

**THE EFFECT OF STUDENTS' PERCEPTION ON REWARD AND  
PUNISHMENT TOWARD THEIR MOTIVATION IN ENGLISH AS A  
FOREIGN LANGUAGE CLASSROOM**

**A Script**

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DEPARTMENT OF LANGUAGE AND ARTS EDUCATION  
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BANDAR LAMPUNG  
2022**

**ABSTRACT****THE EFFECT OF STUDENTS' PERCEPTION ON REWARDS AND PUNISHMENT TOWARD THEIR MOTIVATION IN ENGLISH AS A FOREIGN LANGUAGE CLASSROOM****By****Anisa Widya Pangesti**

Motivation is one of the most fundamental aspects of learning, yet many English as foreign language learners still have a low motivational level in the learning activity. To boost the students' motivation, usually, a teacher will have some ways, one of them is rewarding and punishing the students in order to extrinsically motivate them. However, students' perception of reward and punishment in SMK Negeri 1 Gadingrejo was still unclear whether it influences their learning motivation or not. Therefore, the objectives of this research were to investigate the effect of students' perception on rewards and punishment towards students' motivation in EFL. The design of this research was quantitative. There were 81 students in the second grade chosen randomly with the help of Microsoft Excel. A questionnaire was used to collect the data, with students' perception on reward and punishment being the variable X and students' learning motivation being the variable Y. The data were analyzed by using a regression test to find out the influences of students' perception on their learning motivation. The results showed that there is a significant effect, with a significance value of  $0.000 < 0.05$ , with the value of correlation/relationship (R) 0.430 or 43% and coefficient of determination (R Square) equal to 0.182 or 18.2%. Several suggestions for future research follow the findings of this study.

**Keywords:** students' perceptions, reward, punishment, motivation

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**By**

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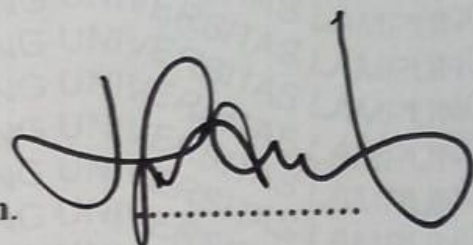
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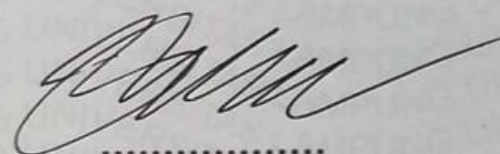
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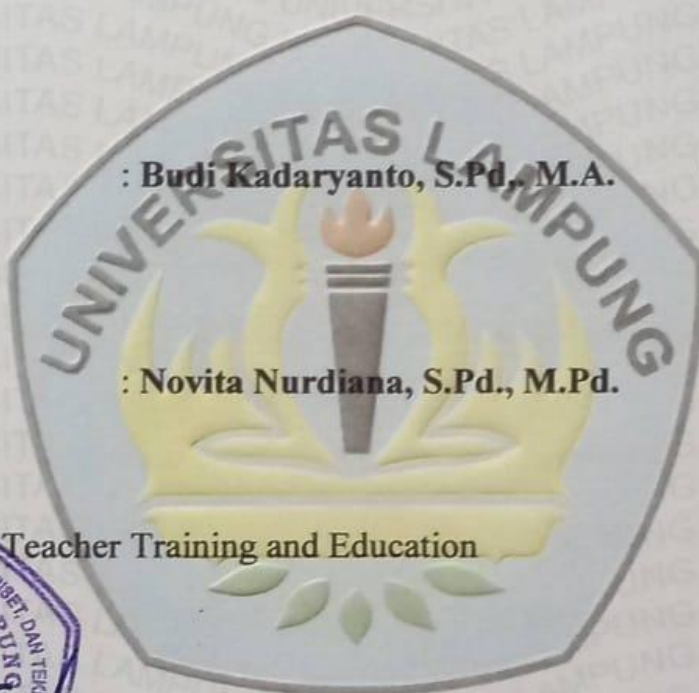
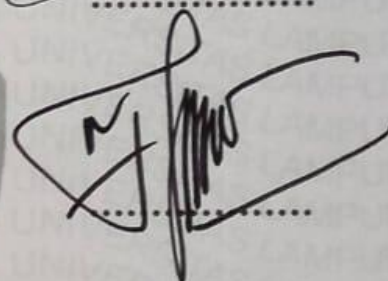
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## **CURRICULUM VITAE**

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**MOTTO**

*“Study hard, work hard, play hard, sleep hard.”*



## **DEDICATION**

This entire script is devoted to:

My beloved parents, Sukirno and Siti Aisyiyah

My dear siblings, Rara Yunita Sari and Taufik Nurrohman

My honorable lecturers in English Education Study Program, and

My incredibly alma mater the University of Lampung

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In this instance, the author would like to express gratitude for the assistance, direction, advice, and encouragement received from numerous deserving individuals, without the help of which this script would not have been possible.

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Lastly, the author admits that her work is far from perfection. This study might have errors. As a result, the author would appreciate any helpful advice. The author hopes that this study will in some way aid readers, future researchers, and intellectual progress.

Bandar Lampung, 12 July 2022

The Author



Anisa Widya Pangesti

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## I. INTRODUCTION

This chapter gave an overview of the research's contents, including the background, statement of the problems, and research objectives, as well as the research's uses, scope, and definition of important words.

### 1.1. Background of the Research

A lot of data concerning the use of reward and punishment has been reported in the literature, with many studies focusing on the impact of how reward and punishment can motivate students in learning activities. Reward refers to something given with the aim of increasing one's motivation to do something. In the sphere of education, the reward has been demonstrated to be beneficial in motivating students to learn and making them behave effectively during the learning process (Jones & Jones, 1986; Nugroho, 2006; Putri & Refnaldi, 2020). Besides that, it means making students feel happy, excited, willing, and wishful (Purwanto, 2011; Dehkoda, 1994). In other words, giving students rewards will have a positive impact on the students in the classroom, as rewards can increase students' willingness to learn as well as maintain and grow their behavior. With these ideas in mind, it can be stated that providing rewards is designed to motivate students to desire to study more and enhance their learning results and make them more motivated to learn (Kasyulita, 2019). However, the results of these studies have usually indicated that giving a reward can have better results when combined with punishment (Witte & Grossman, 1971).

Punishment is a form of retaliation against students who do not pay attention in class, do not care about their assignments, or have bad habits (Putri & Refnaldi, 2020). Punishment has been shown to raise students' attention and facilitate learning, and it has also been suggested that punishment aids learning by increasing students' motivational levels (Brackbill & O'hara, 1958; Penney, 1967; Stevenson et al., 1959). Giving punishment is said to be used to avoid any violations or to serve as a reminder to pupils not to breach the rules. And additionally, there are two types of punishment: positive and negative punishment (Emile, 1990; B.F. Skinner,

1989). The application of punishment in the classroom showed that students are highly motivated to learn more to avoid punishment during the learning process (Wantina & Widya, 2019).

On the other hand, perception is the process of the human brain in the environment acquiring information in the form of identifying, organizing, and producing stimuli with continuous interaction (Slameto, 2010; Barry, 1998). During the learning process, students' perception of the subject taught is important, as it has the potential to alter their motivations, attitudes toward language acquisition, as well as their expectations and learning practices (Richards & Lockhart, 2007). Moreover, if students have a bad perception of the subject, they will not be motivated to learn it. Rewards and punishments can be used in the classroom to inspire students to work harder.

It is widely accepted that using rewards and punishment to motivate pupils to participate in learning activities is effective. As clearly stated by Winkel (1989) in his teaching psychology book, reward and punishment is one of the most successful methods and has been extensively utilized by teachers in educational institutions; delivering rewards and punishments is highly necessary in order to enhance student learning motivation. It's been argued that both reward and punishment have a favorable impact on students' learning behavior, with punishment having a greater impact and role (Jabeen et al., 2015a; Schaffner, 1985). Teachers can also create a system for appropriately rewarding and penalizing students in the classroom to improve their motivation and behavior (Putri & Refnaldi, 2020). Skinner's theory called operant conditioning stated that to change an aspect of unwanted behavior into a desired behavior in the learning process, certain regulated stimuli are used. These stimuli are reward and punishment.

The use of reward and punishment in learning has varying effects (Ilegbusi, 2013). Some students react positively, while others react negatively. Students who respond positively are driven to study harder as a result of the usage of reward and punishment. Students who respond adversely do so because they dislike the teacher's reprimand or believe it is unfair. However, in this scenario, the teacher's purpose in rewarding and punishing students is to strengthen positive attitudes and

conduct while weakening undesirable attitudes and behavior. Because this application affects students psychologically and incorporates a learning environment, the effect of rewards and punishment requires careful study.

In spite of the early observation at SMK N 1 Gadingrejo, the impact of students' motivation in the English classroom on their perceptions of reward and punishment has remained unclear. It would be desirable to do research in the English classroom at SMK Negeri 1 Gadingrejo on the impact of students' perceptions of reward and punishment on motivation.

Hence, this study aimed to investigate the effect of students' perception on reward and punishment toward their motivation in learning English at SMK Negeri 1 Gadingrejo. The concern of this study was to determine whether or not reward, and punishment can drive students to engage in learning and modify their behavior.

Based on the explanation above, the researcher was interested in conducting research on, *"The Effect of Students' Perception on Reward and Punishment toward Their Motivation in English as a Foreign Language Classroom at SMK Negeri 1 Gadingrejo"*.

## **1.2. Research Questions**

In line with the background explained above, the researcher formulated a research question as the main problems.

Is there any significant effect of students' perception on reward and punishment on students' motivation in learning English as a foreign language at SMK Negeri 1 Gadingrejo?

## **1.3. Objectives of the Problems**

In line with the formulations of the problem, the objectives of the study were:

To investigate the effect of students' perception on rewards and punishment towards students' motivation in Learning English as a foreign language at SMK Negeri 1 Gadingrejo.

#### **1.4. Uses of the Research**

The findings of the study were expected to be beneficial for both, theoretically and practically:

1. Theoretically, it can assist and strengthen the previous research, as well as a reference for future researchers who want to conduct some related studies.
2. Practically, it might be beneficial for English teachers to find a good way in helping the students in learning English, especially by using reward and punishment in the learning activities.

#### **1.5. Scope of the Research**

This study was carried out using a quantitative study. This study focused on the impact of students' perceptions of rewards and punishments on their motivation to learn English as a second language. Furthermore, this research focused on second-year students at SMK Negeri 1 Gadingrejo. Using a basic random sampling procedure, a total of 81 students were picked. This research took place in SMK Negeri 1 Gadingrejo in the second semester of the academic year 2021/2022. Furthermore, positive and negative rewards exist, with forms such as praise, symbolic reward, token reward, tangible and activity reward; meanwhile, positive and negative punishment exist, with forms such as psychological punishment, word and sentence, and inconvenient punishment.

#### **1.6. Definition of Terms**

There some terms were used by the researcher to give the basic of the understanding related to the concept, the researcher defines as follows:

##### **1. Perception**

Perception is a cognitive process in which a person interacts with his or her surroundings while accepting information from the brain (Slameto, 2010). Perception, according to Barry (1998), is the set of processes by which we recognize, organize, and create stimuli in our environment (cited from (Wijayanti, 2019))

##### **2. Motivation**

Motivation is a vital aspect of a person's personality, and it is possible that everyone will strive to learn something new. According to Hong & Ganapathy (2017), motivation is a process that cannot be directly observed but can be inferred from behaviors like effort and perseverance. and verbalization. Motivation is important for someone as it can be the driving force to reach something within individual.

### 3. Reward

According Nugroho (2006), rewards are prizes that aim for someone becomes even more active in his/her efforts to improve the performance that has been achieved. In other words rewards are incentives for people to become even more active in their efforts to enhance their current performance.

### 4. Punishment

Punishment is a form of treatment of students who have done something wrong. Punishment in education, according to Ulfaminingsih (2020), is a reaction to a lack of discipline, hence the first step in avoiding the necessity for punishment is to educate and support discipline. It can be concluded that punishments is kind of something that is obtained by someone for doing bad things, or getting results that are not as good as expected.

## **II. LITERATURE REVIEW**

This chapter is ahead of some theories that are discussed in a framework, and it is linked to many things in the previous chapter. It consists of English as a foreign language, theoretical of reward and punishment, student's motivation related to reward and punishment, student's perception of reward and punishment toward their motivation and previous study.

### **2.1. English as a Foreign Language in Indonesia**

English is widely known as an international communication language. To be able to communicate with people from all over the world, someone needs to be fluent in English. The term "English as a Foreign Language" (EFL) refers to non-native speakers studying English in places where English is not the primary language. It means that English is not being used as a daily language communication or second language.

According to Harmer (2001) EFL is described as the conditions in which students were learning English in order to communicate with other English speakers wherever in the world — for example, when the students were travelers or businesspeople. EFL is taught in schools, and it is typically widely taught, but it does not play an important role in the learner's national or social life. (Broughton et al., 2002).

In summary, English as a Foreign Language (EFL) is categorized as Foreign Language that should be learned in Indonesia. It is not used for daily communication, but it is being taught as one of the subjects at school. Just like its name 'Foreign,' it is considered extraneous language.

### **2.2. Reward and Punishment in Education**

#### **2.2.1. Reward**

##### **a. Definition of Reward**

Reward is a consequence that occurs as a result of someone's worthy or unworthy behavior, it is also can be defined as a thing given in recognition of one's service, effort and achievement. In the classroom, reward can be used as a tool that can improve students' motivation in

learning. It is basically act as a stimulus or reinforcement of students' actions or behaviors. Reward is described as an action or behavior taken in response to a student's success in terms of participation, performance, and completion of activities (Slavin, 1991). According to Sidin (2021) reward is one of the ways for increasing students' interest and motivation in learning in order to achieve success.. A well-deserved reward also serves as a source of positive reinforcement for kids. It will pique students' attention and encourage them to participate in daily classroom chores and obligations.

According to Hill (1965) reward might be symbolic (gold stars, medals, or honor rolls), material (a piece of candy, an amount of money, or the opportunity to engage in student activities), or psychological (a sense of progress, a sense of adequacy, or a sense of progress toward sufficiency). Extrinsic tangible reward that is given makes students motivated to learn as they will be motivated to work hard if there is reward following (Ilegbusi, 2013). Beside that a teacher that used a warm approach and encouraged students with warm praises (type of reward) in his class could motivate students to high marks, and it even continued when the teacher was away (Ilegbusi, 2013). Based on the explanation above, reward is important and play a big role in the learning activities as it can motivate students and stimulate students to study harder and achieve their learning goals.

#### **b. Types of Reward**

In the extant literature, certain sorts of rewards are mentioned. According to BF Skinner (1957) reward is divided into two categories, positive reward and negative reward.

##### **a) Positive Reward**

A positive reward is an expression of gratitude, a sense of success, or conscious satisfaction that lasts indefinitely.

For example, you may be aware that you performed admirably or that you helped others to have a better day. Because intrinsic rewards are intangible, they are generally received by the person who performs the activity or behavior. In this case, the term "intrinsic" refers to a reward that is inherent to the individual performing the activity or behavior.

b) **Negative Reward**

Negative reinforcement is defined as the removal of a negative stimulus that rewards the animal or person. The removal of a negative reinforcement can also reinforce behavior. Negative reinforcement enhances behavior by preventing or removing an unpleasant experience. For example, if students do not complete the teacher's task, they will be given further assignments. However, if students finish the task, they will be less likely to receive future assignments, reinforcing the habit of completing tasks.

Based on the explanation above, reward is divided into two categories, namely positive reward and negative reward. A positive reward is an expression of praise, a sense of success, or conscious satisfaction that lasts indefinitely, while a negative reward increases the likelihood of a certain response by eliminating a negative outcome.

c. **Form of Reward**

According to Carton, 1996 as cited in Sidin (2021), the types of reward are praise, symbolic reward, token reward and tangible and activity reward.

a) **Praise**

The most common kind of incentive is a teacher's verbal praise of students; this entails applauding students when they



act positively. It demonstrates that the teacher is pleased with the kids' progress. That conduct might be the expression of a behavior pattern such as persistence, compassion, courage, or general intelligence. Praise can also be given to acknowledge academic, sporting, or group achievements. It's preferable to provide praise right away so that the emotional impact of the deed may be seen.

b) Symbolic Reward

Symbolic rewards are objects that represent an exceptional display of conduct or a specific achievement. The gold star is the most popular symbolic award given by the teacher. Others may show the student's name or photographs on a bulletin board or poster. Symbolic prizes function in a similar way, praising the exceptional in front of public shows of favor. Symbolic prizes, unlike praise, can last longer and act as a reminder to students to retain their great status since they are shown for a specific period of time and can be seen by many other students.

c) Token Reward

Tokens have a monetary value or are used as a sort of reward. Tokens can be exchanged for a prize supplied by the teacher. Tokens such as chips and point tallies are frequent, and they can be held by the teacher or the pupils. Redeemable prizes can be anything the teacher wants as long as it's ethical and acceptable, and teacher should follow a tight method for allocating points and redeeming prizes. Prizes, for example, could be valued according to their value to students.

d) Tangible and Activity Reward

Awards that are delivered directly to students are known as tangible and activity prizes. It is a good conduct or success

reward given to children who have achieved a goal. The teacher would prepare tangible goods such as toys, school supplies, or other physical objects. Intangible rewards, on the other hand, are activity incentives that provide kids more pleasure, such as being a line leader or teacher's assistant, being a team leader during activities, or having a particular privilege that sets the student apart from others.

**d. Function of Reward**

Applying reward in the learning activities can help students' boost their motivation to achieve an excellent result for their study. Teachers can utilize prizes in the classroom to assist students become more motivated to learn. When rewards are tied to real performance or advancement, such as when a professor praises students for learning new skills or gaining new knowledge, they transmit information about one's skill or competency (Schunk et al., 2012). Santrock (2002) stated that classroom reward can be useful. Based on that statement, when the teacher gives a reward, the students can correlate their actions and behaviors with feelings of enjoyment. Typically, students will do something that prompts a reward on a regular basis. Furthermore, the objective of reward is to motivate students to work harder in order to improve their grades. Rewarding students can be an excellent approach to motivate them. It can take the form of projects or resources that initially entice students to engage in learning.

According to Skinner (1989), the purpose of rewarding pupils is to:

- a) demonstrate the value of education by demonstrating that the child's conduct is in line with what is wanted.
- b) Motivation, in order for approved conduct to be repeated.
- c) Socially acceptable behavior is reinforced.

- d) Contented students: Rewards encourage students to be more productive by instilling a sense of pride and accomplishment. Pupils that are successful are often happy students.
- e) Increase the individual's desire to study and make them more diligent.

#### **e. Advantages and Disadvantages of Reward**

The advantages and disadvantages of rewarding students in education. Giving rewards, like other educational practices, cannot be divorced from its advantages and disadvantages according to Aini (2015). Among them are the following:

- a. It has a significant enough impact on students' souls to motivate them to take positive and productive acts.
- b. Can serve as a motivator for other students to follow a student who has gotten praise from the teacher for good behavior, manners, or spirit, as well as encouragement to do better. This procedure makes a significant contribution to the attainment of educational objectives.

Aside from its advantages, reward has several disadvantages, including:

- a. It can have a detrimental influence if the teacher does it frequently enough that kids believe he is on higher level than his peers.
- b. Reward, in general, necessitate the use of specific tools and incur a cost.

#### **2.2.2. Punishment**

##### **a. Definition of Punishment**

Anything that seeks to reduce a behavior is characterized as punishment. According to Jakešová & Slezáková (2016) Punishments are behaviors that convey a negative assessment and cause anger, dissatisfaction, or the limitation of specific demands in the kid. Punishment is a method that involves the removal of a

positive reinforcer or the display of a negative reinforcer in response to a response (or aversive stimulus) (Burrhus Frederic Skinner, 1965). Kamii (1984) a child's reaction to punishment might be one of three things: risk assessment, mindless conformity, or revolt. Penney (1967) and Stevenson et al. (1959) have indicated that punishment may boost a child's attention span, allowing them to study more effectively. Punishment can rise to feelings of rage, resistance, and a desire for vengeance in children (Kohn, 1994). These feelings are not conducive to the formation of a caring community or the growth of social competence in children. Adults utilize a variety of techniques to exert control over children, including the use of punishments. Another hypothesis claims that punishment may effectively eliminate incorrect responses (behaviors or actions) and accelerate learning, as well as enhance students' incentive (motivation) to study or complete tasks. (Ilegbusi, 2013).

Based on the explanation above, punishment can be described as behaviors that convey a negative assessment and cause anger, dissatisfaction, or the limitation of specific demands in the children.

**b. Types of Punishment**

Teachers usually use punishment to punish the students who do not follow the learning activity rules. Punishment can be effective so that students don't make the same mistake or follow the rules provided by teacher in the class. BF Skinner (1957) mentioned that positive and negative punishment are the two types of punishment.

a) Positive Punishment

Positive punishment is a punishment which aims to lower the rate of any unwanted behavior. Once an undesirable habit has

been demonstrated, the notion operates by providing the individual with a negative impact. If someone has a negative impact, they are less likely to repeat the same activity in the future. Students who do not complete their schoolwork should be required to clean public restrooms or gardens as a form of punishment.

b) **Negative Punishment**

Negative punishment is a form of deterrent that frequently aids in lowering the rate of any unwanted conduct. It operates by removing a person's favorite objects from his or her life. When a desired stimulus/item is removed from a person's life, unwanted behavior emerges, and the likelihood of the behavior occurring again in the future is reduced.

To summary, based on the explanation above, there are two types of punishment. There are positive punishment and negative punishment. Positive punishment can be described as a type of punishment that tries to reduce the frequency of undesirable behavior while negative punishment can be described as a type of deterrent that frequently helps to reduce the frequency of unpleasant behavior.

c. **Form of Punishment**

The form of punishment is classified into three categories, according to Herman (1980).

a) **Psychical punishment**

Physical punishment, such as beating and pinching, is used to punish those who punish others. The judgement has been upheld for a long time, but it is now quite difficult to locate.

b) **Word and Sentence**

Teacher can use threatening or sarcastic words or sentences to give punishment. When students do not follow class rules, such as not paying attention in class or being rowdy, this can be done. As a result, if any students breach the rule, the penalty will be implemented in order to keep the class active and focused on studying.

c) **Inconvenient Punishment**

The teacher can use this sort of punishment to have students stand in front of the class, leave class, stand next to the teacher, sit close to the teacher, or construct phrases and redo them 10 times or more. These are some of the most common sanctions used or experienced in the classroom. This is done to raise awareness of the hazards of improper behavior among kids.

**d. Function of punishment**

According to Skinner (1989) there are four key goals of punishment that have a significant impact on the formation of anticipated behavior:

- a) Restriction of conduct; punishment prevents unexpected behavior from occurring again.
- b) Educational, with the goal of instilling excellent conduct in the kids.
- c) Boost motivation in order to avoid unexpected conduct and good impulses.
- d) Maintaining control, preventing kids from engaging in undesired behavior..

**e. Advantages and Disadvantages of Punishment**

If implemented appropriately, the punishment technique is said to offer the following benefits (Aini, 2015):

- a. Punishment will remedy student faults.

- b. Students are no longer making the same mistakes they used to.
- c. Feel the consequences of their actions so they will respect their selves.

While the drawback is when the punishment given.

The disadvantage is when the punishment is given. If it isn't effective, it will have various flaws, including:

- a. Will create an atmosphere of confusion, anxiety, and insecurity.
- b. Students will always perceive him as narrow-minded, sluggish, and prone to lying (for fear of being punished).
- c. Decreases the student's willingness to act.

## **2.3. Perception**

### **2.3.1. Definition of Perception**

Perception is a cognitive process in which a person interacts with his or her surroundings while accepting information from the brain (Slameto, 2010). Perception, according to Barry (1998), is the set of processes by which we recognize, organize, and create stimuli in our environment (cited from (Wijayanti, 2019))

According to Walgito (2004), the sense of organ is the starting point for perception, which is the process of a person thinking about a given phenomenon. This procedure is associated to the acceptance of a message or piece of information by the human brain. During this process, a person interacts with his or her surroundings using all five senses. The five senses include vision, hearing, taste, smell, and touch. These senses allow people to interact with their surroundings, which are then recognized by the brain and conveyed to the nervous system. Additionally, this is known as sensation, and sensation is a part of perception.

According to Koentjaraningrat (1985), perception is the manifestation of human brain activity manifesting as a point of view on a phenomena. Feelings, needs, motivation, educational background, experiences, and other factors all play a role in this

process. After that, a process occurs in which a person's brain processes stimuli in a meaningful way.

Perception, as defined by the term, is the process by which a person thinks about a phenomenon after obtaining a feeling from the environment through their sense organs.

### **2.3.2. Process of Perception**

There are several steps involved in perception. It began by receiving stimulus from an object through the sense of organ, then moved on to the registers of stimuli to the neurological system, which is known as sensation. This process is also completed by thinking, evaluating, and interpreting in order to achieve object meeting. Walgito (2004) argued that perception is a complicated process that includes the following steps:

#### a) Physical Process

When an item arouses sensations that are picked up by a receptor, this is called arousal. This is referred to as sensation.

#### b) Physiological

It is the process of a sensory organ delivering inputs to the brain.

#### c) Psychological Process

It is the process of altering stimuli in the human brain in order to obtain meaningful interpretation.

### **2.3.3. Students' Perception of Reward and Punishment**

One of the aspects that influence the success of student learning is motivation. In the learning activities, teachers use a variety of strategies to motivate students to study, including reward and punishment. Reward and punishment became one option for building and strengthening student motivation in both learning and



behavior. Reward as a form of motivation in learning-oriented on strengthening (reinforcement), an appreciation for the attitude, an act committed students who rated positive in nature and boasts (Afandi, 2017). Winkel (1989) in his teaching psychology book stated that reward and punishment is one of the effective ways and has been widely used by a teacher in an educational institution, giving rewards and punishments are very important in order to build student learning motivation. Giving rewards and punishment have an effect on learning motivation (Hamalik, 2020). As Matera (2009) noted, students' motivation has a significant relationship between reward and punishment (reward and punishment). Banko, Cameron, Pierce, and So show that when students are rewarded for completing a task, their intrinsic motivation to complete the task grows; nevertheless, Kohn says that when these same students are no longer rewarded, their intrinsic motivation to complete the task lowers and even deteriorates (Matera, 2009).

According to Ilegbusi (2013), previous investigations into the reward and punishment problems have yielded mixed results, with some advocating for good outcomes and others advocating for negative outcomes. The advocates for the use of a reward and punishment system believe that using rewards and punishment to inspire kids is a good idea. Students are driven to learn when they are given an extrinsic tangible reward. They will also be inspired to work hard if they are provided an extrinsic tangible incentive (Ilegbusi, 2013). It even happens for intangible rewards, according to Moberly et al. (2005), who said that a teacher's verbal praise or gratitude has the same effect as stickers and sweets (tangible reward). Ilegbusi (2013) cited a study in which a teacher who employed a friendly approach and encouraged students with warm praises in his class was able to motivate pupils to get good grades, which lasted even while the teacher was absent. "Students who are successful and hence gain joy from a learning activity are

encouraged to learn more," they continued. Teachers should highlight positive actions and utilize a discipline hierarchy of consequences for unsuitable behaviors, according to Lee Canter's theory of discipline and behavior management, in order to positively improve student motivation (Moberly et al. (2005).

Punishment can effectively eliminate incorrect responses (behavior or action) and accelerate learning since it is common sense that someone will not repeat the activity that was penalized (Ilegbusi, 2013). Later on, it has an impact on pupils' incentive (motivation) to learn or complete tasks. Penalty has the opposite effect of reward in terms of student conduct, such as incorrect behavior reappearing after the temporary punishment is lifted (Matera, 2010). We can observe that pupils need to be punished in order to be moved (motivated) to avoid and not repeat inappropriate behavior. Those who believe that this issue has good consequences can rely on the explanation.

Horner et al. (2009) expressed worry that the formal use of reward in school causes kids to fail to build their intrinsic motivation or self-managed motivation, while Moberly et al. (2005) agrees that a reward can be used to manipulate intrinsic motivation.

External rewards, according to Sullo (2009), can interfere with pupils' inherent motivation to study.

He discovered that pupils who are reliant on external rewards (e.g., watching a movie or getting a homework pass) show no signs of regaining interest in studying and developing new skills.

"The natural reward for learning is the joyful feeling we get when we accomplish something, not being paid," Sullo (2009) noted. There have been increased disagreements concerning the function of punishment in encouraging kids, according to Ilegbusi (2013). Earlier studies merely claimed that punishing incorrect answers

eliminates them and speeds up learning, but later discoveries revealed that the conditioning of fear of punishment is the major factor driving the penalized response's elimination. Pupils may be driven to get excellent grades in class, but students motivated by fear of punishment will stop working as soon as the teacher leaves the room, as it is impossible to utilize punishment to inspire long-term learning. The student's punishment, according to Philpot in Matera (2010), gives a clear opportunity for the student to become apathetic or emotionally disengaged.

The student's punishment, according to Philpot in Matera (2010), gives a clear opportunity for the student to become apathetic or emotionally disengaged.

According to Philpot in Matera (2010), student punishment provides a clear chance for the student to become indifferent or emotionally disengaged from the person, assignment, or even the surroundings. This remark demonstrates how student motivation can be reduced when students become disengaged or alienated from the subject matter and the people who reprimand them. "Punishment is mortifying, generates anxiety, and is laden with risks in the teacher-student relationship," according to Ilegbusi (2013). That is how some research present their findings, stating that reward and punishment have negative effects on student motivation when used in deceptive ways.

## **2.4. Students' Learning Motivation**

### **2.4.1. Definition of Motivation**

The word 'motivation' comes from the word 'motive,' which means a person's needs, desires, wants, or drives. It is the process of persuading others to take action in order to attain a set of goals. Motivation is an intangible process that may be deduced from behaviors such as effort, perseverance, and verbalization (Hong &

Ganapathy, 2017). In other words, it means that motivation is a driving force that propels people to achieve their goals in doing something. According to Alizadeh (2016) Motivation can also be described as a person's path in life or what makes them desire to repeat a behavior or vice versa. Students' motivation is recognized as a key factor in their English learning performance. (Hayikaleng et al., 2016).

Lai (2011) states that the term "motivation" relates to the causes behind our willingness and volitional activity. In the other hand, Usman (2001) argues that motivation is a conditions and preparedness in persons that promote their behavior to do anything in reaching particular objectives, or procedure for activating motivations into actions or behaviors to fulfill needs and accomplish goals. This is the same as motivator, which can be used to describe a motivator, mobilizer, motivator, advocate, and motivator.

To conclude, motivation is one of the most fundamental aspects of learning. It is a person's passion and interest in achieving a goal. Learning goals are difficult to attain without motivation. The effort of an individual is proportionate to his or her motivation. To inculcate this desire in students, proper measures must be made to improve their interest in the subject being studied.

#### **2.4.2. Kinds of Motivation**

According to Khodadady & Ashrafborji (2013), motivation can be divided into three terms, there are intrinsic motivation, extrinsic motivation and communicative motivation.

##### **a. Intrinsic Motivation**

Intrinsic motivation is described as engaging in an activity for its own sake rather than for some external benefit (Ryan & Deci, 2000). It is motivation that arises from within an individual's own self-interest, rather than from the encouragement of others.

Students, for example, learn because they want to improve their knowledge, values, or abilities in order to change their behavior. Intrinsic incentives are present in all learning situations and help students accomplish their objectives and goals. As a consequence, intrinsic motivation may be characterized as a sort of motivation in which learners begin and continue their learning activities as a result of internal impulses that are intrinsically related to their learning activities.

**b. Extrinsic Motivation**

Extrinsic motivation is a concept that applies whenever someone engages in a behavior in order to achieve a certain goal (Ryan & Deci, 2000). It is motivation that occurs as a result of stimuli from outside the individual, such as invitations, instructions, or compulsion from others, causing someone to wish to perform something in such situations. For example, someone might study because they know there will be a test tomorrow in the hopes of receiving a good mark and being commended by the teacher or a friend, or someone might study rigorously in order to receive the present promised by his parents. As a result, the goal of learning is to obtain excellent marks, praise, or presents from others, rather than to gain information or knowledge. A student studied because she/he was afraid of being punished by his teacher or parents. Extrinsic motivation can also manifest itself in the form of learning time that is ambiguous and dependent on the surrounding environment.

**c. Communicative**

Communicative English is significant because it can help a student see the significance of their learning in a meaningful way. It is vital to improve English communication abilities, since it is a powerful weapon that may be utilized for business, travel, or simply having a discussion in a different nation.

Communicative motivation is more concerned with personal goals than with social issues (Khodadady & Ashrafborji, 2013).

### **2.4.3. Motivation in Language Learning**

In language learning, motivation is extremely important. Motivation is what cultivates excellent second-language communicators by instilling self-confidence in them. It is also described as the driving force that drives to action in every scenario. It produces learners who continue to learn after achieving a certain goal. Garner (1985) motivation is a combination of effort and desire in striving to achieve a goal in learning a language, as well as a good attitude about learning the language. It implies that motivation is a desire to achieve a goal in order to get satisfactory outcomes..

According to Dörnyei (2008) motivation is the process through which a specific amount of instigation force originates, launches action, and endures, and it offers the key stimulus for beginning second language learning for the learners. Tambunan & Siregar (2016) states that at all stages of education, from elementary through college, motivation and academic accomplishment as measured by grade point average are positively connected.. In the subject of language acquisition, a difference is sometimes made between motivation (a mix of the learner's attitude, wants, and readiness to spend effort in order to acquire the second or foreign language) and orientation (a class of reasons for learning a language) (Thohir, 2017).

Motivated people will work hard to attain their goals and put up their best effort to get their desired outcome. Someone who is motivated to learn the target language will focus their efforts in that direction with encouragement. They will react to language learning by looking for opportunities to improve their language mastery both inside and outside the classroom. They will be more concentrated and productive when studying languages as a result of their

behavior. Students must be driven in this way in order to push themselves to quickly study or acquire a foreign language.

## **2.5. Previous Studies**

There are several studies concerned with a students' perception of rewards and punishment toward their motivation in learning English. Here are few of previous studies related to reward and punishment given by the teachers in the classroom.

The first study is "The Effect of Reward and Punishment in Learning English". This research was undertaken by Hajrah (2018). This study was aimed to find out the kinds of reward and punishment used by the lecturer and to find out the students' perception of the implementation reward and punishment in learning English at the third semester of English Education Department Muhammadiyah University of Makassar. The instruments were interview and questionnaire. The research findings revealed that the kinds of reward used by the lecturer are; (1) privileges, (2) gift, (3) praise, and (4) extra points. While the punishment applied by the lecturer are; If they arrive late, they will be marked absent; if they are late to submit an assignment, they will be given a point deduction; and if they do not submit an assignment, they will be given a zero. The study also discovered that the effect of incentive on student motivation and interest was outstanding, indicating that it can boost student motivation and interest in learning. In the meanwhile, the penalty motivates and interests the kids. As a result, both reward and punishment are beneficial to pupils.

A similar research about reward and punishment in language learning conducted by Marlina et al. (2021) with the title "The Implementation of Reward and Punishment n Teaching English at Ma Darussalam Stano" found that Students' reactions to the implementation incentives in teaching English include that they are having more fun, are more driven, are more confident, and that they have more spirit and are more serious in their studies. It was also discovered that students' reactions to the adoption of

sanctions in teaching English include humiliated, less confident, concerned and frightened, and sorrowful.

Another study is a research by Putri & Refnaldi (2020) with the title “Rewards and Punishments given by the Teacher in Teaching English as Foreign Language in Indonesian Context”. It is found that (1) Teachers generally used the kind of praise (49%) in offering spoken rewards, while teachers mostly used the type of nonverbal cues (54%) in giving spoken punishments, according to the findings. (2) Teachers provide oral rewards to raise students' motivation in the learning process and to increase their excitement for studying English. Meanwhile, teachers use verbal penalties to influence students' behavior and make them fearful of making the same mistakes again while learning English..

The next study is “The use of rewards and punishment in early childhood classrooms” by Moberly et al. (2005). When the researcher looked at the data, the researcher saw several intriguing things about the two types of extrinsic incentives: (1) verbal and nonverbal praise or acknowledgment, and (2) material benefits. One half of those who said extrinsic rewards worked best for them picked verbal and nonverbal praise or recognition, while the other half chose various types of material prizes, according to the findings.

A study by Jabeen et al. (2015) with the title Cross Correlation Analysis of Reward & Punishment on Students Learning Behavior found out that students' learning behavior is positively influenced by both reward and punishment, with punishment having a higher impact and role in learning behavior. In collecting the data, the study used a questionnaire approach to gather data from the teacher, who were chosen as the study's sample. For data collection, the study used a convenient and easy random sample technique. Furthermore, the paired sample T test is used to examine the relationship between variables.



The last study by Margolang et al. (2019) with the title “The Correlations between Reward and Elementary School Students’ Learning Motivation” found that giving reward and punishment has a good and significant impact on student motivation. The significance result for the correlation test is 0.0010.05, with a Pearson-Correlation value of 0.319. As a result, the incentive is favorably associated to student learning motivation, however the relationship is weak with a contribution of 10.2%.

Based on the previous studies above, it is believed that reward and punishment can motivate students in the language learning process. Those are the explanations of this chapter have been discussed. For the way of conducting the research is conferred in the next chapter.

## **2.6. Conceptual Framework**

English is being categories as a Foreign Language in Indonesia. EFL can be described as the study of English that taught in schools where the students are learning English to use it as communication language with other speakers from around the world but it is not used as a daily communication language (Broughton et al., 2002; Harmer, 2001).

During the process of learning new language, rewards and punishments method could be used to stimulate students’ motivation. Reward is strategies that can increase students’ interest and motivation in learning as it is an action to reward student in response of student's success in terms of participation, performance, and completion of activities (Sidin, 2021, Slavin, 1991). Meanwhile, punishments are behaviors that convey disapproval and cause anger, irritation, or a limitation of a child's demands (Jakešová & Slezáková, 2016).

Regarding the importance of rewards and punishment, it can be seen during the application of rewards and punishment in the classroom, it could have positive impact on students as it can increase students’ willingness to learn as well as their motivational level that can be seen on their act during the learning process when trying to avoid punishment and get reward as the

result of their study (Jones & Jones, 1986; Nugroho, 2006; Putri & Refnaldi, 2020; Wantina & Widya, 2019). Reward and punishment have a profound influence on motivation as Matera (2009) pointed out that external reinforcement has an impact on student motivation (reward and punishment).

Perception, defined as a person's act of perceiving something based on what he or she perceives, will play an important part in language instruction. Students' views can influence their motives, attitudes toward language acquisition, expectations, and learning methods, and engaging students' voices in school reform attempts can have a significant impact on student accomplishment (Richards & Lockhart, 2007; Mitra, 2008). Therefore, students' perception of rewards and punishment in learning English they perceived need become an important factor in teaching practices to increase their motivation in achieving the objectives of the learning activity. The following figure is the representation of the conceptual framework of this study.



**Figure 1. Conceptual Framework Model**

## **2.7. Hypothesis**

- a.  $H_0$ : There is no effect of students' perceptions on rewards and punishments on their motivation in learning English as a foreign language.
- b.  $H_i$ : There is an effect of students' perceptions on rewards and punishments on their motivation in learning English as a foreign language.

### III. METHODOLOGY

This chapter discusses about research design, population and sample, instrument of the research, data collecting technique, and data analysis of students' perception of reward and punishment toward their motivation in learning English.

#### 3.1. Research Design

This research was conducted through a quantitative approach. Quantitative research is a method of conducting empirical investigations in which data is collected, analyzed, and displayed numerically in order to obtain an accurate measurement of something (Cooper & Schindler, 2006). The research took place at SMK Negeri 1 Gadingrejo. The aim is to find out students' perceptions of rewards and punishments toward their motivation in learning English as a foreign language. The research was conducted by using a quantitative approach to provide data on the effect of students' perception of reward and punishment and their motivation in learning English as a foreign language activity.

#### 3.2. Variables of the Study

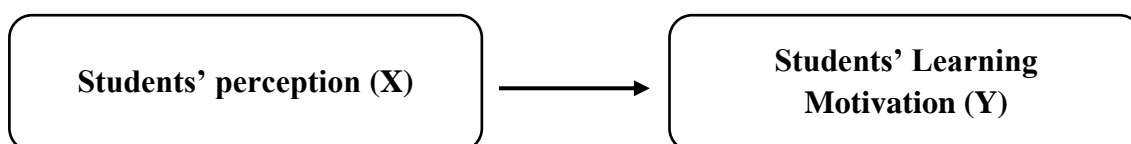
The variables being studied in this research was two variables consist of one independent and one dependent variable.

a. Independent Variable (X)

The Independent variable of this study is students' perception on reward and punishment.

b. Dependent Variable (Y)

The dependent variable of this study is students' learning motivation.



### 3.3. Population and Sample

#### 3.2.1. Population

Population is the entire subject in the study (Arikunto, 2006). The population of this study was the second-year students at SMK Negeri 1 Gadingrejo academic year 2021/2022.

**Table 3.1 Population**

No.	Class	Total of students
1	Multimedia 1	36
2	Multimedia 2	36
3	TKRO 1	36
4	TKRO 2	35
5	TKRO 3	36
6	BKP 1	36
7	BKP 2	36
8	DPIB 1	35
9	DPIB 2	35
10	ANIMASI	36
11	TELIND	35
12	TAV	35
	Total	427

#### 3.2.2. Sample

A sample is part of the number that meets the characteristics of the population (Sugiyono, 2013). If the subject is less than 100, it is advisable to take everyone so that the research is a population study; if the subject is more than 100, 10% -15%, 20% -25%, or more is taken (Arikunto, 2010). The sample size for this study was 10% of the entire population and is computed using Taro Yamane's formula:

$$n = \frac{N}{N \cdot d^2 + 1}$$

Description:

$n$  = total of sample

$N$  = total of population

$d^2$  = Precision (set at 10%) (Riduwan and Akdon, 2009)

$$n = \frac{427}{427 \times 0.1^2 + 1}$$

$$n = \frac{427}{427 \times 0.01 + 1}$$

$$n = \frac{427}{4.27 + 1}$$

$$n = \frac{427}{5.27} = 81.02 = 81$$

Based on the calculations above. The number of samples obtained is 81 students. Then, using the following formula, the number of samples is determined based on the number of students in each second grade by percentage:

$$ni = \frac{Ni}{N} \cdot n$$

With:

$ni$  = Number of sample by number of class

$n$  = Total of sample

$Ni$  = Number of population by number of class

$N$  = total of population (Riduwan and Akdon, 2009)

Based on the above formula, it was obtained the number of samples according to the number of each class as follows:

$$\text{Multimedia 1} = \frac{36}{427} \times 81 = 6.82 = 7 \text{ students}$$

$$\begin{aligned}
 \text{Multimedia 2} &= \frac{36}{427} \times 81 = 6.82 = 7 \text{ students} \\
 \text{TKRO 1} &= \frac{36}{427} \times 81 = 6.82 = 7 \text{ students} \\
 \text{TKRO 2} &= \frac{35}{427} \times 81 = 6.63 = 6 \text{ students} \\
 \text{TKRO 3} &= \frac{36}{427} \times 81 = 6.82 = 7 \text{ students} \\
 \text{BKP 1} &= \frac{36}{427} \times 81 = 6.82 = 7 \text{ students} \\
 \text{BKP 2} &= \frac{36}{427} \times 81 = 6.82 = 7 \text{ students} \\
 \text{DPIB 1} &= \frac{35}{427} \times 81 = 6.63 = 6 \text{ students} \\
 \text{DPIB 2} &= \frac{35}{427} \times 81 = 6.63 = 6 \text{ students} \\
 \text{Animasi} &= \frac{36}{427} \times 81 = 6.82 = 7 \text{ students} \\
 \text{TELIND} &= \frac{35}{427} \times 81 = 6.63 = 7 \text{ students} \\
 \text{TAV} &= \frac{35}{427} \times 81 = 6.63 = 7 \text{ students}
 \end{aligned}$$

The following table shows the results of the formula above:

**Table 3.2 Sample**

No.	Class	Total of students
1	Multimedia 1	7
2	Multimedia 2	7
3	TKRO 1	6
4	TKRO 2	7
5	TKRO 3	7
6	BKP 1	7
7	BKP 2	7
8	DPIB 1	6
9	DPIB 2	6
10	ANIMASI	7
11	TELIND	7
12	TAV	7
Total		81

A total of 81 students was chosen with simple random sampling by lottery system with the help of Microsoft Excel for the sample. Simple random sampling, according to Kerlinger (2006), is a study method in which every person of the population has an equal chance of being a participant. Furthermore, according to Sugiyono (2001), it is called "simple random sampling" since it is done at random without categorizing anything in the population. Creswell & Creswell (2017) mentions, "with randomization, a representative sample from a population provides the ability to generalize to a larger population."

### **3.4. Instruments of the Research**

The questionnaires were used as the research instruments in this study. This study included two types of questionnaires: a perception questionnaire and a motivation questionnaire. The researcher developed a perception questionnaire, while the motivation questionnaire was adopted from Khodadady & Ashrafborji (2013) Motivations Underlying English Language Learning (MUELL). A questionnaire is a method of gathering data in which respondents are asked to respond to a set of questions. According to Arikunto (2006) questionnaire refers to a set of written questions on a piece of paper in order for problems of study would be observed. The questionnaires were used as the research instruments in this study. The questionnaire was held to get information about students' perception of reward and punishment in English as a foreign language classroom and also to find out the students' motivation in learning English. The research used a structured or closed questionnaire. The form of answer options was 4 points rating scale or a Likert scale from strongly agree to strongly disagree. The questionnaire was translated into Bahasa Indonesia to make it easy for the students to understand.

### **3.5. Validity and Reliability of the Instruments**

#### **3.5.1. Validity**

Validity is a measure that shows the levels of validity or validity of an instrument Arikunto (2006). The researcher used content validity and

construct validity to assess the validity of the questionnaire items this study.

The content of two questions was validated using content validity with experts of English from Lampung University. According to Nurgiyantoro (2004) content and construct validity testing should be done by a professional in the subject. The expert double-checked the questions' relevancy to the questionnaire's aim, as well as their possible language, kind, and arrangement.

Furthermore, to assess the instruments' validity, the researcher conducted a pilot study with 35 vocational high school students out samples using the Pearson Product-Moment formula. SPSS version 24 will be used to calculate the Pearson Product-Moment. With:

1. Comparison of the  $r_{\text{value}}$  with  $r_{\text{table}}$  value

- a. If  $r_{\text{value}} > r_{\text{table}} = \text{valid}$
- b. If  $r_{\text{value}} < r_{\text{table}} = \text{invalid}$

With  $N = 35$  in significance at 5% on the  $r_{\text{table}}$  distribution, then the value of  $r_{\text{table}}$  is 0.334.

2. The significance (sig.)

- a. if the significance  $< 0.05 = \text{valid}$
- b. If the significance  $> 0.05 = \text{invalid}$

The following were the validity test results of the X variable (students' perception on reward and punishment) with the above conditions:

**Table 3.3 Validity Test Results**

Item no.	$r_{xy}$	$r_{\text{table}}$	Sig.	Description
1	0.812	0.334	0.000	Valid
2	0.546	0.334	0.001	Valid
3	0.591	0.334	0.000	Valid
4	0.519	0.334	0.001	Valid
5	0.552	0.334	0.001	Valid
6	0.639	0.334	0.000	Valid
<b>7</b>	<b>0.019</b>	<b>0.334</b>	<b>0.912</b>	<b>Invalid</b>
8	0.476	0.334	0.004	Valid
9	0.677	0.334	0.000	Valid
10	0.679	0.334	0.000	Valid



11	0.601	0.334	0.000	Valid
12	0.697	0.334	0.000	Valid
<b>13</b>	<b>0.417</b>	<b>0.334</b>	<b>0.013</b>	<b>Invalid</b>
14	0.741	0.334	0.000	Valid
15	0.785	0.334	0.000	Valid

After testing the validity of the variable X (students' perception on reward and punishment), which contains 15 items and has a  $r_{\text{table}}$  of 0.334, it was discovered that 13 of the 15 items are valid and 2 are invalid.

### 3.5.2. Reliability

Out of the samples, 35 vocational high school students were tested for the reliability of the questionnaire items. The term "reliability" refers to the instrument that can be relied on. If a measuring instrument produces consistent results, it is considered dependable (Kothari, 2004). The range of reliability coefficients is 0.00 to 1.00, with greater values suggesting better levels of dependability (Kimberlin & Winterstein (2008).

Cronbach's Alpha was used in SPSS version 24 to calculate the instrument's reliability. Cronbach's Alpha was calculated, and the findings were compared to the recommended cut-off value of 0.6, indicating that the scales were trustworthy (Sujarweni, 2014).

The following were the reliability test results of the X variable (students' perception on reward and punishment) with the above conditions:

**Table 3.4 Reliability test results**

<b>Cronbach's Alpha</b>	<b>N of items</b>
0.848	13

Based on the table above, the reliability of the instrument variable X (Students' Perception on Reward and Punishment) obtained

Cronbach's Alpha value of  $0.848 > 0.6$  at a significant level  $\alpha = 5\%$ . Then the statement instrument was declared reliable. So, in test instrument data, the variable X is valid and reliable for the 13 items of the instrument. Then it can be used for data measurement in the context of data collection.

### **3.6. Data Collecting Technique**

The data source of this study was a questionnaire. The researcher delivered the questionnaire to the 81 students chosen by simple random sampling. This questionnaire instrument was held to get information about students' perception and motivation in learning English related to reward and punishment. To assess the students' perception of reward and punishment toward their motivation, the students needed to select one choice and mark it with a "check" in the questionnaire. In conducting the research, the researcher used some procedures or steps as follows:

- a. The researcher explained to the students the aim of the questionnaire as well as how to complete it.
- b. The researcher informed the participant of the questionnaire's purpose and gave it to them.
- c. The study sample participant filled out the questionnaire on the response sheet, and the students had 45 minutes to complete it.

### **3.7. Data Analysis Technique**

Data analysis is the practice of systematically applying statistical and/or logical approaches to explain and demonstrate, condense and recap, and assess data. Any type of analysis, according to (Spradley, 1980), involves a method of thinking. It is the process of systematically examining something in order to determine its parts, the reaction among parts, and the relationship to the whole. Data analysis was the process of analyzing the data obtained from all respondents to draw a conclusion. In this study, prerequisite tests and regression tests were used as a data analysis technique.

#### **3.6.1. Descriptive Statistic Analysis**

The descriptive statistics were used to answer the research question by describing all data from all variables, namely students' perceptions of reward and punishment (X) and student learning motivation (Y), in the form of percentages, frequency distributions, histograms, graphs, mean, mode, median, and standard deviation used the SPSS 21 program. The steps for examining the Likert scale item were as follows:

**a. Determining the score of each response**

The first step in assessing the Likert scale is to determine the score of each answer (Sugiyono, 2013). The researcher utilized a 4-point Likert scale ranging from 1 (strongly disagree) to 4 (strongly agree) to examine the students' perceptions on reward and punishment and also their motivation in English as a foreign language. The table for the 4-point Likert scale in each instrument is as follows:

**Table 3.5 Likert Scale**

<b>Students' perception and motivation</b>	
<b>Likert Scale</b>	<b>Score</b>
Strongly Agree	4
Agree	3
Disagree	2
Strong Disagree	1

**3.6.2. Prerequisite Test**

**1. Normality Test**

The goal of a normality test on a set of data is to determine whether or not the data is normally distributed. Parametric statistical tests can be performed if the data is regularly distributed. The *Kolmogorov Smirnov* method was employed in the normalcy test with the SPSS 24 program. If the test criteria are chosen based on probability values with the SPSS 24 program, then the data is distributed normally. If the probability (sig) > 0.05, then the data is distributed normally. The data is not normally distributed if the probability (sig) is < 0.05.

## 2. Linearity Test

The linearity test uses linear regression analysis to determine if the dependent variable (Y) and the independent variable (X) have a linear relationship. The implementation of the basic linear regression approach requires this test as a prerequisite. The F test was used to perform the linearity test in the SPSS 24 Statistical IMB tool. If the test criteria are taken based on probability values with the SPSS 24 program, the test rule is: the data has a linear pattern if the probability (sig)  $> 0.05$ . The data is not linear if the probability (sig)  $< 0.05$ .

### 3.6.3. Simple Linear Regression Test

Regression analysis is a statistical method for determining the relationship between variables with a cause-and-effect relationship Uyanik & Guler (2013). It was used to see how independent variable affect a dependent variable. Using SPSS version 24, simple linear regression was utilized to assess the effect of students' perception on reward and punishment on students' motivation in English as a foreign language variable. Decision making:

#### **comparing the significant value with the probability value of 0.05**

- a. if sig  $< 0.05$ , it means that the variable X has an effect on variable Y
- b. if sig  $> 0.05$ , it means that variable X has no effect on variable Y

#### **comparing $t_{value}$ with $t_{table}$**

- a. if  $t_{value}$  with  $t_{table}$ , means variable X has an effect on variable Y
- b. if  $t_{value}$  with  $t_{table}$  means variable X has no effect on variable Y

### 3.6.4. Hypothesis Test

A hypothesis test was conducted to determine whether there was a significant positive influence on the students' perception of reward and punishment (X) as an independent variable from the students' learning motivation (Y) as the dependent variable or not. To get the coefficient of significance, hypotheses were tested using the SPSS 24 program based on

the findings of a basic linear regression analysis test. The following are the criteria for decision-making based on hypothesis testing results:

**T test**

- A. If the value of  $\text{sig} < 0.05$  or  $t_{\text{value}} > t_{\text{table}}$ , then there is an effect of variable X on variable Y
- B. If the value of  $\text{sig} > 0.05$  or  $t_{\text{value}} > t_{\text{table}}$  then there is no effect of variable X on Variable Y

## V. CONCLUSION AND RECOMMENDATIONS

This chapter will present two primary discussions based on the research findings described in the preceding chapter: the first is a conclusion from this research, and the second is a recommendation for teachers, students, and other researchers who want to undertake relevant studies.

### 5.1. Conclusions

Based on the findings of a study conducted on the effect of students' perceptions of reward and punishment on motivation in an English as a foreign language classroom, it can be inferred that the research conclusion based on the research question and the research objective are as follow:

Rewards and punishment can be helpful to motivate students in the English as a foreign language learning activity as reward and punishment will positively affect the students' learning motivation during the learning process and increase their motivation to learn harder and get the reward and avoid the punishment the teacher applied in the class with the influences value of students' perception on reward and punishment toward their learning motivation equal to 18.2%. The findings showed that giving rewards and punishment is one of the means to improve student learning motivation

### 5.2. Recommendations

This part presents some suggestions for teachers and students that may perhaps aid in the learning process, particularly in the reward and punishment, English learning motivation, and provide some ideas for improved teaching strategies. The researcher will also provide suggestions for future researchers who will conduct studies in the same field as the reference or comparison that the researchers may find valuable.

1. For the English Teacher

The requirement for teachers to cultivate students' interests in learning English in order to obtain maximal learning outcomes, though in a

variety of shapes and techniques, such as rewarding and punishing students for being more engaged in the classroom and motivating students themselves as it is already clear that reward and punishment can increase students' learning motivation. Also, there should be active engagement between the teacher and the students so that the teacher's rewards and punishments can truly improve students' interest and motivation in the learning activities.

2. For the students

Students should be able to maintain their study motivation and avoid bad behavior in order to increase their understanding of the subject matter. Students should understand the goal of using rewards and punishments in the English as a Foreign Language classroom, so that they continue to do their best not only to receive rewards from these behaviors, but also to attain the learning outcomes from the teaching-learning activities.

3. For the future researchers

This study investigated the effect students perception on reward and punishment in relation to their motivation to learn English. With the data results, the researcher hopes that the study's findings can be used as a model for future studies with diverse populations, samples, methodologies, and instruments. The researcher suggested to conduct similar studies on this subject. Because this study is quantitative, other researchers can perform qualitative research on the subject and get more deep information about how is the students' perception on reward and punishment can affect their English learning motivation.

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