time of collection.”⁵⁹

Teachers did not only gave awards to students who performed well and punishments for students who broke the rules or did not do their assignments. But teachers had reasons why they gave rewards and punishments. One of the reasons was so that students had the motivation to study harder and there were students who had less motivation to learn. 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”

“Rewards and punishments that I gave to children who were diligent, achieved and also children who needed to be motivated to study even harder. It's also to make them like their lessons more.”⁶⁰

B. Discussion on the Result of Data Analysis

After the data obtained by researcher through observation, interview and documentation the data was presented through discussion of the findings. Based on observations in do exercise some students focused on reading different with other programs because it was not just reading but also understanding the content of the text. Which was the answer to the main problem or questions from the research methods and theoretical studies previously discussed. It was discussed with the findings of researcher in the

⁵⁹ Achmat Sutijoso, Interview, Jember, maret 2024

⁶⁰ Achmat Sutijoso, Interview, Jember, maret 2024

field based on the previously formulated research focus, namely “Analysis of Reward and Punishment as Extrinsic Motivation in Reading Comprehension among Eighth Grade Students at Junior High School in Sukorambi State Junior High School in the 2023/2024 School Year”. The discussion was as follows.

a. kind of reward that can influence the students extrinsic motivation

The first finding was based on the interviews and data collected by the researchers, which showed that teaching was an activity that was designed intentionally to provide learning opportunities for individuals. This process involved a mature and planned process, where the teacher established clear learning objectives, selected appropriate teaching methods, and provided the necessary resources. This is in accordance to Jarvis stated that teaching as an intentional activity which in opportunities to learn are provided.⁶¹

English as a foreign language, where English was not used as the main language. So the teacher must be creative to build the classroom situation to be more interesting. This is supported by Comenson's which says that EFL teachers need to have the qualities that all teachers have, which are intelligence, patience, and creativity.⁶²

In addition, they learned that there was a feeling that the reward given by the teacher was a process for them to be excited about learning reading. So this is in accordance with the theory of teaching reading that

⁶¹ Jarvis, P. (Ed.). (2006). *The theory and practice of teaching*. Routledge.

⁶² Camenson, B. (2007). Opportunities in teaching English to speakers of other languages. (*No Title*).

the function of teaching reading was to use the brain and their emotional feelings, this was according to Weaver stated that -reading is a process which is very much determined by what the reader's brain and emotions and beliefs bring to the reading: the knowledge/information (or misinformation, absence of information), strategies for processing text, moods, fears and joys of it.⁶³

rewards given as a form of teacher appreciation to their students, this in accordance to Nyanyu Khodijah's which stated that reward is an award or prize related to the need for appreciation for students who achieve something.⁶⁴

The English learning process in class VIII F SMPN Sukorambi used a reward system to be motivated students to learn English. This was proven by the praise, applause and additional grades given by the teacher when the students could answer the questions and do their assignments well. This statement was in accordance with the statement Wina Sanjaya the function of rewards to appreciate and motivate students in the learning process.⁶⁵ And this statement was also supported by marta erni, dwi who said that rewards had several types of items.⁶⁶

⁶³ Weaver, Constance. *Reading Process: Brief Edition of Reading Process and Practice*. Ohio, 2009,p:15

⁶⁴ Nyanyu Khodijah, *Psikologi Pendidikan*, (Depok: PT. Raja Grafindo Persada, 2014), 159

⁶⁵ Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*, (Jakarta : Kencana, 2009), 37.

⁶⁶ Marta, Erni Dwi. "Implementasi Pemberian Reward Kepada Siswa SD Muhammadiyah Bantul Kota." *BASIC EDUCATION* 5.25 (2016): 2-426.

The importance of giving rewards to students must not be underestimated in the context of education. Giving rewards to students was one of effective strategies in motivated them to learned and achieved academic higher achievement. This was in accordance with the statement of Sudirman Am which says motive is the impetus that prompts one to take an action, which comes from internal factors to achieve goals, motivation, an active driving force, arises when specific motives become active, especially when there is an urgent need to achieve goals.⁶⁷ This was also supported by Jasa Ungguh Mulyawan Rewards had a very positive effect on students in various aspects of their learning and personal development.⁶⁸

Based on the result of observation, the researcher observed when a student named sherly was given a reward by the teacher, the student was more pleased and excited. The results were also supported when the researcher conducted interviews with Sherly, after the teacher gave the reward the students were more pleased, happy and excited. Student 2 also said the same thing about students' responses to the provision of rewards and punishments in English learning could made students more enthusiastic, fun, happy and exciting.

⁶⁷ Sardiman AM, *Interaksi dan Motivasi Belajar Mengajar*, (Jakarta : Raja Grafindo Persada, 1994), 73

⁶⁸ Jasa Ungguh Mulyawan, *Model Pembelajaran Spetakuler*, (Lampung:AR RUZZ MEDIA, 2016), 45

b. Kind of punishment that can influence the students extrinsic motivation

In addition to the application of reward, punishment was also applied as a balance by the teacher. Thus, students are pushed to be more disciplined in learning, including in their reading habits. This was supported by Vebriyanti Eka's which stated that Reading is a key to success for anyone who wants to be an educated person.⁶⁹ The aimed of teaching reading especially English to non-native readers was to gave them the knowledge of understanding text in a language. This supported Nuttall's which stated that teaching reading especially reading foreign language, such as English for students who are not native speakers, is to make them be able to understand the text when they deal with the foreign language.⁷⁰

To achieved learning objectives, several learning methods and strategies were used by teachers, included the used of rewards and punishments. In addition to the rewards described above, as for punishment, it was given to them so that students who were lazy in learning could get punishment in the hope that students could be better at learning and could be motivated. This is supported by Malik Fajar's stated that punishment is one of the tools used in education, punishment makes students less enthusiastic if given too often, but it is also a tool to motivate

⁶⁹ Vebriyanti Eka, *“the correlation between students’ motivation and their achievement in learning reading comprehension”*(2014)

⁷⁰ Nuttall, C. E. *Teaching Reading Skills in A Foreign Language*. London: Heinemann Educational Books,1982,P:21

students to learn. Students strived to avoid punishment by doing their best in tests and assignments.⁷¹

The teacher said that at the beginning of each semester, the teacher made an agreement with students that if they did not do the assigned tasks, the teacher could immediately give punishment. This also according to Ngalim Purwanto's who said that punishment was divided into 2 types, namely, Preventive punishment as punishment given before an offense happened to avoid an offense event, meanwhile repressive punishment as punishment given after an offense happened.⁷²

Punishment has a major role in shaping desired behavior by limited, educated, and strengthened motivation to avoid undesired behavior, as well as gave positive push to good behavior. The results showed that during the English learning process in class VIII F SMPN Sukorambi used punishment to motivate students to learn English. This was proven by the punishment given to students when students could not answer the questions that had been given by the teacher and other tasks.

The punishment given was like singing in front of the class and extra assignments. This statement in accordance to Arif Rahman Hakim who stated that the function of punishment was to prevent repeating undesired behavior and control, prevent students from undesired behavior.⁷³

⁷¹ Malik Fajar, *Holistika Pemikiran Pendidikan*, (Jakarta : PT. Raja Grafindo, 2005), 203.

⁷² Ngalim Purwanto, *Psikologi Pendidikan*, (Bandung: Remaja Rosdakarya Offset, 2003), 189-190

⁷³ Arif 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

Giving punishment was one of the effective strategies used by teachers so that students were motivated to become more disciplined. This supported by Hamzah B. Uno who said motivation was an impulse that arises from the presence of stimuli from inside and outside so that someone wants to make certain changes in behaviour or activities better than the previous situation.⁷⁴ And this statement was supported by Handayani, Rif'ati Dina motivation played an important role to increase students' attention, participation, and positive behavior, and pushed them to achieve learning goals.⁷⁵

So from the above results it could be deduced that the teacher uses awarding punishment to motivate the students to learn English in SMPN Sukorambi VIII F class.



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⁷⁴ Hamzah B. Uno, *Teori Motivasi & Pengukurannya*, (Jakarta: Bumi Aksara, 2007), 9

⁷⁵ Handayani, Rif'ati Dina. "Analisis motivasi intrinsik dan ekstrinsik mahasiswa calon guru fisika." (2017)

CHAPTER V

CONCLUSION AND SUGGESTION

Inside the ultimate chapter of this observes, two things had been put forward, namely conclusions and suggestions. Conclusions were made to summarize all studies chapters and for hints, with a bit of luck it was used as a reference for future researcher. The two factors of end and guidelines are as follows

A. Conclusion

In the English learning process of class VIII F, the teacher often gave rewards and punishments to the students. Rewards were given in the form of applause, praise and additional grades. Rewards were given because students had showed progress on their efforts. Therefore, regarding the giving of rewards students' responses to the application of rewards in teaching English were that students were more enthusiastic, fun, happy and exciting, students were more motivated, and students were more diligent and more enthusiastic to learn in teaching English. Rewards were given to students from teacher had a positive effect on the continuity of student learning such as the motivation of students in learning English.

Not only giving rewards, Punishment were given to student from teacher also had a significant impact on students' reading comprehension ability, the teacher also applied punishment to complete the learning system. The punishment were given by singing in front of the class and giving additional assignments. With this method, the teacher hoped that students could be pushed to learn better and increased their motivation. The application of rewards and

punishments was hoped to created a balance in the process of teaching and learning, so that a conducive learning environment was created and triggered the enthusiasm of students to achieved better achievements.

B. Suggestion

After conducting the research. The researcher give the suggestion to the teacer, and the future researcher. The suggestion are as follows:

1. The researcher suggests that the reward and punishment method continue to be applie. because this method increase students motivation, and create a more pleasant atmosphere in the classroom in learning, especially learning English. So that learning objectives are optimally achieved .
2. The researcher hopes that this research can be used as a reference for the further researcher to do better method of teaching and learning English. The researcher suggest the future researcher to use the same method in other skill.

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Appendix 1

MATRIX OF RESEARCHER

Title	Variable	Sub variable	Indicators	Data resources	Research method	Research focus
an analysis of giving reward and punishment as extrinsic motivation in reading comprehension among the eight graders at junior high school	1. Reading	1.1 the concept of reading	1.4.1 characteristics of effective English teaching and learning principle of teaching	2 Interview	1. Research approach: qualitative research 2. Type of research: case study research 3. Research location: SMPN Sukorambi 4. Data collection technique: observation, interview, documentation. 5. Data analysis technique: Miles and Huberman Model: Data Collection, Data	What kind of reward and punishment that can influence the students extrinsic motivation in reading comprehension?
		1.2 the definition of reading		3 Documentation		
		1.3 technique of reading skill		4 Observation		
		1.4 teaching of reading skill				
	2. Motivation	2.1 the definition of motivation	1.4.2			
		2.2 the type of motivation	2.2.1 instrumental and integrative motivation 2.2.2 intrinsic and extrinsic motivation			
		2.3 factor affecting student	2.3.1 anxiety 2.3.2 curiosity			

		motivation	and interest		Reduction, Data display, Conclusion	
	3. Extrinsic motivation	3.1 definition of Extrinsic motivation 3.2 example of extrinsic motivation				
	4. Reward and punishment	4.1 Types of reward and punishment	4.1.1 positive reward 4.1.2 negative reward 4.1.3 positive punishment 4.1.4 negative punishment			

DECLARATION OF AUTHENTICITY

The undersigned

Nama : Ita Eriani
Nim : T20196099
Faculty : Education and Teaching Training
Program : English Education

State the the thesis untitled "An analysis of giving reward and punishment as extrinsic motivation in reading comprehension among the eighth graders at junior high school in SMPN Sukorambi" it truly my own work. Except for those cited in the quotation and bibliography, it does not include any writing or publications that have or ready been authored or published by another individual. And the only person accountable if anyone objected is me.

Jember, 31 Mei 2024
Author



SRN: T20196099

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JEMBER

Appendix 3

INTERVIEW GUIDELINES

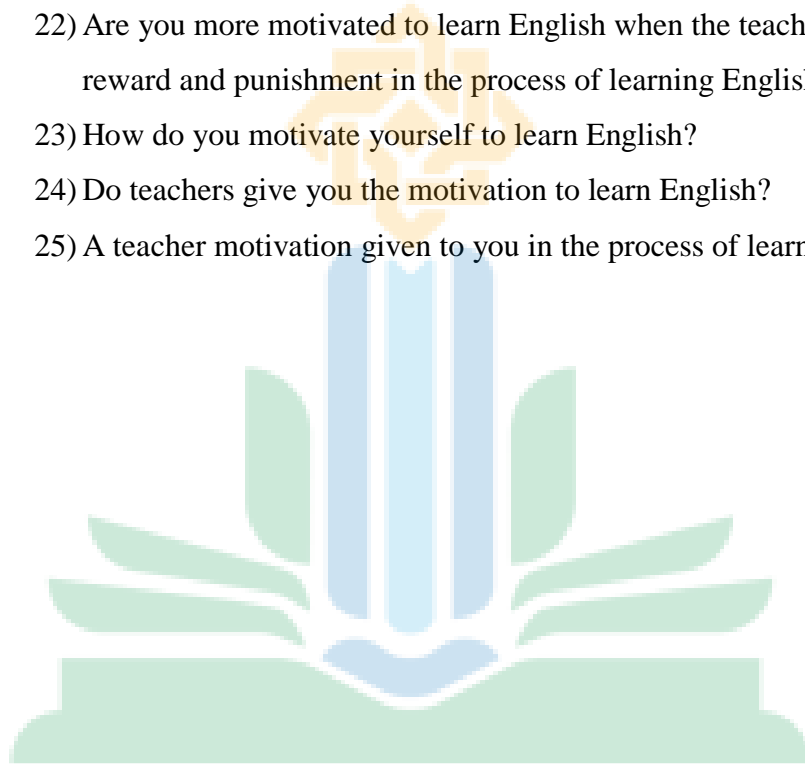
A. Interview Guide On Teacher in Seventh Grade Class

- 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?
- 14) Are you motivated to learn English with their teachers provide classroom rewards and punishments?
- 15) Any method used by teachers to teach English to you?
- 16) Do you ever get bored when learning English take place?
- 17) What makes you feel bored when English language learning process takes place in class?
- 18) Any punishment given to you as a teacher of English learning process take place?

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



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HASIL WAWANCARA

Biodata guru bahasa inggris kelas VIII
Nama: Achmat Sutijoso
Jenis kelamin: Laki-laki
Agama: Islam
Tempat wawancara: didepan musola smpn sukorambi

Keterangan

P: peneliti

A: Achmat Sutijoso

Hasil wawancara dengan Bapak Achmat Sutijoso sebagai guru bahasa inggris kelas VIII yang berisi kutipan sebagai berikut

P	“Bagaimana cara bapak meningkatkan motivasi siswa dalam belajar bahasa inggris di kelas VIII?”
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.
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	“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	“Bagaimana cara melihat siswa yang telah termotivasi dan belum termotivasi dalam proses pembelajaran bahasa inggris di kelas VIII?”
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 F
Nama: cherly aura setyawan
Jenis kelamin: Perempuan
Agama: Islam
Tempat wawancara: didepan kelas

Keterangan

P: peneliti

C: cherly

Hasil wawancara dengan cherly 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 sherly 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 VIII F
Nama: Nycola rosandra
Jenis kelamin: Perempuan
Agama: Islam
Tempat wawancara: didepan kelas

Keterangan

P: Peneliti

N: Nycol

Hasil wawancara dengan nycol 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 isengiseng 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 VIII F
Nama: Adzin ahmad al-ghani
Jenis kelamin: Laki-laki
Agama: Islam
Tempat wawancara: didepan kelas

Keterangan

P: Peneliti

A: Adzin

Hasil wawancara dengan adzin yang berisi kutipan sebagai berikut

P	“Apakah kamu suka bahasa inggris?”
A	“iya bu”
P	“Apakah kamu suka pelajaran bahasa inggris?”
A	: “Suka”
P	“Apa yang membuat kamu suka dengan bahasa inggris dan pelajaran bahasa inggris?”
A	“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?”
A	“Biar bisa ngomong sama orang bule”
P	“Apakah kamu mengalami kesulitan ketika proses pembelajaran bahasa inggris di kelas?”
A	“Kadang-kadang, karena kadang enggak paham kadang kurang paham”
P	“Apa saja kesulitan yang kamu alami ketika proses pembelajaran bahasa inggris di kelas?”
A	“lebih sering tidak paham materinya bu”
P	“Apa yang kamu rasakan setelah belajar bahasa inggris di kelas ?”
A	“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?”
A	: “Sedikit bu”
P	“Apakah kamu tetap belajar materi bahasa inggris ketika ada jam kosong pada waktu pembelajaran bahasa inggris di kelas?”
A	“Kadang belajar bahasa inggris kadang belajar pelajaran yang lain”
P	“Apakah kondisi kelasmu cukup menyenangkan dan mendukung dalam kegiatan proses pembelajaran bahasa inggris berlangsung?”
A	“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?”
A	“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?”
A	“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?”
A	“ Selama ini itu bu kalo tidak bisa jawab gitu, disuruh nyanyi ke depan”
P	“Bagaimana cara guru memberikan reward dan punishment
A	“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?”
A	“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?”
A	“gurunya jelasin dulu baru kasih soal bu”
P	“Apakah kalian pernah merasa bosan ketika proses pembelajaran bahasa inggris berlangsung ?
A	“sering bu”
P	“Menurut kamu apa alasan guru memberikan reward tersebut ?”
A	: “Agar lebih giat belajar dan disiplin bu”
P	“Menurut kamu apa alasan guru memberikan punishment tersebut?”
A	“ Sama kayak diatas bu”
P	“Bagaimana kamu memotivasi diri kamu sendiri dalam belajar bahasa inggris?”
A	“ mengingat orang tua”
P	“Apakah guru memberikan kamu motivasi untuk belajar bahasa inggris ketika dikelas?”
A	“Pernah”
P	“Apa saja motivasi yang diberikan guru kepada kamu dan temen-temen dikelas ketika proses pembelajaran bahasa inggris?”
A	“kalimat motivasi gitu dah bu”

HASIL WAWANCARA

Biodata peserta didik kelas VIII F
Nama: Hanashalu rahma dewi wardani
Jenis kelamin: Perempuan
Agama: Islam
Tempat wawancara: didepan kelas

Keterangan

P: Peneliti

H: Hana

Hasil wawancara dengan hana yang berisi kutipan sebagai berikut

P	“Apakah kamu suka bahasa inggris?”
H	“suka”
P	“Apakah kamu suka pelajaran bahasa inggris?”
H	“ iya Suka juga”
P	“Apa yang membuat kamu suka dengan bahasa inggris dan pelajaran bahasa inggris?”
H	“karena bahasa inggris adalah bahasa internasional”
P	“Apa manfaat belajar pelajaran bahasa inggris menurut kamu?”
H	“nantinya kita bisa berbicara menggunakan bahasa inggris”
P	“Apakah kamu mengalami kesulitan ketika proses pembelajaran bahasa inggris di kelas?”
H	“Kadang-kadang bu. ”
P	“Apa saja kesulitan yang kamu alami ketika proses pembelajaran bahasa inggris di kelas?”
H	“memahami materi yang sulit dipahami”
P	“Apa yang kamu rasakan setelah belajar bahasa inggris di kelas ?”
H	“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?”
H	““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?”
H	“Kadang bu”
P	“Apakah kondisi kelasmu cukup menyenangkan dan mendukung dalam

	kegiatan proses pembelajaran bahasa inggris berlangsung?”
H	“lumayan bu”
P	“Apakah guru sering memberikan reward dan punishment di kelas ketika proses pembelajaran berlangsung?”
H	“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?”
H	“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?”
H	“kalo hukuman disuruh nyanyi bu didepan dan kadang juga dikasih tugas.”
P	“Bagaimana cara guru memberikan reward dan punishment
H	“Biasanyaketika selesai ada tugas”
P	“Apakah kalian termotivasi dalam belajar bahasa inggris dengan adanya guru yang memberikan reward dan punishment di kelas?”
H	“termotivasi bu”
P	“Apa saja metode yang digunakan guru untuk mengajar bahasa inggris di kelas?”
H	“gurunya jelasin dulu baru kasih soal bu”
P	“Apakah kalian pernah merasa bosan ketika proses pembelajaran bahasa inggris berlangsung ?
H	“untuk saat ini belum bu”
P	“Menurut kamu apa alasan guru memberikan reward tersebut ?”
H	“biar anaknya lebih termotivasi dan semangat untuk belajar”
P	“Menurut kamu apa alasan guru memberikan punishment tersebut?”
H	“biar anaknya lebih giat lagi untuk belajar bahasa inggris”
P	“Bagaimana kamu memotivasi diri kamu sendiri dalam belajar bahasa inggris?”
H	“kalo pengen pintar ya harus semangat belajarnya”
P	“Apakah guru memberikan kamu motivasi untuk belajar bahasa inggris ketika dikelas?”
H	“iya bu pernah, biasanya pas pelajaran berlangsung”
P	“Apa saja motivasi yang diberikan guru kepada kamu dan temen-temen dikelas ketika proses pembelajaran bahasa inggris?”
H	“Intinya ya diminta untuk lebih rajin belajarnya, jangan malas-malas, gitu dah”

Appendix 4

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMP N Sukorambi

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Teks recount (fungsi sosial struktur teks, dan unsur kebahasaan beberapa teks recount : personal recount

Kelas/ Semester : VIII/II

Alokasi waktu : 3 x Pertemuan (6 x 40 menit)

A. KOMPETENSI INTI (KI)

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI 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/tori

B. Kompetensi Dasar Dan Indikator

KOMPETENSI DASAR	INDIKATOR KOMPETENSI	PENCAPAIAN
3. 1 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.11.1 Mengidentifikasi (C1) fungsi sosial, struktur teks dan unsur kebahasaan teks recount 3.11.2 Membandingkan (C2) fungsi sosial, struktur teks dan unsur kebahasaan teks recount	
4.11. 1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount)	4.11.1.1 Menentukan (C3) fungsi sosial, struktur teks dan unsur kebahasaan teks personal recount	

C. Tujuan Pembelajaran

Melalui Pembelajaran Berbasis Teks, peserta didik mampu:

1. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks narrative.
2. Menyusun teks narrative lisan dan tulis sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

D. Materi pembelajaran

Membaca Teks Recount/ personal recount text

Recount text : a text which retells events or experiences in the past.

The Purpose of Recount Text: to inform or to entertain the readers.

Generic Structure of Recount Text

- Orientation
- Series of Events.
- Reorientation : ending (sad/happy)

Language Features of Recount Text

- Past Tense: Since recount texts are about past events, they predominantly use past tense verbs (e.g., walked, saw, went)
- Using specific participant : yaitu sesuatuyang memiliki objek tertentu, tidak bersifat umum. Contohnya antara lain Istanbul Airport, Borobudur Temple, Muara Angke, dll.
- Using personal participant : Personal participant contohnya seperti : I, my group, my friends, my husband
- Using chronological connection/sequence connective : then, next, in the end, in addition
- Using conjunction: and, or, until, although, while, but, and many more

Vacation at Borobudur Temple

Last week, my family and I visited Borobudur Temple in Magelang, Central Java. We left home at 6 AM and arrived there around 9 AM.

Upon arriving at Borobudur Temple, we bought entrance tickets and went straight to the temple area. We were very impressed by the beauty and

grandeur of the temple. We walked around while listening to the tour guide's explanation about the history of Borobudur Temple. After touring the temple, we rested in one of the gardens around the temple area. We ate the food we had brought from home while enjoying the beautiful natural scenery. Around 1 PM, we decided to go home. Although the journey back felt quite tiring, we were very happy to have visited this amazing world heritage site.

The vacation at Borobudur Temple was a very enjoyable and valuable experience for us. We learned a lot about history and culture, and enjoyed time together as a family.

E. Metode Pembelajaran

Questioning Technique

F. Media, Alat, dan Sumber Pembelajaran

Alat/Bahan : Papan Tulis, Laptop dan LCD

Sumber Pembelajaran : Buku Siswa Bahasa Inggris kelas VIII SMP/MTS, worksheet, answer sheet.

G. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> ○ Guru bersama Peserta didik saling memberi dan menjawab salam serta menyampaikan kabarnya masing – masing ○ Peserta didik dicek kehadiran dengan melakukan presensi oleh guru ○ Guru menjelaskan tujuan pembelajaran 	10 minutes
Inti	<ul style="list-style-type: none"> ○ Guru menjelaskan pengertian dan fungsi sosial teks recount. Guru membagikan contoh teks recount kepada siswa. ○ Guru dan siswa bersama-sama mengidentifikasi struktur teks 	60 minutes

	<p>recount pada contoh.</p> <ul style="list-style-type: none"> ○ Guru menjelaskan unsur kebahasaan yang digunakan dalam teks recount. 	
Penutup	<ul style="list-style-type: none"> ○ Guru memberikan kesempatan kepada siswa untuk bertanya. ○ Guru menyimpulkan materi yang telah dipelajari. ○ Guru memberikan tugas rumah kepada siswa untuk mencari dan membaca teks recount lainnya. 	10 minutes

Pertemuan Ke II

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> ○ Guru bersama Peserta didik saling memberi dan menjawab salam serta menyampaikan kabarnya masing – masing ○ Peserta didik dicek kehadiran dengan melakukan presensi oleh guru ○ Guru menjelaskan tujuan pembelajaran 	10 minutes
Inti	<ul style="list-style-type: none"> ○ Guru meminta beberapa siswa untuk menceritakan pengalaman pribadinya secara lisan. ○ Siswa bekerja dalam kelompok kecil untuk menyusun kerangka teks recount berdasarkan pengalaman pribadi yang diceritakan. ○ Setiap kelompok mempresentasikan kerangka teks recount yang telah disusun. 	60 minutes
Penutup	<ul style="list-style-type: none"> ○ Siswa bersama sama dengan guru membuat kesimpulan tentang materi pada pertemuan hari ini. ○ Guru memberikan tugas kepada siswa tentang materi yang sudah dijelaskan. 	10 minutes

	<ul style="list-style-type: none">○ Guru memberikan gambaran materi yang akan dipelajari pada pertemuan berikutnya.○ Bersama-sama menutup pelajaran dengan berdoa.	
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Pertemuan Ke III

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> ○ Guru bersama Peserta didik saling memberi dan menjawab salam serta menyampaikan kabarnya masing – masing ○ Peserta didik dicek kehadiran dengan melakukan presensi oleh guru ○ Guru menjelaskan tujuan pembelajaran 	10 minutes
Inti	<ul style="list-style-type: none"> ○ Siswa menyusun teks recount sederhana berdasarkan pengalaman pribadi yang telah mereka buat dalam bentuk kerangka pada pertemuan sebelumnya. ○ Siswa bertukar teks recount dengan teman sekelas untuk mendapatkan umpan balik. ○ Siswa memperbaiki teks recount berdasarkan umpan balik yang diberikan. 	60 minutes
Penutup	<ul style="list-style-type: none"> ○ Siswa bersama sama dengan guru membuat kesimpulan tentang materi pada pertemuan hari ini. ○ Guru memberikan tugas kepada siswa tentang materi yang sudah 	10 minutes

	<p>dijelaskan.</p> <ul style="list-style-type: none"> ○ Guru memberikan gambaran materi yang akan dipelajari pada pertemuan berikutnya. ○ Bersama-sama menutup pelajaran dengan berdoa. 	
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Penilaian Hasil Belajar

Penilaian sikap : Observasi selama pembelajaran berlangsung tentang kerjasama, disiplin, dan tanggung jawab

Remedial : Peserta didik yang belum mencapai KKM (70) diberi tugas untuk membuat recount text based on pengalaman mereka. Guru mengevaluasi kemajuan kompetensi peserta buat recount text. Kemudian guru melaksanakan penilaian remedial.

Pengayaan : Guru memberikan nasihat agar bersyukur dan tetap rendah hati karena telah mencapai (KKM), maka guru memberikan pengayaan berupa

- Pemahaman untuk materi selanjutnya
- Penugasan

Mengetahui

Kepala Sekolah

Guru

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Drs. Siddiq Heri Susanto

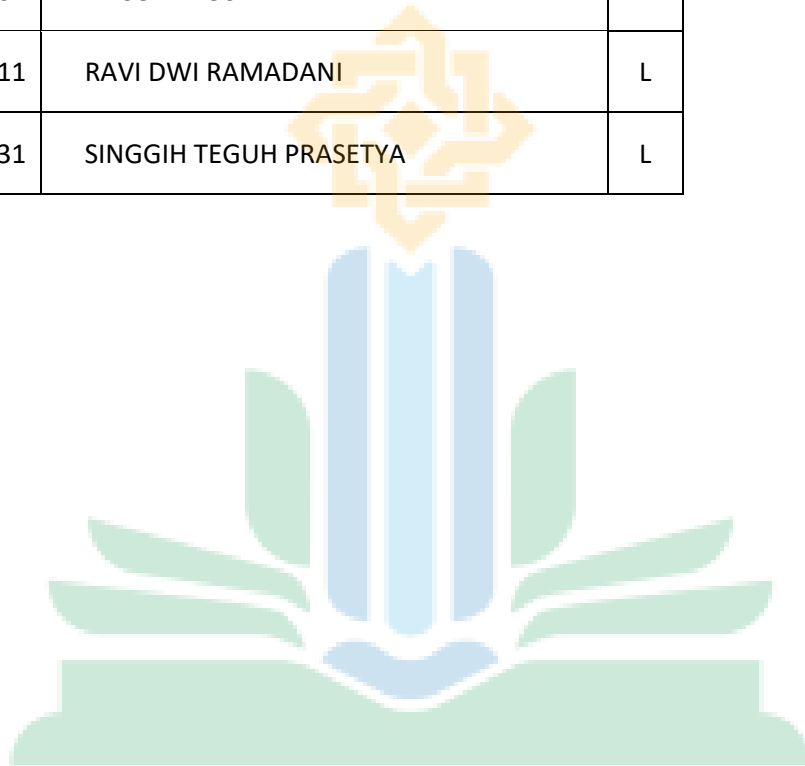
Achmat Sutijoso

Appendix 5

DAFTAR NAMA SISWA KELAS VIII F

No	NIS	NAMA	L/P
1	6869	ADRIANSYAH FIRDAUS AZHAR	L
2	6870	ADZIN AHMAD AL GHANI	L
3	6875	AISYAH DARMA PRATAMA	P
4	6876	AKHDAN MAULANA RIZQULLAH	L
5	6879	ANANDA WAHYU AL AKHIRRU	L
6	6890	AYODYA TIARA LESTARI	P
7	6897	CHERLY AURA SETYAWARDANI	L
8	6902	DIKSI APTA OKTABRYAN	L
9	6910	EKA PUJI ASTUTIK	P
10	6919	FARHAN ABDULLAH	L
11	6929	GIBRIL YASYAH WAHYUDI	P
12	6934	HANASHALU RAHMA DEWI WARDANI	P
13	6974	MUHAMAD RHEZA RADITYA SETYAWAN	L
14	6975	MUHAMAT AREL WIJAYA	L
15	6976	MUHAMMAD ADIT	L

16	6984	MUHAMMAD JONI FIRMANSYAH	L
17	6989	MUHAMMAD WILDAN RAMDHANI	L
18	7001	NYCOLA ROSANDRA	P
19	7011	RAVI DWI RAMADANI	L
20	7031	SINGGIH TEGUH PRASETYA	L



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UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
 Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-5831/In.20/3.a/PP.009/02/2024

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMPN SUKORAMBI

Jl. Brigjen Syafiudin No. 09, Sukorambi, Kec. Sukorambi, Kab. Jember Prov. Jawa Timur

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

NIM : T20196099
 Nama : ITA ERIANI
 Semester : Semester sepuluh
 Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "An analysis of giving reward and punishment as extrinsic motivation in reading comprehension among the eighth graders at junior high school" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Drs. Sidiq Heri Susanto

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 23 Februari 2024

an. Dekan,

Wakil Dekan Bidang Akademik,



KHOTIBUL UMAM



PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
UPTD SATUAN PENDIDIKAN
SMPN SUKORAMBI
Jl. Brigjen Syafiudin No. 9 Sukorambi Telp (0331) 421930
Jember



Nomor : 421.3/161/310.15.20523876/2024
Lampiran : _
Perihal : Selesai Penelitian

SURAT KETERANGAN SELESAI PENELITIAN

Yang bertanda tangan dibawah ini Kepala SMP Negeri Sukorambi, menerangkan bahwa:

Nama : ITA ERIANI
NIM : T20196099
Jurusan : Fakultas Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris

Berdasarkan surat dari Dekan Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember tanggal 23 Februari 2024, Nomor : B-5831/In.20/3.a/PP.009/02/2024 bahwa nama tersebut diatas benar-benar telah mengadakan penelitian untuk pengambilan data untuk penyusunan skripsi dengan judul "An Analysis of Giving Reward and Punishment as Extrinsic Motivation in Reading Comprehension among Eghth Graders at Junior High School in Smpn Sukorambi". Di SMP Negeri Sukorambi mulai tanggal 23 Februari 2024 -23 maret 2024 .

Demikian surat keterangan ini kami buat untuk dipergunakan sebagaimana mestinya







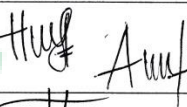


Jember, 23 Maret 2024

Kepala Sekolah



DR. SIDDIQ HERI SUSANTO
NIP. 19700103 199903 1 005

JOURNAL OF RESEACH

NO	TIME	ACTIVITY	PARAF
1	Monday January 8 th ,2024	Observation I	—
2	Thursday January 11 th ,2024	Observation II	—
3	Friday February 23 rd ,2024	Hahded a letter to research	
4	Monday March 4 th ,2024	Observation in VIII F class	
5	Monday March 4 th ,2024	Interview english teacher of eighth grade Mr. Achmat Sutijoso	
6	Tuesday March 5 th ,2024	Observation in VIII F class	
7	Wednesday March 6 th ,2024	Interview of eighth grade students Sherly, Nicole	
8	Monday March 10 th ,2024	Observation in VIII F class	
9	Thursday, March 14 th ,2024	Interview of eighth grade students Hana, adzin	
10	Monday, March 18 th ,2024	To complete the data	
11	Saturday, March 23 th ,2024	Handed a letter to finished research	

Jember, 27 Maret 2024

Head of School

UNIVERSITAS ISLAM Negeri
KIAI HAJI ACHMAD SIDDIQ
JEMBER



Appendix 8

The teacher gave a granting number to student who successfully answer the question



Student got punishment from the teacher

Interview with student



Appendix 9

RESEARCHER BIODATA



PERSONAL INFORMATION

Name : Ita Eriani
 Nim : T20196099
 Place and Date of Birth : Medewi, November 25th 2000
 Gender : Female
 Address : Medewi Pesinggahan kec. Pekutatan kab. Jembrana
 Bali

Departement/ Major courses : FTIK / English Departement

E-Mail Address : itaeriyani12@gmail.com

Educational Background

2007-2013 : SDN 1 Medewi
 2013-2016 : Smp Plus Darussalam
 2016-2019 : MAN 3 Jembrana
 2019-2024 : State Islamic University of Kiai Haji Achmad Siddiq
 Jember