

**THE STUDENTS' PERCEPTION ON REWARD
TOWARD THEIR MOTIVATION IN ENGLISH
LEARNING AT THE TENTH GRADE OF
MAS PONPES NU PARINGGONAN
(PADANG LAWAS)**



A Thesis

*Submitted to State Islamic University of Syekh Ali Hasan Ahmad
Addary Padangsidempuan as a Partial Fulfillment of the Requirement
for the graduate Degree of Education (S.Pd.) in English*

Written by:

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TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
OF SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2024

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Assalamu'alaikum warahmatullah wabarakatuh

After reading, studying, and giving advice for necessary revision on the thesis belongs to **Wildan As'at Taufik Hasibuan, entitled "The Students' Perception on Reward toward Their Motivation in English learning at The Tenth Grade of MAS Ponpes NU Paringgonan Padang Lawas."**

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Wassalamu'alaikum warahmatullah wabarakatuh

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ABSTRACT

Name : Wildan As'at Taufik Hasibuan
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Title of Thesis : The students' perception on reward toward their motivation in English learning at the tenth grade of MAS Ponpes NU Paringgonan Padang Lawas.

The purpose of this research was to find out students' perceptions on reward toward their motivation in learning English. This research used qualitative research with descriptive method. The subjects of this study were students of class X IPA and The English teacher at MAS Ponpes NU Paringgonan Padang Lawas. Questionnaires and interviews were used to collect data. The data were analyzed and interpreted following qualitative research with data reduction, data display, and conclusion drawing. The results of this study show; The most dominant reward in learning a finding is that of the five kinds of reward in English learning at MAS Ponpes NU Paringgonan Padang Lawas teacher often uses four types: Giving number or value, Giving gift, Rewarding/attention, and Praise but the dominant one is Giving a number or value. This type of reward is used according to the needs of students when learning takes place, and the results make students more enthusiastic in learning English. So, it can be concluded that the students' perception results showed positive results regarding the rewards on students' motivation in learning English.

Keywords: *Perception, Reward, Motivation.*

ABSTRAK

Nama : Wildan As'at Taufik Hasibuan
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Judul : Pemahaman siswa tentang Penghargaan terhadap motivasi mereka dalam belajar Bahasa Inggris di kelas sepuluh MAS Ponpes NU Paringgonan Padang Lawas .

Tujuan dari penelitian ini adalah untuk mengetahui persepsi siswa mengenai reward terhadap motivasi mereka dalam belajar bahasa Inggris. Penelitian ini menggunakan penelitian kualitatif dengan metode deskriptif. Subjek penelitian ini adalah siswa kelas X IPA dan guru bahasa Inggris di MAS Ponpes NU Paringgonan Padang Lawas. Kuesioner dan wawancara digunakan untuk mengumpulkan data. Data dianalisis dan diinterpretasikan melalui penelitian kualitatif dengan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian ini menunjukkan; Reward yang paling dominan dalam pembelajaran suatu temuan adalah dari lima macam reward dalam pembelajaran bahasa Inggris di MAS Ponpes NU Paringgonan Padang Lawas guru sering menggunakan empat jenis yaitu: Memberi angka atau nilai, Memberi hadiah, Menghargai/perhatian, dan Pujian namun yang dominan adalah Memberi angka atau nilai. Reward jenis ini digunakan sesuai dengan kebutuhan siswa saat pembelajaran berlangsung, dan hasilnya membuat siswa lebih bersemangat dalam belajar bahasa Inggris. Jadi, dapat disimpulkan bahwa hasil persepsi siswa menunjukkan hasil yang positif mengenai reward terhadap motivasi siswa dalam belajar bahasa Inggris.

Kata kunci: Pemahaman, Penghargaan, Motivasi.

ملخص البحث

اسم	: ولدان أسأت توفيق حسيبوان
رقم التسجيل	: ٢٠٢٠٣٠٠٢٨
عنوان البحث	: تصور الطلاب عن المكافأة تجاه الدافعية في تعلم اللغة الإنجليزية في الصف العاشر من ماجستير العلوم مدرسة نو بارينجونان بادانج لاواس الداخلية.

كان الغرض من هذا البحث هو معرفة تصورات الطلاب حول المكافأة تجاه دوافعهم في تعلم اللغة الإنجليزية. استخدم هذا البحث بحثاً نوعياً بالطريقة الوصفية. كان موضوعات هذه الدراسة طلاب الصف العاشر العلوم الطبيعية ومعلم اللغة الإنجليزية في مدرسة ماس نو بارينجونان بادانج الداخلية لواس. استخدمت الاستبيانات والمقابلات لجمع البيانات. تم تحليل البيانات وتفسيرها بعد البحث النوعي مع تقليل البيانات وعرض البيانات ورسم الاستنتاجات. تظهر نتائج هذه الدراسة ؛ المكافأة الأكثر انتشاراً في تعلم النتيجة هي الأنواع الخمسة من المكافآت في تعلم اللغة الإنجليزية في ماس بونيس نو بارينجونان بادانج لواس غالباً ما يستخدم المعلم أربعة أنواع: إعطاء الرقم أو القيمة ، وتقديم الهدية ، والمكافأة / الاهتمام ، والثناء ولكن النوع السائد هو إعطاء رقم أو قيمة. يتم استخدام هذا النوع من المكافآت وفقاً لاحتياجات الطلاب عند حدوث التعلم ، والنتائج تجعل الطلاب أكثر حماساً في تعلم اللغة الإنجليزية. لذلك يمكن الاستنتاج أن نتائج إدراك الطلاب أظهرت نتائج إيجابية فيما يتعلق بالمكافآت على دافعية الطلاب في تعلم اللغة الإنجليزية.

الكلمات المفتاحية: الإدراك ، المكافأة ، الدافع.

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I realized this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidimpuan, October 2024
Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Motivation plays a vital role in every sphere of life and various phases of activities. Our success and achievement in life depends on motivation. It is, in one form or other always present at the root of all human activities. Motivation is said to be the heart of learning golden road to learning and potent factor in learning, as all learning is motivated learning.

Adequate motivation results in promoting reflection, attention, interest and effort in the students and hence promotes learning. Motivation has become a central construct in both educational and psychological research and plays a significant role in several theories of human development and learning. Motivation is the reason why people behave the way they do. Motivated behavior is energized, directed and sustained. Motivation is concerned with the inculcation and stimulation of learner's interest in the learning activities.

A person will succeed in learning, if in himself there is a desire to learn. This is the first principle and law in educational and teaching activities. This desire or drive to learn is called motivation. So education and teaching will be very difficult to achieve their goals optimally without any motivation or encouragement in each individual who has a relationship with educational activities.

Motivation is explained as a person's tendency to do increased in order to produce one or more results. motivation as a phenomenon involved in simulating

actions towards certain goals that previously had little or no movement at all towards certain goals. Motivation is an effort to enlarge or hold a movement to achieve certain goals. The greater a person's motivation to achieve the goal, the greater the chance for the success of the goal. Vinde added that apart from desire there is still important thing to support the achievement of students' goals in increasing motivation in English learning , namely Interaction patterns.¹

There are some reasons why interaction patterns are very useful. First, interaction patterns can affect students' learning success and failure. Then, the patterns of classroom interaction can determine students' learning process as well as their achievement. In addition, by having good interaction, students could reach communicative success through exchanging information and sharing ideas with the teachers or among the students. So, Interaction patterns can help students to have different types of activities to reach their learning goals.

Sardiman argued that motivation can also be said to be a series of efforts to provide certain conditions, so that a person wants and wants to do something, and if he does not like it, then he will try to eliminate or avoid the feeling of dislike.² So that motivation can be stimulated by external stimuli, but it grows from within a person. In learning activities, motivation can be said to be the overall driving force in students that gives rise to learning activities, which ensures the continuity of learning activities and which gives to the direction of

¹Sokhira Linda Vinde, "Exploring Interaction Patterns in EFL Teaching and Learning Context," *Journal of Language Teaching and Learning, Linguistics and Literature* 10, no. 2 (2022): 2211–23, <https://doi.org/10.24256/ideas.v10i2.3048>.

²Sardiman, *Interaksi dan Motivasi Belajar...*, P. 75

learning activities, so that the desired goals of the learning subject can be achieved.

More specifically, if people mention the intended learning motivation, of course, everything that is intended to encourage or encourage people who carried out learning activities to become more active in learning to obtain better achievements. Motivation can arise from outside as well as from within the individual himself. Motivation that comes from outside the individual is given by motivators such as parents, teachers, counselors, ustadz/ustadzah, close people, and others. While motivation that originates or arises in a person, can be caused by someone having the desire to be able to achieve something (goals) and so on.

Many people incorrectly view motivation as a personal trait, that is, some have it and others do not. motivation is the result of the interaction of individual and the situation. It is a move towards set goals. It is a force that energizes behavior of individuals. It is an art of inculcating stimulating interest in different activities in the students. Motivation can be defined as an inspiration that propels someone into an action. Motivation is a process by which the learner's internal energies are directed toward various goal objects in his/her environment. An individual may be highly motivated to perform well in a task and completely unmotivated in another. It means that when people are motivated, they will work tirelessly to achieve their aspirations.

Alizadeh said that, motivation refers to the combination of attempt plus desire to obtain the objective of learning the language plus desirable attitudes

towards learning the language.³ That is, motivation to learn a second language refers to the extent to which the individual works or tries to learn the language because of a desire to do so and the contentment experienced in this task. Effort alone does not indicate motivation. The motivated person spends effort towards the aim, but the person expending effort is not inevitably motivated. Furthermore, Songbatumis argued that low students' motivation to attend class is one of the internal factors of education players that leads to problems in formal education.⁴

Motivation provides learners with an aim and direction to follow. Therefore, it has a key role in language learning. Due to the lack of enough motivation, some difficulties may happen for learners. Without desire to learn, it is very difficult for learners to gain effective learning. By paying attention to the importance of language will help learners improve their motivation to learn even if they do not have enough intrinsic motivation. It can be stated that teachers should be aware of significance of motivation in learners' language learning and through some changes they can help learners increase their motivation. Purnama et.al contend that the primary component of learning is motivation. Without a

³Mitra A, "The Impact of Motivation on English Language Learning," *International Journal of Research in English Education* 1, no. 1 (2016): 11–15, <https://doi.org/10.5430/ijhe.v2n4p123>.

⁴Aisyah Mumary Songbatumis, "Challenges in Teaching English Faced by English Teachers at MTsN Taliwang, Indonesia," *Journal of Foreign Language Teaching and Learning* (2017), <https://scholar.google.com/scholar>

desire to learn, the process of learning is difficult to succeed in.⁵ Chen and Yeung contend that students' Interest and self-efficacy affect motivation level.⁶

There are some reasons that cause students' low motivation to learn which is caused by the interactive level of the subjects delivered. If students' background is not interested in a lesson, they quickly felt bored and lazy in learning. Based on the interview that Researcher did with the English teacher, she said that the motivation of students in learning English was still very low and their skill like vocabulary, reading, speaking, listening, and writing were so weak and still low.⁷

One of the aspects that can increase students motivation is Reward. According to Syarifuddin and Zulfah, reward is learning technique that can increase student interest in learning languages.⁸ However, if the application is not carried out objectively, it will cause a significant problem, such as jealousy between students in learning. Meanwhile, the appropriate method used by teacher was a reward strategy, which made students more confident in learning and even made students more interactive in learning.⁹ However, the previous

⁵Neng Aprilia Purmama, Neng Sri Rahayu, and Rasi Yugafiati, "Students' Motivation in Learning English," *Journal English Education* 2, no. 539–544 (2021): 401–13, <https://doi.org/10.31539/leea.v4i2.2256>.

⁶Zhu Chen and Alexander Seeshing Yeung, "Self-Efficacy in Teaching Chinese as a Foreign Language in Australian Schools," *Australian Journal of Teacher Education* 40, no. 8 (2015): 23–42, <https://doi.org/10.14221/ajte.2015v40n8.2>.

⁷Private Interview, Ma,am. Nur Hindun Harahap, S. Pd. English teacher in MAS Ponpes NU Paringgonan Padang Lawas. February 5, 2024.

⁸Sri Wahyuni Syarifuddin and Zulfah, "Analysis of Reward and Punishment in EFL Classroom," *Journal of Islamic Studies and Society* 1, no. 2 (2020): 68–90, <https://scholar.google.com/scholar?Analysis+of+Reward+and+Punishment+in+EFL+Classroom>.

⁹Sidin Sri Andriani, "The Application of Reward and Punishment in Teaching Adolescents," *Proceedings of the Ninth International Conference on Language and Arts (ICLA 2020)* 539 (2021): 251–55, <https://doi.org/10.2991/assehr.k.210325.045>.

theories have different opinions in using reward strategie to increase motivation to learn English in the classroom. The first study had a negative view of the reward strategy. Meanwhile, the second study positively views reward as increasing student motivation.

Based on the preliminary research conducted at MAS Ponpes NU Paringgonan Padang Lawas it was learnt that the student's level of motivation at MAS Ponpes NU Paringgonan Padang Lawas was still in the low and lack category in English learning, which causes learning.¹⁰ The English teacher at MAS Ponpes NU Paringgonan used a Textbook for classroom learning and sometimes the material leraning was just by searching on internet. When the teacher distributed material about it in English, they were not interested and they felt bored in reading it and sometimes the students usually lazy to did the task and they often did not delivery their attachment, So the teacher must Re - explain the material in the next meeting. When the learning process takes place, the reflection of the bilingual class was never applied in the learning process. In daily conversations, MAS Ponpes NU Paringgonan students focused more on using Indonesian and did not following the instructions ordered by the teacher. Classroom meetings, teacher used reward strategie to increase learning motivation and encourage students to be active in learning English. Based on the phenomena above, the researcher wants to examine the students' perceptions on

¹⁰ *Private Interview*, Ma,am. Nur Hindun Harahap, S. Pd. English teacher in MAS Ponpes NU Paringgonan Padang Lawas. February 5, 2024.

reward toward their motivation in learning English at tenth grader of MAS Ponpes NU Paringgonan Padang Lawas.

B. Focus of the Problem

In this research the researcher focused to described and explained of the students' perception on reward toward their motivation in English learning at the tenth grade of MAS Ponpes NU Paringgonan by paying the attention to the activity level and motivation to learn during learning in current condition.

C. Formulations of the Problem

Based of the explanation problem above, the researcher took the formulation of the problem as bellow:

1. What is the students' perception on reward toward their motivation in English learning at the tenth grade of MAS Ponpes NU Paringgonan Padang Lawas?
2. What is the most dominant one and kind of the reward given by to increase on students' motivation in English learning at the tenth grade of MAS Ponpes NU Paringgonan Padang Lawas?
3. Why is the Perception of Reward dominant for increasing Students' motivation in English learning?

D. The Objectives of the Research

Based of the explanation problem above, the researcher took the objectives of the research as below:

1. To describe students' perception on reward toward their motivation in English learning at the tenth grade of MAS Ponpes NU Paringgonan Padang Lawas.
2. To find out the most dominant one and kind of the reward given to increase on students' motivation in English learning at the tenth grade of MAS Ponpes NU Paringgonan Padang Lawas.
3. To explain the dominant Reward for increasing Students' motivation in English learning?

E. Significances of the Research

The research results is shown a fact from the reward strategy results toward students' motivation at MAS Ponpes NU Paringgonan in English learning.

1. For the students

For students, this research can assess and gain knowledge about how to improve interaction, engagement, and disciplined learning motivation so that all of the information provided by the teachers and educators at MAS Ponpes NU Paringgonan can be fully understood using their own approach.

2. For the teacher

This research will provide self-assessment, self-awareness, and guidance on managing the classroom to prevent physical or verbal abuse of English language learners.

3. For the researcher

The researcher expects that this research findings will enhance learning and growth in an empirically based educational theory. Furthermore, the

researcher will use it to their advantage in the future when creating learning strategy materials, particularly with regard to boosting students' enthusiasm for teaching English and learning how to conduct themselves in class.

F. Definitions of terminologies

1. Students' Perception

Perception is a stimulus in learning that acts as an element to get information about an object that will be studied by taking into account the opinion of an individual or group. In addition, Perception is a process that starts from the sensing stage in the form of a stimulus and is then received by an object through a tool, namely receptors or senses, which will later be arranged into an object.

2. Reward

Reward increases students' motivation to participate in learning, which contains positive values in character planting. The reward is a strategy in education that aims to make students feel comfortable and happy learning a language. In addition, the reward is a tool to encourage students to have better learning motivation. Thus, learning can run effectively, and the teacher has class management.

3. Motivation

Motivation in learning is analogous to fuel to move a machine. When a machine gets the appropriate fuel, it will cause a motion to go through the incline. Motivation itself comes from another word Motivate which means encouragement. Broadly, motivation is a psychological

symptom in the form of verbal and action encouragement so that a receiver can perform a particular activity. Motivation uses verbal utterances and actions to encourage and increase a strong passion for living through existing problems.

G. Outline of the Thesis

The systematic of the research is divided into five chapters. Each chapter consisted of many sub chapters with detail as follow: Chapter one, it was consisted of background of the problem, focus of the problem, formulation of the problem, the objectives of the research, significances of the research, definition of terminologies and outline of the thesis. Chapter two, it was consisted of the theoretical description, review of related findings.

Chapter three, it was consisted of research methodology, and in research methodology consist of time and place of the research, kinds of the research, the informants of the data, the instrument of data, the techniques of analysis data. Chapter four, it was consisted of the result, analysis of data and discussion for describing of data. and Chapter five, it was consisted of conclusion, suggestion and implication.

CHAPTER II

LITERATURE REVIEW

A. The concept of Perception

Through psychological processes involving the five senses, people are able to process stimuli into either good or negative perceptions. The phases of selection, interpretation, and reaction are used to get answers. perception as an action-based information-gathering process.

The environments that kids are exposed to can influence that acquisition. Using the five senses to receive a stimulus is the first step in the process of perception, which is subsequently organized and interpreted to gain an understanding of what is perceived.

1. Definitions of Perception

Perception is a learning stimulus that serves as a means of obtaining knowledge about a subject under study while accounting for the opinions of a person or group.¹¹ Furthermore, perception is commonly understood to be a sensory stimulus derived from the surrounding world, whether it be visually, aurally, or strategically.

Brucegoldstein argues how the senses function and the feelings and actions that arise from stimulating the senses is the focus of the study of perception.¹² The five senses are taste, smell, flavor; proprioception and

¹¹Spelke, Elizabeth S. "Principles of object perception." *Cognitive science* 14.1 (1990): 29-56.

¹²E Brucegoldstein, *Encyclopedia of Perception*, ed. Jim Brace-Thompson, A SAGE Reference Publication, vol. 1 & 2 (USA: Rolf A. Janke, 2010), <https://www.google.com/search?q=Encyclopedia+of+Perception&oq=Encyclopedia+of+Perceptio>

kinesthesia (awareness of body postures and limb position and movements); hearing; cutaneous senses (touch, pain, tickle, itching); and vestibular sense (balance).¹³ Wolfe et.al said, that giving such detected feelings significance and purpose might be considered the act of perception.¹⁴

Tsao and Livingstone stated that human perception begins with sensing, which is the process by which people identify and characterize sensory data before using that information to define and comprehend an object of study.¹⁵ According to Fitch et al , perception is a procedure wherein a stimulus is first sensed in the form of an object and is subsequently received by it via a tool, such as receptors or senses, which are subsequently organized into an object.¹⁶

The concept of perception highlights two crucial elements, which can be inferred from the description provided above: (1) A theoretical perception or judgment of something is called an interpretation. (2) The act of coordinating something is called organizing. As a result, it is possible to

n&gs_lcrp=EgZjaHJvbWUyBggAEEUYOTIJCAEQLhgNGIAEMggIAhAAGBYHHjIKCAMQA BgPGBYYHjIICAQQABgWGB7SAQg5NzMwajBqN6gCALACAA&sourceid=chrome&ie=UTF-8.

¹³E Brucegoldstein, *Encyclopedia of Perception*, ed. Jim Brace-Thompson, A SAGE Reference Publication, vol. 1 & 2 (USA: Rolf A. Janke, 2010), <https://www.google.com/search?q=Encyclopedia+of+Perception&oq=Encyclopedia>.

¹⁴Jeremy M Wolfe, Keith R Kluender, and Dennis M Levi, *Sensation & Perception* (New York: Oxford University, 2018), <https://www.google.com/search> Sensation Perception.

¹⁵Doris Y. Tsao and Margaret S. Livingstone, "Mechanisms OF Face Perception," *Annual Review Neuroscience* 31 (2008): 411–37, <https://doi.org/https://doi.org/10.1146/annurev.neuro.30.051606.094238>.

¹⁶W. Tecumseh Fitch, Angela D. Friederici, and Peter Hagoort, "Pattern Perception and Computational Complexity: Introduction to the Special Issue," *Philosophical Transactions of the Royal Society* 367 (2012): 1925–32, <https://doi.org/10.1098/rstb.2012.0099>.

define student perception as the process of seeing the environment and then generating knowledge that can be applied to understanding.

2. Indicators of Perception

According to Robbin, as quoted by Miftah Thoha, there are two types of perception indicators, namely:

- 1) Acceptance, the acceptance process is an indicator of occurrence Perception in physiological life, namely the functioning of the senses for Capture external stimuli.
- 2) Evaluation, external stimuli that have been captured The senses are then evaluated by the individual.¹⁷

Meanwhile, according to Bimo Walgito, perception has three following indicators:

- 1) Absorption of stimuli or objects from outside the individual. Stimulation Or the object is absorbed or received by the five senses, OK Seeing, hearing, touching, smelling and tasting individually or together. From the results of absorption or reception by the sense organs, you will get an image, response, Or impressions in the brain.
- 2) Understanding or comprehension, after images or images occur Impressions in the brain, then the image is organized, Classified, compared, interpreted, so that understanding is formed Or understanding.

¹⁷Miftah Thoha, *Perilaku Organisasi*, (Jakarta: Rajawali Pers, 2012), h. 142

3) Assessment or evaluation, after understanding or comprehension is formed, There is an assessment of the individual. Individuals compare understandings Or the newly acquired understanding is based on criteria or norms What individuals possess subjectively.¹⁸

From the several opinions above, the indicators can be understood Perception is absorbing, understanding and judging.

3. Types of Students' Perception

Priskila et.al stated that in identifying the students' perception, there are three kinds of perception, those are positive, negative, and neutral perceptions.¹⁹

a. Positive Perception

Positive perceptions are those that characterize all information, whether it is known or not, and reactions that will persist in their application. Positive responses to the perceived target are also indicative of positive perception. A positive response is any action, attitude, or response that demonstrates acceptance of recognition of, approval of, and implementation of the norms that are in place where the person is located.

¹⁸Bimo Walgito, *Psikologi Sosial suatau Pengantar*, (Yogyakarta: Andi, 2003), h. 99-100

¹⁹Priskila, Wilda Hera; Astuti, Septin Puji. *Students' perception Towards The Use Of Instagram Carousel Content In Learning English Vocabulary In Third Semester At Uin Raden Mas Said Surakarta In Academic Year Of 2022/2023*. 2024. PhD Thesis. UIN Surakarta.

b. Negative Perception

Whether something is known or not, the negative perception characterizes all knowledge and behaviors that are out of step with the experienced object. A negative response towards the target being perceived is also indicative of a bad perception. A negative reaction is any kind of reaction, behavior, or mindset that expresses rejection or disapproval of the social norms that are prevalent in the area in which the person is located.

c. Neutral Perception

When both positive and negative affect are negligible, neutrality results. This circumstance exemplifies an indifferent condition, in which there is neither a strong positive nor negative emotion. There is neither a positive nor a negative consequence when people are neutral. The term "neutral effect" refers to experiencing nothing in particular rather than nothing at all. It may manifest as a lack of choice in either direction, indifference, or nothing in particular.

4. Process of Perception

Qiong said that process of perception consists of three stages: selection, organization, and interpretation.²⁰

²⁰ O U Qiong, "A Brief Introduction to Perception," *Studies in Literature and Language* 15, no. 4 (2017): 18–28, <https://doi.org/10.3968/10055>.

a. Selection

The initial step in the perception process is selection, wherein we translate environmental stimuli into meaningful experiences. The sheer volume of information that constantly bombards us in daily life makes it possible for us to be suddenly exposed to stimuli such as the words we are hearing, an accident witness, or the sound of a clock, to mention a few. Everything is present in our universe, thus there are countless stimuli that are coming at our sensory organs at the same time and needing to be processed. We are unable to comprehend all of the information at our disposal, though, as doing so would lead to confusion and information overload. As a result, we use a selective process to selectively take in a portion of the information that we receive from our surroundings.

b. Organization

Organization is the second step in the perceiving process. Information from the outside world must first be chosen, and then it must be somehow organized by looking for particular significant patterns. Because this level of organization is achieved by classifying objects or individuals, some academics also refer to it as classification. The social and physical events and objects we encounter in this stage of perception will have shape, color, texture, size, etc. right away when asked to define a human being. for example, some people might do so based on skin color, while others might do it based on race or

nationality. When we close our eyes and imagine what our university library looks like we see a structured space with both an interior and an outside structure.

c. Interpretation

Interpretation, or giving meaning to the stimuli that have been chosen, is the third step of perception. After the chosen stimuli have been grouped into stable, ordered patterns, we attempt to interpret these patterns in order to make sense of them. However, different individuals may interpret the same signal in various ways. When a police officer shows up at the scene of a crime. for example, different people may take it differently while the victim may find it comforting and relieving the perpetrator will undoubtedly be terrified. Another example is that, while giving each other a large embrace or kiss in public is a typical method to welcome each other in some western countries and serves the purpose of saying "Hello!", in many other countries these actions are always regarded as "lovemaking" ones.

B. The Concept of Reward

Child education is an effort to produce a high-quality generation. For that reason, the applied method must also be able to motivate him towards understanding the essence of *habluminallah* and *habluminannas*.²¹ Through this method, the child will be nurtured in their natural disposition

²¹Halim Purnomo and Husnul Khotimah Abdi, *Model Reward Dan Punishment Perspektif Pendidikan Islam*, 2012, <https://s3ppi.umy.ac.id/wp-content/uploads/2019/11/Naskah-Buku-Reward-dan-Punishment.pdf>.

without losing their existence as a small human being who needs understanding. In Islam, various methods are offered to guide our children to become a perfect generation. The realities of the often reckless behavior of children, in this case, teenagers, will this happen in our family? Will we, as educators and parents, always be troubled by the habits of our generation? Perhaps this chapter will lead us to an understanding of how to find ways and methods to prepare for the growth and development of our children.

1. Definitions of Reward

Reward increases the desire of students to engage in the learning process, which includes instilling positive ideals in character. The goal of the incentive system in education, according to Syarifuddin and Zulfah, is to help students feel at ease and content while they are learning a language.²² Furthermore, the reward serves as a tool to improve students' motivation for learning. As a result, instruction can go efficiently, and the instructor can oversee the class. In order to maintain unity between students and teachers in this setting, students exhibit flexibility in their learning based on the nature of the teacher. According to Palupi, a reward is a way to express gratitude and help students learn as much as possible in class.²³

Nuttin add the roles of reward in shaping human and animal behavior have long been subjects of study by psychologists as well as topics of interest to persons who are obliged to control or to "modify the behavior

²²Syarifuddin and Zulfah, "Analysis of Reward and Punishment in EFL Classroom."

²³Palupi, Risqi Ekanti Ayuningtyas. "THE COMBINATION OF REWARD AND PUNISHMENT IN INCREASING STUDENTS' LISTENING ABILITY." *International Seminar On Education*. 2020.

of others that is, persons such as teachers, executives, prison officials, psychotherapists, and, most importantly, parents. In academic psychology, the study of reward has most often been conducted by asking the questions: "What is the effect of rewarding a response on its subsequent probability of occurrence?".²⁴ By emphasizing students' skills and character in the classroom, teachers can increase student motivation by providing rewards, according to Evans et al.²⁵ In addition, reward can indirectly the power to subtly improve students' psychological states during instruction, resulting in a shift in the way that students are stimulated and respond. A reward will increase flexibility and interaction in the learning environment while removing intimidation and coercion.

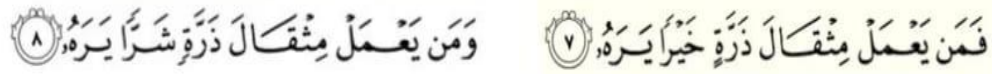
Without any barriers, adjustments will therefore typically be made more quickly. According to Setiawan that the process of awarding someone for achieving a learning objective through informal and non-formal learning is known as a reward.²⁶ Islam promotes mutual respect among its adherents in order to establish Ukuwah Islamiyah. Islam therefore suggests that the Qur'an and hadith be used as a source of reference when making decisions. then he goes on to say that rewards are a way to show gratitude to good

²⁴Joseph R Nuttin and ., *Reward and Punishment in Human Learning: Elements of a Behavior Theory* (Mew York , London: ACADEMIC PRESS INC. (LONDON) LTD., 1968), [https://scholar.google.com/scholar? Reward and Punishment in+Human Learning Elements of a Behavior Theory](https://scholar.google.com/scholar?Reward+and+Punishment+in+Human+Learning+Elements+of+a+Behavior+Theory).

²⁵Ian. M. Evans, Karma. T.Galyer, and Kyle. J.H .Smith, "Genetic Psychology," *The Journal of Genetic Psychology* 162, no. 2 (2001): 282, <https://doi.org/https://doi.org/10.1080/00221320109597962>.

²⁶Wahyudi Setiawan, "Reward and Punishment Dalam Perspektif Pendidikan Islam," *AL-MURABBI: Jurnal Studi Kependidikan Dan Keislaman* 4, no. 2 (2018): 184–201, [https://doi.org/DOI: https://doi.org/10.53627/jam.v4i2.3171](https://doi.org/DOI:https://doi.org/10.53627/jam.v4i2.3171).

deeds, no matter who they are. For this reason, Allah commends people for their excellent deeds through the Qur'an.



It means: "Whoever does good as heavy as dzarrah, he will surely see (his reward), and whoever does evil as heavy as dzarrah, he will surely see his retribution." (Q.S. al-Zalzalah: 7-8)²⁷

2. Kinds of Reward

Andriani stated that the types of rewards in learning are divided in four kinds, these are follows:²⁸

a) Praise

The form that teaching staff members use the most is this rewarded one. A teacher leading the class can use vocal praise as a form of reward. In addition, it can take the shape of applause when the students receiving instruction are able to act responsibly and constructively. Giving this round of applause indicates that the instructor is really satisfied with the work that his pupils. As a result, the students learning will experience a favorable emotional influence. For instance, commendable, outstanding, and well done.

²⁷ Meilia Inggriani Putri, Rachma, and Hakimuddin Salim. *Konsep Evaluasi Pendidikan Dalam Surat Al- 'Ankabu> T Ayat 2-3 Dan Al-Zalzalah Ayat 7-8 Beserta Relevansinya Dengan Pendidikan Agama Islam Kontemporer*. Diss. Universitas Muhammadiyah Surakarta, 2023.

²⁸ Sri Andriani, "The Application of Reward and Punishment in Teaching Adolescents."

b) Symbolic Reward

This award is centered on merchandise given to students for attitudes and actions that astounded teachers with a feat. In schools, students that succeed will be referred to as "golden children" or "gold stars." Furthermore, academic circles typically offer more than just praise for products. Some even create bulletins and posters. The purpose of this award is to encourage students to continue honing their skills and feel proud of what is available.

c) Reward Tokens

This kind of award simulates actual incentives in monetary or non-monetary tokens that students can swap at any moment. This type of incentive is typically presented to students who excel in a close competition directly by the principal or the homeroom teacher as a token of great gratitude. One example of non-cash money might be this.

d) Tangible and activity rewards

To ensure teacher satisfaction with his students, this kind of award is typically given by the teacher to the student directly, bypassing any middlemen and instead arriving in the form of a symbolic bonus or symbol. For instance, taking on the role of line leader or teacher's assistant, leading the team during an activity, or being granted a privilege that sets them apart from other students.

3. Functions of Reward

Rewards are typically utilized as a strategy to boost student stimulus and response in the classroom, which helps students stay motivated and pay attention to what the teacher is saying. According to Febianti, rewards as control and modification of a less favorable conduct in the classroom through reinforcement.²⁹ However Wang contends that there are two settings for the reward function. (1) Action and reaction are balanced by the reward function. (2) use the reward as a benchmark for gauging how well pupils are instructed. Consequently. It is clear that the goal of every reward system is to raise students' motivation to learn and accomplish the lesson's objective.³⁰

Suggested by Djamarah a reward function is to present to someone else as a token of gratitude, a keepsake, or a souvenir. Depending on the preferences of the giver, rewards to others can take several forms. Alternatively, it might be modified based on an individual's accomplishments.³¹

²⁹Yopi Nisa Febianti, "Peningkatan Motivasi Belajar Dengan Pemberian Reward And Punishment Yang Positif," *Jurnal Edunomic* 6, no. 2 (2018): 93–102, <https://core.ac.uk/download/pdf/229997374.pdf>.

³⁰Feng Xia Wang, "Motivation and English Achievement: An Exploratory and Confirmatory Factor Analysis of a New Measure for Chinese Students of English Learning," *North American Journal of Psychology* 10, no. 3 (2008): 633–46, https://scholar.google.com/scholar?hl=id&as_sdt=0%2C5&q=Wang%2C+F.+%282008%29.+Motivation+and+English+Achievement+%3A+An+Exploratory+and++Confirmatory+Factor+Analysis+of+a+New+Measure+for+Chinese+Students+of+English+Learning.+North+American+Journal+of+Psy.

³¹Syaiful Bahri Djamarah, *Teaching and Learning Strategy* (Jakarta: PT Rineka Cipta, 2002), 168-169.

4. Indicators of Reward

Sardiman said, motivation can also be defined as reward. Put another way, rewards are a useful strategy for boosting learning motivation during the process of learning.³² The rewards given to students include:

a) Giving a Number or Value

The purpose of numbers is to represent the values or symbols of the outcomes of student learning activities. Each student is typically assigned a different number based on the test scores they received from the teacher's evaluation. Numbers are a motivational tool that provides enough stimulation to students to maintain or even further improve their learning achievement. This number is usually found in the report card book according to the subjects programmed in the curriculum.³³ In addition, Sardiman described that good numbers for students are a very strong motivation. But also even many students work or study just want to pursue the main thing of moving up the grade. This shows that his motivation is less weighty when compared to students who want good numbers. However, it must be remembered by teachers that the achievement of such numbers is not yet a true learning outcome, a meaningful learning outcome.³⁴

³²Sardiman A.M, *Interaction and Motivation for Teaching and Learning* (Jakarta: PT Raja Grafindo Persada, 2012), 92

³³Syaiful Bahri Djamarah, *Teaching and Learning Strategy* (Jakarta: PT Rineka Cipta, 2002), 168-169.

³⁴Sardiman A.M, *Interaction and Motivation for Teaching and Learning* (Jakarta: PT Raja Grafindo Persada, 2012), 92

b) Giving Gift

Giving someone a gift is like bestowing an honor or a keepsake on them. Anything can be a gift, depending on the giver's preferences. Here, "gifts" refers to rewards that take the shape of gifts or merchandise. Material rewards are another name for rewards that take the shape of gifting items. In other words, it is made up of school supplies like pencils, rulers, books, and so forth. Additionally, giving gifts can occasionally take the form of items (materials) that a child loves, such as candies, chocolate, biscuits, and so forth, provided that this is done sparingly as it can be harmful to the child's health. However, older children who are enrolled in school can be given gifts in the form of stationery, cards or bicycles.

c) Rewarding/attention

This present might take many different forms that signify "attention" to the students. When students create handwork or other works that stand out from the work of their peers, for instance, they can display their work in front of their class, to other students at their school, or even to members of the community during school exhibitions. Students typically receive awards, which take the shape of "Award" or "Charter" letters, through competition at the conclusion of the semester or academic year.

d) Praise

An effective technique for motivation is praise. It makes no difference how old or small even kids It feels good to receive recognition for a job well done. When others appreciate their work, those who receive praise feel a sense of pride. Words like "nice job, nice work, congratulations to the new champion," and so on are frequently used by others to acknowledge and commend individuals who are deemed accomplished.³⁵

e) Body movements

Students can provide feedback by a variety of bodily gestures, such as bright mimicry, grins, nods, thumbs up, applause, greetings, raising shoulders, shaking heads, raising hands, and others. It is sometimes done in conjunction with compliments. For instance, the teacher gives a pupil the thumbs up when they say something really kind to them.

5. The Purposes of Reward in Learning English

Giving prizes to students who are learning English, according to Lubis et.al, is meant to inspire and push them to keep going so that their objectives would eventually lead to good things.³⁶ In order to create harmony in the classroom, teachers and students can engage positively and associatively through the use of rewards in the learning process. The

³⁵Syaiful Bahri Djamarah, *Teaching and Learning Strategy* (Jakarta: PT Rineka Cipta, 2002), 171.

³⁶Wan Muthia Lubis et al., "Reward And Punishment In English Foreign Language Classroom," *Journal of Education, Linguistics, Literature and Language Teaching REWARD 2*, no. 1 (2019): 41–54, <https://doi.org/https://doi.org/10.33059/ellite.v2i01.2174>.

primary objective of this strategy's implementation is the process that is attained rather than the outcomes.

6. The Strengths and Weaknesses of Reward

Wijaya et al. argue that in the application of reward learning strategies, there will be strengths and weaknesses:

a. Strengths

- 1) Instill in and teach students a spirit of competition Reward-based learning has the advantage of making pupils accustomed to always optimizing the teacher's instructions. Students will compete to complete any task assigned by the teacher.³⁷
- 2) Encouraging students to develop a love of learning Positive reinforcement and the fact that students are not bored with their studies are causally related. In order to encourage all students to be involved in everything, kids do not want the accomplishments they have made to be later appreciated by other students.
- 3) An emotional bond is formed between students and teachers. The teacher will provide all of the advice students need to learn because they are aware of each student's capacity for learning. When an issue is identified, the instructor will inquire directly about it and offer a remedy. Nonetheless, there may be an emotional bond between educators and learners.

³⁷ Candra Wijaya, M. Luthfie Ramadhani, and Edi Jatmiko, "Persepsi Guru Tentang Reward and Punishment Dan Implementasinya Dalam Pembelajaran Di Man Ii Model Medan," *Nazhruna: Jurnal Pendidikan Islam* 3, no. 1 (2020): 121–37, <https://doi.org/10.31538/nzh.v3i1.521>.

- 4) Students with poor motivation for studying will be urged to engage in healthy competition with their peers in order to receive a reward as a sign of accomplishment. This implies that rewarding pupils will increase their engagement with the material. In this situation, being involved entails constantly enhancing one's capacity to keep up with his peers.

b. Weaknesses

- 1) Its implementation will necessitate significant sacrifices of time, morality, and mind in order to reward academic success. Students who do not improve themselves will suffer from depression as a result of their inability to keep up with their peers. Additionally, it will take all of the kids' energy to follow the directions.
- 2) In terms of psychological pressure and load placed on students who are not motivated to learn. It will engender a sense of insecurity about one's skills. It implies that due to many factors, pupils' mental strain would be psychologically assessed during the learning process. Furthermore, the causal component stems from the fact that pupils lack the courage to inquire of the learning teacher, therefore their abilities are stuck and left far behind their classmates.

C. Learning Motivation

Motivation is a vital element in learning, and the most commonly cited explanation for success or failure in language learning. Jill Hadfield and Zoltán Dörnyei present a new theory of motivation centred around the notion of the

"Ideal Future Language Self", arguing that if students have a rich and inspiring vision of themselves as successful future language learners and users, they will be motivated to work hard to actualise the vision and become that learner.

1. The Definitions of Motivation

A student is a reflection of society, striving to better himself or herself via a particular education and educational process. A student, in Hornby's definition, is someone who is enrolled in college or a school to study.³⁸ The researcher comes to the conclusion that students are individuals who live together and pursue formal education, as well as how their relationship as members of society affects the process of education development.

To motivate someone is to get them moving. We create incentives or establish conditions that initiate or terminate activity when we want to motivate ourselves or someone else.³⁹ The issue of creating the right environment for students to succeed to the best of their abilities in academic contexts is the focus of motivation in education. Helping students form the expectation that they will gain from taking part in an educational experience is a common way to drive them.

According to Arquisola & Walid in the context of learning, motivation is like fuel to a machine. A machine will start moving through

³⁸A.S Hornby, *Advanced Learners Dictionary of Current English* (London: Oxford University, 1974),p. 1187.

³⁹Baron, R.A, *Motivation in the Classroom* (Boston: Allyn& Bacon, 1995), p. 203

the incline when it is given the right fuel.⁴⁰ The word motivation is derived from the verb motivate, which also meaning to encourage. Motivation can be broadly defined as a psychological symptom that takes the shape of verbal and physical encouragement to enable a recipient to carry out a specific task. Arquisola and Walid also mentioned the importance of motivation for students' learning. Even in everyday instruction, teachers frequently use verbal encouragement to get their students moving. There are certain basic ideas in a motive that are used as references:

a. Traditional Model

Usually, the goal of this encouragement is to make people better workers who have a strong work ethic and improve the environment. Furthermore, this drive has the power to give people a greater sense of aliveness.

b. Human Relations Model

This motivation is usually supplied to students for educational purposes. Additionally, employees receive this encouragement to pique their interest in fulfilling social requirements.

c. Human Resources Model

This motivation is usually granted to people for a variety of reasons, including the desire for achievement and fulfilling job in addition to the need for money or possessions.

⁴⁰Maria Jacinta Arquisola and Sabiq Uqda Walid Ahlisa, "Do Learning and Development Interventions Motivate Employees at PT Danone Indonesia? Applying McClelland's Theory of Motivation to FMCG Industries," *FIRM Journal of Management Studies* 4, no. 2 (2019): 160, <https://doi.org/10.33021/firm.v4i2.780>.

2. The Types of Motivation

Purnama argued that the types of motivation are divided into two:⁴¹

a. Intrinsic Motivation

Motivation that comes from within is independent of outside stimuli. Every single soul has the desire to do something. For instance, students who are already passionate about English vocabulary do not wait for teacher instructions to commit words to memory.

Jennifer add that Intrinsic motivation is vital and basic to the process of integrating new knowledge with accessible internal awareness and knowledge.⁴² The benefits that come from an activity itself are referred to as intrinsic motivation.

b. Extrinsic motivation

According to Hoyenga Extrinsic motivation refers to rewards that are acquired as a result of the action rather than as a result of it. The individual is driven by a goal that is unrelated to or external to the action they are performing. Extrinsic motivation is the term used to describe reasons that exist independently of the behaviors they produce; the motivation behind the activity is not a part of or necessary for the behavior itself.⁴³ Extrinsic motivation

⁴¹Aprilia Purmama, Sri Rahayu, and Yugafiati, "Students' Motivation in Learning English."

⁴²Archer, Jennifer. "Achievement goals as a measure of motivation in university students." *Contemporary educational psychology* 19.4 (1994): 430-446.

⁴³Hoyenga, Motivational Explanations of Behavior, (CA: Brookes/Coles Publishing Company.1984), p.3

originated from sources external to the person. It may come from parents, teacher and environment.

1) Teacher

Teacher is a person who plays a significant part in fostering student motivation and socialization through teaching and learning activities. A teacher serves as a motivator who constantly encourages and supports the students in their teaching and learning in addition to imparting knowledge to them.

2) Parent

The role that parents play in the teaching and learning process can have an impact on kids' intrinsic motivation. Parents have a significant impact on their children's ability to meet academic goals. According to Jeremy Harmer, "if the parents are strongly opposed to the language's culture, this will probably affect his or her motivation negatively." This may have the reverse impact if they strongly support the phrase.⁴⁴

3) Environment

Since this motivation needs to be encouraged by someone outside of ourselves, it is typically found in our environment. When students are struggling with their English, for instance,

⁴⁴Jeremy Harmer, *How to Teach English* (London: Longman, 1998), p.4

the teacher may encourage them by telling them that they will be able to travel overseas with ease if they improve their language skills.

3. Functions of Motivation in Learning

For students, motivation is crucial. Motivation is a prerequisite for learning. The best learning outcomes occur when there is motivation. Thus, there are three purposes for motivation.

There are the functions of motivation as follow:

- a. The people conducive to do, as activator or motor that detached energy.
- b. Establish the purpose of deed, that is to purpose that be going to bird in hand.
- c. Choose your actions, that is, determine which actions must be taken in order to accomplish our goal and reject those actions that do not forward the stated goal.

D. Related Findings

This study was sourced from several previous research references to obtain important information in continuing research. First, the research conducted by Syarifuddin and Zulfah pertains to an examination of reward and punishment in an EFL Classroom. This study intends to examine how teachers perceive the use of rewards and punishments in EFL classrooms, examine how teachers really use these tools to facilitate learning, identify the many kinds of

rewards and punishments that are employed, and examine the benefits and drawbacks of each.⁴⁵

The second study, carried out by Saraswati et.al explored how teachers and students perceived rewards in the context of online English instruction.⁴⁶ Since one of the things that affects how well students learn is rewarding, it's critical to discuss the teacher's reward, the teacher's opinion of the reward, and the student's perception of the teacher's reward.

The third finding is conducted by Phungphai and Boonmoh.⁴⁷ The purpose of this research is In language instruction, reinforcement and reward systems are frequently employed to boost students' academic performance, foster learning rivalry, and manage desired behaviors in the English language classroom. The purpose of this exploratory study is to find out how students feel about using rewards to improve behavior and foster personal growth in the classroom.

A basic English course was studied by 29 mattayom 5 high school students (Grade 11) in Samut Sakhon Province, which is located outside of Bangkok. The 12-week sessions were then intended to apply the designed incentive mechanism.

⁴⁵ Syarifuddin and Zulfah, "Analysis of Reward and Punishment in EFL Classroom."

⁴⁶N.M.S.D. Saraswati, N.M. Ratminingsih, and IG.A.L.P. Utami, "Students' and Teachers' Perception on Reward in Online English Teaching Context," *Journal of Education Research and Evaluation* 4, no. 3 (2020): 303–11, <https://doi.org/10.23887/jere.v4i3.27923>.

⁴⁷Kamron Phungphai and Atipat Boonmoh, "Students' Perception towards the Use of Rewards to Enhance Their Learning Behaviours and Self-Development," *JEE (Journal of English Education)* 7, no. 1 (2021): 39–55, <https://doi.org/10.30606/jee.v7i1.637>.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time

This research was conducted in MAS Ponpes NU Paringgonan Padang Lawas. This school is located at Jl. Sibuhuan Aek godang KM 7, Subdistrict of Ulu Barumon, Padang Lawas Regency, province of North Sumatera, This research was done from Januari until it finished.

B. Research Design

This research, the method used is qualitative research. According to Yilmaz, qualitative research is an investigation that centers on constructivism and is predicated on the idea that reality is dynamic.⁴⁸ This research uses descriptive method. Descriptive method is a method which describes the status of people, an object, a set of conditions, a system of thought or class events in the present time naturally.

C. Research Informant

Research informant or data sources of this research were all of the tenth grade students of MAS Ponpes NU Paringgonan Padang Lawas that consisted of 2 classes X IPA and X IPS. In this study, the research Sample focused on grade X IPA and the English teacher MAS Ponpes NU Paringgonan Padang Lawas. The 24 students in class X IPA, the majority of whom come from diverse backgrounds in terms of abilities and even personalities, asked to

⁴⁸Kaya Yilmaz, "Comparison of Quantitative and Qualitative Research Traditions: Epistemological, Theoretical, and Methodological Differences," *European Journal of Education* 48, no. 2 (2013): 311–25, <https://doi.org/10.1111/ejed.12014>.

provide certain information by the English teacher at MAS Ponpes NU Paringgonan Padang Lawas. Purposive sampling was used in this sampling technique, Samples were taken with a specific aim or purpose. Someone or something was taken as a sample because the researcher considered that someone or something had the information needed for their research.⁴⁹

D. Instrument of the Research

1. Questionnaire

One type of research technique that aids in data collection for the researcher is the questionnaire. Aside from that, surveys utilizing questionnaires were the main means of gathering data in order to obtain respondents' perspectives. Additionally, there are other ways to send the questionnaire to respondents, comprising: (1) the researcher conducted it directly; (2) the post office; (3) transmitted by digital technology.

In order to get reliable data results in this area, the questionnaire was thoughtfully created. The researcher presented a five indicators of questionnaire, and each indicator there were three questionnaires pertaining to students' perception on reward toward their motivation in English learning. In order to assist the researcher and Participants, every comment made by the researcher is made in both Indonesian and English. The questionnaire system carried out at MAS Ponpes NU Paringgonan Padang Lawas directly. Twenty four students out of the total number of students

⁴⁹Nizar Rangkuti and Ahmad, *Pur.Pdf*, ed. Samin Lubis' and Mara, 2nd ed. (Bandung: Ciptapustaka Media, 2014).

who answered the questionnaire. Likert scales Favorability will use in the questionnaire type, so students did not have to think about their answers in order to prevent bias, throughout the research, The Likert scale that used by dividing five: 5: strongly agree, 4: agree, 3: neutral, 2: disagree, and 1: strongly disagree. Closed questions were meant to yield ordinal data. about how students' perception on reward when learning English at MAS Ponpes NU Paringgonan Padang Lawas students' drive to study English.

Table III.1
Indicators in Questionnaire of students' perception on reward in English learning

No	Indicators of Questionnaire	Question
1	Giving a Number or Value	1. Teacher give a reward in number value form for outstanding students.
		2. A number a value can increase students' motivation in English learning.
		3. The student accept a value as a good reward.
2	Giving Gift	1. Teacher give a gift as a reward in teaching for students who get a good value.
		2. The student accept a gift like pencils, book, ruler, etc.
		3. Teacher give a gift in food like chocolate, candies, biscuit, and so on.
3	Rewarding/attention <i>Penghargaan</i>	1. Teacher gives an attention in teaching as a reward for students.
		2. Teacher just gives an attention for students who can perform well.
		3. The students accept rewarding like attention and care from the teacher.
4	Praise <i>Pujian</i>	1. Teacher gives a praise in teaching like tell to the students for their hand work like say "nice work, congratulation and nice job"
		2. A praise can increase students' motivation in English learning.
		3. Praise make the students feel satisfied.

No	Indicators of Questionnaire	Question
5	Body movements <i>Gerakan tubuh</i>	1. Teacher shows a body movement as a reward in teaching.
		2. Teacher shows a body movement for students in the class like mimicry, thumbs up, applause, shaking hands, nods, and so on.
		3. Student accept a reward of body movement as a good reward.

2. Interview

A method of gathering information about the study objectives to be through investigation into individual actors or groups of people. Interview is a formal conversation between two or more people where one person asks questions to gather information, evaluate qualifications, or assess suitability. They are used in many contexts, including employment, academic admissions, journalism, and research.

Nilamsari defines an interview as a dialogue that takes place between the subject of the interview and the interviewer. The interviewer then receives a response with comprehensive data.⁵⁰ During the interview, the investigator furnished a set of inquiries. to transmit to the study subject. In general, interviews are conducted more frequently face-to-face since they are thought to be more thorough in acquiring reliable details.

The researcher interviewed eight students chose randomly from 24 total of X IPA and the English teacher in MAS Ponpes NU Paringgonan

⁵⁰Nilamsari, Natalina. "Memahami studi dokumen dalam penelitian kualitatif." *WACANA: Jurnal Ilmiah Ilmu Komunikasi* 13.2 (2014): 177-181.

Padang Lawas class for this study. Next, the interview contains of two sections 1) Students' perception on reward, and 2) Interview with the English teacher, a semi-structured interview technique was used to predetermine the words and order, An interview guide is not a schedule like in quantitative research. The sequence of questions is not the same for each participant depending on the interview process and each individual's answers.⁵¹ Therefore, every respondent must asked the same fundamental questions. Furthermore, the questions in the interviews were conducted using extra questions to support the information gathered. During the interview the researcher employed the Indonesian language since it makes it easier to making it simpler for students to respond to inquiries in the process. In order to better understand the forms of rewards used in English language acquisition at MAS Ponpes NU Paringgonan Padang Lawas, as well as the perspectives of students on these topics, an interview was conducted at MAS Ponpes NU Paringgonan Padang Lawas students' drive to study English.

These are the interview guidilines that researcher will do in interview with the participants (the students and English teacher).

⁵¹Rangkuti and Ahmad, *Pur.Pdf*. ed. Samin Lubis' and Mara, 2nd ed. (Bandung: Ciptapustaka Media, 2014).

- a. The student's perception on reward in English learning
 - 1) *What is your opinion when learning is carried out using reward ?*
 - 2) *How do you perception when the English learning model uses reward ?*
 - 3) *How the teacher applies reward when learning English takes place?*
 - 4) *What makes reward in learning English more interesting?*
 - 5) *What diifculties do you encounter when learning English is done using reward ?*
 - 6) *What are the advantages and disadvantages of reward in learning English?*
- b. Interview with the English teacher
 - 1) *What is your opinion when learning is carried out using reward in the classroom ?*
 - 2) *What is the most dominant one of reward given to students for increase their motivation in English learning?*

E. Techniques of Data Analysis

In qualitative research, data analysis is shown by descriptive text. According to Rijali , data analysis is an attempt to arrange information from interviews, observations, and other sources in a methodical way so that the researcher can more easily comprehend the case under study.⁵²

⁵²Ahmad Rijali, "Analisis Data Kualitatif Ahmad," *Alhadharah: Jurnal Ilmu Dakwah* 17, no. 33 (2018): 81–95, <https://doi.org/https://doi.org/10.18592/alhadharah.v17i33.2374>.

The primary goals of data analysis generally are (a) a number of pre-field preparations involved in the field procedure of finding data, (b) logically organizing the information gathered in the field, (c) displaying the data collected, and (d) attempting to interpret an incident that happened. However, after getting data from questionnaire, and interview, the next step is data reduction, data display, and conclusion drawing.

1. Data Reduction

It is a method for selecting out, streamlining, and removing unnecessary details from the rough data transformations that came from written data research. The researcher must make a decision even though data reduction occurs before data is obtained. conceptual structure associated with the research. In a nutshell, data meaning decrease is as follows: (1). Data summaries, (2) coding, (3) theme tracing, (4) assembling clusters. Thus, the data utilized for learning at this point is pertinent, and it comes from qualitative sources like observational data, questionnaires, and in-person interviews with all informants. Once everything has been gathered, the data is lowered by dividing data into relevant and irrelevant categories using tables and transcripts of the findings. Its main objective is to make data collection easier. while also making the conclusion process simpler. The researcher used data reduction by dividing the five; 5:strongly agree, 4: agree, 3: neutral, 2: disagree, and 1: strongly disagree. The five categories have limited each student's answer. Then, the researcher can conclude and summarize the answers in the form of a table.

2. Data Display

A research-related activity to gather crucial data in order to support drawing conclusions from the findings and stopping a course of action. In qualitative research, data is presented using field notes, matrices, graphs, networks, and charts. Each form's objective is to generate data about research that is logical and understandable.

3. Conclusion Drawing

The third stage is making a decision as well as verifying. Preliminary findings in qualitative research are still subject to change in the absence of strong supporting data. But if the inferences made are backed up by a lot of evidence, and the study is reliable and coherent. Next, It serves as an adaptable wrap-up. The decision results answered the students' perception of reward toward their motivation in English learning at MAS Ponpes NU Paringgonan.

F. Techniques of Data Trustworthiness

Verifying the validity of the data used in qualitative research was important in order to refute the notion that this type of study is not scientific. According to Moleong, there are five ways to assess the reliability of the data in order to lessen bias and improve the validity of the information gathered.

1. Extension Participation

The phrase "extension of participation" describes how this study continued to collect data until all available resources were exhausted.⁵³ One could argue that the extension is laborious to finish.

2. Persistence

It was necessary for the researcher to adhere to the research subject and conduct the study with great care and attention to detail.⁵⁴ If the extension participation was extended or carried out over a sizable amount of time, perseverance can undertake in-depth and detailed work.

3. Triangulation

Triangulation is the process of comparing or verifying the data with anything other than the data in order to assess the data's reliability.⁵⁵ Stated differently, this study can double-check its results by contrasting them with the other theory technique based on triangulation. A comparison between the observation and interview data in this study allows for the collection of extensive data.

4. Peer Debriefing

Friends were informed of the peer debriefing through discussion, and they were also given access to the interview and final results.⁵⁶ Using an

⁵³Lexy J. Moleong, *Metode Penelitian Kualitatif*. (Semarang: lembagapendidikansukarno,2019),p157.

⁵⁴Hardani Ahyar, Dhika Juliana, and Helmina, *Metode Penelitian Kualitatif dan Kuantitatif*, (Mataram:Pustaka Ilmu, 2020),p.202.

⁵⁵Umar Siddiq and Miftahul Choiri, *Metode Penelitian Kualitatif di Bidang Pendidikan*, (Ponorogo:Nata Karya, 2019),p.94.

⁵⁶Ahmad Nizar, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, PTK dan Penelitian Pengembangan*, (Bandung: Ciptapustaka Media,2016) , hlm.166.

open and sincere approach to the research findings is the aim of this methodology.

5. Analyze Negative case

Analyze the negative case that the study gathered by using the model and the information's inclination to be utilized as a basis for comparison. This strategy was employed to try to boost the argument's inventiveness.

In order to verify and compare one set of data with another, the researcher in this research applied a triangulation model, which involves examining supporting data. The validity triangulation data model can also be applied based on time, theory, data sources, and data collection methods. As a result, by comparing the data collected from multiple sources, the data triangulation method seeks to assess the reliability of the data.

In this research different people and sources carried out the accuracy of data collection. First, it refers to the number of students taking the participant of class X IPA at MAS Ponpes NU Paringgonan Padang Lawas 25 students. Then, the validity triangulation model tests the validity and checks the data obtained through several methods: questionnaire, and interviews. Finally, the triangulation data model has been represented by twenty questions that have been provided in the questionnaire to answer this research evidence. The steps taken to perform data triangulation are as follows:

- a. Do a check of data from one source of informants with other informants. This stage is a process of testing the validity of data. In this stage, the researcher also tries to obtain consistent data.

- b. Comparison between interview and questionnaire In this stage, the researcher compared the data obtained from the interviews and questionnaire. In addition, if the data being compared is the same, then the data obtained is accurate. On the other hand, if the data results are unequal, then the data is inaccurate. However, it takes extra time to get certainty of data.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presented research findings (analyzes the data), and discusses. This research was conducted to investigate problems related to the students' perception on reward toward their motivation in English learning at the tenth grader of MAS Ponpes NU Paringgonan Padang Lawas, and kinds of the reward in English learning.

A. Research Findings

From the data collection process in the form of questionnaire, and interview, it can be explained that the research results were as follows: For The questionnaire contains Five Indicators for each indicators contain of three questions so there are Fifteen questions, of which 5 indicators and questions related to students' perception of reward that focused about kinds of reward in English learning at MAS Ponpes NU Paringgonan Padang Lawas. A total of 24 students to the questionnaires distributed during English learning. The questionnaire is in the form of a checklist to make it easier for students to filled out.

Each item statement in the questionnaire aims to answer research questions related to what are students' perceptions of reward focused kinds of the reward in English learning. Meanwhile, the interview contains 8 questions and the interview divided in two sections, the first is Students' perception on reward in English learning, the Second is interview with the English teacher. Eight students of class X IPA were taken randomly in filling out the

questionnaire for interview informants. In addition, the interview aims to answer research questions related to “Students’ perception on Reward toward their motivation in English learning”. For the questionnaire results, the researcher can show by used the Likert scale model in which the model has the characteristics of the scale, which can be odd and even, and the scale used five levels. For a study in Indonesia, this model is highly recommended for research.

1. The students’ perception on Reward for increasing their motivation

The first research problem relates to students' perceptions of reward toward their motivation in English learning, in questionnaire consisting of 5 Indicators for each indicator contains 3 questions and the questions amounted of 15 questions to obtain data from students' perceptions. Then, the data were divided into five Scales: strongly agree, agree, neutral, disagree, and strongly disagree.

Based of the results of findings it can be concluded that the most dominant one is Giving a number or value. Here are the answers from SA Strongly agree (36.6%), and A Agree (46,6), N Neutral (6.4%), DA Disagree (7.8%) and for SDA strongly disagree (3%).

The results total of Questionnaire for each indicator is shown on Table below:

Table IV.1. The Data result

No	Indicator	(SA)	A)	(N)	(D)	(SDA)
1	Giving number or value	54%	46%	-	-	-
2	Giving gift	33%	67%	-	-	-
3	Rewarding/attention	23.6%	25%	8.3%	30.6%	12.6%
4	Praise	36%	39%	19.3%	5.8%	-
5	Body movement	27.6%	65.3%	4.3%	3%	-

a. Giving a number or Value

From the first indicator Giving a number or value contains of three items or statements, the result shown that:

The first statement has shown the result that students have agreed with the statement that a number or value is a reward given to outstanding students to be their reward when teacher gives a reward to students. It can be seen from percentage where 83% of them perceived positively towards it. It means that a number or value has been revealed to be one of the positive perception toward reward.

The second statement has shown that students have agreed that a motivation can be increase by the number or value to be their reward when teacher gives a reward to them. It can be seen from the percentage where 71% of them perceived positively towards it. It means that a number can increase to their motivation has been revealed to be one of the positive perception toward reward.

A number or value is a good reward have agreed by the students to be their reward when teacher gives a number as their reward in English learning. It can be seen from the percentage where 58% of the twenty four students perceived positively towards it. It means most of students perceived agreed that a number or value is a good reward in learning.

b. Giving gift

From the second indicator Giving gift contains of three items or statements, the result shown that:

The students have agreed with statement that Gift is a reward for students who get high score to be their reward in English learning. It can be seen from percentage where 75% of them perceived positively towards it. It means that it has been revealed to be one of the positive perception toward reward.

The second statement is students have agreed that pencil, book ruler and the other to be their gift when teacher gives a reward in English learning toward students. It can be seen from percentage where 67% of them perceived positively towards it. It means the giving gift has been revealed to be one of the students positive perception towards reward.

The students have agreed with the statement that a gift like chocolate, candies and biscuit to be their gift when teacher give reward to them. It can be seen from the percentage where 75% of twenty four total has perceived positively towards it. It means the most students has been revealed that chocolate, candies and biscuit to be one of the students positive perception toward reward.

c. Rewarding/attention

The third indicator is about rewarding or attention, there are contain of there statements the descriptions of the result are follows:

The students have agreed with statement that an attention is a reward in teaching to be their gift when teacher gives a reward to them. It can be seen from the percentage that 33% of twenty four total perceived positively toward it. It means that attention or rewarding has been

revealed to be one of the positive perception toward reward. However, There were a small number students disagree with give attention which contributes about 13% of overall students . It means that giving an attention or rewarding can be positively or negatively perceived by students in English learning.

For the second statement the result shown that students have disagreed that an attention is for students who can perform well that teacher gives to them. It can be seen from the percentage 38% of them perceived negatively towards it. It means that an attention is for students can perform well has not been revealed to be one of the positive perception towards it.

The third statement shown that students have agreed with statement that an attention or care is a reward in teaching to be their gift when teacher gives a reward to them. It can be seen from the percentage that 46% of twenty four total perceived positively toward it. It means that attention or care has been revealed to be one of the positive perception toward reward. However, There were a small number students disagree with give attention or care which contributes 17% of overall students . It means that giving an attention or care can be positively or negatively perceived by students in English learning.

d. Praise

The fourth indicator is praise, It contains statements of the descriptions as the result as follows.

A praise like saying “nice work”, “congratulation” and “nice job”. have agreed mostly by the students that teacher gives to them. It can be seen from the percentage where 58% of them perceived positively towards it. It means most of students perceived praise to be one of their gift in teaching and it has been revealed.

The second statement is about a motivation can be increased by the praise, the result shown that students have agreed with this statement to be their reward when teacher gives a reward to them. It can be seen from the percentage where 46% of them perceived positively toward it. It means an a praise has been revealed to be one of the positive perception toward reward. However there were a small number of students disagree with praise can increase a motivation which contributes about 8% of the total students. It means that a praise can be positively or negatively perceived by the students in English learning.

The last statement is about praise make students be satisfied, and the result shown that students have perceived neutrally with it to be their reward in teaching. It ca be seen from percentage where 42% of them perceived neutrally towards it. It means a praise make students be satisfied can be positively or negatively.

e. Body movements

The last indicator is about body movements, there are contain of there statements the descriptions of the result are follows:

The first statement is about a body movement as a reward that teacher applied in the class, and it got the result that students have agreed to be their reward where teacher gives to them. It can be seen from percentage where 63% of them perceived positively towards it. It means that a body movement has been revealed to be one of the positive perception towards reward. However, there were a small number of students disagreed with body movement which contributes about 16% of overall students. It means that a body movement can be positively or negatively perceived by students in learning English.

The second statement is conducted to mimicry, thumbs up, applause, shaking hands ,noods and so on is a reward that teacher give to them, and the result shown that students have agreed with it to be their reward in English learning. It can be seen from the percentage where 71% of them perceived positively towards it. It means that mimicry, thumbs up, applause, shaking hands and noods has been revealed to be one of the positive perception towards reward.

The students have agreed with the statement that a body movement is a good reward when teacher gives a reward to them. It can be seen from the percentage where 63% of twenty four total perceived positively towards it. It means that a body movement as a good reward has been revealed to be one of the positive perception towards reward.

Table IV.2.
Students' Perception toward Reward in English learning

This is the table of the Questionnaire result for each Indicator and statement' are Follows:

Number of Indicator	Statement	Students' Perception		
		Positive	Neutral	Negative
1. Giving a number or value	1. Score for outstanding students	√	×	×
	2. Increase motivation	√	×	×
	3. A number as a reward	√	×	×
2. Giving Gift	1.A gift	√	×	×
	2. Pencil, book and ruler gift	√	×	×
	3. Food gift	√	×	×
3. Rewarding/attention	1. Attention reward	√	√	√
	2. Attention who perform well	×	×	√
	3. Attention and care	√	×	√
4. Praise	1. Saying appraisal expressions	√	×	×
	2. Increasing motivation	√	√	√
	3. Satisfaction of praise	√	√	√
5. Body Movement	1. A body movement	√	√	√
	2. Gestures	√	×	×
	3. Body movement as good reward	√	×	×

2. The most dominant reward Given by the Teacher

Based on research findings above, about the students' perception on reward toward the Questionnaire, showed that their perception of reward toward their motivation is in a good responses and has a positive influence in English learning. It can be seen from the percentage of each Indicator, as follows:

Number of Indicator	Students' Perception		
	Positive	Neutral	Negative
1. Giving a Number or Value	100%	-	-
2. Giving Gift	100%	-	-
3. Rewarding/Attention	48.6%	8.3%	42%
4. Praise	76%	19.3%	5.8%
5. Body Movement	92%	4.3%	3%

Based of the results above it can be concluded that the most dominant one is Giving a number or value. Here are the answers from SA Strongly agree (36.6%), and A Agree (46.6), N Neutral (6.4%), DA Disagree (7.8%) and for SDA strongly disagree (3%).

3. The students' perception of the most dominant Reward toward their motivation in English learning

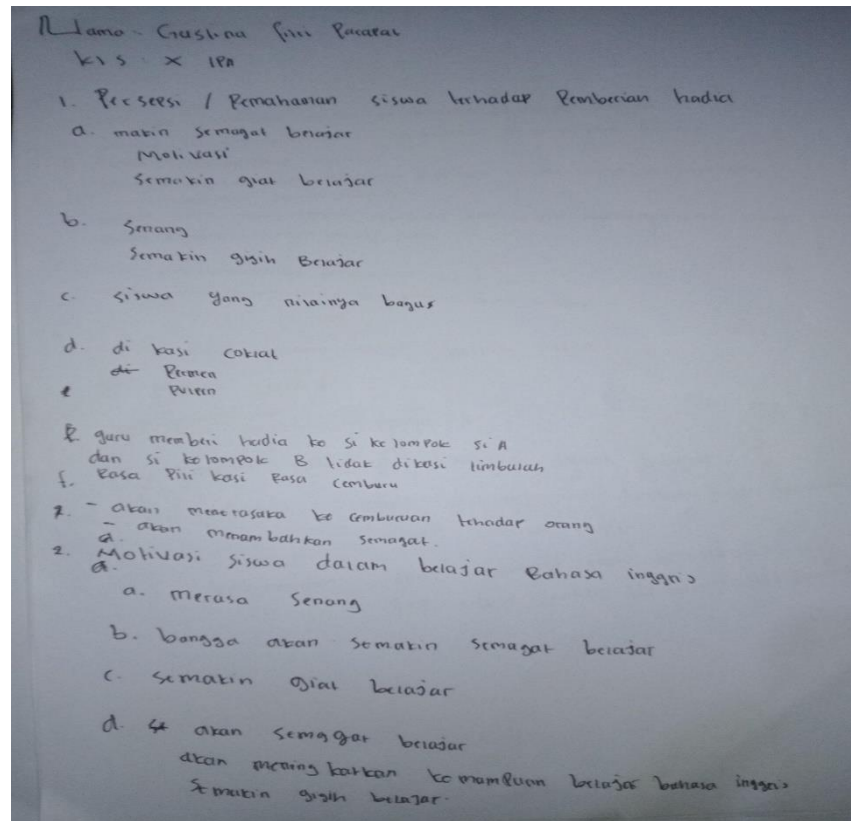
After the questionnaire, the researcher continued the interview with students. The results of interviews with students provided a fairly in-depth explanation. Based on the results of the interviews, the researchers found that there were several kinds of opinions and explanations given by the students in the interview section. There were 8 questions that the researcher created to get in-depth answers from the respondents of this study about the

students' perceptions on reward in English learning, the eight questions were divided in two sections 1) The students' perception on reward toward their motivation in English learning, and 2) Interview with the English teacher.

In this stage, the researcher conducted the data collection process by interviewing eight students of class X IPA and the English teacher. The students were interviewed regarding the rewards often used in learning English at MAS Ponpes NU Paringgonan Padang Lawas. In this section, the researcher presented the interview data using a transcript model to confirm and strengthen to students' perception of rewards and their motivation in English learning.

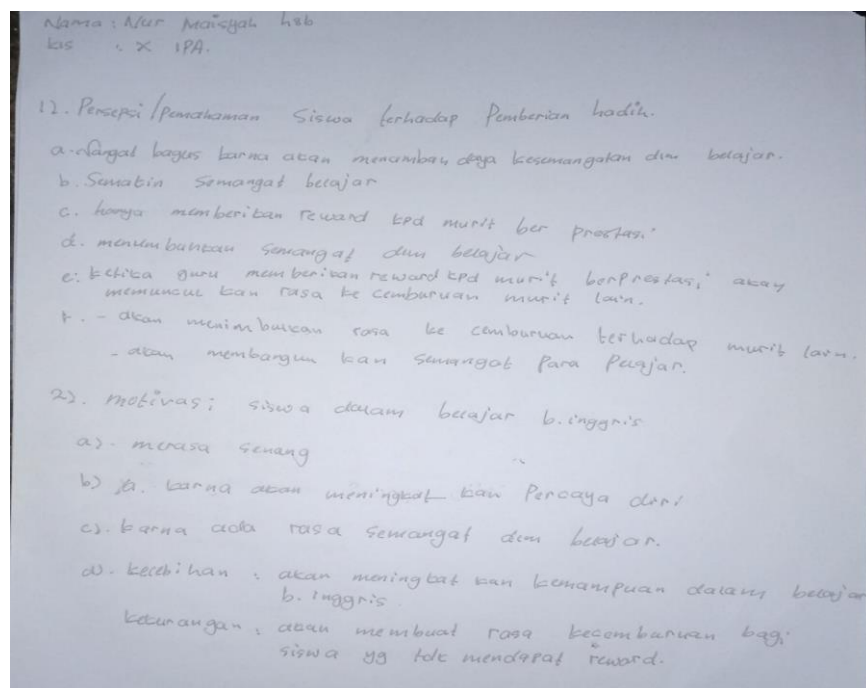
a. Students' Perception on Reward Toward Their Motivation

From the statements above the researcher has found the result of interview with the students in the class, the first statement is shown that majority of students stated they are very interesting in English learning when the reward is applied in the class and they said it can increase their spirit in learning because reward makes them more active and give them more motivation to be high in learning and some students feel happy and enjoy for using this learning technique in the class. Then, the results above are strengthened by the results of the respondents opinions Gustina Fitri Parapat below:



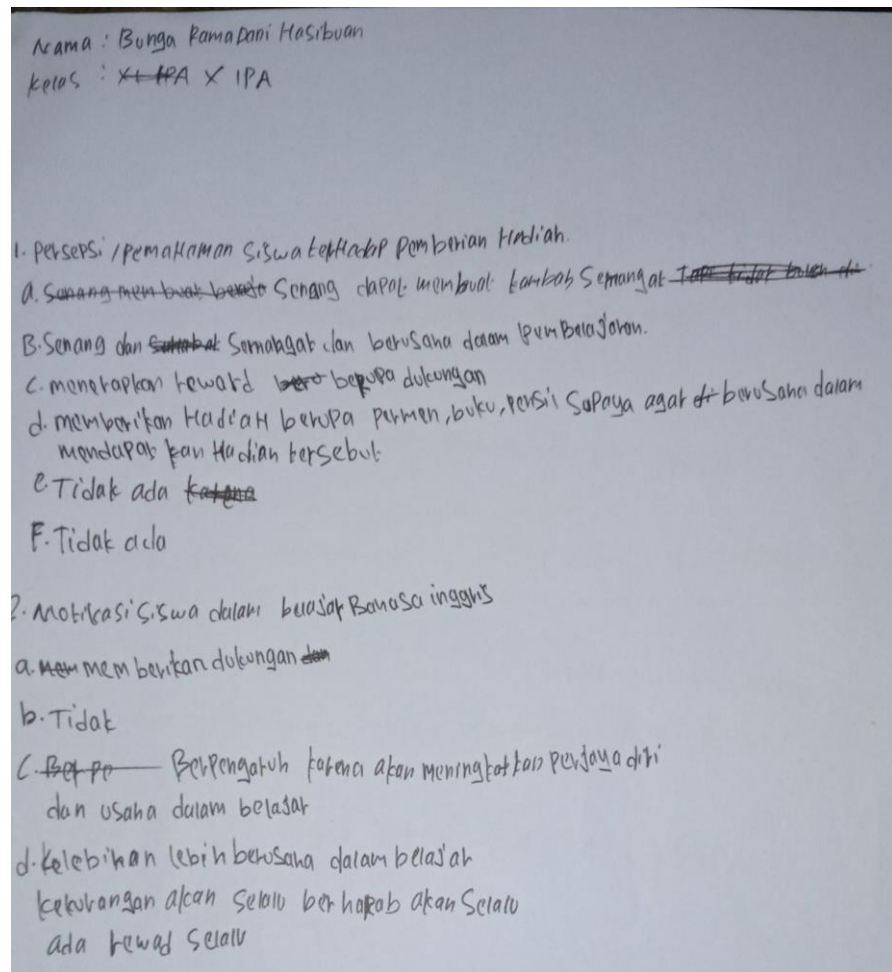
“She stated that when learning is carried out using reward it can improve our spirit from each individual because with this reward can be our motivation in learning so we'll be more in improve our learning way in the class”

Meanwhile the other students Nur Maisyah Hsb has given her opinion in interview with the researcher.



“ She said that learning using reward technique is a good and comfortable technique in the class because it can increase or add our spirit and motivation in learning specially for language learning “

The second statement is the students' feel when English learning model uses reward, the result of this statement is not very different with the first statement, they said that using reward model in learning makes us to be happy and excited in learning meanwhile it can improve our spirit and confidence. It could be seen the strengthened by the results of the respondents' opinions below:



“ it is related to opinion of Bunga Ramadhani Hsb, she argued using reward model in learning makes us to be happy and excited in learning meanwhile it can improve our spirit and self confidence “

The next statement is how the teacher applies reward when English learning takes place, most of students have given their opinion that the teacher just shown and apply reward for the students who get high score and perform well in the class but one student said that, the teacher applied reward when give a question to the student, it is opinion of Puji Lestari. Meanwhile there were two opinions said the teacher applied reward give the supporting and motivation for them. And the fourth statement is what makes reward in English learning more

interesting, most of students said that reward will be more interesting if the teacher applies reward in good step like if the students are able in answering the question that teacher gave to them so teacher will give them reward and makes students is more happy when accept it and the other opinion stated the teacher give the reward in many kinds like food, learning tools and motivation word for example , chocolate, pencil and teacher appreciate for their task like say “ good job , nice job, and congratulations “ . Then, the results above are strengthened by the results of the respondents' opinions below:

Fatih said, the interesting thing in apply reward is when the students able in answering the questions from the teacher so the teacher give them reward that can growing up their spirit and will be more happy. And the other students will try to make more efforts to get the reward from the teacher.

The next statement is related to the problem that students find when learning English is done using reward, some of students stated that they don't find any problems when learning in using reward but there are students said that they find problem such us the teacher is not equitable in apply reward with the students when learning is using reward that can invite jealous between students and they don't happy in learning.

NAMA : NUR AINI HSB.
 KELAS : X IPA.

1. Persepsi / pemahaman siswa terhadap pemberian hadiah.

- a. merasa senang dan jadi tambah semangat.
- b. Senang dan bahagia.
- c. Tidak pernah.
- d. Reward harus berganti.
- e. Tidak ada.
- f. -kekurangannya tidak ada.
 - kelebihan menambah dan meningkatkan rasa semangat dalam belajar.

2. Motivasi siswa dalam belajar Bahasa Inggris

- a. Merasa bahagia.
- b. Berpengaruh karena akan meningkatkan percaya diri.
- c. karena ada rasa semangat dan bahagia dalam belajar
- d. -kelebihannya membuat diri merasa semangat dan percaya diri
 - kekurangannya tidak ada.

“ It could be seen from the opinion of Fatih and Nur Aini Hsb, they stated that we are not enjoy in the class if the teacher is not equitable to the all students that makes students feel jealous and don't feel happy with the learning and the teacher “

The last statement is the advantages and disadvantages of reward in English learning, for this statement the all students have given their opinion it could be seen that majority of students stated the advantages of reward like they'll be more active and support them to grow up their spirit and it could be the motivation in order they improve their learning method in future and now. And for the disadvantages some students stated this reward will be invited the jealous feeling around the students in the class because of teacher sometimes is not

equitable in apply the reward to students so they are not interesting and not enjoy to follow the class.

Based on the interview results above, it can be concluded that the students' perception on reward and motivation of students in English learning is in a good value and they give the positive responses, from all responses of the students they have said when learning is using reward in the class they felt happy and enjoy because the condition was comfortable and using this technique can increase their spirit and motivation in order to try and give more effort to reach the material even add their self confidence. It can be concluded from the students' opinion, Fatih Natama Daulay stated that when learning is carried out using reward it could improve our spirit from each individual because with this reward can be our motivation in learning so we have to be more in improve our learning way in the class.

b. Interview with the English teacher

For this indicator the researcher focused to interview the English teacher at MAS Ponpes NU Paringgonan Padang Lawas, and it contains of two questions. The first statement is related to what is teacher's opinion when teaching English is carried out using reward in the classroom. For this statement the teacher gave her opinion in interview, that she stated using reward in learning in the class is a good technique and comfortable because of it could be easy to handle the students in order their interesting in learning is more active and using reward could

arise the spirit to students even to teacher for their achievement to reach in someday.

The second statement, she answered that almost all the kinds of reward ever to applied in teaching in the class like of course every learning in the class the teacher must be applied in giving the value or number as a reward and she said she sometimes gives a learning tools like pencil, book or eraser meanwhile for food is not common either she gives to the students such as candies and chocolate.

Meanwhile rewarding and attention she said this reward always shows almost every learning meeting in the class during learning and the next reward is praise, it is the natural reward that teacher applies in the class specially for students who gets the good score or make a succesfull attachment. And the last reward is body movements it is the reward contains using of gesture and body language, the English teacher said she showed body movement for students who are succesfull perform in front of the class. For example she gave thumbs up to the students who has a satisfied perform and get high score or give applause as a reward in learning procces to increase their motivation and improve their skill. And the most dominant one of reward that teacher applied in the class is Giving a number or value.

So, from the Interview section it can be concluded and answered of the third formulation, Why is the giving reward dominant for increasing Students' motivation in English learning? Based on the

interview results above, it can be concluded that the students' perception on reward and motivation of students in English learning is in a good value and they give the positive responses, from all responses of the students they have said when learning is using reward in the class they felt happy and enjoy because the condition was comfortable and using this technique can increase their spirit and motivation in order to try and give more effort to reach the material even add their self confidence. It can be concluded from the students' opinion, Fatih Natama Daulay stated that when learning is carried out using reward it could improve our spirit from each individual because with this reward can be our motivation in learning so we have to be more in improve our learning way in the class.

Even for the students' motivation in English learning it gives the result based on the interview it can be concluded the motivation of students is in a good result because It can be seen that from their opinion said reward can affect to their ability in understanding the material specially in language. They said reward is the best technique to add the self confidence and activeness in learning. It can be strengthened from the student's opinion, Sakinah Hasibuan said they felt more spirit when learning using reward in the class and it makes them to be more active and motivated. Reward in learning could increase student's self-confidence to get better grades in learning English.

B. Discussion

In this section, the researcher has discussed the results of Questionnaire and Interview at class X IPA. This discussion related to the research problem in chapter I. students' perception of reward toward their motivation in English learning, and the kinds of reward. If the application of reward is carried out in the classroom well, classroom learning can increase students' motivation in learning English and make students interactive. A reward is a tool to increase the stimulus and response of students in participating in learning so that students' motivation and attractiveness can be focused on the teacher's explanation.

Based on research findings, about the students' perception on reward toward their motivation in English learning at the tenth grader of MAS Ponpes NU Paringgonan Padang Lawas, shows that their perception of reward toward their motivation is in a good responses and has a positive influence in English learning, this result has similarity with previous research done by Phungphai supported this study on high school students in Sakhon province Bangkok, showing that reward affect students' good positive emotions and responses, enjoyment, and relaxation in learning English.⁵⁷ Based on the results shown from respondents' answers to the questionnaire of each statement, no statements were answered by respondents because they disagreed and strongly disagree above 17%. The results of the questionnaire also showed that almost 80% of

⁵⁷Phungphai and Boonmoh, "Students' Perception towards the Use of Rewards to Enhance Their Learning Behaviours and Self-Development."

respondents even more agreed that learning English using reward is easy and improve their spirit, not so difficult, It similarity from the research by Indrawati et al. the effect of reward can increase student enthusiasm, motivation in learning English, and discipline in learning.⁵⁸ This factor makes students happy and comfortable in learning English. and also needs to be developed and improved in order to get maximum results. So here is the answer of second question what is the dominant one of reward toward their motivation, so the researcher has found that the most dominant one of reward is Giving a number or value.

Furthermore, based on the results of the interview the researcher found that majority of the students have given their opinion, they stated that using reward in learning is a good technique and comfortable because reward can boost their motivation even their self confidence is more grow. They felt reward is important specially in learning language and it affect to their ability for understanding the all skills in English like speaking, listening, reading, and writing.

⁵⁸Inda Indrawati et al., “INVESTIGATING THE EFFECT OF REWARD AND PUNISHMENT ON THE STUDENT ’ S LEARNING” 4 (2021): 337–50, <https://doi.org/https://doi.org/10.31539/leea.v4i2.1860> INVESTIGATING.

CHAPTER V

CLOSING

A. Conclusion

Based on research findings, data analysis, and discussion forum in the previous chapter, the researcher concluded as follows:

1. Students' perception on reward in English learning at MAS Ponpes NU Paringgonan Padang Lawas, showed that the kinds of reward that teacher used in the classroom, it could be seen from the explanation in previous chapter the first indicator is Giving a number or value. the most students chose in the rank strongly agree with 54% and 46% for students who voted agree. And the second indicator is Giving a gift, for this indicator there were strongly agree voted by 33% and 67% voted agree. And the third indicator is Rewarding/attention, for this indicator the students have given their voting rights namely it could be seen that 23.6% voted strongly agree, 25% voted agree and 8.3% voted neutral, 30.6% voted disagree and 12.6% has chosen by the respondents who strongly disagree.

Meanwhile there are 36% students chose for strongly agree in the fourth indicator namely Praise and 39% respondents voted for agree 19.3% chose neutral and 5.8% was voted for disagree. And the last indicator is Body movement, the all students have given their voting rights it could be seen from the percentage showed 27.6% voted for strongly agree meanwhile agree has chosen by 65.3% students and 4.3% chose neutral then disagree has amounted by 3% respondents. Based of the results above it can be concluded that the dominant one is Giving number or value. Here are the

answers from SA Strongly agree (36.6%), and A Agree (46.6), N Neutral (6.4%), DA Disagree (7.8%) and for SDA strongly disagree (3%).

2. Students' perception on the most dominant reward in English learning at MAS Ponpes NU Paringgonan Padang Lawas, showed that their perception is in a good value and they gave the positive responses, and the result shown the most dominant one of the reward is Giving a number or value, the students have said when learning is using reward in the class they feel happy and enjoy because the condition were comfortable. And using this technique could increase their spirit and motivation in order to try and give more effort to reach the material even add their self confidence.
3. The reason of the most dominant reward of Students' perception and the motivation of students in English learning for increasing the students motivation is, It can be seen from the students' score in the Questionnaire and interview. They were so happy and enjoy for using reward when learning takes place in the class meanwhile from the interview with the students they argued Reward is a good technique for learning because it made them to be comfortable and add their self confidence that invite their spirit in learning. Meanwhile the teacher said in interview reward is one of the best technique in apply for learning because using this technique make the students feel comfortable and enjoy to join the class.

B. Suggestion

Based on the conclusions above, some suggestions are given, including:

1. For the teacher

The teacher has had a good performance in learning, including skills and attitude in teaching English at MAS Ponpes NU Paringgonan Padang Lawas. However, teacher must be more innovative in implementing learning using reward so that students do not feel bored with the model that has been applied. It would be nice if the teacher did learning English using reward with an active discussion model between students with the support of several learning technologies such as youtube and others.

2. For students

In terms of learning, students have begun to understand every instruction given by the teacher when using rewards in learning English. In every meeting, the students have done their best for themselves while following the lesson. However, for the interactive aspect in the classroom, students must be more active in learning and take advantages of every available time to achieve more effective and efficient learning.

3. For future research

For further research, I hope that it will focus on developing learning related to reward in English learning and development. It is deepening English skills in listening, speaking, writing, and reading to create research innovations that are more detailed and specific.

C. Implication

Implication is a consequence or direct result of findings a scientific study. The result of this thesis is about students' perception on reward toward their motivation in English learning at the tenth grader of MAS Ponpes NU Paringgonan Padang Lawas.

The result of this study are expected to has benefit for teacher and for the reader. This research is provide to teachers to see the reward kinds learning that suitable and appropriate to enhance their speaking skill. The teachers can use this study as the references for learning technique in the class. This research also will be usefull for the reader or other researcher as a reference to find out the learning model in speaking that suitable for the students.

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DOCUMENTATION OF QUESTIONNAIRE





DOCUMENTATION OF INTERVIEW







APPENDIX

1. Table of Indicators in Questionnaire of students' perception on reward in English learning

No	Indicators of Questionnaire	Question	Frequency of scale				
			SA	A	N	D	SD
1	Giving a Number or Value <i>Memberikan angka atau nilai</i>	4. Teacher give a reward in number value form for outstanding students. <i>Guru memberikan penghargaan dalam bentuk nilai untuk siswa berprestasi.</i>					
		5. A number a value can increase students' motivation in English learning. <i>Penilaian atau memberikan angka dapat meningkatkan motivasi belajar Bahasa Inggris siswa.</i>					
		6. The student accept a value as a good reward. <i>Siswa menerima nilai sebagai penghargaan yang bagus.</i>					
2	Giving Gift <i>Pemberian hadiah.</i>	4. Teacher give a gift as a reward in teaching for students who get a good value. <i>Guru memberikan hadiah sebagai penghargaan dalam pembelajaran untuk murid yang mendapat nilai bagus.</i>					
		5. The student accept a gift like pencils, book, ruler, etc. <i>Siswa menerima hadiah seperti pensil, buku dan penggaris.</i>					
		6. Teacher give a gift in food like chocolate, candies, biscuit, and so on. <i>Guru memberikan hadiah dalam bentuk makanan seperti coklat, permen dan biscuit.</i>					
3	Rewarding/attention <i>Perhatian</i>	4. Teacher gives an attention in teaching as a reward for students. <i>Guru memberikan perhatian sebagai penghargaan untuk siswa.</i>					
		5. Teacher just gives an attention for students who can create perform well. <i>Guru hanya memberikan perhatian kepada siswa yang mampu berpenampilan/bernilai bagus.</i>					
		6. The students accept rewarding like attention and care from the teacher.					

No	Indicators of Questionnaire	Question	Frequency of scale				
			SA	A	N	D	SD
		<i>Siswa menerima penghargaan seperti perhatian dan kepedulian dari guru.</i>					
4	Praise <i>Pujian</i>	4. Teacher gives a praise in teaching like tell to the students for their perform or good value like say “nice work, congratulation and nice job” <i>Guru memberikan pujian dalam pembelajaran seperti mengatakan kepada siswa terhadap penampilan yang bagus atau nilai bagus mereka seperti “kerja bagus dan selamat”.</i>					
		5. A praise can increase students’ motivation in English learning. <i>Pujian dapat meningkatkan motivasi belajar Bahasa Inggris siswa.</i>					
		6. Praise make the students feel satisfied. <i>Pujian membuat siswa merasa puas</i>					
5	Body movements <i>Gerakan tubuh</i>	4. Teacher shows a body movement as a reward in teaching. <i>Guru menunjukkan Gerakan tubuh sebagai reward dalam pembelajaran.</i>					
		5. Teacher shows a body movement for students in the class like mimicry, thumbs up, applause, shaking hands, nods, and so on. <i>Guru menunjukkan Gerakan tubuh untuk siswa di kelas seperti peniruan, acungan jempol, tepuk tangan, jabat tangan, dan mengangguk.</i>					
		6. Student accept a reward of body movement as a good reward. <i>Siswa menerima penghargaan dari Gerakan tubuh sebagai penghargaan yang baik.</i>					

2. These are the interview guidelines that researcher will do in interview with the participant (the students).

- 1) The student's perception on reward in English learning
 - a. Bagaimana pendapatmu ketika pembelajaran dilakukan dengan menggunakan reward ?
What is your opinion when learning is carried out using reward ?
 - b. Bagaimana persepsi anda ketika model pembelajaran Bahasa Inggris menggunakan reward ?
How do you perception when the English learning model uses reward ?
 - c. Bagaimana guru menerapkan reward ketika pembelajaran Bahasa Inggris berlangsung ?
How the teacher applies reward when learning English takes place?
 - d. Hal apa yang membuat reward dalam pembelajaran Bahasa Inggris menjadi lebih menarik ?
What makes reward in learning English more interesting?
 - e. Apa kesulitan yang kamu temui Ketika pembelajaran Bahasa Inggris dilakukan dengan menggunakan reward ?
What difficulties do you encounter when learning English is done using reward ?
 - f. Apa kekurangan dan kelebihan reward dalam pembelajaran Bahasa Inggris?
What are the advantages and disadvantages of reward in learning English?
- 2) The interview with the English teacher
 - a. What is your opinion when teaching English is carried out using reward in the classroom?
 - b. What are the kinds of reward given to students for increase their Motivation in English learning?

Eatir na kama dautay.
X1 IPA

1. Tabel Indikator dalam Pertanyaan tentang persepsi/pandangan Siswa Terhadap pemberian Hadiah Dalam Belajar Bahasa Inggris.

Instructions/Instruksi

- Siswa akan di Bagikan lembar Qustionnaire/Pertanyaan
- Peneliti akan menjelaskan dan menerangkan materi terkait Qustionnaire/pertanyaan dan apa yang akan siswa lakukan
- Siswa akan menganalisis lembar Pertanyaan
- Siswa akan menjawab Pertanyaan dengan menggunakan frekuensi skala dengan memberikan centang

Adapun Fequensi skala yang digunakan adalah

SS = Sangat Setuju

S = Setuju

N = Netral

TS = Tidak Setuju

STS = Sangat Tidak Setuju

No	Indikator Pertanyaan/ Questionnaire	Pertanyaan	Frekuensi Skala				
			SS	S	N	TS	STS
1	Memberikan angka atau nilai	1. Guru memberikan penghargaan dalam bentuk nilai untuk siswa berprestasi.	✓				
		2. Penilaian atau penomoran dapat meningkatkan motivasi belajar Bahasa inggris siswa.	✓				
		3. Siswa menerima penilaian sebagai penghargaan yang bagus.	✓				
2	Giving Gift Pemberian	1. Guru memeberikan hadiah sebagai penghargaan dalam pembelajaran untuk	✓				

Fatih

No	Indikator Pertanyaan/ Questionnaire	Pertanyaan	Frekuensi Skala				
			SS	S	N	TS	STS
	hadiah.	murid yang mendapat nilai bagus.	✓				
		2. Siswa menerima hadiah seperti pensil, buku dan penggaris.	✓				
		3. Guru memberikan hadiah dalam bentuk makanan seperti coklat, permen dan biscuit.	✓				
3	Rewarding/attention Perhatian	1. Guru memberikan perhatian sebagai penghargaan untuk siswa.	✓				
		2. Guru hanya memberikan perhatian kepada siswa yang mampu berpenampilan/bernilai bagus.					✓
		3. Siswa menerima penghargaan seperti perhatian dan kepedulian dari guru.	✓				
4	Praise Pujian	1. Guru memberikan pujian dalam pembelajaran seperti mengatakan kepada siswa terhadap penampilan yang bagus atau nilai bagus mereka seperti "kerja bagus dan selamat".	✓				
		2. Pujian dapat meningkatkan motivasi belajar Bahasa Inggris siswa.	✓				
		3. Pujian membuat siswa merasa puas	✓				
5	Body movements Gerakan tubuh	1. Guru menunjukkan Gerakan tubuh sebagai reward dalam pembelajaran.	✓				
		2. Guru menunjukkan Gerakan tubuh untuk siswa di kelas seperti peniruan, acungan	✓				

Fatih

No	Indikator Pertanyaan/ Questionnaire	Pertanyaan	Frekuensi Skala				
			SS	S	N	TS	STS
		jempol, tepuk tangan, jabat tangan, dan mengangguk.	✓				
		3. Siswa menerima penghargaan dari Gerakan tubuh sebagai penghargaan yang baik.	✓				

HARAYAN HASIBUAN
XI IPA

1. Tabel Indikator dalam Pertanyaan tentang persepsi/pandangan Siswa Terhadap pemberian Hadiah Dalam Belajar Bahasa Inggris.

Instructions/Instruksi

- Siswa akan di Bagikan lembar Qustionnaire/Pertanyaan
- Peneliti akan menjelaskan dan menerangkan materi terkait Qustionnaire/pertanyaan dan apa yang akan siswa lakukan
- Siswa akan menganalisis lembar Pertanyaan
- Siswa akan menjawab Pertanyaan dengan menggunakan frekuensi skala dengan memberikan centang

Adapun Fequensi skala yang digunakan adalah

SS = Sangat Setuju

S = Setuju

N = Netral

TS = Tidak Setuju

STS = Sangat Tidak Setuju

No	Indikator Pertanyaan/ Questionnaire	Pertanyaan	Frekuensi Skala				
			SS	S	N	TS	STS
1	Memberikan angka atau nilai	1. Guru memberikan penghargaan dalam bentuk nilai untuk siswa berprestasi.	✓				
		2. Penilaian atau penomoran dapat meningkatkan motivasi belajar Bahasa inggris siswa.	✓				
		3. Siswa menerima penilaian sebagai penghargaan yang bagus.	✓				
2	Giving Gift Pemberian	1. Guru memeberikan hadiah sebagai penghargaan dalam pembelajaran untuk	✓				

Rayan.

No	Indikator Pertanyaan/ Questionnaire	Pertanyaan	Frekuensi Skala				
			SS	S	N	TS	STS
	hadiah.	murid yang mendapat nilai bagus.	✓				
		2. Siswa menerima hadiah seperti pensil, buku dan penggaris.	✓				
		3. Guru memberikan hadiah dalam bentuk makanan seperti coklat, permen dan biskuit.	✓				
3	Rewarding/attention Perhatian	1. Guru memberikan perhatian sebagai penghargaan untuk siswa.	✓				
		2. Guru hanya memberikan perhatian kepada siswa yang mampu berpenampilan/bernilai bagus.					✓
		3. Siswa menerima penghargaan seperti perhatian dan kepedulian dari guru.	✓				
4	Praise Pujian	1. Guru memberikan pujian dalam pembelajaran seperti mengatakan kepada siswa terhadap penampilan yang bagus atau nilai bagus mereka seperti "kerja bagus dan selamat".	✓				
		2. Pujian dapat meningkatkan motivasi belajar Bahasa Inggris siswa.	✓				
		3. Pujian membuat siswa merasa puas	✓				
5	Body movements Gerakan tubuh	1. Guru menunjukkan Gerakan tubuh sebagai reward dalam pembelajaran.	✓				
		2. Guru menunjukkan Gerakan tubuh untuk siswa di kelas seperti peniruan, acungan	✓				

Rayan

No	Indikator Pertanyaan/ Questionnaire	Pertanyaan	Frekuensi Skala				
			SS	S	N	TS	STS
		<i>jempol, tepuk tangan, jabat tangan, dan mengangguk.</i>	✓				
		<i>3. Siswa menerima penghargaan dari Gerakan tubuh sebagai penghargaan yang baik.</i>		✓			

NAMA: SAHARA NAFSUOTU
KLS : XI IPA

1. Tabel Indikator dalam Pertanyaan tentang persepsi/pandangan Siswa Terhadap pemberian Hadiah Dalam Belajar Bahasa Inggris.

Instructions/Instruksi

- Siswa akan di Bagikan lembar Qustionnaire/Pertanyaan
- Peneliti akan menjelaskan dan menerangkan materi terkait Qustionnaire/pertanyaan dan apa yang akan siswa lakukan
- Siswa akan menganalisis lembar Pertanyaan
- Siswa akan menjawab Pertanyaan dengan menggunakan frekuensi skala dengan memberikan centang

Adapun Fequensi skala yang digunakan adalah

SS = Sangat Setuju

S = Setuju

N = Netral

TS = Tidak Setuju

STS = Sangat Tidak Setuju

No	Indikator Pertanyaan/ Questionnaire	Pertanyaan	Frekuensi Skala				
			SS	S	N	TS	STS
1	Memberikan angka atau nilai	1. Guru memberikan penghargaan dalam bentuk nilai untuk siswa berprestasi.	✓				
		2. Penilaian atau penomoran dapat meningkatkan motivasi belajar Bahasa inggris siswa.		✓			
		3. Siswa menerima penilaian sebagai penghargaan yang bagus.		✓			
2	Giving Gift Pemberian	1. Guru memeberikan hadiah sebagai penghargaan dalam pembelajaran untuk	✓				

Sahara

No	Indikator Pertanyaan/ Questionnaire	Pertanyaan	Frekuensi Skala				
			SS	S	N	TS	STS
	hadiah.	murid yang mendapat nilai bagus.	✓				
		2. Siswa menerima hadiah seperti pensil, buku dan penggaris.		✓			
		3. Guru memberikan hadiah dalam bentuk makanan seperti coklat, permen dan biscuit.		✓			
3	Rewarding/attention Perhatian	1. Guru memberikan perhatian sebagai penghargaan untuk siswa.			✓		
		2. Guru hanya memberikan perhatian kepada siswa yang mampu berpenampilan/bernilai bagus.				✓	
		3. Siswa menerima penghargaan seperti perhatian dan kepedulian dari guru.		✓			
4	Praise Pujian	1. Guru memberikan pujian dalam pembelajaran seperti mengatakan kepada siswa terhadap penampilan yang bagus atau nilai bagus mereka seperti "kerja bagus dan selamat".	✓				
		2. Pujian dapat meningkatkan motivasi belajar Bahasa Inggris siswa.		✓			
		3. Pujian membuat siswa merasa puas			✓		
5	Body movements Gerakan tubuh	1. Guru menunjukkan Gerakan tubuh sebagai reward dalam pembelajaran.		✓			
		2. Guru menunjukkan Gerakan tubuh untuk siswa di kelas seperti peniruan, acungan					

Siswa

No	Indikator Pertanyaan/ Questionnaire	Pertanyaan	Frekuensi Skala				
			SS	S	N	TS	STS
		jempol, tepuk tangan, jabat tangan, dan mengangguk.		✓			
		3. Siswa menerima penghargaan dari Gerakan tubuh sebagai penghargaan yang baik.		✓			

NAMA: SAHARA NAFSUOTU
KLS : XI IPA

1. Tabel Indikator dalam Pertanyaan tentang persepsi/pandangan Siswa Terhadap pemberian Hadiah Dalam Belajar Bahasa Inggris.

Instructions/Instruksi

- Siswa akan di Bagikan lembar Qustionnaire/Pertanyaan
- Peneliti akan menjelaskan dan menerangkan materi terkait Qustionnaire/pertanyaan dan apa yang akan siswa lakukan
- Siswa akan menganalisis lembar Pertanyaan
- Siswa akan menjawab Pertanyaan dengan menggunakan frekuensi skala dengan memberikan centang

Adapun Fequensi skala yang digunakan adalah

SS = Sangat Setuju

S = Setuju

N = Netral

TS = Tidak Setuju

STS = Sangat Tidak Setuju

No	Indikator Pertanyaan/ Questionnaire	Pertanyaan	Frekuensi Skala				
			SS	S	N	TS	STS
1	Memberikan angka atau nilai	1. Guru memberikan penghargaan dalam bentuk nilai untuk siswa berprestasi.	✓				
		2. Penilaian atau penomoran dapat meningkatkan motivasi belajar Bahasa inggris siswa.		✓			
		3. Siswa menerima penilaian sebagai penghargaan yang bagus.		✓			
2	Giving Gift Pemberian	1. Guru memeberikan hadiah sebagai penghargaan dalam pembelajaran untuk	✓				

Bunga

No	Indikator Pertanyaan/ Questionnaire	Pertanyaan	Frekuensi Skala				
			SS	S	N	TS	STS
	hadiah.	<i>murid yang mendapat nilai bagus.</i>		✓			
		2. <i>Siswa menerima hadiah seperti pensil, buku dan penggaris.</i>		✓			
		3. <i>Guru memberikan hadiah dalam bentuk makanan seperti coklat, permen dan biscuit.</i>		✓			
3	Rewarding/attention Perhatian	1. <i>Guru memberikan perhatian sebagai penghargaan untuk siswa.</i>		✓			
		2. <i>Guru hanya memberikan perhatian kepada siswa yang mampu berpenampilan/bernilai bagus.</i>				✓	
		3. <i>Siswa menerima penghargaan seperti perhatian dan kepedulian dari guru.</i>		✓			
4	Praise Pujian	1. <i>Guru memberikan pujian dalam pembelajaran seperti mengatakan kepada siswa terhadap penampilan yang bagus atau nilai bagus mereka seperti "kerja bagus dan selamat".</i>		✓			
		2. <i>Pujian dapat meningkatkan motivasi belajar Bahasa Inggris siswa.</i>		✓			
		3. <i>Pujian membuat siswa merasa puas</i>			✓		
5	Body movements Gerakan tubuh	1. <i>Guru menunjukkan Gerakan tubuh sebagai reward dalam pembelajaran.</i>		✓			
		2. <i>Guru menunjukkan Gerakan tubuh untuk siswa di kelas seperti peniruan, acungan</i>		✓			

Bunga

No	Indikator Pertanyaan/ Questionnaire	Pertanyaan	Frekuensi Skala				
			SS	S	N	TS	STS
		jempol, tepuk tangan, jabat tangan, dan mengangguk.		✓			
		3. Siswa menerima penghargaan dari Gerakan tubuh sebagai penghargaan yang baik.		✓			

3. These are the interview guidelines that researcher will do in interview with the participant (the students).

- 3) The student's perception on reward in English learning
 - g. Bagaimana pendapatmu ketika pembelajaran dilakukan dengan menggunakan reward ?
What is your opinion when learning is carried out using reward ?
 - h. Bagaimana persepsi anda ketika model pembelajaran Bahasa Inggris menggunakan reward ?
How do you perception when the English learning model uses reward ?
 - i. Bagaimana guru menerapkan reward ketika pembelajaran Bahasa Inggris berlangsung ?
How the teacher applies reward when learning English takes place?
 - j. Hal apa yang membuat reward dalam pembelajaran Bahasa Inggris menjadi lebih menarik ?
What makes reward in learning English more interesting?
 - k. Apa kesulitan yang kamu temui Ketika pembelajaran Bahasa Inggris dilakukan dengan menggunakan reward ?
What difficulties do you encounter when learning English is done using reward ?
 - l. Apa kekurangan dan kelebihan reward dalam pembelajaran Bahasa Inggris?
What are the advantages and disadvantages of reward in learning English?
- 4) The interview with the English teacher
 - c. What is your opinion when teaching English is carried out using reward in the classroom?
 - d. What are the kinds of reward given to students for increase their Motivation in English learning?

Nama : Fatih na kema Doulay

Kelas : XI IPA.

Jawaban

Pembelajaran dengan menggunakan reward dapat meningkatkan semangat dalam diri siswa karena reward tersebut dapat menjadi motivasi siswa.

Yang saya rasakan ketika model pembelajaran bahasa Inggris menggunakan reward adalah dapat meningkatkan kepercayaan diri saya karena dengan reward yang diberikan saya ~~sem~~ menjadi lebih semangat dalam melaksanakan pembelajaran bahasa Inggris.

Penerapan reward ketika pembelajaran bahasa Inggris berlangsung adalah dengan cara memberikan reward berupa hadiah atau motivasi sehingga siswa dapat menjadi lebih semangat dalam belajar.

Hal yang menarik dari penerapan reward adalah ketika seorang siswa dapat menjawab pertanyaan dari guru dan guru tersebut memberikan reward maka siswa tersebut akan merasa sangat bahagia dan siswa yang lainnya akan merasa cemburu dan berusaha lebih keras agar dirinya yang mendapatkan reward selanjutnya.

Permasalahan yang saya temui ketika menggunakan reward adalah pemberian reward yang tidak adil sehingga membuat siswa menjadi tidak semangat dan bisa membuat siswa tidak suka dengan guru tersebut.

Kelebihan ~~nya~~ reward dalam pembelajaran adalah dapat menjadi tolak ukur siswa ~~ke~~ lebih reward dalam pembelajaran adalah dapat menjadi pelajaran favorit siswa.

Hal yang membuat reward meningkatkan percaya diri dan keaktifan siswa adalah siswa ~~ke~~ dapat berlomba-lomba demi mengharapkan reward tersebut sehingga siswa lebih aktif dan lebih percaya diri dalam hal belajar.

Pengaruhnya karena dengan reward tersebut siswa lebih banyak belajar dan lebih banyak memahami materi dalam pembelajaran.

Yang dapat meningkatkan motivasi siswa dengan reward adalah karena dengan reward siswa dapat menjadikan reward itu sebagai motivasi karena dengan motivasi siswa akan lebih keras dalam berjuang dalam hal belajar.

Kelebihan reward untuk meningkatkan motivasi siswa adalah siswa menjadi sangat semangat dan lebih percaya diri setelah mendapatkan reward.

Kekurangan reward untuk meningkatkan motivasi siswa menurut saya tidak ada, karena reward itu adalah motivasi pendorong siswa agar lebih

NAMA : SAKINAH HASIBUAN
KELAS : X IPA

1) Persepsi (Pemahaman siswa terhadap pemberian hadiah).

A. menambahkan motivasi diri
Menambahkan Semangat

B. Semakin ~~semang~~ semangat untuk belajar

C. Hanya memberikan hadiah yang mendapatkan nilai bagus

D. Menumbuhkan semangat dalam belajar

E. ketika guru memberikan reward kepada murid yang berprestasi,
akan menimbulkan rasa kecemburuan kepada murid yang lain.

F. - akan menimbulkan rasa kecemburuan terhadap murid lain.
- akan membangkitkan ~~semang~~ semangat para pelajar.

2) Motivasi siswa dalam belajar bahasa Inggris.

A. Merasa senang

ya karena akan

B. meningkatkan percaya diri

C. karena ada rasa semangat dalam belajar

D. kelebihan: akan meningkat kemampuan dalam belajar bahasa Inggris

kekurangan: akan membuat rasa kecemburuan tinggi
siswa yang tdk mendapat reward.

CURRICULUM VITAE



A. Identity

Name : Wildan As'at Taufik Hasibuan
Reg. Num : 2020300028
Place/ Date of Birthday : Batang Bulu Jae, 6th Agustus 2001
Gender : Male
Religion : Islam
Address : Kelurahan Kantin
Phone number : 0822 8917 7439
Email : hasibuanwildan3@gmail.com

B. Parents

Father's Name : Sutan Dilangit Hasibuan
Job : Farmer
Mother's Name : Marjanah Lubis
Job : Farmer

C. Educational Background

- | | |
|--|-----------|
| 1. SD Negeri 0505 Hutanopan | 2008-2014 |
| 2. MTs Robi'ul Islam Pasar Latong | 2014-2017 |
| 3. MAS Robi'ul Islam Pasar Latong | 2017-2020 |
| 4. UIN Syekh Ali Hasan Ahmad Addary
Padangsidempuan | 2020-2024 |



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telepon (0634) 22080 Faksimile (0634) 24022

Nomor : 3140B - /Un.28/E.1/TL.00.9/06/2024

14 Juni 2024

Lampiran : -

Hal : Izin Penelitian

Penyelesaian Skripsi

Yth. Kepala Mas Ponpes NU Paringgonan Padang Lawas

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Wildan As'at Taufik Hasibuan

NIM : 2020300028

Fakultas : Tarbiyah dan Ilmu Keguruan

Program Studi : Tadris Bahasa Inggris

Alamat : Batang Bulu Jae, Kec Lubuk Barumon Kab. Padang Lawas

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Students' Perception On Reward Toward Their Motivation In English Learning At The Tenth Grader Of Mas Ponpes NU Paringgonan Padang Lawas"**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.



a.n. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan

Dr. Lisyafrida Siregar, S.Psi, M.A
NIP. 19801224 200604 2 001



**YAYASAN PENDIDIKAN ISLAM USMANIYAH
MADRASAH ALIYAH NU PARINGGONAN
ULU BARUMUN – PADANG LAWAS-SUMATERA UTARA**
Alamat : Jalan Lintas Sibuhuan – Aek Godang Km. 7 Kode Pos : 22767

Nomor : 062/MAS.YPIU/PP.00.6/07/2024
Sifat : Biasa
Lampiran : -
Perihal : **Persetujuan Izin Penelitian Penyelesaian Skripsi**

Paringgongan, 18 Juli 2024

Kepada Yth..
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan
di –
Padangsidimpuan

Dengan hormat,

Yang bertanda tangan di bawah ini:

Nama : **Dra. LISWARNI DAULAY**
Jabatan : Kepala Madrasah
Alamat : Desa Paringgongan

Menerangkan bahwa :

Nama : **WILDAN AS'AT TAUFIK HASIBUAN**
NIM : 2020300028
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Batang Bulu Jae, Kecamatan Lubuk Barumun,
Kabupaten Padang Lawas

Telah kami setuju untuk melaksanakan penelitian di Madrasah Aliyah Swasta NU Paringgongan, Kec. Ulu Barumun, Kab. Padang Lawas, Sumatera Utara, sebagai syarat untuk menyelesaikan skripsi, dengan judul penelitian:

***"THE STUDENTS' PERCEPTION ON REWARD TOWARD THEIR MOTIVATION IN
ENGLISH LEARNING AT THE TENTH GRADER ON MAS PONPES NU PARINGGONAN
PADANG LAWAS"***

Demikian surat persetujuan penelitian ini kami sampaikan, atas kerjasamanya kami ucapkan terima kasih.

Paringgongan, 18 Juli 2024
Kepala Madrasah,


Dra. LISWARNI DAULAY
NIP. 19680118 199403 2 005