CHAPTER 1

INTRODUCTION

A. Background of the study

Teachers regularly use the term motivation to explain the success or failure of their students. Pan (2009) mentions that among the variables affecting students' learning, enthusiasm is regarded as a key factor in a variety of success. Accepting a relationship between yourself and something external to yourself is what learning interests are all about. According to Gunadi (2014) someone who has an interest in something tends to give greater attention to the subject, on the other hand students who have low motivation will show disinterest, boredom, until a sense of avoiding the subject. So the ability to consistently pay attention to and recall things (people, objects, or activities) coupled with a desire to know and learn and demonstrate it through generally long-lasting changes in behavior or attitudes is thus the definition of interest in learning.

John Beresford (2001) mentions that a good classroom condition is one of the most important aspects of instruction. Ridha Sari (2021) stated that the teacher has a crucial role to play in student encouragement, which is that teachers must create an environment that encourages learners to continue studying in order overcome learning challenges. One of the forms that teachers frequently use is controlling or supervision. According to Siregar (2021) controlling is intended to prevent or correct errors, irregularities and discrepancies. In this case, the teacher has a role to control students' behavior because in the classroom there are various personalities and characteristics, which will also create a diverse classroom atmosphere. A bad

1

classroom environment will have an impact on the quality of learning, so it is important to control the teachers' behavior.

One of the controlling strategies a teacher might apply to stimulate students' motivation and regulate behavior is the usage of rewards and punishment. The rewards and punishment are one of efforts by teacher in order to increasing the student's learning interest, a reward is used to encourage the behavior to occur more frequently. According to Djiwandono (2008) rewards are a form of motivation or appreciation for the behavior of students who show interest or at least behave well during the learning process. Punishment is used to discourage poor behavior and to remind students not to do something wrong, punishment is the action by the teacher which gives a consequence for students that have bad behavior. Hutagalung (2020) stated that the application of reward and punishment needs to be done properly so that students do not completely depend on the rewards given by the teacher and likewise with punishment.

At the moment, schools have a variation of reward and punishment policies in place, but practically all of them have the same purpose: to encourage students to learn. What is meant by balance is that the provision between reward and punishment must be greater and more reward than punishment. This is intended because in many cases the teacher tends to prioritize giving punishment to bad deeds, so that positive things or good deeds are not cared for or considered as something that students should do. In the educational process, rewards play a significant role, particularly as an external factor in influencing and directing students' behavior and motivation. The reward is a means to the whole motivating things, starting with the biological need, which is a person primary needs and

progressing to the outcomes that reward someone such as money, attention, affection, and high-level social goals, other examples of rewards include offering praise or gifts. Meanwhile punishment is a way that can help student learn and move in the correct way, it should not be used in a way that discourages creativity. Indrawati (2021) mentioned that to improve and educate in a better path, punishment must have a pedagogical purpose. To solve student progress, punishment can take the form of advice, directives, prohibitions, reprimands, yelling, or even summoning the student's parent or guardian.

This implementation is intended to provide stimulation to students who are encouraged by a student to be motivated to complete the task assigned to guide student behavior. While doing observation at SMAN 2 KABANJAHE, the researcher conducted the research for two days, on the first day the researcher observed the object of observation, X IPS 4 class was chosen, X IPS 4 class was chosen because of the recommendation of the English language study teacher at SMAN 2 KABANJAHE. During the observation in the object class, the researcher found the rewarding behavior of the teacher, examples of rewarding actions given by the teacher in form of an invitation to students in order to give applause for students who are able to answer correctly, saying the words "good, cool and great" is an example of rewarding. On the other hand, the researcher saw that there were several students who were busy talking to their classmates and did not pay attention to the teacher when explaining the lesson, but there was no further action from the teacher, as if they ignored the behavior of these students, as a result students who were previously paying attention were influenced to join in talking (noisy).

On the second day, still in the same class, the researcher observed the implementation of rewards and punishments, while observing in the middle of the class there were students who were sleepy, noisy in class and even eating. These students were given a warning that if they repeated their deeds they would be asked to stand in front of the class, after being given a warning, students who were previously sleepy, making noise and eating food did not repeat their actions again.

Due to these conditions, teaching English is cannot be done in the best way possible, and students are not interested in learning. However some students are active in respond to the learning progress and excited about learning English. These circumstances demonstrates students from various backgrounds have different ways and success rates. By using rewards and punishment, teachers can manage unwanted attitudes and keep up the good attitudes from students.

Based on the explanation above, the researcher wants to discuss and analyze the implementation of reward and punishment in this school. This research was discussed how teachers used this technique so that students are enthusiastic in class that the lesson will become effective and students are motivated to learn English.

B.   The problems of study

From the background above, the researcher can identify the problem that arise as follow:

1. What kind of reward and punishment the teacher used in increasing student interest in learning?

2. What are the students' responses toward the implementation of reward and punishment?

C. Objectives of the study

Based on the problem above, the researcher identify the aims that arise as follow:

1. To analyze the kind of reward and punishment that teachers used in increasing student interest in learning English.

2. To find out the student responses toward the implementation of reward and punishment

D. Scope of the study

The scope of the study focuses on students' responses by giving reward and punishment and to find out if the implementation of reward and punishment can influence student learning. Skinner found that behavior is repeated when followed by a positive consequence, and behavior is not repeated when followed by a neutral or negative consequence. In the other word giving rewards and punishment are given as a result of human behavior. Furthermore, the aim of this research is to find out the student response by giving the reward and punishment during learning English.

E. The Significances of the Study

Based on the results of this research, the researcher hopes to provide some benefits for students, teachers, schools, and readers. The benefits are:

1. Students

   For students can understand that the use of rewards and punishments serves as a form of coaching for individuals rather than just rewarding good or bad behavior.

2. Teachers

   Teachers can design a better classroom to hold students' attention during the learning process so that the goal of English teaching can be successfully achieved by using rewards and punishments in an appropriate manner.

3. School

   Schools are skilled at rewarding and punishing students.

4. Other Researchers

   Readers are already familiar with the concepts of rewards and penalties as well as ways to motivate other people, this research can serve as a guide for readers to use in both their personal and professional life.