

**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**

SKRIPSI

Presented as a Partial Fulfillment of the Requirements to Obtain
the Sarjana Degree of Education of English Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri



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2020

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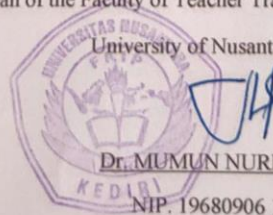
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1. The Skripsi is never collected to any institute of higher education for any academic degree.
2. The Skripsi is totally independent of my work and not the result of plagiarism of the work others.

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MOTTO AND DEDICATION

MOTO

- NOTHING IS IMPOSSIBLE, ALL CAN BE DONE WITH INTENTION, PRAYER AND EFFORT
- LIFE MUST HAVE GOALS AND OBJECTIVES
- LIFE IS NOT A PUZZLE, IT NEEDS ACTION
- DO THE BEST FOR LIFE

DEDICATION

- Lecturers in English Department who give their knowledge and advisors who give guidance to finish this thesis.
- My beloved parents who give me support, love and pray all time for me to be successful person.
- My beloved brother who gives me support and instruction
- My big family who always support and pray for me
- My beloved friends who always support me

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 the interview using three concurrent flows of activity in the form of data reduction, data display, and conclusion drawing. The result of the questionnaire was used, were analyzed using likert 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

ACKNOWLEDGMENT

Be grateful to God the Almighty who has given His blessings and mercies so that the writer could finish this skripsi.

This skripsi is part of research as requirement to obtain the Sarjana Degree of Education (S.Pd) of English Education Department.

In this occasion, the writer want to show my gratitude to the following persons who helped to finished this skripsi they are :

1. Dr. Zainal Afandi, M.Pd as the Rector of Nusantara PGRI Kediri University.
2. Dr. Mumun Nurmilawati, M.Pd as the Dekan the faculty of teacher training and education.
3. Khoiriyah, M.Pd as the head of English Department.
4. Dr. Yunik Susanti, M.Pd as the first advisor who has many valuable hours to give guidance, suggestion and correction.
5. Dr. Sulistyani, M.Pd as the second advisor who has many valuable hours to give guidance, suggestion and correction.
6. All lecturers of English Department who have given valuable knowledge and science during his study at the teacher training and education faculty of Nusantara PGRI Kediri University.
7. The writer beloved parents who always pray all the time for finishing this thesis and their greatest support, love and impression.

8. Thanks to other people who I cannot mention one by one who help to finish my thesis.

Finally, the writer realizes that this skripsi is far from being perfect both its system and its contents. Therefore, the writer expects any suggestions and criticisms in order to improve this thesis. Furthermore, the writer hopes that this thesis is going to be useful not only for the writer herself but also for the readers.

Kediri, July 20th, 2020

GALIH PRASETYO

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TABLE OF CONTENT

	Page
THE TITLE OF THESIS	i
APPROVAL PAGE	ii
APPROVAL SHEET	iii
THE STATEMENT OF WRITING ORIGINALITY	iv
MOTTO & DEDICATION	v
ABSTRACT	vi
ACKNOWLEDGMENT	vii
TABLE OF CONTENT	ix
LIST OF GRAPHIC.....	xi
CHAPTER I. INTRODUCTION	
A. Background of Study	1
B. Scope of the Problem	4
C. Formulation of the Problem	4
D. Purposes of the Research	5
E. Significance of the Research.....	5
F. Definition of Key Terms	5
CHAPTER II. REVIEW OF RELATED LITERATURE	
A. Reward	7
1. Definition	7
2. Type of Reward	10
3. Kinds of Reward	10
4. Function of Reward	12
5. Guidelines	12
B. Punishment.....	13
1. Definition	13
2. Type of Punishment	14
3. Kinds of Punishment.....	15
4. Function of Punishment	16

5. Guidelines	17
C. Teaching Writing	18
D. Reward and Punishment in EFL	19
E. Response	19
1. Definiton.....	19
2. Kinds of Response.....	21
F. Previous Research	21
 CHAPTER III. RESEARCH METHOD	
A. Approach and Type of the Research	24
1. Approach of the Research	24
2. Type of the Research.....	24
B. The Role of the Research	25
C. The Steps of the Research	25
D. Place and Time of the Research	26
E. Source of Data	26
F. Technique of Collecting Data	27
G. Technique of Analysis Data	31
H. Checking validity	33
 CHAPTER IV. RESEARCH RESULT AND DISCUSSION	
A. Research Result.....	35
1. Teacher's Implementation of Reward and Punishment	35
a. Reward	35
b. Punishment.....	37
2. The Students' Response on the Implementation of Reward	40
3. The Students' Response on the Implementation of Punishment.....	45
B. Discussion	49
 CHAPTER V. CONCLUSION, IMPLICATION AND SUGGESTION	
A. Conclusion	51
B. Suggestions	51
 REFERENCES.....	 53
APPENDIX	58

LIST OF GRAPHICS

	Page
Table 2.1 Skinner’s S-B-R model of learning	10
Table 3.1 Time schedule of the research	26
Graphic 4.2.1 Affective response in reward	42
Graphic 4.2.2 Cognitive response in reward.....	43
Graphic 4.2.3 Psychomotor response in reward	44
Graphic 4.3.1 Affective response in punishment.....	46
Graphic 4.3.2 Cognitive response in punishment	47
Graphic 4.3.3 Psychomotor response in punishment.....	48

CHAPTER I

INTRODUCTION

A. 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 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.

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.

B. 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.

C. Formulation of the Problem

In the formulation of the problem section contains questions related to the problem that will be described.

1. How is the teacher's implementation of reward and punishment in teaching writing?
2. How is the students' response toward of reward in teaching writing?

3. How is the students' response toward of punishment in teaching writing?

D. 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.

1. To know how to the teacher's implementation of reward and punishment.
2. To know the teacher's and students' response toward of reward.
3. To know the teacher's and students' response toward of punishment.

E. Significance of the Research

The result of this study can contribute some benefits to students, teachers and the other researcher. Here are the benefits:

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

F. Definition of Key Terms

1. 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)

2. 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 Garmezy, 2000)

3. 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).

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