STUDENTS' PERCEPTION ON REWARD AND PUNISHMNET GIVEN BY ENGLISH TEACHER AT MTS.TI.CANDUNG

A Thesis

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Teaching is the process of help and guide students to learn about something like skill or knowledge. According to Brown teaching is guiding and facilitating learning, enabling learner to learn, setting the condition for learning.[1] He also states that teaching is show or helps someone learn how to do something, giving instruction, guiding in study of something, providing with knowledge, knowing or understanding.

Teaching English is important because of several reasons. First as an international language, English is used in many parts of the world, such as in educational, academic, business, science, and others domains. Second through teaching English, teacher can help students to get much knowledge because by mastering English they are helped to understand many sources of information that use English for example: books, newspapers, radios and television programs. Third, English is become one of the requirements to find a job. Through teaching English, teacher can help students to prepare them to be ready entering the working world with good English skill.

Teacher is one of major components in teaching and learning processes. The teacher should bring the students feel enjoyable in the process of teaching and learning. The success of learning mainly depends on the

[1] Brown, H.Doughlas, "Teaching by Principles as Interactive Approach to Language Pedagogy", Second Edition,2007,p.8

teacher way and style greatly influence to students'. If the teacher way and style of teaching and interesting, the students will learn the subject taught by the teacher enthusiastically therefore, every teacher must good strategies in teaching and learning process.[2]

The learning process or learning activities cannot be separated from the presence of teacher. Without the presence of teacher, it is impossible for students to solve their problem in learning process. The teacher has the important role in the implementation of education to achieve educational goals to be achieved. The teachers can carry out education through teaching and learning activities with learners or students. It can be understood that teacher has important role in teaching process.

The successful teacher in learning to be able motivates the students. Motivation as one of important factor is needed by students in learning process. Motivation is as essential condition of learning. It is needed in the learning process, because students' motivation in learning will be impossible to do learning activities. Thus, it should be done by every English teacher in order to make the students are interested to learn English.

There are many problem of learning failure because of lack motivation. For example, some students did not interest in learning English. They judged that English was difficult because it is not their mother tongue. Some students did not pay attention of material given by the teacher explanations, did not interest in answering teacher question, did not do the

[2] Lubna Jabeen, "Cross Correlation Analysis of Reward and Punishment on Students Learning Behavior", International Letters of Social and Humanistic Science 59, 11 September 2015, p.61

tasks given, did not feel comfortable in the classroom which led them to go out the classroom frequently. Some students even preferred to sleep or talked to the other during learning process.

The teacher has some important role the teacher also has to master some teaching components skill to make teaching and learning process running well. One of the important component skills that the teachers have to master is skill to give reward and punishment to the students. According to Indrakusuma reward is something fun that is made as a gift for children who excel both in learning and behaviour.[3]

Next Arif in Kompri who states that reward can be seen as an educational tool that is both preventive and repressive fun and can be a driving force or motivator of students learning.[4] It means that the intention of giving reward to the students so that they are even harder to try to improve or enhance the achievement that ben achieved. They also help get your child to do more of things you want her to do. Rewards that happen right after behaviour are best. Sometimes reward can't be given away but should be given as soon as possible. Rewards don't work as well when they are given long after behaviour. Reward one of the strategies in learning and motivation to achieve satisfactory students' achievement. Reward also provides a positive stimulus to students.

[3] Indrakusuma, "Motivasi Pembelajaran Perspektif Guru dan Siswa", (PT.Remaja Rosdakarya,Bandung,2015), p.289

[4] Arif, "Motivasi Pembelajaran Perspektif Guru dan Siswa", (PT.Remaja Rosdakarya,Bandung,2015), p.289

Based on the preliminary research at MTS.TI.Candung, the researcher found some problem. First, the teacher gave some rewards and punishments in the class. Some rewards that the English teacher gave were giving praise such as by saying “yes, excellent or good answer” when the student can answered teacher question, giving applause for the student performance, giving additional point if the student can answer teacher question correctly, writing the student idea on the white board then discussed it, accepting and using student idea and so on. While, some of punishments that the teacher gave were giving warning to the student who talked or did not focus on the class, giving question related to the topic if the student to speak their reason in coming late in learning English, asking the student to mention some of noun, verb, or adjective in English, and also answering teacher question related to the previous lesson.

Second problem, reward and punishment given by English teacher be able to not motivate some students. Some students were still lack attention in the class although the teacher already gave motivation such as reward and punishment. Reward given by the teacher cannot increase students’ attention, it seemed when they did not interest to answer teacher question even the teacher gave them reward like praise or additional point, they did not pay attention and also did not follow the lesson well even teacher explanations.

Meanwhile, the same thing happened when the teacher gave punishment the students did not care about warning given by the teacher. It seemed that they kept talking with their friends or used hand phone even

though the teacher gave them warning for several times. They still came late even though the teacher gave some punishment. Thus, they had no interest in learning and had quite low motivation in learning.

The researcher has done interview with some students in MTS.TI.Candung from the interview, the researcher got information that some of the students got motivation to learn when the teacher gave reward in the class. They get more spirit follow the lesson and it can attract their attention to follow the lesson. Then, the punishment the students did not want to make the same mistakes, such came late, didn't do the homework, or did not pay attention in the class. But the other students, they still felt usual toward any reward that the teacher gave to them. Reward given by the teacher seemed that could or motivate them. Reward given by the teacher seemed that could not motivate them. They said that felt lazy to follow the lesson. The students did not felt scared, because the teacher always gave the same punishment, and didn't give variation on it. Thus, punishment given by teacher did not change students' behaviour in learning English.

Based on the fact above, giving reward and punishment has various influences to the students' behaviour and also the students have different perception on reward and punishment given by English teacher. Perception is one of factor that influences students learning process. Giving reward and punishment in learning process may be having different perception among the students. Students may have good or bad perception on reward and punishment that given.

In conclusion, the writer will be conducting the research about "Students Perception on Reward and Punishment Given by English Teacher at MTS.TI.Candung".

B. Identification of the problem

Based on the background of the problem, the researcher identify problem as follow:

1. The teacher gave some rewards and punishments in the class.
2. Some students were still lack attention.

C. Limitation of the research

Based on the identification of the problem, the researcher limits the scope of the problem that wants to be found the **"Students' Perception on Reward and Punishment Given by English Teacher at MTS.TI.Candung".**

D. Formulation of the problem

Based on the limitation of the problem above, the problem that will be researched is formulated into following question:

1. What are the students' perception on reward and punishment given by English teacher at MTs.TI.Candung?

E. Purpose of the research

The purpose of the research is:

1. To find out the students' perception on reward and punishment given by English teacher at MTS.TI.Candung

F. Significant of the problem

The research supposes that the research finding might be useful for many people, such as:

1. From students, this research is expected to increase student enthusiasm through the reward and punishment given by English teacher
2. From the researcher, get information about reward and punishment what has been given by English teacher
3. From the teacher, find out students perception about reward about punishment

G. Definition of the key terms

In order to avoid misunderstanding, the research defines some essential terms which are used in the little of the research, they are:

1. Students' perception is the point of view of students about something such as information around them to be meaningful experienced. In this study, the experience refers to reward and punishment given by English teacher.
2. Reward is all things that the teacher gives to the students that can increase students' motivation and their positive behaviour in learning English.
3. Punishment is all things that the teacher give to students that can reduce students negative behaviour become more disciplined in learning English.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. The Nature of Perception

a. Definition of Perception

There are several opinions from the expert related to definition of perception. According to Edward E. Smith, "Perception is a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment.[5] Then, shaleh said Perception is an act as response toward something stimulus that follow by statement and feeling of themselves. It can understood that perception is how someone response the information or stimuli through the uses of senses (sight, hearing, touch,etc). By using the human senses, they can get the perception about something by using statement.[6]

According to Wibowo states perception is a cognitive process that allow us to interpret and understand around us[7]. Moreover, that function of perception is a process is a process of giving meaning toward environment. Perception is related with get

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[5] Edward E.Smith, "Pengantar Psikologi", (Jakarta:Interaksara,edisi kesebelas,2009), p.276

[6] Abdul Rahman Shaleh, *"Psikologi Suatu Pengantar Dalam Perspektif Islam"*, (Jakarta:Prenada Media, 2004), p.110

[7] Wibowo, "Prilaku Dalam Organisasi", (Jakarta,PT.Raja Grafindo Persada, 2013),p.59

special knowledge about object or event so that perceptions occur since stimuli actuate sensory.

Based on the theory above, it can be concluded that perception is a process how someone can interpret the stimulus and get the information about something which come from their environment. Perception is basically about relationship between human with their environment, how someone can interpret their environment based on knowledge that they have. After someone interpret an object from the environment and process it, then the meaning about an object can produce.

b. Principles of Perception

There are several principles of perception from the expert. According to Abdul Rahman Shaleh states that the principles of perception can be classified into three. They are as follow:[8]

1. Perception based on experience

   Human perception of a person, object, or event and their reaction to these things based on their past learning and experiences relating to people, objects, or a similar event. It means that people have their own perception based on their experience on the past.

[8] Abdul Rahman Shaleh, *"Psikologi Suatu Pengantar Dalam Perspektif Islam"*, (Jakarta:Prenada Media, 2004), p.128

2. Perception is selective

   People often get sensory stimuli at the same times. They do not need to response all of it. Thus, they need to selective from important stimulation. In this case stimuli attention is the main factors determining people selectivity on stimulus.

3. Perception is conjectural

   Conjectural perception occurs because the data that people obtain about the object through the sensing never complete. The process of conjectural perception is allowing people to interpret the meaning of an object more complete. Therefore, conjecture is necessary to make conclusions based on incomplete information through sensing.

Based on the theory above, it can be concluded that principles of perception is perception based on experience, perception is selective, perception is conjectural.

c. Factors influencing Perception

According to Abdul Rahman Shaleh states that there are four factors that influence someone's perception such as attention, set, need, value system feature or personality and mental sickness/soul problem.[9]

1. Attention

[9] Abdul Rahman Shaleh, *"Psikologi Suatu Pengantar Dalam Perspektif Islam"*, (Jakarta:Prenada Media, 2004), p.131

In every moment there are hundreds, maybe thousands stimuli receives by all our sensory system. In attention, usually someone does not receive the entire stimulus that is around at once, but she will focus on only one or two objects. It is different so that their attention to the object is also different and this will affect the perception of an object.

2. Set

Set (mental set) is mental readiness from someone to face something that will appear with certain manner. It is also someone expectation about stimuli that would be arise.

3. Need/Necessity

Someone necessity can be in short time or long time, and it will be influence someone perception to an object or event. Because of that, the different necessity on someone will lead different perceptions to an object or event.

4. Value system

Value system occur in society is also influencing perception. It means that value system also influence someone's perception to an object or event.

5. Feature or personality

Personality also influence someone perception. Someone personality is different each other. Because of that perception someone toward something will be different with another because their personality.

6. Mental sickness/soul problem

Mental sickness also causes different perception. Someone perception about something can be wrong because of the problem of their soul. Misperception is called by hallucinations. Different from illusions, hallucinations is individual and will occur in people with soul problem.

Based on the theory above, it can be summarized that perception influence by many factors. There are attention, set, need/necessity, value system, feature or personality and mental sickness/soul problem. Therefore, people have different respond toward one object or event.

2. The Nature of Reward

a. Definition of Reward

The use of rewards cannot be separated from provision of motivation given by teacher as one of way to achieve students' motivation. Reward is one of the educational tools. It means that reward is a tool to educate students' in order to make students' feel happy toward they positive behavior or good achievement.

In addition, Indrakusuma in Kompri explain that the reward is something fun that is made as a gift for children who excel both in learning and in behavior.[10] Next, Ngalim Purwanto in Kompri who states that reward can be seen as an educational tool that is both preventive and repressive fun and can be a driving force or motivator of students' learning.[11] It means that the intention of giving reward to the students' so that they are even harder to try to improve or enhance the achievements that ben achieved.

According Deci,Et.al reward is some kinds of incentive that are given to the students for certain positive behavior as the teachers appreciation. It means that reward that given by the teacher used to give appreciation or positive response to students if they do positive thing and hope they will motivated to continue it.[12]

In conclusion, reward is something that is an incentive, which can motivate students' to improve their achievement and also the way to increase students' positive behavior. In addition, the reward is one of the educational tools in the learning process carried out by the teacher to the students' as one of the drivers, encouragement and motivation in order to further improve the students' learning achievement.

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[10] Indrakusuma In Kompri, "Motivasi Pembelajaran Perspektif Guru dan Siswa", (PT Remaja Rosdakarya,Bandung,2015), p.290

[11] Ngalim Purwanto In Kompri, "Motivasi Pembelajaran Perspektif Guru dan Siswa", (PT Remaja Rosdakarya,Bandung,2015), p.290

[12] Deci, E,L "Extrinsic Reward and Intrinsic Motivation in Education", Reconsidered Once Again Review of Educational Research Spring 2001, Vol 71, No 1

b. Purpose of Giving Reward

According to Mardianto there are several purpose of reward as the strengthening reinforcement are as follows:

1. Improving students' attention to the learning process.
2. Generating, maintaining, and increasing students' motivation to learn.
3. Develop of students thinking towards divergent thinking.
4. Controlling and modifying students' behavior are less positive and encourage the emergence of a productive behavior.[13]

Next according Purwanto in Kompri there are three main functions that are important in awarding the reward, which is as follow:[14]

1. It has an educational value

   Reward is one of the forms of knowledge that makes the children learned that his/her behavior was good.
2. To motivate the child to repeat the good behavior

   Children generally reacted positively to the environment that is expressed through acceptance of the reward. This encourages them to behave well in order to get more reward.
3. Strengthening the behavior an environmentally acceptable

[13] Mardianto, "*Pengaruh Pemberian Reward dan Punishment Terhadap Penguasaan Pelajaran"*, AL-Balagh:vl.1 No.2:2017

[14] Purwanto in Kompri, *Motivasi Pembelajaran Perspektif Guru dan Siswa*,(PT.Remaja Rosdakarya,Bandung,2015),p.289

Children received an award for his behavior she/he gets the understanding that what she/did was meaningful, it makes a child motivated to keep repeating.

From the theory above it is become very clear that reward that given to the children be a motivation because giving reward to the children will have a major impact as a driving force in the learning benefits.

c. Type of Reward

According to Sardiman, there are four types of rewards. They are as follow:[15]

1) Giving point

Point means the additional value for students who do a good job or able to answer the teacher's questions correctly. Indirectly, it can motivate students to do the work as well, in order to get additional value. Besides as a motivation, additional value also indirectly improves students' achievement.

2) Giving a gift

Gift also can be used as achievement motivation. Students may feel happy and proud when

[15] Sardiman, Interaksi dan Motivasi Belajar Mengajar, (Jakarta:Raja Grafindo Persada,2000) p.89

she/he is awarded the gifts for her or his achievement in school by teachers or parents.

3) Giving praise

Giving praise here is a form of positive reinforcement and must be precise when give it. With the right praise will foster a pleasant atmosphere and enhance the spirit of learning and will simultaneously raise their self-esteem, because with praises means the teacher appreciate the students.

4) Giving award

All things done by the students should be respected in order not to feel their action vain. Awards that can be given by the teacher to the student can be trophy or certificate.

According to Ag.Soejono there are four types of reward. They are as follow:.[16]

1) Reward by gesture is the reward given to the students by nodded. For example the teacher nodded sign happy and justifies an answer given by students.
2) Reward by word, the teacher gives encouraging word such as "you did a great job today and you got good mark, I hope you will be better next day".

[16]Ag.Soejono, "*Motivasi Pembelajaran Perspektif Guru dan Siswa"*, (PT.Remaja Rosdakarya,Bandung,2015) p.303

3) Reward by action, the teacher allows students to arrange chairs or seats as they wish.
4) Reward by thing, the teacher give can be like things that are fun and useful for students. Such as pencils, notebooks, pen, etc.

From the theory above, it can be summarized that there are several types of rewards that teacher can be given to the students. They are giving point, giving a gift, giving praise, giving award, reward by gesture, reward by word, reward by action, and reward by thing.

3. The Nature of Punishment

a. Definition of Punishment

Punishment is educational action against students for making mistakes, and the punishment given so that students do not it again. According to Suwarto in Kompri who states that punishment is suffering that given or caused intentionally by someone (parents or teachers) after a violation, a crime, or an error happened.[17] It can be understood that punishment given because of the mistakes made by students. By giving punishment to the student expected do not make the same mistake.

[17] Purwanto in Kompri, "*Motivasi Pembelajaran Perspektif Guru dan Siswa*,(PT.Remaja Rosdakarya",Bandung,2015),p.291

According to Magg punishment are consequences that are received for the reduction of students' negative behavior to be discipline and educational action against students for making mistakes, and the punishment given so that students do not it again.[18]

From the theories above, it can be concluded that punishments is the act given by the teacher to the students who have made a mistake, with the aim that students will not repeat the mistakes again and will correct the error that has been done. The given of punishment is expected to students to be aware of the mistakes that have been done, so that she/he would be cautious in acting.

b. Purpose of Giving Punishment

Giving punishment is to stop the child to do something that is not in accordance with the norms and rules that apply by using methods that provide a different effect, both biologically and psychologically. **Acc**ording Purwanto in Kompri, there is three important functions of the punishment hat contribute to the development of children moral, which is repressive function, education function, and motivation function.[19]

[18] Magg .J.W, Rewarded by Punishment, Reflection on the disuse of Positive Reinforcement in schools. The courcil for Exception Children, vol 67, No2, 2001

[19] Purwanto in Kompri, "*Motivasi Pembelajaran Perspektif Guru dan Siswa*,(PT.Remaja Rosdakarya",Bandung,2015),p.291

1. Repressive

   Punishment may deter a recurrence of unwanted behavior in children. If a child is ever punished because she/he has made a mistake or violation, then she/he will try not to repeat the same mistakes in the future.

2. Education function

   Punishment that receives by the children is an experience for children that can be a valuable lesson. Children can learn about right and wrong with the punishment given to her/him, it is aware of the child that there is a rule that must be understood and adhered to, which could lead him to ascertain whether or not an action should be done.

3. Motivation function

   Punishment can strengthen the motivation to avoid unwanted behavior. From experience that the children ever received punishment, the children feel that the punishment is a less pleasant experience, therefore the child is determined not to repeat the same mistakes and eventually arise encouragement to behave in reasonable, that is the desired behavior and can be accepted by the group.

   From the theory above, it can be understood that the purpose of punishment is to change behavior or traits that are less good and primarily for the benefit of learners in the future.

c. Type of Punishment

According to Deci, there are three types of punishment. They are as follow:[20]

1. Punishment by gesture is the punishment given to the students by providing cues through mimic or pantomimic. For example: eye, limb movement, expression, and so on, this punishment can be given or used against the person of the acts or behavior of the students.
2. Punishment by word, there are several category. First is giving advice, the aim of giving advice is to explain to the students the truth about something or what is the effect doing things that are not good, so the students always be in a good way. Second is reprimand, reprimand as an educational action to correct the mistake that made by the students. Reprimand needs to be accompanied by efforts to resuscitate the students. Third is warning. Warning given to children who have been several time in violation. In giving warning, it will be accompanied by a pressure or sanctions if the violations happen continuously.

[20] Deci, E,L "Extrinsic Reward and Intrinsic Motivation in Education", Reconsidered Once Again Review of Educational Research Spring 2001, Vol 71, No 1

3. Punishment by action, punishment that given to the students by providing duty or repeal certain pleasure. From the child, the punishment given to students who make mistakes.

From the explanation above, it can be summarized that are several types of punishment; they are punishment by gesture, punishment by word, and punishment by action.

B. Review of related studies

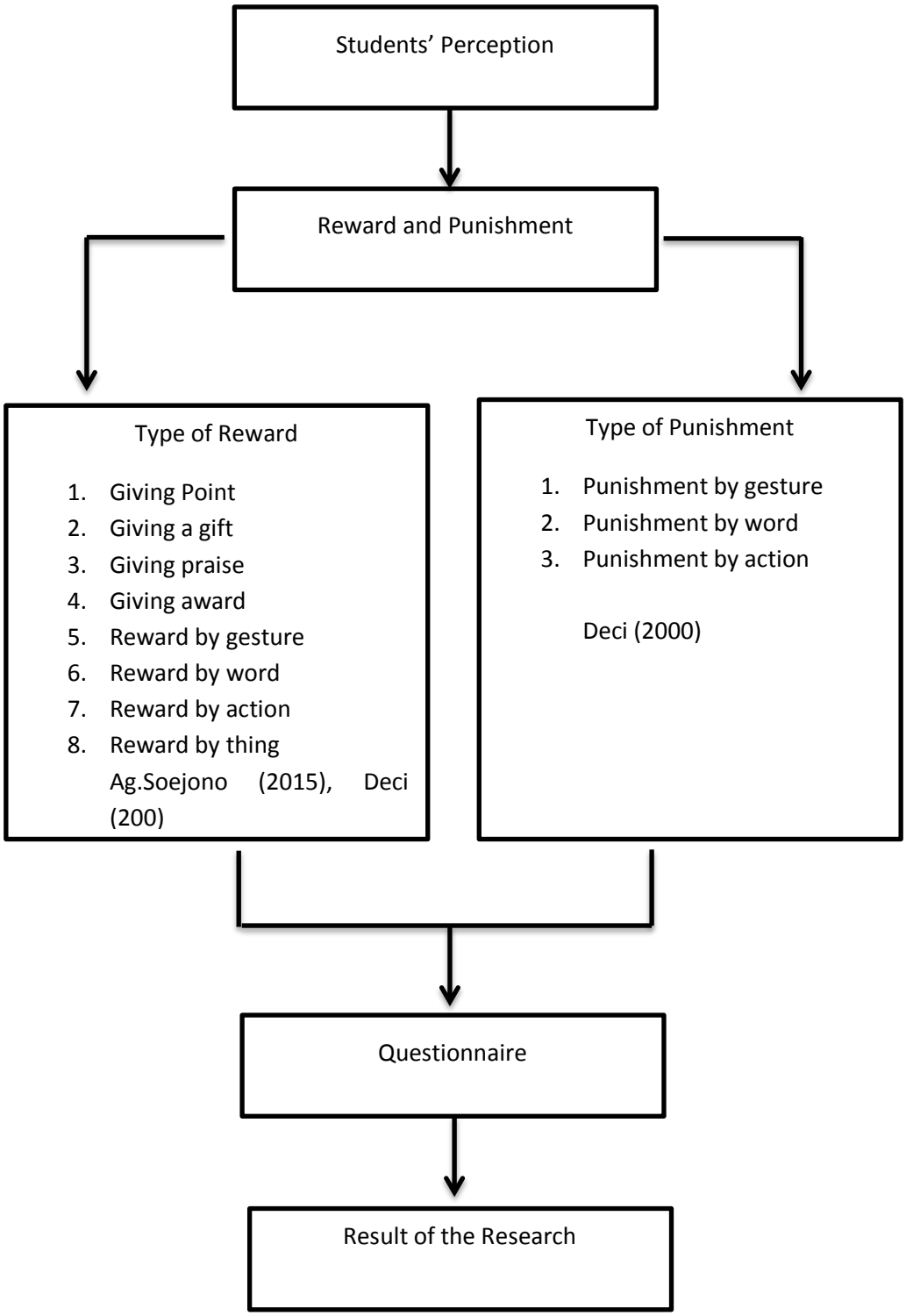
The researcher found some reteaches that has studied about reward and punishment. First is the study that has been done by Pratiwi Nur Pebriani about The Implementation of Reward and Punishment toward Students Motivation in English Learning at Junior High School in Bandung. She found that kinds of rewards implemented by the teacher in English learning are verbal reward and tangible reward, whereas for punishments are verbal, action, and penalty punishment.

The results also show that rewards and punishments applied by the teacher can enhance students' motivation. The similarity the ongoing research with this research is that the both researchers focus on their study about reward and punishment given by English teacher. The different of this research is the previous research tried to see the implementation of reward and punishment given by the English teacher. But, the researcher

will find students perception on reward and punishment given by English teacher.

Second, Nur Aiza Ma'rifah did a study about giving reward and punishment in improving students' skill at VII Grade of Smp Dua Mei Ciputat. She found that learning reading trough technique giving reward and punishment is effective and influence students reading skill. Then, students score in reading by giving reward and punishment is better. The research studies have similarity with this study. The similarity the ongoing research is that both of researcher focus on their study about reward and punishment given by English teacher. The difference is the research that done by Nur Aziza Ma'rifah focuses on the influence of giving reward and punishment toward students reading skill. Meanwhile, this research focuses on students' perception on reward and punishment given by English teacher.

C. Conceptual framework



Based on the conceptual framework above, the researcher is going to know the students perception on reward and punishment given by English teacher at MTS.TI.Candung. To measure students perception, the reseacher use the questionare as instrument of this research. After collecting the data by using the questionare, the data will be analyze. Then, reseacher gets the result of the data collection. Finally, the reseacher will make the conclusion of the result.

CHAPTER III

RESEARCH METHOD

A. Design of The Research

This research will use descriptive quantitative research. Gay states that quantitative research methods are based on the collecting and analyzing the numeric data like questionnaire, test, etc[21]. This research include in quantitative research that analyze by using numeric data. It also said as descriptive research that describes current study. According to Gay descriptive research involves collecting data in order to answer questions the current status of the subject or study[22]. Quantitative research is a kind of research that collects the data in the form of numbers. According to Margono, quantitative research is a process to find a knowledge which is use the numeral data.[23]

Dealing with the theory, this research concerned with descriptive quantitative to describe the students perception on reward and punishment given by English teacher at MTs.TI.Candung.

B. Population and Sample

[21] L.R.Gay, Educational Research, Competencies For Analysis and Application, (Third Edition), (Singapore: Publishing Company,1990,Thrird Edition), p.8

[22] L.R.Gay, Educational Research, Competencies For Analysis and Application, (Third Edition), (Singapore: Publishing Company,1990,Thrird Edition), p.1

[23] S.Margono, Metodologi Penelitian Pendidikan (Jakarta:RinekaCipta,2007), p.105

1. Population

Population is a total subject used as participants in a research. According to Gay that population is the group of interest to the researcher, the group to which she/he would like the result of the students to be generalize able.[24] It means that the population is generally a realistic choice that is uses by researcher to find the result of the study. Meanwhile, the population of this research is all of the second grade students at MTS.TI.Candung. The total numbers of the students are 79 students. As shown in the table below:

Table 3.1 The Total Population of students at MTs.TI.Candung

No	Class	Total
1.	VIII.1	27
2.	VIII.2	26
3.	VIII.3	26
Total		79

Source: MTs.TI.Canduang 2018/2019

2. Sample

The sample is the process of selecting a number of individual for a study in which such a way that they represent the

[24] L. R. Gay, Education Research:Competencies For Analysisand Application, (Third Edition), (Singapore:Merrill), p.122

larger group from which they were selected. The purpose of sampling is to gain information about the population using sample.[25] The sample of this research was selected by total sampling. According to Arikunto, the researcher use total sampling if the amount of population less than hundred, so it is better to take all of the population as the sample of the research in order to make accurate generalization.[26] Whereas the population in this research was less than 100 students. It is only about 79 students. So, the researcher took all of the students as the sample of the research.

C. Instrumentation

Instrument is a tool which is used by the researcher to get the data. To collect the data there are four techniques that can be used: interview, observation, questioner, and documentation. In this research the researcher uses the questioner as an instrument. There are two kinds of questioner: closed and open questioner. In this research the researcher uses closed questioner. According to Sugiono, closed questioner is questions that need short answer or the respondent just need to choose one answer from the questioner[27]. By using closed questionnaire, it helps the respondent to answer quickly and case researcher to conduct data analysis for entire questionnaire that has been collected. The questionnaire is constructed by

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[25] L.R.Gay, Education Reseacrh:Competencies For Analysis And Application third edition, (singaporeMerril,1990 p.117

[26] Suharsimi Arikunto, Procedure Peneltia Suatu Pendekatan Praktek Jakarta:RinekaCipta,1998), p.107

[27] Sugiono, Metode Penelitian Kuantitatif Kualitatif dan R&D,(Bandung:alfabeta, 2013), p.142

the researcher in Indonesian language. The questionnaire is used to see the students' perception on reward and punishment given by English teacher. To construct the questionnaire, the researcher will use some steps. They were:

1. Identify variable of the problem
2. Elaborate the variable into sub variable
3. Make the questionnaire and arrange the questionnaire in order to construct the questionnaire
4. Distribute the questionnaire

The questionnaire can be valid if it measures accurately as what is intended to be measured. It means that the researcher should do the validity to judge the questionnaire is valid by consulting the content validity to the expert. The name expert who had revised by researcher questionnaire is Mrs.Mutia Rahman, Mrs.Agseora Ediyen, and Mr.Novri Yanti.

This research uses circle to answer some questionnaire by providing five answers. The respond in questionnaire uses 5 point Liker scale to measure perception. Sugiono states that "Likert scale is aimed to measure attitude toward others. Type of the data is interval.[28]

Table 3.2 Ranting Scale of Likert Scale

[28]Sugiono, Metode Penelitian Kuantitatif Kualitatif dan R&D, (Bandung:alfabeta, 2013), p.93

Categories	Statement	
	Positive	Negative
Strongly Agree	5	1
Agree	4	2
Moderate	3	3
Disagree	2	4
Strongly Disagree	1	5

Source: Sugiono

D. Technique of data collection

This research is conduct by applying several steps. They are preparation, operating, and final operating.

1. Preparation
    a. Collect the source and reference related to the research
    b. Design the questioner
2. Operating
    a. Distribute the questioner to the respondents
    b. Answer and complete the questioner by respondent
    c. Submit the questioner to the researcher that the respondents have done
3. Final operating
    a. Group of questioner

b. Check and calculate frequency of respondents answer for each option by using the formula that suggested

c. Analyze the result of the questioner

d. Describe the research finding

E. **Technique of Data Analysis**

In analyzing the data, the researcher will use the descriptive quantitative. There are some processes to analyze the data by following several steps, as below:

1. Collect the students questioner
2. Calculate of the percentage of the data

$$P = \frac{f}{N} X100\%$$

Where: P= percentage

f= frequency of total score

N= Total of sample

3. Then, found the mean of the data by using formula

$$Mx = \frac{\sum X}{N}$$

Where: Mx= mean

∑x= total of percentage

N= number of cases

4. Made the conclusion

The researcher calculate all the percentages gotten from each indicator to gain the conclusion for each indicator

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

In this chapter, the researcher describes about collect the data carried out through students' perception on reward and punishment given by English teacher at MTS.TI.Candung. The data were collected from students at eight grade in MTs.TI.Candung. The research sample was 55 respondents. The data collected through questionnaire. The students' answer on statement were analysed to answer the research question what are the students' perception on reward and punishment given by English teacher at MTS.TI.Candung.

1. Description of the Data

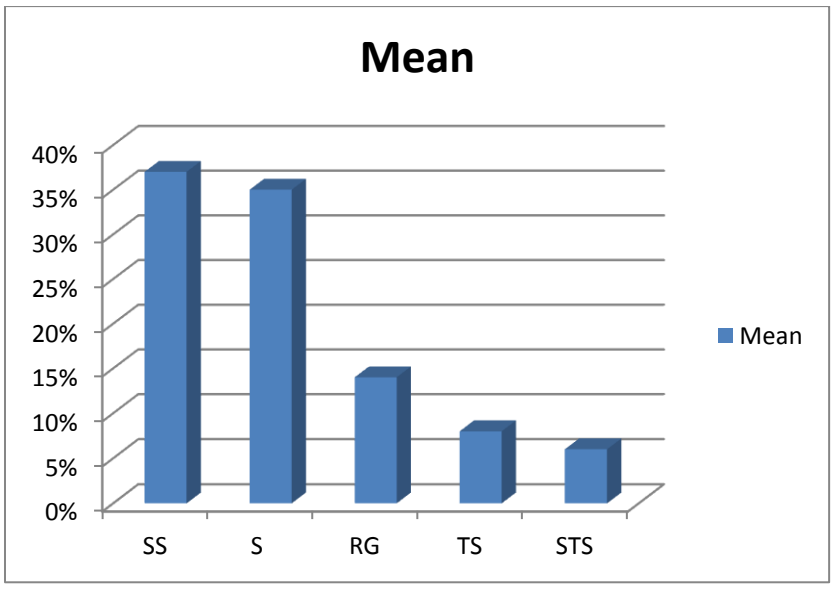
This research is concluded on January 2020 at MTS.TI.Candung. The data was collected by using questionnaire and there are 79 students as a respondent in this research. In distributing the questionnaire, the researcher gives the explanation about questioner and time to the students to answer the questioner. So, the researcher found that the description of the students' perception on reward and punishment given by English teacher.

The item of the question answered by the students then calculated into table and description and percentage of the students' perception on reward and punishment given by English teacher. The data was collected from questionnaire. Total of questionnaire was 28item that

was developed by using a Likert Scale (strongly agree, agree, moderate, disagree and strongly disagree.

Questionnaire was obtained from result of reward and punishment given by English teacher. The questionnaire consists of 14 indicator based on reward and punishment given by English teacher, they are giving point (2 items), giving a gift (2 items), giving praise (2 items), giving award (2 items), reward by gesture (2 items), reward by word (2 items), reward by action (2 items), reward by thing (2 items), punishment by gesture (2 items), punishment by word (2 items), advise (2 items), reprimand (2 items), warning (2 items), and punishment by action (2 items). It used to find out and describe question perception on reward and punishment given by English teacher.

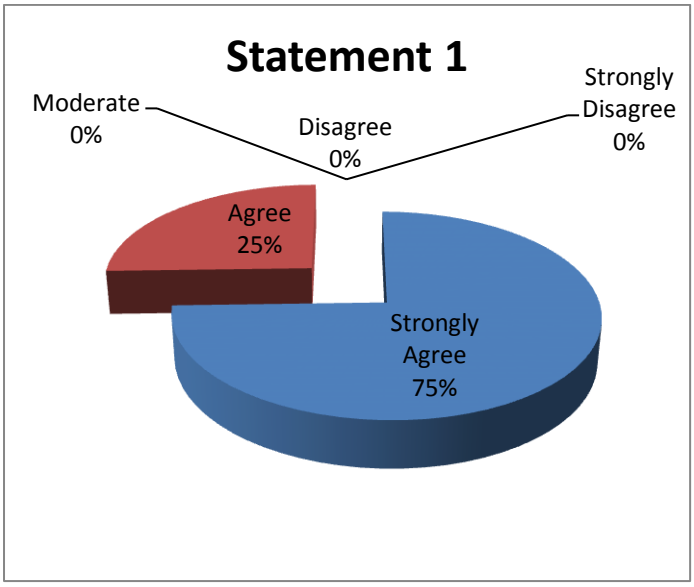
Table 4.1 The mean of students' perception on reward and punishment given by English teacher at MTS.TI.Candung



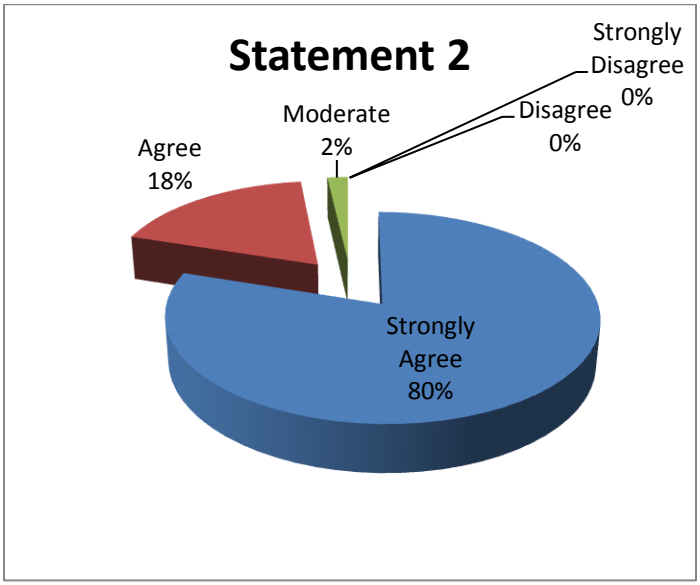
Based on data of the chart above, it shows that there are 28 statements that answered by 79 students as sample. One statement consist of 5 possible answers, they are strong agree, agree, moderate, disagree and strongly disagree. From the table above can be seen that the mean of each type question. Strong agree gets 37%, agree 35%, moderate 14%, disagree 8% and strongly agree 6%. The highest mean percentage of all the answers is strongly agree which has 37%.

2. The Analysis of Data

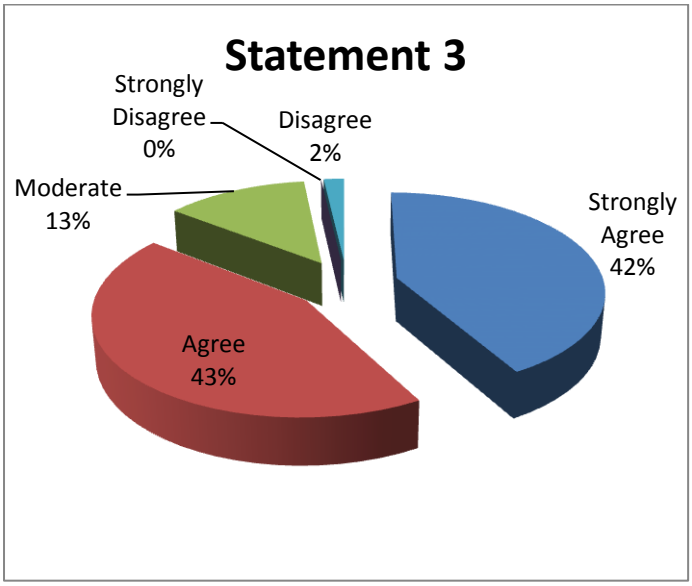
The researcher would like to describe the frequency of question reward and punishment given by English teacher. The researcher described the all of statement perception on reward and punishment given by English teacher. It could be described in data below:



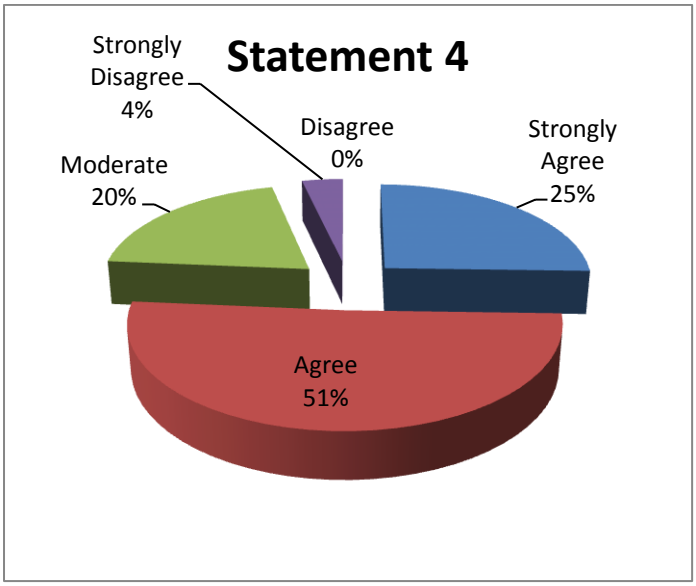
Based on the diagram above in the statement 1, the data showed that 41 respondents who strongly agree (75%), 14 respondent answered agree (25%), 0 respondents answered moderate (0%), 0 respondents answered disagree (0%), and 0 respondents answered strongly disagree (1%).



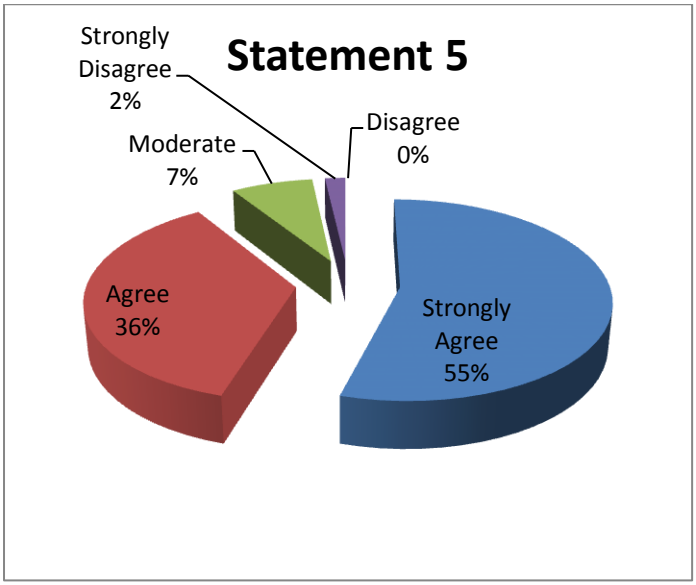
Based on the diagram above in the statement 2, the data showed that 44 respondents who strongly agree (80%), 10 respondent answered agree (18%), 1 respondents answered moderate (2%), 0 respondents answered disagree (0%), and 0 respondents answered strongly disagree (0%).



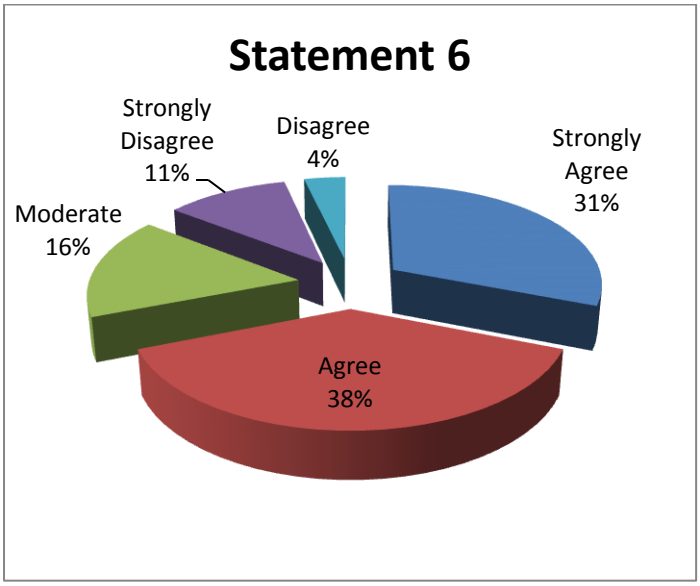
Based on the diagram above in the statement 3, the data showed that 23 respondents who strongly agree (42%), 24 respondent answered agree (44%), 7 respondents answered moderate (13%), 0 respondents answered disagree (0%), and 1 respondents answered strongly disagree (2%).



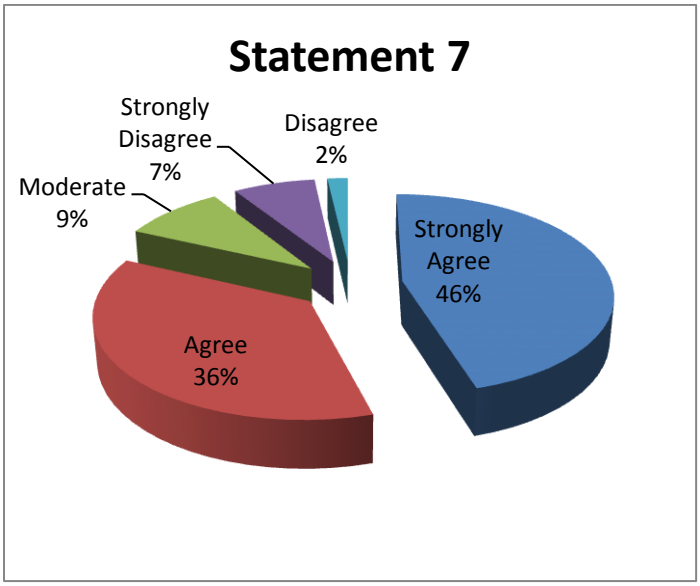
Based on the diagram above in the statement 4, the data showed that 14 respondents who strongly agree (25%), 28 respondent answered agree (51%), 11 respondents answered moderate (20%), 2 respondents answered disagree (4%), and 0 respondents answered strongly disagree (0%).



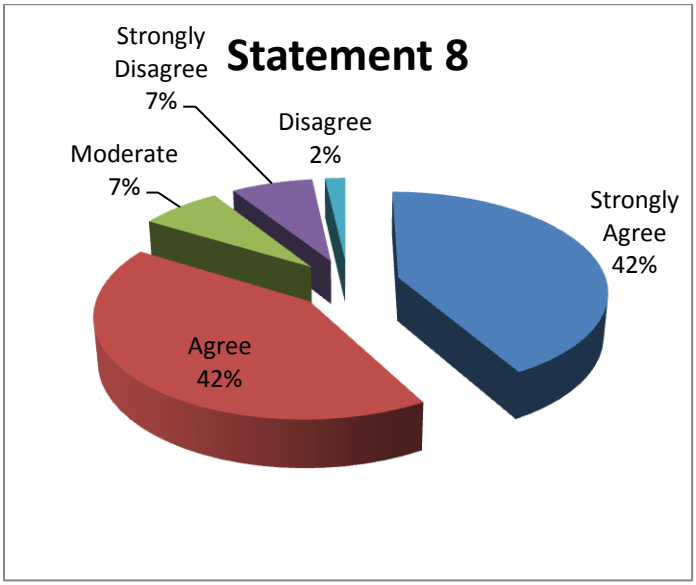
Based on the diagram above in the statement 5, the data showed that 30 respondents who strongly agree (55%), 20 respondent answered agree (36%), 4 respondents answered moderate (7%), 1 respondents answered disagree (2%), and 0 respondents answered strongly disagree (0%).



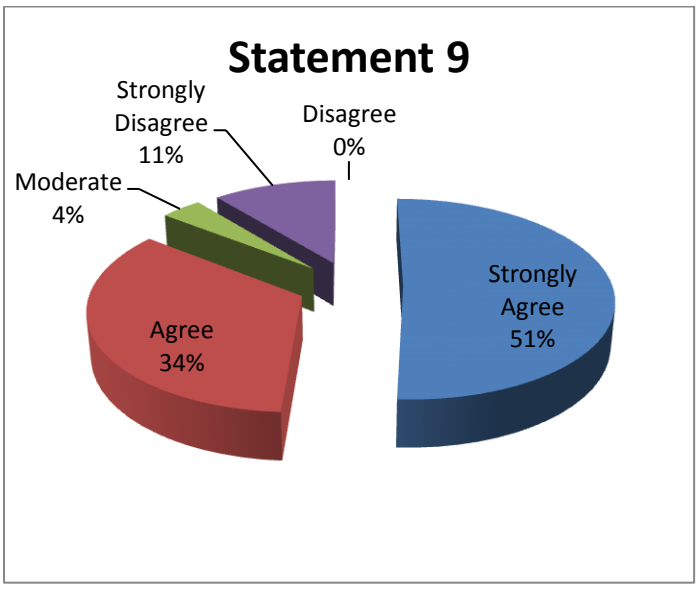
Based on the diagram above in the statement 6, the data showed that 17 respondents who strongly agree (31%), 21 respondent answered agree (38%), 9 respondents answered moderate (16%), 6 respondents answered disagree (11%), and 2 respondents answered strongly disagree (4%).



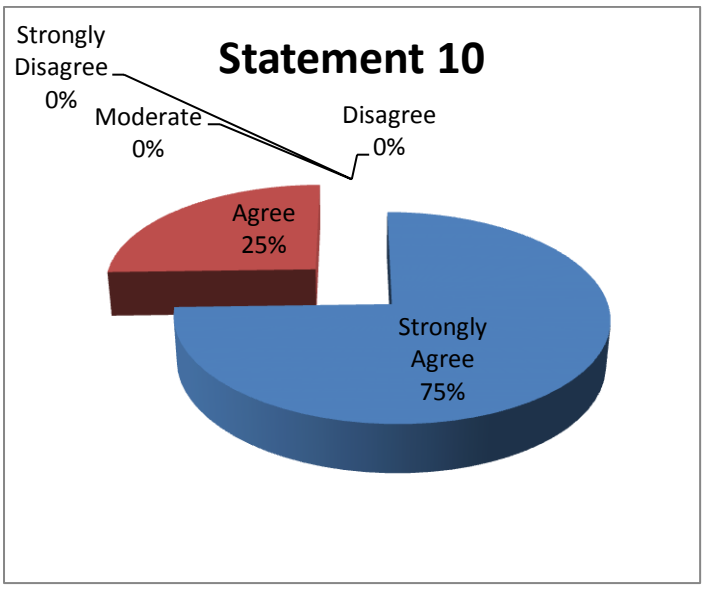
Based on the diagram above in the statement 7, the data showed that 25 respondents who strongly agree (45%), 20 respondent answered agree (36%), 5 respondents answered moderate (9%), 4 respondents answered disagree (7%), and 1 respondents answered strongly disagree (2%).



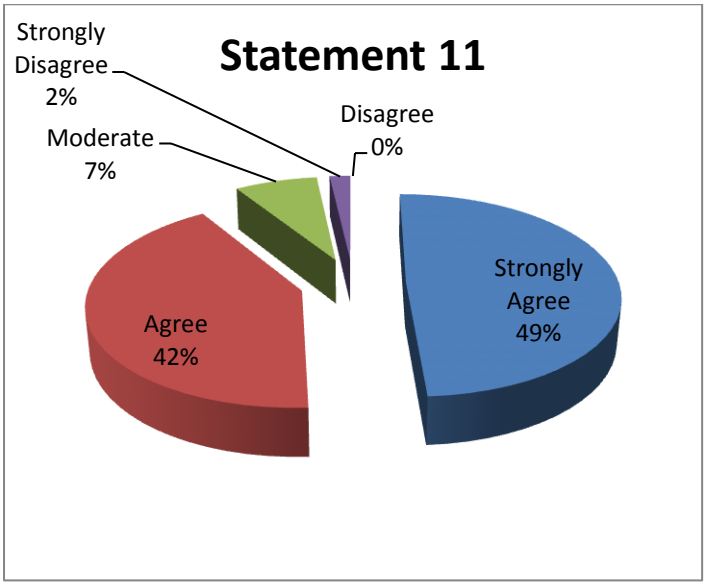
Based on the diagram above in the statement 8, the data showed that 23 respondents who strongly agree (42%), 23 respondent answered agree (42%), 4 respondents answered moderate (7%), 4 respondents answered disagree (7%), and 1 respondents answered strongly disagree (2%).



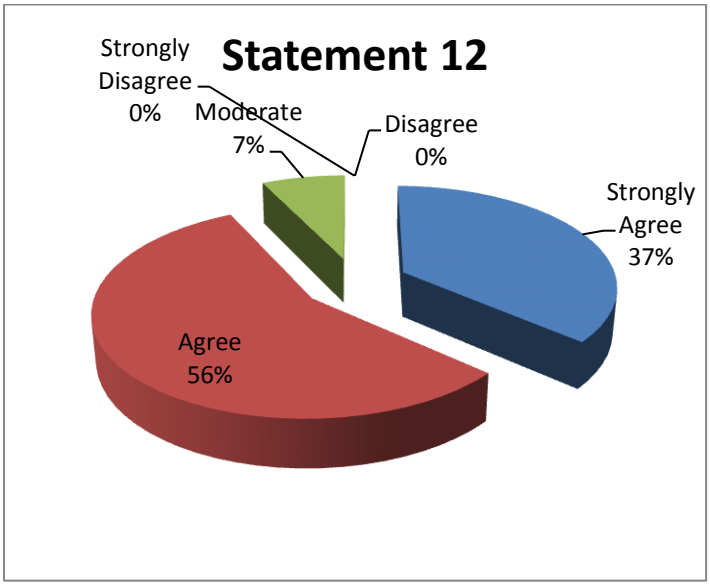
Based on the diagram above in the statement 9, the data showed that 28 respondents who strongly agree (51%), 19 respondent answered agree (35%), 2 respondents answered moderate (4%), 6 respondents answered disagree (11%), and 0 respondents answered strongly disagree (0%).



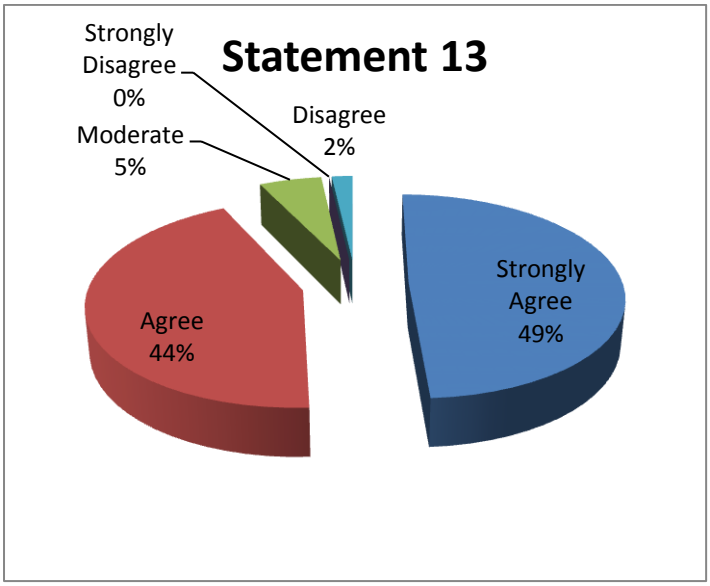
Based on the diagram above in the statement 10, the data showed that 41 respondents who strongly agree (75%), 14 respondent answered agree (25%), 0 respondents answered moderate (0%), 0 respondents answered disagree (0%), and 0 respondents answered strongly disagree (0%).



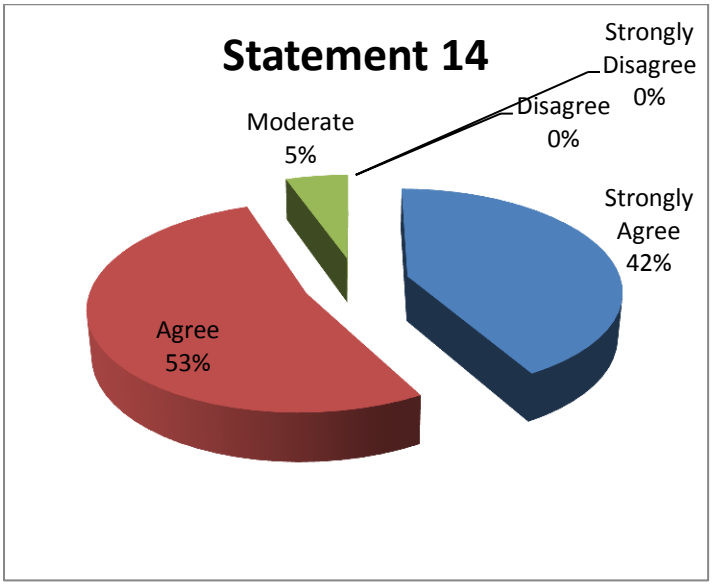
Based on the diagram above in the statement 11, the data showed that 27 respondents who strongly agree (49%), 23 respondent answered agree (42%), 4 respondents answered moderate (7%), 1 respondents answered disagree (2%), and 0 respondents answered strongly disagree (0%).



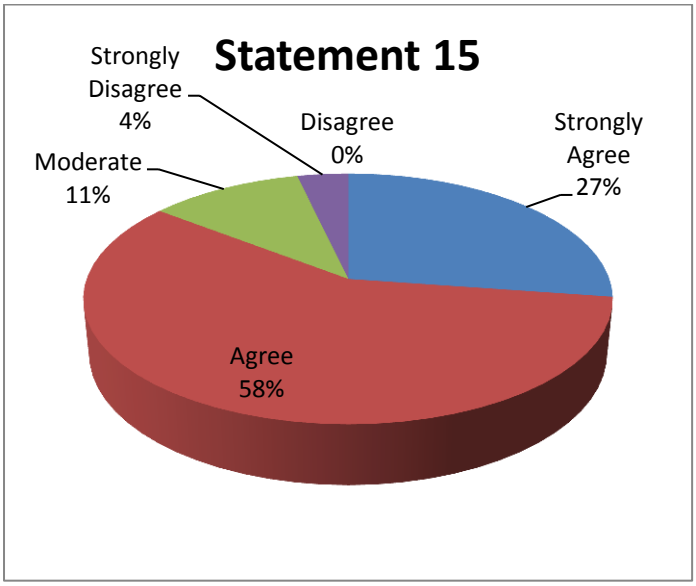
Based on the diagram above in the statement 12, the data showed that 20 respondents who strongly agree (36%), 31 respondent answered agree (56%), 4 respondents answered moderate (7%), 0 respondents answered disagree (0%), and 0 respondents answered strongly disagree (0%).



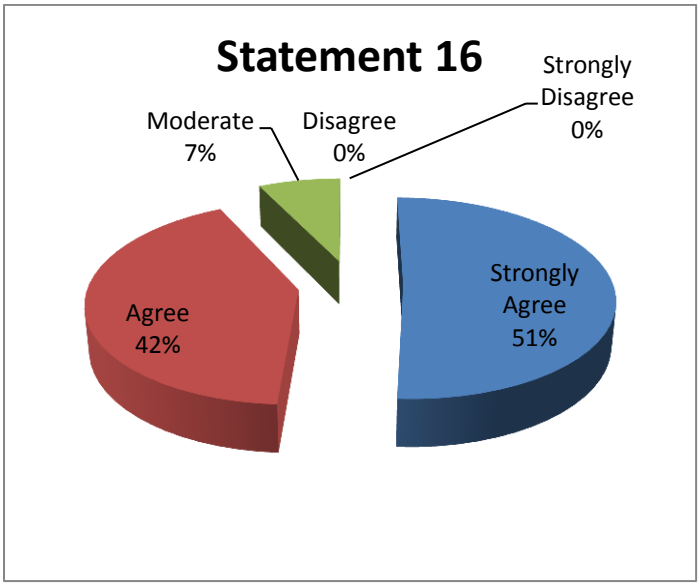
Based on the diagram above in the statement 13, the data showed that 27 respondents who strongly agree (49%), 24 respondent answered agree (44%), 3 respondents answered moderate (5%), 0 respondents answered disagree (0%), and 1 respondents answered strongly disagree (2%).



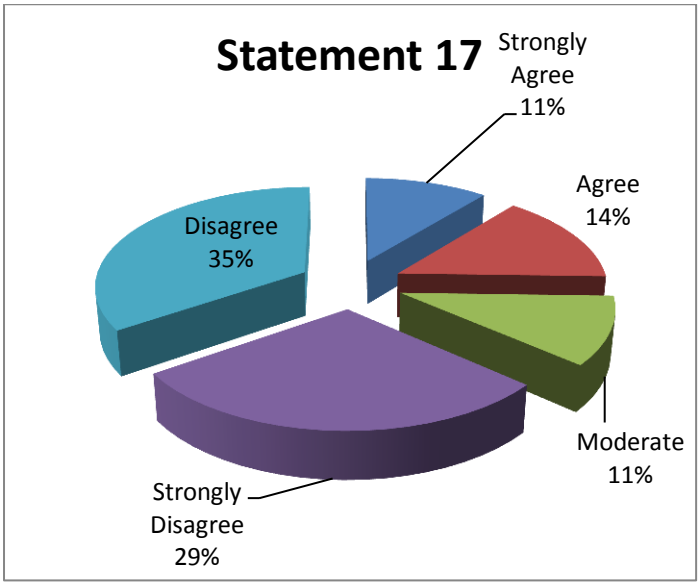
Based on the diagram above in the statement 14, the data showed that 23 respondents who strongly agree (42%), 29 respondent answered agree (53%), 3 respondents answered moderate (5%), 0 respondents answered disagree (0%), and 0 respondents answered strongly disagree (0%).



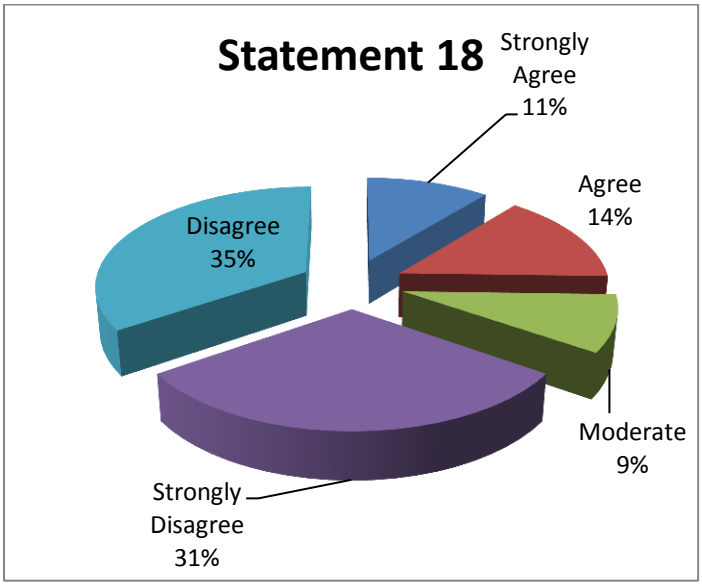
Based on the diagram above in the statement 15, the data showed that 15 respondents who strongly agree (27%), 32 respondent answered agree (58%), 6 respondents answered moderate (11%), 2 respondents answered disagree (4%), and 0 respondents answered strongly disagree (0%).



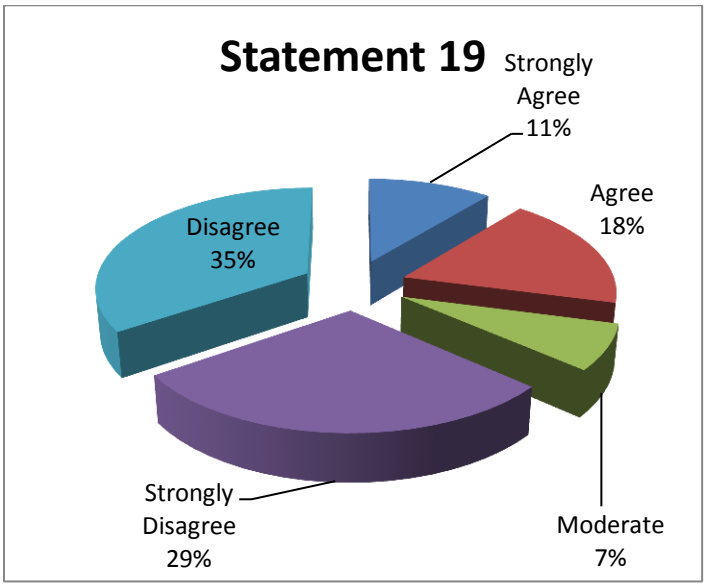
Based on the diagram above in the statement 16, the data showed that 28 respondents who strongly agree (51%), 23 respondent answered agree (42%), 4 respondents answered moderate (7%), 0 respondents answered disagree (0%), and 0 respondents answered strongly disagree (0%).



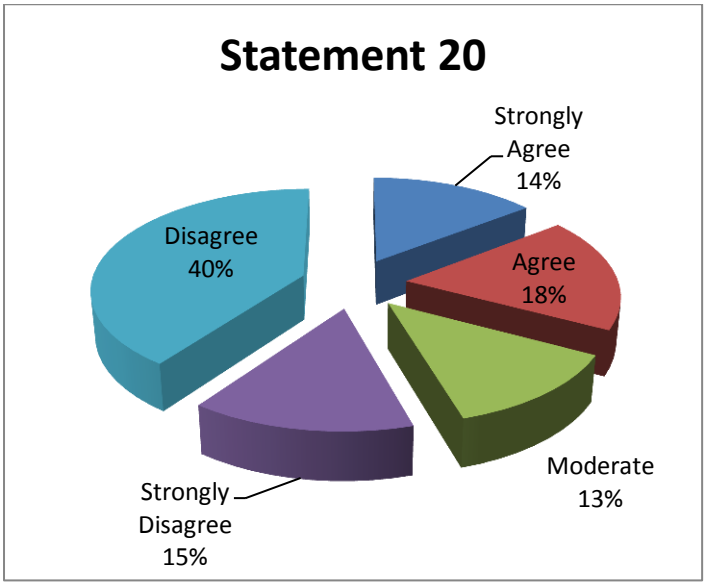
Based on the diagram above in the statement 17, the data showed that 6 respondents who strongly agree (11%), 8 respondent answered agree (15%), 6 respondents answered moderate (11%), 16 respondents answered disagree (29%), and 19 respondents answered strongly disagree (35%).



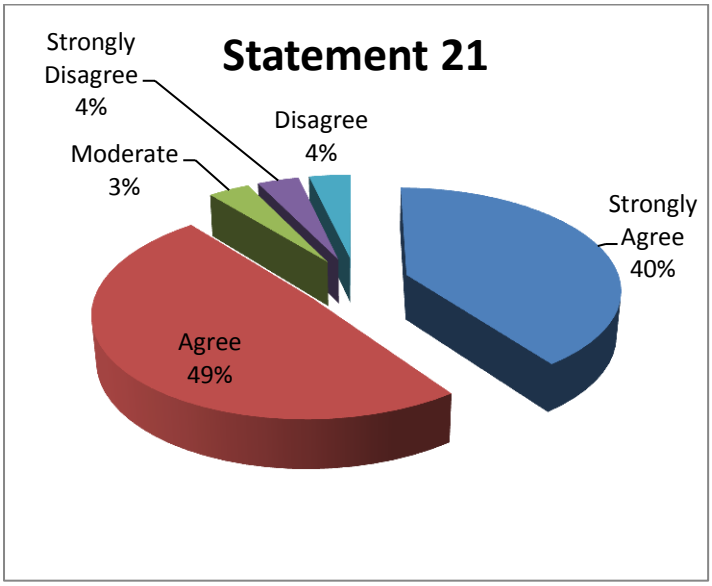
Based on the diagram above in the statement 18, the data showed that 6 respondents who strongly agree (11%), 8 respondent answered agree (15%), 5 respondents answered moderate (9%), 17 respondents answered disagree (31%), and 19 respondents answered strongly disagree (35%).



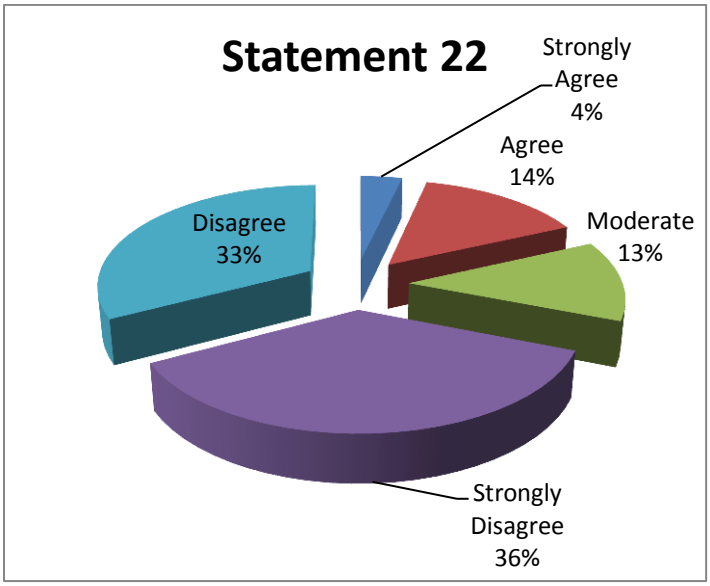
Based on the diagram above in the statement 19, the data showed that 6 respondents who strongly agree (11%), 10 respondent answered agree (18%), 4 respondents answered moderate (7%), 16 respondents answered disagree (29%), and 19 respondents answered strongly disagree (35%).



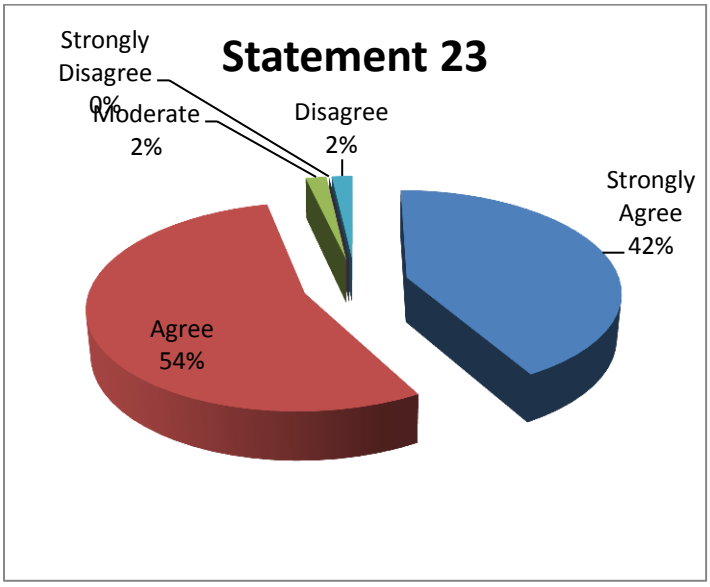
Based on the diagram above in the statement 20, the data showed that 8 respondents who strongly agree (15%), 10 respondent answered agree (18%), 7 respondents answered moderate (13%), 8 respondents answered disagree (15%), and 22 respondents answered strongly disagree (40%).



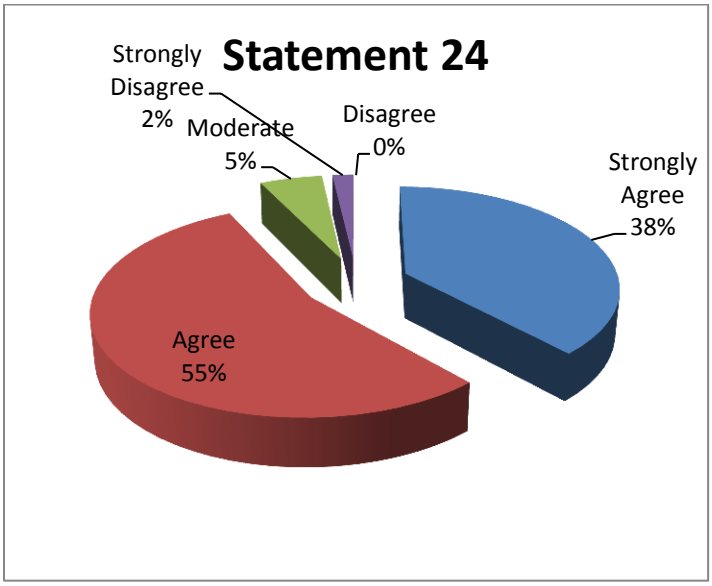
Based on the diagram above in the statement 21, the data showed that 22 respondents who strongly agree (40%), 27 respondent answered agree (49%), 2 respondents answered moderate (4%), 2 respondents answered disagree (4%), and 2 respondents answered strongly disagree (4%).



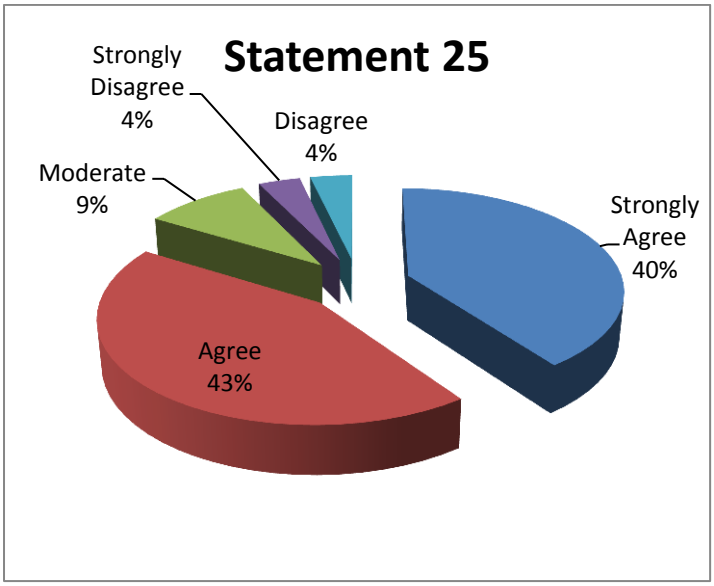
Based on the diagram above in the statement 22, the data showed that 2 respondents who strongly agree (4%), 8 respondent answered agree (15%), 7 respondents answered moderate (13%), 20 respondents answered disagree (36%), and 18 respondents answered strongly disagree (33%).



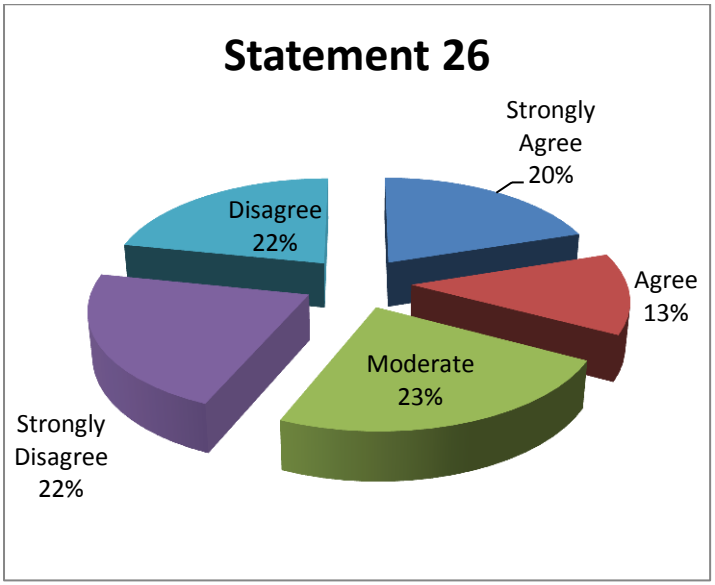
Based on the diagram above in the statement 23, the data showed that 23 respondents who strongly agree (42%), 30 respondent answered agree (55%), 1 respondents answered moderate (2%), 0 respondents answered disagree (0%), and 1 respondents answered strongly disagree (2%).



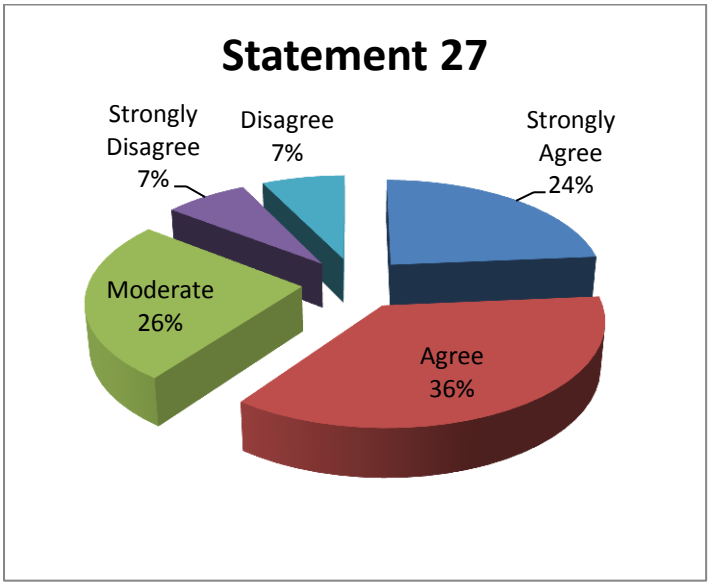
Based on the diagram above in the statement 24, the data showed that 21 respondents who strongly agree (38%), 30 respondent answered agree (55%), 3 respondents answered moderate (5%), 1 respondents answered disagree (2%), and 0 respondents answered strongly disagree (0%).



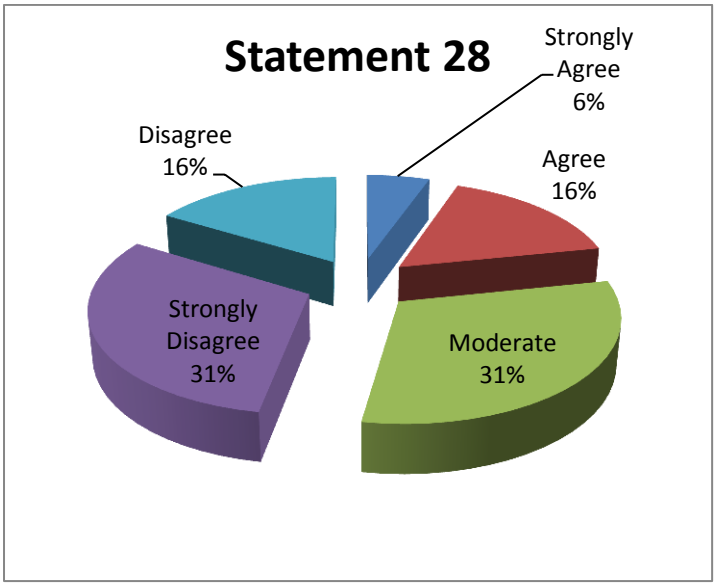
Based on the diagram above in the statement 25, the data showed that 22 respondents who strongly agree (40%), 24 respondent answered agree (44%), 5 respondents answered moderate (9%), 2 respondents answered disagree (4%), and 2 respondents answered strongly disagree (4%).



Based on the diagram above in the statement 26, the data showed that 11 respondents who strongly agree (20%), 7 respondent answered agree (13%), 13 respondents answered moderate (24%), 12 respondents answered disagree (22%), and 12 respondents answered strongly disagree (22%).



Based on the diagram above in the statement 27, the data showed that 13 respondents who strongly agree (24%), 20 respondent answered agree (36%), 14 respondents answered moderate (25%), 4 respondents answered disagree (7%), and 4 respondents answered strongly disagree (7%).



Based on the diagram above in the statement 28, the data showed that 3 respondents who strongly agree (5%), 9 respondent answered agree (16%), 17 respondents answered moderate (31%), 17 respondents answered disagree (31%), and 9 respondents answered strongly disagree (16%).

B. Discussion

The research is aimed to answer research question, to answer research question, researcher conducted a descriptive quantitative research to describe the phenomena in numerical data in order to get the detail information. Then, instrument to collect the data is questionnaire with using likert scale. To find out the result of research, data are analysed with using percentage and mean formula. From the finding the research, it shown the students' perception on reward and punishment given by English teacher at MTs.TI.Candung.

Based on the data analysis about students' perception on reward and punishment given by English teacher, it had showed some assumption could be taken about students' perception on reward and punishment given by English teacher at MTs.TI.Candung. There is a Likert Scale to describe the students' perception on reward and punishment given by English teacher namely: strongly agree, agree, moderate, disagree, and strongly disagree. It can be seen that students' perception on reward and punishment given by English teacher had strongly agree perception with percentage 37% and score

1041%. Students' perception on reward and punishment at MTs.TI.Candung is strongly agree.

CHAPTER V

CONCLUSSION AND SUGGESTIONS

A. Conclussion

Based on the finding and discussion that have been presented in the previous chapter, it could be concluded that the students perception on reward and punishment given by English teacher at MTs.TI.Candung. that was concluded was strongly agree which mean 37%.

B. Suggestion

1. From students

   The researcher suggests to students at MTs.TI.Candung to increase their positive behaviour and reduce their negative behaviour in learning process by reward and punishment given by English teacher.

2. From researcher

   The researcher suggests to the next researcher to conduct correlation research to reward and punishment given by English teacher.

3. English teacher

   The researcher suggests to English teachers at MTs.TI.Candung to pay attention to the students' perception on reward and punishment that given because it many influence students' judgement whether the lesson is interesting or boring to follow. Then,

the teacher are hoped to maximize giving reward and punishment to the students during learning process.