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TEACHER'S AND STUDENTS' PERCEPTION TOWARDS REWARD AND PUNISHMENT IN TEACHING WRITING TO FIRST GRADE TKR 3 OF SMK PGRI 4 KEDIRI IN ACADEMIC YEAR 2019/2020 Abstract Galih Prasetyo : Teacher's and Student's Perception Towards Reward and Punishment in Teaching Writing to First Grade TKR 3 of SMK PGRI 4 Kediri in Academic Year 2019/2020 The application of reward and punishment is important to help the students' learning in writing.

Giving rewards to those who succeed and punishment for those who make mistakes to foster enthusiasm in learning. Reward and punishment has the type and kind to be appropriate in their application. This study aims to describe the application of teacher and students responses to reward and punishment in teaching writing.

This case study, conducted in class X TKR 3 SMK PGRI 4 Kediri City, used semistructure interview to obtain the information related to the application of reward and punishment in teaching writing and closed questionnaire was used to obtain the students' responses related to reward and punishment in teaching writing. To analyze the result of thr interview using three concurrent flows of activity in the form of data reduction, data display, and conclusion drawing.

The result of the questuinnaire was used, were analyzed using linkert scale and interval criteria was used to find out how the students' response to reward and punishment in teaching writing. The results of the research showed that application of reward and punishment by the teacher are needed in teaching writing. Reward and punishment that the teacher applied to writing learning and have positive and negative effects on students.

It Could increase students enthusiasm for learning. Student responses to the rewards that the teacher applied were positive because their motivation increased. The response of students about punishment was also positive. It made their way of learning to be better. In conclusion, reward and punishment strategies are needed in teaching writing to improve student learning by fostering enthusiasm in learning.

Keyword: Students' Response, Reward and Punishment, Teaching Writing

CHAPTER I INTRODUCTION Background of Study In Indonesia, education is divided into lines, levels, and types of education. According to Law of Indonesia Republic (2003: 20), the education space is divided into formal-informal, the levels of education are divided into basic education, secondary education and tertiary education and the type of education is divided into general education, vocational, religious, and others.

One type and level of secondary education in Indonesia is the Vocational High School (Sekolah Menengah Kejuruan), which is a high school that prepares its graduates to be able to go directly into the world of work. In vocational learning, in addition to having productive or vocational subjects also have general subjects, one of which is English.

According to Rifat (2017: 31) that English is only seen as limited to knowledge and has not become a habit. From his opinion it can be concluded that vocational students does not take priority on vocational general subjects, in the sense that students are less interested in general subjects. The lack of interest in general subjects makes them underestimate general subjects.

This statement is supported by my experience when I had apprenticeship 3 at SMK PGRI 4 Kota Kediri. I saw many students who chose to sleep or play gadgets. One of the students who played the gadget I interviewed turned out to be the reason they were bored with English lessons. This matter can be caused by the strategy applied by the teacher that only give explain, question and provide feedback.

Basically, teachers have various learning strategies for the learning process. The strategy used by the teacher is of course to support the student's learning ability, so the learning process runs well and students are able to capture the learning material from the teacher.

Kuncoro Annas (2017) argues that strategy in the context of education can be interpreted as a plan that contains a series of activities designed to achieve educational goals. According to Brown (2007: 8), teaching may be defined as showing or helping someone to learn how to do something, giving someone instructions, guiding someone in the study of something, providing someone with knowledge, and causing someone to know or understand.

He also adds that teaching is guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning. As Sanjaya (2008: 2) said that, in the world of education, strategy is defined as a plan, method, or series of activities designed to achieve a particular educational goal. Thus the learning strategy is defined as a plan that contains a series of activities designed to achieve certain educational goals.

Learning objectives will be more effective and efficient if it implements particular strategy. For example, the strategy that will be used is how to activate students, so students want to be active. One of the strategies used by teachers is the appearance feedback **in the form of reward and punishment.**

Reward and Punishment is an important strategy **in the learning process,** because it has a value of motivation and information. According to Hamalik (2012: 184), reward provision is an effective strategy to develop pupils' interests. The reward may arouse interest of children to learn and do something. The purpose of giving rewards is a token of appreciation for doing well.

It can be concluded that rewards will **motivate them to study harder because they want to** get reward. His similar idea, Dehkoda (1994) said that reward means to make someone excited, willing, and wishful. According to Sabri (1999: 46-47) reward is a positive assessment of students' learning styles and behavior. Rewards given to students take a variety of forms.

Broadly speaking namely praise, respect, prizes, and tokens of appreciation. Giving praise and signs of appreciation add value of students to improve their grades that have not yet reached the target. Besides reward, there is punishment used for students who commit violations or mistakes.

Emile (1990: 116) state that giving punishment aims to prevent any violation, or maybe as a warning to warn students not to break the rules. So by giving an educative punishment, students are expected not to repeat their mistakes. Roestiyah (1994: 65) stated that various ways to punish include: 1) Physical Punishment, such as hurting and standing up.

2) Spiritual Punishment, such as making the child embarrassed, alienating the child, asking to repeat the work, writing sentences, moving seats, holding children, frighten, send home, resuscitate, expel from class / school. From Roestiyah's statement, my opinion is Physical punishment **in the form of** writing back or making an experience story is a good punishment because it is educational.

In teaching writing, reward and punishment are used to give feedback on the writing process, especially when the teacher give are assignment. Because by giving assignments, **teachers will understand and be able to** assess their **students.** Harmer (2004: 31) argues that writing should encourage students to focus on accurate language use and, because they think as they write, it may well provoke language development as

they resolve problems which the writing puts into their minds.

Providing effective feedback is one of the most important tasks of teachers for students' writing skills in English. Kimble and Garmezy in Brown (2000: 7) state that learning is a relatively permanent change in behavioral tendency and learning is the result of reinforced practice. It means that in teaching writing, the teacher has to show and help students to learn how to write, give instructions, guide students in writing, provide students with knowledge of writing, and make students understand how to write effectively.

In this research, the writer uses the title "Teacher's and Student's Perception Toward Reward and Punishment in Teaching Writing". Research with this title is not the first time, many previous studies have discussed this research. Lori Kay Baranek (1996) focus to examine the effect of appreciation on intrinsic motivation and learning for children in general education and special education.

Irawati and An Fauzia Rozane Syafei (2016) explains about the use of reward and punishment to increase young learners' motivation in learning English as foreign language in Indonesia. This research develops the research conducted by Yusi Amalia Sri Wantina and Dhea Widya (2019) to investigate the students' perception of reward and punishment and analyze the positive effect to student.

Compared to previous research which only focused on the general level, this study was more specific because it only examined teaching writing. Scope of the Problem Based on the background of this study, researchers can identify student problems in writing activities based on student and teacher responses. Researchers have constraints on the object of research, such as students acting as they wish, teachers who are not valued by students, students who have difficulty understanding material, students will be lazy to take lessons because students always get punishment.

In a sense, students who do not have enthusiasm in the pursuit of achievement, they instead ignore it with the punishment given. In my experience internship, students will act according to their desire, in more severe cases, they avoid this subject and choose not to enter class. Because students think that English is not included in their main subject.

This research is focused on teacher's and student's perception toward reward and punishment in teaching writing in the learning process in the first class of Light Vehicle Engineering (TKR) at SMK PGRI 4 in Kediri City in 2019/2020 Academic Year. Formulation of the Problem In the formulation of the problem section contains questions related to

the problem that will be described.

How is the teacher's implementation of reward and punishment in teaching writing? How is the students' response toward of reward in teaching writing? How is the students' response toward of punishment in teaching writing? Purposes of the Research The purpose of the research discusses the purpose of the research to describe the objectives or purposes of the research in a few sentences. To know how to the teacher's implementation of reward and punishment.

To know the teacher's and students' response toward of reward. To know the teacher's and students' response toward of punishment. Significance of the Research The result of this study can contribute some benefits to students, teachers and the other researcher. Here are the benefits: Theoretical Benefit From the results of this study, can be used as a reference for previous research for researchers who will examine the Teacher's and Student's Perception Towards Reward and Punishment in Teaching Writing.

The result of this research can add knowledge to readers about Teacher's and Student's Perception Towards Reward and Punishment in Teaching Writing. Practical Benefit From the results of this study, teachers can understand what strategies are suitable for students. With the response from students, can be used as an evaluation by the teacher what students want in the learning process.

Definition of Key Terms Reward and Punishment Reward is a positive assessment of students' learning styles and behavior. Giving praise and signs of appreciation add value of students to improve their grades that have not yet reached the target (Sabri, 1999) In other side, Giving punishment aims to prevent any violation, or maybe as a warning to warn students not to break the rules (Durkheim Emile, 1990) Teaching Writing In teaching writing, the teacher has to show and help students to learn how to write, give instructions, guide students in writing, provide students with knowledge of writing, and make students understand how to write effectively (Kimble and Garnezy, 2000) Response Response comes as a result of the entry of stimulus into the same mind with the sense of someone.

It means that the response given from students to teacher in the classroom, it depends on how the stimulus provided by teacher to motivate students to more active in the classroom. Three parts of student's response divided into Affective, Cognitive and Conative/ Psychomotor (Azwar, 2012). CHAPTER II REVIEW OF RELATED LITERATURE Reward Definition of Reward Some students have excellent academic ability, however they are shy, quiet, or isolated in class, they are often not interested, therefore their capacity is hidden.

Such types of learners cannot be involved in teaching different procedures, and their participation is hampered by a lack of motivation. In this case, prizes may be very important for teachers to encourage students **in the learning process**. According to Hamalik (2012: 184), gift giving is an effective strategy for developing students' interests.

The gift can arouse children's interest to learn and do something. The purpose of gift giving is a token of appreciation for doing well. It can be concluded that prizes will **motivate them to study harder because they want to** get prizes. The same idea, Dehkoda (1994) says that a gift means to make someone excited, willing, and wishful.

According to Sabri (1999: 46-47) prizes are positive assessments of student learning styles and behavior. Prizes given to students take various forms namely praise, awards, prizes, and award tokens. Giving praise and signs of appreciation add to the value of students to increase the value of those who have not reached the target.

Prizes are important strategies used by teachers to encourage student motivation **in the learning process** and to increase their effectiveness and efficiency. In education, the concept of appreciation basically has the same principle, namely giving gifts to students for those who are successful so that they are motivated, and giving punishment so that it provides a deterrent effect for students, so they **are motivated to learn** better to get prizes and avoid punishment.

Lepper, Greene and Nisbett (1973: 129) conducted many experiments to study the effects of rewarding students for doing the given task. Prizes prove to be an effective element in increasing motivation and achievement in the class because most students try to avoid negative assessments and try to get positive ratings from teachers for their abilities and efforts.

According to Horner (2009: 1) the prize refers to any contingent that can have consequences such as any activity, event or object. Prizes are important for encouraging appropriate behavior and preventing impulse for inappropriate behavior. Prizes are defined as actions or behaviors to assume the success of students having good participation and performance, doing activities well (Slavin, 1991: 89).

Prizes and penalties are usually applied to build student motivation in learning, especially in the English Education Department. The process of implementing reward increases behavior called reinforcement. **There are two forms of** reinforcement, positive and negative. Regarding the teaching and learning process, prizes are things given to students for their beautiful deeds.

The application of the reward system in educational efforts is rooted in Skinner's theory. In fact, the American psychologist Skinner (1904-1990) was one of the first psychologists to investigate the process of language acquisition in terms of language behavior. His theory remains one of the most controversial theories that still has an impact on language teaching methodologies.

Among various theories of language acquisition and language learning, operant conditioning theory remains one of the most influential principles in language teaching methodologies. Skinner and other behavior experts conducted several investigations about learning. In his theory, Skinner distinguishes three main stages involved in the learning process: stimulus or situation (S), behavior (B), and reinforcement (R).

Stimulus is a situation where student performance will occur. Behavior is performance itself. Speech can be considered as behavior because language responses can be generated in a single speech. In this context, Wilkins (1972: 162) argues that: Every utterance and every part of the utterance is produced as a result of the existence of some kind of stimulus.

A stimulus, in which speech forms a response, may be physically present in the situation. It might be verbal, because language can be produced in response to other languages. Reinforcement refers to any reaction from the part of the teacher towards the learner's behaviour.

Fontana (1995: 144) explains this stage saying that: "Such reinforcement can be well thought out by the teacher as a result that follows from B. Clearly these results can benefit students (in this case they are known as positive reinforcement or R +), or they can be disadvantageous (in which they are known as R-). R + increases the likelihood of students producing the same part of behavior again in the future, while R- reduces the likelihood."

Students who carry out various activities in class need to be strengthened. If not, the possibility of learning ability at the next level will decrease. Wilkins (1972: 162) deals with this topic and emphasizes the importance of reinforcement in learning situations: "If such reinforcement does not occur, then language will not be learned." He also stressed the importance of the sequence of three stages in Skinner's theory. Only if a response is repeated can it be fully learned.

Indeed strength of learning is measured in terms of the number of times that a response has been made and reinforced. A word that has been uttered thirty times is better

learned than one which has been said twenty times. The notion of repetition is therefore extremely important. More important still is the fact that a response that is not made cannot be repeated and reinforced and therefore cannot be learned.

It is the making of the response that is the learning process. If there is no reinforcement, the learning is then extinguished. The main principles underlying Skinner's operant conditioning or SBR theory are illustrated in the following diagram : / Graphic 2.1 Skinner's S-B-R Model of Learning (Wilkins, 1972: 162) Types of Reward According to Mahsun (2006), there are two types of rewards based on the reward goals to be achieved, namely: Social rewards. Social reward is related to praise and self-recognition obtained both from within and outside the organization.

Social appreciation is an extrinsic rewards factor obtained from the environment. This social award can be in the form of financial material and award certificates. Psychic rewards. Psychic reward is related to self esteem, self satisfaction, and pride in the results achieved. Psychic rewards are intrinsic rewards (intrinsic rewards) that come from within a person, such as praise, flattery, and congratulations felt by employees as a form of recognition of themselves so as to bring satisfaction for themselves.

Kinds of Reward According to Cascio (2007: 273), this kinds of reward is praise, symbolic rewards, token rewards and tangible and activity rewards. Praise Verbal praise is the most common form of appreciation given by teachers to students, namely praise for students when they behave in a positive way. This behavior can be an exhibition of traits such as reason, compassion, courage or general intelligence.

Praise can also be used to congratulate academic, athletic or community-related achievements. When giving a compliment, be sure to offer it immediately, so that the emotional impact of the action remains. Next, specify by praising. Let students know exactly why what they are doing is amazing, and that your words are not empty and automatic.

Symbolic Reward Symbolic rewards are rewards in the form of objects that represent exemplary character performance or achievements. Perhaps the most common form of symbolic appreciation is the gold star. The other can be a student's name or photo on the bulletin board or poster. Symbolic rewards operate in the same way as praise because it is a public demonstration that benefits students.

Gold stars or photos on the bulletin board state that students have done something awesome. Symbolic rewards, unlike praise, have the ability to last longer than an oral statement, and can serve as a reminder for students to maintain a good reputation.

Token Reward A token is a physical gift that represents value, or a form of currency that can be exchanged for gifts.

Chips and point counting are common tokens, and can be trusted by you, or by students themselves. Prizes that can be exchanged can be anything you choose that you think is ethical and reasonable, and you must have a strict system for the allocation of points, and for the exchange of prizes. For example, prizes can be priced according to their value with students.

Free homework tickets can be worth 5 chips, while unlimited fountain privileges for a month can cost 15 chips. Like, students who get 5 points for those who collect for the first 5 students. Tangible and Activity Rewards Tangible and activity rewards are awards that you give directly to students, without symbolic steps or tokens in between.

Real gifts are gifts for positive behavior or achievement, and include items such as toys, school supplies or other physical objects. Activity rewards are intangible gifts, such as being a line leader or being a teacher's helper, being a team captain during an activity or having other privileges that separate the student from others. Function of Reward Using gifts in class helps teachers increase student motivation.

Referring to the statement above, when the gift is given by the teacher, students can link acting and behavior in feelings of happiness. Usually, students will do something that triggers a continuous prize. In addition, prizes aim to make students do everything more diligently to increase scores. Prizes can be an effective way to encourage students. This can be a task or material that initially motivates students to engage in learning.

According Skinner (1989: 35), The function of rewarding for students: The value of educating, because it shows that the child's behavior in accordance with what is desired. Motivation, so that accepted behavior is repeated again. Reinforcement, for socially acceptable behavior. Happy students, rewards motivate pupils to be more productive by creating a feeling of pride and achievement. Successful students are happy students.

Increase the spirit of learning, make the individual more diligently. Guidelines Syaiful Bahri Djamarah (2005: 195) suggests guidelines for providing rewards. Guidelines that must be understood in using rewards are as follows. To provide pedagogical rewards, it is very important that teachers know their students well and know how to respect them appropriately.

Do not cause jealousy or jealousy for other students who feel their work is also better, but he does not get a reward. Giving rewards should be frugal, if too often will eliminate

the meaning of rewards as an educational tool. Reward is better given after students show their work performance. If notified in advance, it has the potential to lure them to carry out their work in a hurry.

Do not let the reward given to students be received as a "reward" from the results of their efforts in doing the task. Punishment Definition of Punishment Punishment is defined as the opposite of reinforcement because it is designed to weaken or eliminate a response rather than increase it. This is a hostile event that reduces the behavior that follows.

According to Sidman as quoted in Holth (2005: 43) defines punishment as everything that can reduce the frequency of unwanted actions or behavior. According to Skinner, punishment is giving painful or undesirable consequences to suppress behavioral responses that reappear in the future (as quoted in Chen, 2011). Advocated by Holth (2005: 43), punishment is defined as a procedure where certain responses (inappropriate actions or behavior) have consequences, the response decreases in frequency, and the decrease in frequency occurs due to the response-consequences relationship, and not for some other reason.

If something can reduce inappropriate behavior, then it means punishment. Punishment is similar to reinforcement because they are defined by their effects. According to Lefrancois (2006: 40), the main difference between the two, however, is that the effect of punishment involves the suppression of a behavior rather than reinforcing it as reinforcement. Punishment also has two types, positive and negative. Positive punishment is when positive possibilities are eliminated.

An example can be a penalty. That is also known as abolition of punishment. Negative punishment is when a negative contingency follows a behavior. This is what most people think of when they think of the term punishment and is sometimes referred to as presentation punishment. An example could be the slap of a child after acting badly.

Durkheim, Emile (1990: 116) states that giving punishment aims to prevent violations, or maybe as a warning to warn students not to break the rules. So by giving educative punishment, students are expected not to repeat their mistakes. Types of Punishment Punishment is used to help reduce the likelihood that certain undesired behaviors will occur by conveying the consequences as soon as the response / unwanted behavior is demonstrated.

When people hear that the punishment procedure is being used, they usually think that something wrong or dangerous is being done, but that is not necessarily the case.

Roestiyah (1994: 65) states that various ways to punish include: 1) Physical Punishment, such as hurting and standing. 2) Spiritual Punishment, such as embarrassing children, alienating children, asking to repeat work, writing sentences, moving chairs, carrying children, scaring, sending home, realizing, expelling from class / school.

According to Skinner (1989: 48), there are two types of punishment: positive and negative, and it can be difficult to distinguish between the two. Positive Punishment Positive punishment is part of punishment, which also focuses on reducing the level of specific undesirable behavior of the individual. The concept works by presenting certain negative consequences for individuals once undesired behavior has been demonstrated.

When each individual experiences negative consequences, the individual tends to repeat the same behavior in the future. Some examples of positive penalties are giving additional assignments to students who do not enter class or who do not do homework. Negative Punishment Negative punishment is part of punishment, which also focuses on reducing the level of certain undesirable behavior of an individual.

This concept works by removing certain favorite or desired items from individual lives. When certain stimuli / desirable items are removed from an individual's life, unwanted behavior is displayed, and there is little chance of the behavior occurring again in the future. The term "negative" sounds very excessive, as a punishment, is always a negative consequence which is the result of certain actions.

Because positive punishment means the addition of stimulation in an individual's life, negative punishment means the removal of certain favorite items or stimuli from an individual's life. Some examples of negative penalties are throwing students with erasers if they are crowded, hitting students with a ruler if they don't obey the rules and being too angry with students for no apparent reason.

Kinds of Punishment According to Herman (1980: 61), the kinds of punishment is divided into 4: Psychic Punishment This includes slapping, pinching between the index and thumb and flashy. This kind of punishment has been applied for centuries mostly in the non-educational field. In the field of education, at this time such penalties have rarely been applied. Except for sports classes, this physical is rarely implemented.

This is actually a good punishment to make students prevent some bad behavior. Also, this penalty can make students fearful of failing in achieving their goals. Words and Sentences The teacher can use words or sentences such as gripping, threatening, teasing, and mocking as punishment to students. This is sometimes applied when students behave badly such as interfering with class.

This kind of punishment is expected to maintain classroom conduciveness so students will focus more on learning. In addition, the teacher can use threatening words such as pressure before the exam so students will try hard to avoid the punishment mentioned by the teacher. Stimulus Psychological Punishment This punishment is usually given directly to students by the teacher.

In class, some students can do some bad behavior so that the teacher uses physical punishment stimuli such as using tilt, eyes wide open and depressed, to threaten (punish) students for their behavior. Inconvenient Punishment The teacher can use this kind of punishment such as having students stand in front of the class, get out of class, stand next to the teacher, sit next to the teacher, or write sentences and rewrite 10 or more times. This is intended to make students alert for bad behavior.

Function of Punishment Punishment must be consistent and applied whenever students engage in bad behavior. Punishment is applied in teaching and learning activities for the purpose of encouraging and enforcing appropriate behavior in the learning process. Punishment must be given depending on the student's actions and not the teacher's mood.

The teacher has to give punishment as soon as bad behavior occurs and make students understand that wrong doing will get the punishment as a consequence. According to Skinner (1989: 53), there are four important functions of punishment that play a major role in the formation of expected behavior: Limit behavior, Punishment prevents unexpected repetition of behavior. Education, to educate students into good behavior. Strengthen motivation to avoid unexpected and positive impulse behavior.

Control, prevent students from engaging in unwanted behavior. Guidelines According to Barnawi and Mohammad Arifin (2012: 212-213) the principles that teachers must pay attention to when providing negative reinforcement are as follows. a. Enthusiasm. Enthusiasm is a stimulus to increase students' attention and motivation.

Enthusiastic reinforcement will make a serious impression in front of students. Provision of reinforcement must be done immediately. Negative reinforcement is given as soon as possible after the expected response of students. If it is postponed, the reinforcement done cannot run effectively. Meaning. The essence of meaningfulness is that the learner knows that he is indeed worthy of reinforcement because of deviant behavior so that the reinforcement can be meaningful to him. Do not let the teacher provide excessive reinforcement and not relevant to the context. Avoid using negative responses.

Although reprimands and punishments in the form of negative responses can still be used, negative responses that are insulting, teasing, and ridicule must be avoided because it can discourage students. Teaching Writing According to Brown (2007: 8), teaching may be defined as showing or helping someone to learn how to do something, giving someone instructions, guiding someone in the study of something, providing someone with knowledge, and causing someone to know or understand.

He also adds that teaching is guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning. In teaching, teachers should know and understand the appropriate approach that can be used in teaching writing so that the learners are easily able to produce a good writing. At the beginning of a lesson, the teacher should make sure that the students know about the purpose of the activity in the lesson.

He or she should give a clear explanation about what they will learn, so the students will get an advantage in the teaching and learning process. Harmer (2004: 31) argues that writing should encourage students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds. The essence of teaching writing is guiding and facilitating students to work.

This is supported by Brown (2007: 8) who proposes that "teaching is guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning". It implies that teaching cannot be separated from learning. When teachers teach writing to the students, they do not only teach how to develop ideas in writing, but they also need a serious attention of how to write.

Kimble and Garnezy in Brown (2000: 7) state that learning is a relatively permanent change in behavioral tendency and learning is the result of reinforced practice. It means that in teaching writing, the teacher has to show and help students to learn how to write, give instructions, guide students in writing, provide students with knowledge of writing, and make students understand how to write effectively.

Reward and Punishment in EFL The teacher prepares material, controls student behavior and motivates students while studying EFL to obtain effective classes. Therefore, students will be able to get good grades in examinations, manage their time effectively, show positive practice behaviors, participate enthusiastically in class. One technique that can be used for effective classroom management is by giving gifts and penalties.

Prizes are used to get good activities or behaviors so that they occur more often during

the learning process. Conversely, punishment is a consequence that reduces the likelihood of a behavior. These techniques have the same goal in managing student behavior to create a good environment for students in teaching English.

This is also a good strategy that can motivate students in learning English and guidance on how teachers treat students while teaching EFL in class. According to Marno in Musfiroh (2012: 40), the functions of rewards are to improve students' attention, increase students' motivation, to control and to modify students' behavior, and also to develop students' thinking during learning process.

Meanwhile, the functions of punishments are to reduce and to control students' negative behavior, to keep class more conducive, productive, active, and to make the students' more discipline. It can be concluded that both rewards and punishments can motivate the students and control students' behavior in EFL classroom. Response Definition The teacher is the person who starts asking questions to the students and the students are expected to actively give responses to the teachers' questions. Response is a behavior that arises because of the stimulation of the environment. According J. P.

Chaplin (2004: 432) that response is any muscle or glandular process that is generated by a stimulator, or means an answer, specifically the answer to a test question or questionnaire, or it can also mean any behavior, either clearly or physically or clearly hidden or cryptic. Response is something said or done in answer; reply or reaction (Bennett, 1975).

While according to Paulina (2002) response is behavioural act, response comes as a result of the entry of stimulus into the same mind with the sense of someone. It means that the response given from students to teacher in the classroom, it depends on how the stimulus provided by teacher to motivate students to more active in the classroom. According to Rosenberg and Hovland (1960) as cited in Azwar (2012), there are three components of attitudes that is called tripartite model.

The first component is cognitive. This component can be identified by the representation of what does someone beliefs or thought toward something (Azwar, 2012). The measurable dependent variables from cognitive component are based on perceptual responses and verbal statements of beliefs. The second component is affective which is defined as emotional feeling toward something.

Generally, emotional reaction is affected by belief or what someone believes of something. It can be favorable and unfavorable toward something. The measurable dependent variables of affective component are sympathetic nervous responses and

verbal statements of affective. The last component is conative (behavior). It refers to someone's tendency to act in a particular manner that is congruous to his/her attitude.

The measurable dependent variables from conative component are overt action and verbal statements concerning behavior. Sardiman (1992: 215) argues that the response indicators are: desire to act or participate actively, listening about material, see about material, cause or arouse feelings, observe. Kind of response According to Steven M.

Chaferespon in (Jalaludin Rakhmat, 1999: 118) can be divided into three parts: Cognitive: what is meant by cognitive response is a response that is closely related to one's knowledge skills and information about something. This response arises when there is a change in what is understood by the public. Affective: what is meant by affective response is a response related to emotions, attitudes, and assess someone against something.

Conative (Psychomotor): What is meant by psychomotor is a response that is related to real behavior which includes actions or habits. Previous Research Researchers will point out previous research that is in line with this study entitled "The Effect of Rewards and Motivation on Student Achievement". This study was written by Lori Kay Baranek (1996), who is a student at Grand Valley State University.

Baranek's research (1996) focuses on a review of research conducted to examine the effect of appreciation on intrinsic motivation and learning for children in general education and special education. Students who are intrinsically motivated experience school success because they exhibit behaviors such as choosing challenging activities and spending more time on assignments. The use of gifts undermines intrinsic motivation and results in slower acquisition of skills and more mistakes in the learning process.

Implications of the study are discussed and a collection of strategies designed to promote intrinsic motivation are presented. One part of the collection presents strategies for all students, and the other part contains strategies for students with learning disabilities. Each section is broken down into topics about class climate, behavioral management, and lesson planning.

The second journal was written by Irawati and An Fauzia Rozani Syafei (2016) who were students of the Faculty of Languages and Arts at the State University of Padang. His research entitled "The Use of Reward and Punishment to Increase Young Learners' Motivation in Learning English as Foreign Language Adapted to Indonesian Context" shows motivation plays an important role in learning English for young learners.

Motivation is something that students need to make them enthusiastic in learning a language. Teachers can use rewards and punishment to increase students' motivation in learning. By giving a reward, students will focus on the learning process and make students compete with the other students to get the reward in the class.

Punishment also makes other students to be careful in making a mistake in the class. By using reward and punishment, it is hoped that objective learning could be achieved by the students. The teacher also needs to choose the right time to give the reward and punishment.

The teacher should give information to the students that they will get a reward if they want to be active in the class and they will get a punishment if they do something that could break the rule of class and also for their bad behavior. The teacher must be able to make the students enjoy their class and happy with the material.

The third journal was written by Yusi Amalia Sri Wantina and Dhea Widya (2019) who are students of IKIP Siliwangi. His research is titled "The Implementation of Student Perceptions Towards and Punishment Towards in English Learning". This study uses qualitative baseline as a search for understanding of what phenomena mean for those who participate in them, using in-depth interviews, reviewing observational document reviews.

This reaserch explains the results of the research to find out the students' perceptions about the implementation of punishment and reward in learning activities, the indicated that helps students especially in English classroom learning activities. Reward and punishment has the purpose to make students more eager to improve and enhance their achievements and present the effective or not when students get a reward and punishment in the classroom. Based on explanations from previous studies, researchers found, similarities and differences.

The similarity of this research about learning English in general and about Reward and Punishment. The difference from this research is about the forms of reward and punishment and student responses about the application of Reward and Punishment in the research subject. This research focuses on specific are of learning English, namely writing.

CHAPTER III RESEARCH METHOD This chapter discusses several things such as a) approach and type of the research, b) the role of the research, c) steps of the research, d) place and time of the research, e)source of the data, f) collecting the data, g)

technique of analysis the data and h) checking validity. Approach and Type of the Research Approach of the Research This research use qualitative research.

Qualitative research is a research method used to examine the condition of natural objects, where the researcher is a key instrument. According to Creswell (2007: 37) Qualitative research begins with assumptions, a worldview, the possible use of a theoretical lens, and the study of research problems inquiring into the meaning individuals or groups to a social or human problem.

To study this problem, qualitative researchers use an emerging qualitative approach to inquiry, the collection of data in a natural setting sensitive to the people and places under study, and data analysis that is inductive and establishes patterns or themes. The researcher use multiple sources of data to collect data. The researchers typically gather multiple forms of data, such as interviews, observations, and documents, rather than rely on a single data source.

Type of the research This research uses descriptive qualitative research in order to describe about Teacher's and Student's Perception Towards Reward and Punishment in Teaching Writing for First Grade at SMK PGRI 4 Kota Kediri. Case study is one of classification in qualitative research. As Creswell (2007) said that case study research is a qualitative approach in which the investigator explores a bounded system or multiple bounded systems over time, through detailed, in-depth data collection involving multiple sources of information (e.g.,

observations, interviews, audiovisual material, and documents and reports), and reports a case description and case-based themes. The Role of the Research According to Ary (2010:424), in qualitative studies, the investigator is the primary instrument for gathering and analyzing of data. By knowing the condition of the class it is easy for the researcher to get the data accurately and analyzing about Teacher's and Student's Perception Towards Reward and Punishment in Teaching Writing.

The Steps of the Research Preliminary study In Preliminary study the researcher gathered the information which relates on the case in the field. Then, he searches information about Reward and Punishment in Teaching Writing. This activity was done in March 2019 when the researcher did observation in Magang 1.

Collecting data The researcher observed the strategies that used by the teacher in Reward and Punishment in Teaching Writing. Then, I did interview to get some data by interviewing the teacher and some of the students. The researcher did collecting data in April 2020. Because of the Covid 19 Pandemic, the researcher did online interview using

Whatsapp application. Analyzing data The next researcher analyzed the data.

As Creswell (2012) stated that analyzing and interpreting the data involves drawing conclusions about it; representing it in tables, figures, and pictures to summarize it; and explaining the conclusions in words to provide answers to research question. It can be concluded that the researcher has to make detail description of the data to answer all the research questions.

Writing report In this stage, the researcher arranged the data about Teacher's and Student's Perception Toward Reward and Punishment in Teaching Writing. Place and Time of the Research Place of the Research. This research will be conducted to the 10th grade student at SMKN PGRI 4 Kediri. I chose this school because according to my internship experience, students have learning problems in English subjects.

Time of the Research The researcher organized this research in the time schedule in order to decide get the accurate result. The research of activity can be seen in the following table: Graphic 3.1 The Time Schedule

| No | Activity | 2019 | 2020 |
|----|---|-------|-------|
| 1 | Preliminary Study (Observation in Magang 1) | March | April |
| 2 | Collecting Data (Online Interview using Whatsaap application) | May | June |
| 3 | Analyzing Data | | |
| 4 | Writing report | | |

E.

Source of Data The source of the data on this research includes Teacher's and Student's Perception Towards Reward and Punishment in Teaching Writing that consist of: Kinds of data that were collected Implementation of reward and punishment in teaching writing Students's response toward reward in teaching writing Students' response toward punishment in teaching writing Those data were colleted from the teacher and the students.

From the teacher, the researcher tried to find the preparation, practice, evaluation, the process and response of Reward and Punishment in teaching writing. From the students, the researcher tried to find about their response, that are cognitive, affective and conative/ psychomotor. F. Technique of Collecting Data In order to collect the data the writer used instrument: Questionnaire A questionnaire is a research instrument that consists of a set of questions or other types of prompts that aims to collect information from a respondent.

According to O'Leary (2014), Questionnaires have many uses, most notably to discover what the masses are thinking. These include: market research, political polling, customer service feedback, evaluations, opinion polls, and social science research. Overall for the

various forms of questionnaire in quantitative research characteristics, including the following; Closed Questionnaire, where the questions in the questionnaire are limited or determined so that the respondent has no other choice than the available answers.

Open Questionnaire, is a question in quantitative research for answers given freely or freely. Mixed Questionnaire, is an **open and closed question** is a mixture of types of open questions and types of closed questions. This type of question implies that the contents of a questionnaire are mixed between the limits in the answers given by respondents and the opinions of a respondent.

Related to its characteristics, the writer use closed questionnaire, because the respondents' response were limited on determined by the researcher. Bell & Waters (2014), utilizes Youngman (1982)'s Question Types: Verbal / Open List Category Ranking Quantity Grid Scale In this research, the writer used scale question type to limit respondents in the questionnaire to be more directed.

Respondents' answers **in the form of** choices from five alternatives, namely: SS : strongly agree S : agree N : Neutral TS : Disagree STS : Strongly Disagree Each answer has the following values: SS : 5 S : 4 N : 3 TS : 2 STS : 1 Indicators' question Focus _Indicators _Sub Indicators _Question _ _Reward _Affective _Participation Emotion Attitude _1, 2, 3 _ _Cognitive _Knowledge Understanding Application _4, 5, 6 _ _Conative/ Psychomotor _Manipulation Mechanism _7, 8 _ _Punishment _Affective _Receiving Responsive Emotion _9, 10, 11 _ _Cognitive _Knowledge Evaluation _12, 13 _ _Conative/ Psychomotor _Readiness Adaptation _14, 15 _ _ Interview.

According to Lerbin (1992; Hadi, 2007), interviews are a method of data collection by a one-sided question and answer method that is carried out systematically and based on the research objectives. Types of interview Estenberg in Sugiyono (2010: 233) suggests three types of interviews, namely structured, semistructured, and unstructured interviews.

Structured **interviews are used as data collection techniques if** the researcher already knows for certain what information will be obtained. Semistructure interviews (semistructure interviews) are included in the category of in-depth interviews where the implementation is more free when compared to structured interviews. The purpose of this type of **interview is to find** the problem more openly and the parties invited to the interview are asked for their opinions.

Unstructured interviews are free interviews and researchers do not use interview guidelines that have been arranged systematically and completely for the collection of

data. The interview guide used only outlines the issues that will be asked In order to get the information deeply about the data, the researcher use semistructured interviews.

Because, In addition to directing respondent according to the guidelines, the writer seeks information related to learning, the writer also asks for opinions about the use of reward and punishment in teaching writing. Interview behavior In the interview process verbal and nonverbal behavior is something that needs to be considered, in addition to seeing the suitability of the answer to the question, can be to see someone's interest in following the interview.

Verbal behavior is speech that appears in the form of words, while nonverbal behavior is body language. According to Ducan (in Rakhmat, 2013) there are six types of nonverbal messages: gestures paralinguistic or sound prosemics or use of personal and social spaces olfaction or smell skin sensitivity artifactual factors such as clothing and cosmetics. When interviewing, the writer uses verbal behavior.

Because this research is only for finding data sources. The writer needs information related to the application of reward and punishment in teaching writing. Indicators' interview Patton as quoted by Maleong (in Sugiyono, 2011) classifies 6 types of questions. Questions relating to experience Questions related to opinions Questions relating to questions Questions about knowledge Questions regarding the senses Questions relating to background or demographics With the guideline of the question, researchers only use a few guideline questions.

such as, relating to experience, relating to opinions, about knowledge and relating to background or demographics. Indicators question Focus _Indicators _Sub-Indicators _Question _Reward _Type _Social _1 ___psychic ___Kinds of _Praise _2, 3 ___ _Symbolic ___ _Token ___ _Tangible and Activity ___ _The Effect _Positive _4, 5 ___ _Negative ___ _Punishment _Type _Positive _6 ___ _Negative ___ _Kinds of _Psychic _7, 8 ___ _Words and sentences ___ _Stimulus psychological ___ _Inconvenient ___ _The Effect _Positive _9, 10 ___ _Negative ___ Technique of Analysis Data In qualitative research, data analysis is the process of analyzing data that focuses on the teacher's and students' response in class X TKR 3 related to reward and punishment in teaching writing at SMKN PGRI 4 Kediri. Data obtained by researcher from interview with teacher who teach in class and closed questionnaires for students.

Interview Interview according to Satori & Komariah (2011: 130) is a data collection technique to get information extracted from data sources directly through conversation or question and answer. Sugiyono (2010: 194) explains that the interview is used as a data collection technique if the researcher wants to conduct a preliminary study to find

problems that need to be investigated, and also to know things from respondents in more depth and the object of respondents is a little.

The object for getting the data in this interview is the English teacher in grade X at SMK PGRI 4 Kota Kediri. Form of qualitative data, therefore they were analyzed by using three concurrent flows of activity. Milles and Huberman (1994:10) said that they defined analysis as consisting of three concurrent flows of activity: data reduction, data display, and conclusion drawing/verification.

Data Reduction In data reduction, the researcher continuously collecting the data. Then, choose the data that used in the research, while the data that does not relate to the research will be not used. Data Display Data display means organized, compressed assembly of information that allows conclusion drawing.

Data display helps us to comprehend what is happening and to do something. The data display in this study using brief notes and code. Conclusion Drawing/Verification In conclusion drawing/verification is an activity of formulating research result that answer the focus of research based on data analysis research. The researcher analyzing and find the meaning of data that will be collected.

The conclusions are present the descriptive form of the research object based on research study. The results of the interview in the form of describing the points asked by researchers to the respondent to obtain information related to the implementation of reward and punishment in teaching writing. Questionnaire This questionnaire is to determine student responses.

Questionnaire making refers to O'Leary (2014) and Bell & Waters (2014). This questionnaire contains 15 questions, the division of questions for reward responses includes Affective 3 questions (no 1-3), Cognitive 3 questions (no 4-6), Psychomotor 2 questions (7-8) and for punishment includes Affective 3 questions (no 9 - 11), Cognitive 2 questions (12-13), Psychomotor 2 questions (14-15).

This questionnaire has 5 choices of answers and one student must choose one that he thinks is suitable. The choice of answer is strongly agree, agree, neutral, disagree, strongly disagree. To analyze the data, researchers get data from the scores obtained from the respondent's answers.

The choice of answers with a linkert scale in the form of Strongly Agree with 5 score, Agree with 4 score, Neutral with 3 score, Disagree with 2 score, and Strongly Disagree with 1 score. Then from the acquisition of the score is calculated with the percentage

according to the indicator. Then to analyze the results of the score using interval analysis.

The following are the criteria used to interpret computed scores so that students' response rates can be revealed. Interval Criteria: 0% - 19,99% = Strongly Disagree 20% - 39,99% = Disagree 40% - 59,99% = Neutral 60% - 79,99% = Agree 80% - 100% = Strongly Agree Checking validity In this research the researcher used triangulation for testing the validity of the data.

Triangulation means using more than one method to collect data on the same topic. This a way of assuring the validity of research through the use of a variety of methods to collect data on the same topic, which involves different types of samples as well as methods of data collection.

According to Denzin (1970) among experts in triangulation in the social sciences, there continues to be a general consensus on the usefulness of the four types of triangulation originally identify by (1) data triangulation; (2) investigator triangulation; (3) theory triangulation; and (4) methodological or method triangulation. From what Denzin said, the researcher used theory triangulation to check the validity.

Based on Denzin (1970) theory triangulation is the use of multiple theories or hypotheses when examining a situation or phenomenon. The idea is to look at a situation / phenomenon from different perspectives, through different lenses, with different questions in mind. CHAPTER IV RESEARCH RESULT AND DISCUSSION Research Results In this section is a description of the results of research.

The results of the study were in the form of descriptions taken from teacher interviews and student questionnaires. Following are the results of the research: The Implementation of Reward and Punishment in Teaching Writing at X TKR 3 in SMK PGRI 4 Kediri The data about the teacher's implementation of reward and punishment were collected using interview with English teacher who taught on class X TKR 3.

Based on the results of the interview, the implementation of Reward and Punishment in teaching writing as follows: Reward Reward are important strategies used by teachers to encourage student motivation in the learning process and to increase their effectiveness and efficiency. The following are the data about the type of reward implemented by the teacher, the application of the type of reward in teaching writing, the teacher used the type of psychic. "Psychic reward was simpler but it made students felt more valued.

The example of psychic rewards that was given such as when students were able to write

what I told them to, I gave them pride using sentences like "your performance is good" (A/R/Type/01) "....or "you're very smart". (A/R/Type/02) In data a and b above type of pride were realized in physic reward (Mahsun, 2006). These prides **in the form of** sentences functioned to boost the students self-esteem, self-satisfaction, and pride in their achievement.

In the kinds of reward that was applied in teaching writing related to Cascio (2007) who stated the type reward can be **in the form of** praise, tokens, tangible and activity. Data about praise were as follows: "I praised the work of students so that students felt proud of **the results of their** performance so that it can foster a spirit of learning." (A/R/Kind/01) The data about the example of token reward, tangible and activity and symbolic rewards.

The teacher said that "I gave points to students who want to present future performance results or to those who were active in question and answer related to the material".(A/R/Kind/02) "I usually made students as leaders in their study groups." (A/R/Kind/03) "I was not using symbolic rewards because of the effects. For example when students were made an example because of their success, there would be other students who felt jealous."(A/R/Kind/04) In data a, b and c above kinds of reward were realized with praise, tokens and tangible and activity to increase learning enthusiasm and activeness in learning (Cascio, 2007). However, teachers did not give symbolic rewards **because of the negative** influences they cause. The following are the data about the kind of rewards.

The teacher explained the kind of rewards for teaching writing. "effective reward was praise and tokens. Because in return for this token, praise made students felt **what they were doing** were right and made students' enthusiasm for learning grow. For the type of token, made students chase the points that I gave so they would be encouraged to answer questions or write **the results of their** performance on the board. Points here were an additional value for students."(A/R/Kind/05) In these data, the teacher experienced about effectiveness relate with **guidelines that must be** understood in using rewards (Syaiful Bahri Djamarah, 2005).

In accordance with the respondent's experience in applying **reward and punishment in teaching writing, the teacher** explained about positive effect. "giving rewards has a very positive effect. Such as fostering children's enthusiasm for learning and student achievement for a temporary period. In the sense of the achievement of the temporary period was the student reach for reward as the achievement."

(A/R/Effect/01) These data about positive effect have a good impact on students in

learning (Skinner, 1989). In accordance with the respondent's experience in applying reward and punishment in teaching writing, the teacher explained about negative effect. "the negative impact there were students who were jealous of the rewards that given to one students.

Sometimes even smart students can be rivaled by ordinary students because of the student's active learning process. To cope, I gave orders for students to be more active in the learning process."(A/R/Effect/02) These data about negative effect explain that students' jealousy of reward makes students able to influence their ability to learn (Lori Kay Baranek, 1996).

Punishment Punishment is defined as the opposite of reinforcement because it is designed to weaken or eliminate a response rather than increase it. This is a hostile event that reduces the behavior that follows. The following are the data about the type of punishment implemented by the teacher, the application of the type of punishment in teaching writing, the teacher used the positive type. "punishment provides a positive type. The reason was not giving a negative type because it can killed his enthusiasm in learning.

In this positive type I used it because besides being punishment itself it was also a student learning process. When students did not go to school without a reason, I gave additional assignments in the form of material that was left when they were not following the learning process."(B/Type/01) In the data above behavioral individual type were realized in the form of additional assignment (Skinner, 1989).

These data about the teacher's implementation of punishment. Herman (1980) explained the kinds of punishment is divided into 4: Psychic Punishment, Words and Sentences, Stimulus Psychical Punishment and Inconvenient Punishment. This data about physic punishment "I did not give physic punishment because students who were given psychological punishment did not make a deterrent, besides psychological punishment made students seem to challenge their teacher to make the next mistake."(B/Kind/01) Words and sentences "Punishment words and sentences in the form of utterances such as "you would not move up the class if you cannot got good grades", this statement was indeed threatening, but I expect students to be afraid and willing to learn to get good grades."(B/Kind.02) Stimulus psychical punishment in the form of glaring "I did it when the students in the class were busy and repeat it when the words were ignored, I would glare at the students who become the mastermind. With glares students would be afraid and would not repeat the crowd again.

Because by glaring shows that the teacher was angry."(B/Kind/03) Inconvenient

punishment, stand in front of the class "The example that I apply in inconvenient was when the psychological stimulus was ignored, I would call on students who were still busy to stand in front of the class."(B/Kind/04) "....

when a student was late for class, I would ask students to stand in front of the class and write their reasons why they were late, then sing English. I never sent students out of class because it would make students miss the material."(B/Kind/05) The teacher's implementation kind of punishment to give a deterrent effect on students who make mistakes and improve student learning (Herman, 1980).

In these section the teacher gave an opinion about physic punishment "The provision of physic punishment did not need to done, because there was a lot of punishment that can be given to students who were more effective."(B/Kind/06) "....Psychic punishment would not make a deterrent effect, but it would make the effect of fear of knowing practically avoid the teacher.

Sometimes if students were emotional they would have physical contact with their teacher, especially if students report to their parents, and their parents did not accept it would affect the legal channels or the teacher concerned can have physical contact with students' parents."(B/Kind/07) "During my teaching, I have never had physical contact because of the reasons I mentioned earlier."(B/Kind/08) The teacher's opinion explained that physic punishment would not make students deterrent, but will negatively impact students (Barnawi and Mohammad Arifin, 2012).

These data about positive impact in the teacher's implementation of punishment . "punishment can foster student enthusiasm for learning. With punishment students have a deterrent effect and would not repeat it again and will try better." (B/Effect/01) In addition to providing a deterrent effect, the impact of positive punishment can improve student learning in order to be better (Skinner, 1989).

This data explain about negative effect of punishment and how to cope it. "for students who could not accept the punishment that I gave, this meant that it was a negative impact of punishment. I would ask to students why they cannot received punishment."(B/Effect/02) "....Many factors made students unable to accept this punishment.

The first was because students did not know the location of their mistakes, the second was that students felt heavy with the punishment that I gave. If students feel heavy with the punishment received, I would give the choice of punishment."(B/Effect/03) "....For example, I gave students the punishment to do 20 multiple choice questions and

students object, I gave them the choice of working on 10 essay questions or not getting extra marks. I personally have never experienced it for students who cannot accept the punishment that I gave because of the mistakes they made.”(B/Effect/04) The teacher must pay attention to the weaknesses of the strategies used so that they have solutions to overcome these weaknesses (Barnawi and Mohammad Arifin, 2012).

The Students’ Response on the Implementation of Reward in Teaching Writing The questionnaire was given to 20 students to find out the students' responses about the reward and punishment given by the teacher. This questionnaire has 5 choices of answers and one student must choose one that he thinks was suitable. The choices of answers were strongly agree, agree, neutral, disagree, strongly disagree.

To analyze the data, researchers got data from the scores obtained from the respondent's answers. In scoring the data, each of the answers were given score from 5 to 1. The following are the details of the scoring: Strongly Agree with 5 score, Agree with 4 score, Neutral with 3 score, Disagree with 2 score, and Strongly Disagree with 1 score. After that the scores were calculated with the percentage according to the indicator. Then the data were analyzed using interval analysis.

The following are the criteria used to interpret computed scores so that students' response rates can be revealed. Interval Criteria: 0% - 19,99% = Strongly Disagree 20% - 39,99% = Disagree 40% - 59,99% = Neutral 60% - 79,99% = Agree 80% - 100% = Strongly Agree Affective Response related to emotions, attitudes, and assess someone against something in reward.

Participation The activeness of students in participating in learning and getting additional points of value for students. Emotion Emotion was describe how students feel when they get a reward. Attitude Attitude is a continuation of what students do after getting a reward, in terms of whether the reward makes students eager to learn. Graphic 4.2.1

Affective Response in Reward / From the graphic above we can see about participation, emotion and attitude on the affective response in reward for writing skill. In general, the students affective response was positive. It can be seen from the graph above in which most of the students did or participated actively in reward that teacher applied and had positive reaction.

However, their attitude toward reward was quite different, there were two students reacted negatively. Cognitive Cognitive which contains behaviors that emphasize intellectual aspects in reward. Knowledge Contains the ability of students to learn

writing to get reward. Understanding Contains students' understanding in learning in writing. Application contains the application of students in learning outcomes. Graphic 4.2.2

Cognitive Response in Reward / In the graphic above we can see the cognitive response of students having knowledge, understanding and application in reward for writing skills. In the response application, there is a disagreeing answer that is more dominant than agreeing, there is also a strongly disagreeing answer. This section explains the rewards that students get **in the form of** group leaders for students who often get rewards.

The teacher's real intention is besides giving rewards to students, so that students who often get rewards are expected to help their group mates in group solving. But in this application there are 12 students who disagree and 2 students who strongly disagree. So that students do not agree with the rewards given by the teacher in this section.

But on knowledge and understanding, it can be seen in the graphic that students agree on the reward. In general, the students' cognitive response got a percentage of 71.3%, so that the students' cognitive response to the reward was agree. Conative/ Psychomotor Contains behaviors that emphasize aspects of motor skills such as how to write correctly in accordance with what is taught by the teacher in reward. Manipulation how students apply the correct way of writing according to what the teacher taught. Mechanism how the students were preparing material for learning.

Graphic 4.2.3 Conative/ Psychomotor Response in Reward / From the graph above, it can be seen that the psychomotor response in rewarding has manipulation and mechanisms. In the manipulation answers, there are 6 disagreeing answers which indicate students cannot follow the teacher in learning to write, in the sense that students cannot imitate the examples given by the teacher. But in the mechanism part, 1 student stated that he strongly agreed and 19 students agreed.

The psychomotor response got a percentage of 75.5%, so in general, the psychomotor response of students was agreeing with the reward that the teacher applied. The students' response on the implementation of punishment in teaching writing The questionnaire was given to 20 students to find out the students' responses about the punishment given by the teacher. This questionnaire has 5 choices of answers and one student must choose one that he thinks was suitable.

The choice of answer is strongly agree, agree, neutral, disagree, strongly disagree. To analyze the data, researchers get data from the scores obtained from the respondent's

answers. The choice of answers with a linkert **scale in the form of** Strongly Agree with 5 score, Agree with 4 score, Neutral with 3 score, Disagree with 2 score, and Strongly Disagree with 1 score. Then from the acquisition of the score is calculated with the percentage according to the indicator.

Then to analyze **the results of the** score using interval analysis. The following are the criteria used to interpret computed scores so that students' response rates can be revealed. Interval Criteria: 0% - 19,99% = Strongly Disagree 20% - 39,99% = Disagree 40% - 59,99% = Neutral 60% - 79,99% = Agree 80% - 100% = Strongly Agree Affective Response related to emotions, attitudes, and assess someone against something in punishment. Receiving How students' attitude in receiving punishment given by the teacher.

Responsive Further student activity in learning when getting punishment. Emotion Emotion was describe how students feel when they get a punishment. Graphic 4.3.1 Affective Response in Punishment / Affective in punishment has acceptance, responsiveness and emotion. We can see in the graphic that emotional responses do not get answers disagreeing by students. 1 student strongly agreed and 19 other students agreed.

On receiving, there were 4 students who expressed disagreement and on the responsive there were 2 students who disagreed. But in general, students' response affective to giving punishment gets a score of 78%, which means punishment can be accepted by students. Cognitive Cognitive which contains behaviors that emphasize intellectual aspects in punishment.

Knowledge Contains the ability of students to learn writing after student got a punishment. Evaluation Evaluation is how students know the location of mistakes and correct these errors. Graphic 4.3.2 Cognitive Response in Punishment. / Cognitive in punishment has knowledge and evaluation. From the graph shows that all students agree to apply writing as a response to knowledge and evaluation.

This can be seen from the graph which shows that in knowledge 8 students strongly agree and 12 students agree. In the evaluation there were 5 students who strongly agreed and 15 students agreed. It can be concluded that students receive the application of punishment to improve the way they learn to write in English.

Conative/ Psychomotor Contains behaviors that emphasize aspects of motor skills such as how to write correctly in accordance with what is taught by the teacher in punishment. Readiness Students' readiness in learning to avoid punishment so as not to

repeat mistakes. Adaptation Adaptation is how students are accustomed to punishment for making mistakes. Graphic 4.3.3

Conative/ Psychomotor Response in Punishment / Psychomotor in punishment has readiness and adaptation. The graph shows that all students agree to apply writing as a response to knowledge and evaluation. This can be seen from the graph which shows that readiness has 1 student who strongly agrees and 19 students agree.

In the adaptation, 4 students stated that they strongly agreed and 16 students agreed. It can be seen that students prepare material before learning and students can adapt to giving punishment. It can be concluded that students receive the application of punishment to improve the way they learn to write in learning English.

Discussions The results of research conducted by researchers on teachers 'and students' response relate to previous research. Irawati, An Fauzia Rozani Syafei (2016) explained that the results of her research that reward is an appreciation given by the teacher to the students who can follow the lesson well and finishing the assignment.

Meanwhile, punishment is a bad treatment that is given to the students who do not focus in learning process, do not care of their assignment, and have bad habit during the class. Besides to motivate student, reward and punishment also make the students become more discipline and study harder than before. And in line with Yusi Amalia Sri Wantina, Dhea Widya (2019) who explained the results of her research that the result of the research to find out the students perception about the implementation punishment and reward in learning activity, the indicate that help student especially in English classroom learning activities.

Reward and punishment has the purpose to make students more eager to improve and enhance their achievement And present the effective or not when student get a reward and punishment in the classroom. But this research contradicts Baranek, Lori Kay (1996), in his journal explaining that intrinsically motivated students experience school success because they display behaviors such as choosing challenging activities and spending more time on task.

The use of rewards undermines intrinsic motivation and results in the slower acquisition of skills and more errors in the learning process. The implications of the research are discussed and a collection of strategies designed to promote intrinsic motivation is presented. For students' response to reward and punishment from the response indicator by Steven M.

Chaferespon in (Jalaludin Rakhmat, 1999: 118) which divides it into Affective, Cognitive and Conative / Psychomotor. From these indicators students show the response that in affective reward gets a percentage of 83,333% which means strongly agree, cognitive 71.333% which means agree, and Conative / Psychomotor gets a percentage of 75.5% which means agree.

From **the results of the** percentage of students' responses showed that rewards improve student learning by increasing learning enthusiasm. This is in line with Skinner (1989: 35), The function of rewarding for students there are the value of educating to shows that the child's behavior in accordance with what is desired, motivation to accepted behavior is repeated again, reinforcement for socially acceptable behavior, happy students **rewards motivate pupils to be more productive by creating a feeling of pride** to get achievement and increase the spirit of learning to make the individual more diligently.

On the other hand, on punishment students show a percentage of affective response 78% which means agree, on cognitive 86.5% which means strongly agree and on Conative / Psychomotor shows a percentage of 85.5% which means strongly agree. On the acquisition of these scores indicate that students can increase their learning enthusiasm when getting punishment.

This is in line with Skinner (1989: 53), there are four important functions of punishment that play a major role in the formation of expected behavior, there are limit behavior as punishment prevents unexpected repetition of behavior, education as to educate students into good behavior, strengthen motivation to avoid unexpected and positive impulse behavior and control as **prevent students from engaging in unwanted** behavior.

CHAPTER V CONCLUSION AND SUGGESTION Conclusion Based on the results of research on teacher's and student's perception towards **reward and punishment in** teaching writing, it can be concluded that reward and punishment applied by the teacher has several types and kinds **of reward and punishment. The** application of the reward given by the teacher can be **in the form of** praise or congratulations, giving physical gifts, giving points to add value and also giving recognition by making the group leader.

In the application of punishment given by the teacher can be **in the form of** punishment for writing, additional tasks, threats not to go up to class and physical stimulus. Punishment is used according to the level of student error. Student responses to the rewards given by the teacher have a very good response to the affective and a good response to cognitiv and psychomotor.

With the reward makes students eager to learn and **compete with each other** to get a reward. Student responses to punishment given by the teacher have a good response to affective and very good response to cognitive and psychomotor. Punishment deter students from repeating mistakes and to correct mistakes made by students.

Suggestion After the researcher concludes **the results of the** study, the researcher wants to propose suggestions for students, teachers, schools and readers. The researcher hopes that it will be better in applying **reward and punishment to** future teaching writing. For the student Students must participate more actively in writing learning to get rewards from the teacher.

Students do not despair when getting punishment, because it is a whip to further improve learning. Students should impress that English learning is for skill and not only knowledge so that they need much practice to improve it. For the teacher The teacher must pay attention to the appropriate **reward and punishment in** teaching writing.

Avoid physical type of punishment, because the provision of physical punishment will make students afraid in participating in learning Teachers must always guide their students to learn so that no student feels neglected. The teacher must have good communication with students during the teaching and learning process. For the school Schools must provide the facilities needed in the teaching and learning process. Schools must provide a collection of English books in the library.

Schools must support good activities to improve student skills. For the readers The researcher hopes that the reader can use this research as a reference as it should. This research is far from perfect, so researchers hope readers can criticize this research so that researchers are better going forward. References A.M, Sardiman. (1992). **Interaksi dan Motivasi Belajar Mengajar. Jakarta:** Rajawali Pers. Aan Komariah, Djam'an Satori. (2011). Metode Penelitian Kualitatif. Bandung, Alfabeta.

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