The Implementation of Rewards and Punishments Towards Students Motivation in English Learning

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Abstract

This research uses descriptive qualitative research as a research methodology located at SMP Negeri 3 Pitu Riase. This research was conducted to determine the implementation process of giving rewards and punishments to increase students' learning motivation and to find out the results of the implementation of giving rewards and encouragement to increase students' learning motivation in English subjects. Data collection techniques used are observation, interviews and documentation. While data analysis used data reduction, data presentation and data verification. The data obtained from this study is divided into two, namely data in the form of verbal (words) for example "Good" and nonverbal (actions) for example thumbs up, applause, additional points, advice, reprimand, vocabulary memorization, deductions and pinches. This data was obtained from the treatment and words of the teacher to his students during the learning process. The results of the research from the implementation of reward and punishment to increase students' motivation to learn in English subjects at SMP Negeri 3 Pitu Riase show that: the process of implementing reward and punishment is carried out spontaneously in the classroom and sometimes there is an agreement with students if there are students who violate or Failure to do the work will be punished. Rewards are given in the form of praise, applause, thumbs up and additional points. The punishment is in the form of advice, standing in front of the class and memorizing vocabulary. The results of the implementation of reward and punishment are: (1) The level of student attention to learning increases; (2) The level of student confidence in the ability to do learning tasks; (3) The level of student satisfaction with the learning process that has been carried out; and (4) Determining actions which must be done.

Keyword: Reward, Punishment and Learning Motivation

INTRODUCTION

Education is a place that can change a student for the better, both in terms of words and actions and the intelligence that they have. Therefore, education is a very important thing and cannot be separated from one's life, both in the family, community, and nation. Education is a conscious effort to develop the potential of human resources. The success of education will be achieved by a nation if there is an effort to improve the quality of education of the nation itself. However, as we know that the phenomenon of education in Indonesia is currently still in the developing stage so it is necessary to improve

the quality of education so that the Indonesian nation can develop in a better direction. Improving the quality of education is an effort to improve the quality of learning at a certain level of education. Education is also expected to be able to give birth to the next generation in which there is a blend of various values, including intellectual values, religious values, social ethical values and the values of the nation's personality. The majority of language users in classroom conversation are bilingual because they frequently acquire and use the language of their local group in addition to using the sign language of their neighborhood (Asrifan, 2021). Learning g is a process carried out by educators to help students acquire knowledge that they previously did not know. Learning is also a form of interaction between teachers and students to shape the character of a student. Students must deal with the four language skills of hearing, speaking, reading, and writing as well as the vocabulary and phonological structure of the language system in order to acquire a language and use it as a means of communication (Syahrir et al., 2021). Therefore, educators are one person who plays an important role in helping students learn. One of the things that educators need to do, apart from being a means to share insights with students, is also to motivate students. As stated by Pamata Sari in Hamsah (2019), quality learning is highly dependent on student motivation and teacher creativity.

Learning motivation is an encouragement that arises both from within and from outside the student, which is able to generate enthusiasm and enthusiasm for learning and provide direction to learning activities so that the desired goals can be achieved. One of those words, "communication competence," has become so commonplace that we no longer give it much thought (Asrifan et al., n.d.). Motivation is needed to arouse students' enthusiasm for learning so that learning activities can run well. Motivation occurs when someone has the desire and willingness to carry out an activity or action in order to achieve certain goals B. Uno (2016). Learning motivation is the overall driving force in students that gives rise to learning activities, which ensures the continuity of learning activities and provides direction to learning activities, so that the goals desired by learning subjects can be achieved (Riadi in Sardiman, 2013).

As we know that at this time most students are less motivated in learning because of the many influences that exist. Conducting research and providing services pertaining to regional languages in Indonesia are additional actions that can be taken in an effort to sustain regional languages, particularly for academics. One of them is the influence of the environment where students tend to prefer spending their time playing rather than studying. The low motivation of students to carry out learning activities is currently a difficult problem to develop learning activities. Most students become less focused on learning and even many of them spend their study time on unproductive things. Low student learning motivation does not only apply to one subject but this can

happen to all subjects including English subjects. Many students think that English lessons are boring and difficult lessons. However, as we know that learning English is something that really needs to be done. As Susanthi stated in MS (2021) that "learning English is very important". This is because English is an international language or world language. Therefore, the low learning motivation of students, especially in English subjects, must be resolved in order to create fun learning and be able to achieve the desired learning objectives. the student. One method that can be implemented to increase students' learning motivation is to use the Reward and Punishment method.

According to Moh. Zaiful and Aminol (2018) Reward is a form of motivation and as a reward for appropriate behavior. In addition, Prakoso (2020) also argues that rewards are everything that is given in the form of awards that are pleasing to students' feelings, on the basis of good results that have been achieved in an educational or learning process. According to Malik Fadjar (2005), Punishment is an educational tool that causes suffering for students who are punished which contains motivation so that the students concerned try to always fulfill their learning tasks in order to avoid punishment. Punishment is a form of consequence that must be accepted from bad deeds that have been done and are felt to interfere with the learning process. In addition, punishment is also an unpleasant act in the form of suffering that is given to students on purpose with the aim of providing a deterrent effect so that students do not repeat their bad actions. In giving punishment to students, it must be adjusted and given certain limits or not done excessively. Because if we give excessive punishment to students then this can also have a bad impact for students.

Reward and Punishment need to be done so that students are more motivated in learning and receiving lessons, especially in English subjects. At SMPN 3 Pitu Riase, rewards and punishments are given to students so that students are motivated to improve their way of learning. And able to reduce the occurrence of things that are not good that can interfere with the learning process of students. Therefore, the researchers took the title, namely "The Implementation of Rewards and Punishments Toward Students Motivation in English Learning".

METHODS

This research used a qualitative descriptive research design. qualitative research is research that forms data descriptive in the form of written or spoken words from a person and observable behavior. According to Sugiyono (2013) Qualitative Research is research that produces descriptive data in the form of written or spoken words consisting of observable behaviors. Qualitative research is intended to understand the phenomenon of something experienced by the research subject, for example behavior, perception, motivation, action,

and so on in the condition of scientific objects and by utilizing the scientific method. Scientific objects are objects that are as they are and are not manipulated by researchers.

The variable in this study were students and teachers who were in class VIII B at SMPN 3 Pitu Riase, Compong village. Operational in this study began by observing and documenting the learning process applied by the teacher to students, namely by using the method of giving rewards and punishments. After that conducted interviews with the English teacher and several students in class VIII B SMPN 3 Pitu Riase. And the last, the voice recording will be listened to again and the researcher will draw conclusions.

RESULTS AND DISCUSSION

Learning motivation is important for a teacher to know. A language is a system of sounds and symbols made up by human utterances and used for communication (Syahrir et al., n.d.). Knowledge and understanding of student learning motivation is useful for teachers. So one of the ways for English teachers at SMP Negeri 3 Pitu Riase to increase students' learning motivation is by reward and punishment. Based on the results of the data collected, the researcher can conclude that students' learning motivation after implementing rewards and punishments:

1.The level of students' attention to learning increases

According to Abu Ahmadi, attention is an activity of the soul that is directed to an object both inside and outside itself. Students' attention to learning in Classroom is very important for the success of students to achieve a goal in learning. From the results of research at SMP Negeri 3 Pitu Riase, Mrs. Rosliana R as an English teacher at the beginning of the lesson, students are usually asked about last week's lesson to refresh the previous learning before moving on to the next material and to increase students' attention to learning, besides that it also provides a little motivation to students before starting the lesson.

In addition, during the learning process there are some students who are sleepy or even playful and do not pay attention to the material explained, the teacher will ask the student to repeat what has been explained by the teacher. This is done so that sleepy students can refocus their attention on the ongoing learning process in the classroom. Teachers have different ways of making the teaching and learning process fun and interesting. A teacher who can attract students' attention to learning means that the teacher provides professional treatment. Teachers can also motivate students to increase students' attention to the learning process.

2. The level of student confidence in the ability to carry out learning tasks

In the teaching and learning process teachers are required to be sensitive to the conditions in the classroom because each student has different abilities of students in the class so that teachers must have ways to overcome this, one of which is the implementation of rewards and punishments. The existence of motivation can improve student learning outcomes because motivation is an important factor in learning. Conducting research and providing services pertaining to regional languages in Indonesia are additional actions that can be taken in an effort to sustain regional languages, particularly for academics. One way the teacher convinces students of their abilities is by giving rewards and punishments. From the results of the study by implementing reward and punishment there are changes in students, namely if there is a previous assignment the student is delayed even not doing the task but after the implementation of reward and punishment students do the assignment and collect it on time and the results obtained are better than the previous low. ever increasing. This shows that students are able to complete their assignments and get satisfactory learning outcomes.

This is in accordance with what was stated by Dr. Mardianto in his book Psychology of Education (the basis for developing learning strategies). Arden N. Frandsen explained that the things that can encourage a person to learn are as follows:

1) The existence of nature and curiosity

2) The existence of a creative nature

3) The desire to get sympathy from parents, teachers, and friends

4) There is a desire to fix failures with new efforts

5) There is a desire to get a sense of security

6) There are rewards and punishments.

The implementation of reward and punishment will greatly assist students in increasing student motivation. Motivation has an important role in student learning activities. Students who are motivated in learning are always sure that they can complete any work they do.

3. The level of student satisfaction with the learning process that has been carried out by

Eager to Learn "Desire to Learn Helps Children Be Motivated and Loves Learning" that Giving appreciation for efforts or their consequences is a powerful way to influence children to make business as a source valuable and useful. In accordance with the theory, the teacher gives awards to students who excel, for example students who do assignments on time, can memorize vocabulary, and can answer questions will get rewards in the form of praise,

applause, and plus points. This can make students more diligent in learning because students feel happy that their work gets appreciation from the teacher and their friends. In addition, students who can answer questions from the teacher will get a plus point so that students become enthusiastic to answer questions because of the motivation in students to get a plus.

Thus, the English teacher at SMP Negeri 3 Pitu Riase gives rewards to students in the hope that students are motivated to learn. Students will direct attention to what they have achieved and try to get an award for the results they have done. By giving the right reward, students will get more reinforcement and energy to improve themselves.

4. Determining the actions that must be done

According to Slameto, teachers must direct student behavior by showing students things that are done incorrectly and asking them to do their best. So the teacher must have a way to direct students to do something, one of which is punishment with the aim that students stay away from negative actions and educate students to have good habits. Punishment given to make students more motivated to improve their learning. Like when learning in class, students who do not pay attention will be given a penalty for repeating what has been explained by the teacher. The existence of punishment is very beneficial for students because students will improve their learning, students are afraid and avoid the punishment. Students will study more diligently so that when the learning process is carried out they will pay close attention.

Teachers as educators must also direct student behavior in a positive direction. The teacher's job is not only to educate but also to guide students to have good manners, obey the rules and be responsible. With punishment, it can change negative student behavior for the better. Students who receive punishment will try to stay away from or avoid the punishment so that students will do something according to the rules and try to be better. In addition, rewards can also affect students' actions to do something, usually students improve their learning and achievement because there is a motive for wanting to get praise, gifts, plus points or appreciation from teachers and friends.

The teacher sees the results of motivated student behavior, namely by the way the teacher looks at the assignments given, when giving assignments to students who were previously late or did not even do assignments after the teacher implemented rewards and punishments for students to do assignments and collect them on time. It can also be seen from the results of the scores obtained by students, if previously students' scores were bad because they were motivated by the teacher by implementing rewards and punishments, students became more active in learning so that their scores increased.

CONCLUSION

The process of implementing reward and punishment-based learning to increase student motivation in English subjects at SMP Negeri 3 Pitu Riase is carried out spontaneously in class and sometimes there is an agreement with students if students violate or do not do assignments will be punished. And for students who do their job well and excel will get a reward. Rewards and punishments given to students are educational and useful, not just giving punishment and appreciation. There are also various kinds of rewards given to students, such as giving additional grades, praise, body movements (giving thumbs up), applause, and so on. Meanwhile, the punishment given to students is also of various kinds, namely cleaning advice, reprimand, deducting grades, additional memorizing vocabulary. The punishment given is useful for students to feel more responsible with their assignments.

The results of the implementation of reward and punishment-based learning to increase students' learning motivation in English subjects at SMP Negeri 3 Pitu Riase, namely after the implementation of reward and punishment students become more motivated to learn because with the reward students feel that their work is appreciated by the teacher, on the contrary students Those who are lazy and often violate the rules are given punishment which will make students become deterrent and try to do the task to avoid punishment. The teacher sees changes in students after the implementation of rewards and punishments, namely from their assignments and the results of the scores obtained. Students who initially did not do assignments became diligent in doing assignments and studying, in addition, students with low scores were increasing.

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