ABSTRACT

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This research aimed at analyzing the reward and punishment used by the teacher in English learning process. This research was carried out using a descriptive qualitative. The data for this research was gathered from one English teacher and ninth grade students of SMP Negeri 9 Binjai. The data collection techniques encompassed in this research involved observation and interviews. Based on the results of the analysis there were three kinds of rewards that the teacher gave to students such as praise or compliments, tangible rewards or gifts, and non-verbal rewards. However, praise and non-verbal rewards are the most common rewards that the teacher used in class during the learning process. For punishment, there were two kinds that the teacher gave to students, such as a request and a warning. Then, the implementation of rewards and punishments in the English learning process went well, and last, the teacher gave rewards and punishments to students in the English learning process with the main reasons being to create an effective learning environment, manage the class, and support students' development. For English teachers, in giving rewards and punishments to students, it is suggested to maintain a balance between the two, neither more nor less. For further researchers, it is suggested to conduct research with a depth of discussion from various points of view.

Keywords: *Reward, Punishment, English Learning Process*