



## The Students' Perception toward Reward and Punishment to Increase Their Motivation in Learning English

Cici Afriyeni<sup>1</sup> dan M. Zaim<sup>2</sup>

<sup>1,2</sup>Universitas Negeri Padang

Correspondence Email: [ciciafriyeni@gmail.com](mailto:ciciafriyeni@gmail.com)

### Article History

Submitted: 2023-07-24

Accepted: 2023-08-23

Published: 2023-08-23

### Keywords:

Perception,  
Reward,  
Punishment,  
Motivation

### Abstract

The purpose of this study is to find out the students' perception toward reward and punishment in learning English, kinds of reward and punishment given by the teacher in learning English, and how reward and punishment increase students' motivation in learning English. This research uses descriptive method. A total of 68 of the eleventh grade students in SMAN 12 Padang are chosen using cluster random sampling method. Observation, questionnaire, and interview are used to collect the data. The results of this study show; (1) Teacher gives several kinds of reward in learning English, namely material or symbolic reward, teacher-based reward, preferred activity reward, and good school report reward. (2) Teacher gives several kinds of punishment in learning English, namely symbolic punishment, teacher-based punishment, curtailment activity punishment, home-linked punishment, memorizing vocabularies, and changing students' seating arrangement. (3) The students have very positive perception toward reward in learning English. (4) The students have positive perception toward punishment in learning English. (5) Reward can encourage students to study harder and punishment give deterrent effect on students. In conclusion, the students have very positive perception toward reward and punishment in learning English. Moreover, reward and punishment affected students' motivation in learning English.

©2023 The Author(s) Publish by Jurusan Bahasa dan Sastra Inggris FBS UNP. This is an open access article under the CC-BY-NC license (<https://creativecommons.org/licenses/by-nc/4.0/>)

**How to Cite:** Afriyeni, C., & Zaim, M. (2023). The Students' Perception toward Reward and Punishment to Increase Their Motivation in Learning English. *Journal of English Language Teaching*, 12. (3): pp. 703-714, DOI: [10.24036/jelt.v12i3.124448](https://doi.org/10.24036/jelt.v12i3.124448)

## INTRODUCTION

In today's globalized world, the ability to communicate in English has become increasingly important. Many students know that learning English is important, but the students are not always motivated to learn English. Therefore, the teachers have to find the way to improve students' motivation in learning English. Many previous studies have shown that one of the solutions to increase the motivation of students is to apply rewards and punishments. Teachers can improve students' motivation by using the

reward and punishment (Fuad et al., 2021). Maulana (2022) also states that the use of rewards and punishment increased students' motivation in learning English.

Reward is an educational method to motivate students in learning by giving awards to students for their performance or learning outcomes. Brophy (2004, p. 152) explains that reward is a method in teaching that can encourage students to try or do something by giving appreciation. A reward is a real or emotional benefit given to or received by students for participating in or completing an activity (Anderman & Anderman, 2020, p. 41). Punishment is an action taken with the aim of giving a deterrent effect to actions that violate the rules which is expected to minimize the repetition of similar incidents in the future. Punishment is a consequence that reduces the possibility of a bad behavior occurring (Santrock, 2018, p. 221). According to Kaufhold (2002, p. 149) punishment can be defined as the addition of something uncomfortable or the removal of something good. In conclusion, reward and punishment are tools in education that can be used to control students' learning habits which influence students' learning motivation.

The most significant factor in learning is motivation. Loss of motivation can prevent students from achieving their learning outcomes. Meldayani & Sa'adah (2021) state that one of the triggers for students' enthusiasm in learning to fulfill their learning objectives is motivation. Schunk & Zimmerman (2012) also argue that motivation has a close relationship with student success in learning. Loss of students' learning motivation can result in student failure in achieving learning objectives. In addition, according to Brewer & Burgess (2005), low students' learning motivation can reduce enthusiasm in learning activities resulting in negative behavior such as disturbing other students and even skipping classes.

The contribution of teachers as educators is tightly connected to students' learning motivation, especially in how teachers provide lessons. Saugadi & Sari (2020) also states that knowing the condition of the students is one of the teacher's responsibilities. The teacher needs to know how students gain understanding in order to increase students' motivation by designing strategies for accomplishing it. Students' learning motivation can be influenced by the method used by teachers in learning process. Therefore, an innovative method must be used by teachers to increase students' motivation in learning English.

Based on preliminary research conducted by researcher, SMAN 12 Padang is a school where teachers give reward and punishment in learning process. The teacher gives reward to the students if students have good performance and the teacher gives punishment if the students against the rules. One of the teachers interviewed by the researcher explained that giving reward had the aim of making students interested in learning English. In addition, the teacher also stated that punishment can control and anticipate the unwanted behavior in the future. Students' interest in English lessons provides good learning motivation. Therefore the students can achieve the learning objectives in learning English.

Many previous researchers have conducted research on this particular issue. Maulana (2022) conducted research about *The Students' Perception of Reward and Punishment toward Their Motivation in English Learning at MTsN 8 Kediri*. According to the findings of this study, rewards and punishment have a positive effect on students' motivation to learn English. In the other hand, the second study about *The*

Students' Perception of Rewards and Punishment toward Their Motivation in English Learning, conducted by Ulfaminingsih et al., (2021), found that reward was proven to motivate students to learn harder and increased student learning interest because students felt valued by giving rewards, but the implementation of punishment in learning had negative impact on students. Another research was conducted by Delila (2023), Students' Perceived Impact of Reward and Punishment on Their Motivation in Learning English. The researcher found that reward and punishment can increase students' motivation in learning English, but the punishment can also decrease the students' motivation. Punishment made them feel demotivated, depressed, tired of learning, and upset.

Based on previous researches, researchers found differences in the results of each study related to reward and punishment on students' motivation. The distinction between the three earlier researches stimulates the next researcher to make the most recent discoveries about this issue. For this reason, the researcher wants to conduct this research to analyze the students' perception toward reward and punishment to increase their motivation in learning English at SMAN 12 Padang.

## **METHOD**

The method used in this research is a descriptive method. As stated by Monsen & Horn (2007, p.5), descriptive research is a great way for gathering information that may be used to develop assumptions and propose conclusions. During the process of the research, the researcher did the observation to collect the data. According to Creswell (2012, p. 213), observation is the process of collecting data by observing the object of research directly at the research location. The observed data can take the shape of a description of attitudes, behavior, actions, and human interaction. The researcher also collected the data through the questionnaires filled out by the students. The questionnaire was graded using a four-point Likert scale. The last instrument used by the researcher in collecting the data was interview with English teacher. In this research, the researcher used cluster random sampling to get the sample of the research. According to Trochim & Donnelly (2015, p. 101), when sampling a population scattered across a large area, cluster random sampling is utilized. From this sample selection technique, class XI IPA 1 and XI IPS 2 of SMAN 12 Padang were the selected classes to be the sample class in this study.

## **FINDING AND DISCUSSION**

### **Finding**

#### **Kinds of reward given by the teacher in learning English**

There are several kinds of reward given by the teacher in learning English, namely material or symbolic reward, teacher-based reward, preferred activity reward, and good school report reward as explained below:

##### **1. Material or symbolic reward**

From the data analysis of the observation, it can be seen that material or symbolic reward is the reward that is rarely given by the teacher to the students. The teacher just gives the material or symbolic reward to the students 2 times. The teacher gives this kind of reward just in the second observation each class. The teacher gives material or symbolic reward in the form of pen.

2. Teacher-based reward

Based on the result of the observation, teacher-based reward is the most frequent reward given by the teacher to the students in learning English. During the observation, the teacher gives teacher-based reward in every meeting with the total amount of 8. The teacher gives the teacher-based reward in the form of smile, applause, and say “good job”, “excellent”, “very good”, “ok, good”, “perfect”, “alright, “good job students”.

3. Preferred activity reward

Preferred activity reward is also given by the teacher to the students in learning English. Based on the data from observation, the teacher gives preferred activity reward with the total amount of 4. The teacher gives this kind of reward to the students in the form of leaving class faster for the students who have finished their assignment.

4. Good-school report reward

Good school report is also a reward that is often given by teachers to students. During 4 observations, the teacher gives this kind of reward for 6 times. The teacher gives good school report reward in learning English in the form of additional score.

### **Kinds of punishment given by the teacher in learning English**

There are several kinds of punishment given by the teacher in learning English, namely symbolic punishment, teacher-based punishment, curtailment activity punishment, home-linked punishment, memorizing vocabularies, and changing the seating arrangement of students as explained below:

1. Symbolic punishment

Based on the data of the observation, the teacher gives symbolic punishment to the students with the total amount of 3. The teacher gives the symbolic punishment to the students in the form of decreasing students point or score.

2. Teacher-based punishment

The teacher-based punishment is the most frequent punishment given by the teacher to the students in English learning process. The teacher gives this kind of punishment for 7 times. The teacher gives the teacher-based punishment in the form of warning and snatching the students’ phone.

3. Curtailment activity punishment

Curtailment activity punishment is also the punishment that often given by the teacher to the students. Based on the data from the observation, the teacher gives curtailment activity punishment to the students with the total amount of 5. The teacher stares to the noisy student as a form of curtailment activity punishment.

4. Home-linked punishment

Based on the data from the observation, home-linked punishment is the punishment that is rarely given by the teacher to the student in learning English. The teacher gives this kind of punishment just 1 time. The teacher gives home-linked punishment to the students in the form of additional homework.

5. Memorizing vocabularies

According to the data from the observation, memorizing vocabularies is also the punishment that is rarely given by the teacher to the students in English learning process. The teacher gives this kind of punishment just in the first observation. The teacher gives this punishment to student who makes noise during the learning process.

## 6. Changing the seating arrangement of students

The teacher also gives punishment in the form of changing the students seating arrangement. The teacher gives this kind of punishment for 2 times to the students. The teacher moves the student who makes noise to the front row.

**Students' perception toward reward in learning English**

Based on the result of analysis of questionnaire, it is discovered that the students have very positive perception toward reward in learning English for each indicator in the questionnaire, namely cognitive, affective, and conative. The findings will be shown on the table below:

**Table 1 the students' perception toward reward in learning English**

Indicator	Sub Indicator	Statement	Mean	$\bar{x}$ of sub indicator	Category
Cognitive	Experience	The teacher gives a reward when students make an achievement as appreciation	3.5	3.5	Very positive
	Thought	The teacher applies reward in learning process well	3.3		Very positive
		Learning English using reward is very effective to be applied in the classroom	3.5		Very positive
Affective	Pleasure	Reward from the teacher makes learning English more fun	3.6	3.5	Very positive
		I feel happy when teacher applies reward in learning	3.6		Very positive
	Enthusiasm	I feel optimistic in learning English when the teacher gives reward	3.4		Very positive
		I feel more enthusiastic about learning English if the teacher gives a reward	3.4		Very positive
Conative	Interest	I feel more interested in learning English when learning is done using the reward method	3.3	3.3	Very positive
		I try to study English harder so I can get a reward	3.2		Positive
	Behavior	The reward system implemented by the teacher creates good interaction between teachers and students	3.5		Very positive
		Giving reward makes me more active in participating in learning English	3.2		Positive
		Due to reward, I often study English without being asked to do so.	3.1		Positive
<b>TOTAL MEAN</b>			<b>3.4</b>	<b>3.4</b>	<b>Very positive</b>

Based on the data of the table above, the students' perception toward reward in cognitive aspect is based on the students' experience and thought toward reward in learning English. In terms of students' experience, the perception of students toward reward is very positive with the mean of 3.5. The students agree that the teacher gives reward in learning English. The students have very positive perception toward reward in terms of thought. The students agree that the teacher applies reward well with the mean score of 3.3. The students also think that reward is very effective to be applied in learning English with the mean score of 3.5. In conclusion, the average score of students' perception toward reward in learning English in cognitive aspect was 3.5. It

means that the students have very positive perception toward reward in learning English in cognitive aspect.

In affective aspect, the students' perception is based on the students' pleasure and enthusiasm in learning English. In terms of students' pleasure, the students' perception is very positive. The students feel happy in learning process which is shown on the average of 3.6. The students also feel fun in learning English if the teacher gave reward which is indicated with the mean of 3.6. For the students' enthusiasm, the students show their positive perception with the mean of 3.4 that they feel optimistic in learning English when the teacher gives reward. The students also feel more enthusiastic in learning English which is indicated with the mean of 3.4. To sum it up, the average score of students' perception toward reward in learning English in affective aspect is 3.5. It means that the perception of students in affective aspect is very positive.

The students' perception toward reward in learning English in conative aspect is based on the students' interest and behavior in learning English. In terms of students' interest, the students' perception is very positive. The students are interested in learning English when the teacher gives reward that is indicated with the mean of 3.3. Due to the reward, the students argue that they try to study harder that is shown with the mean of 3.2. In terms of the students' behavior, the students agree that reward given by the teacher creates good interaction between student and teacher with the mean of 3.5. The students also agreed that reward made them more active in learning English with the mean of 3.2. The students also argue that they often study English without being asked by the teacher with the mean of 3.1. In short, the students' perception toward reward in conative aspect is very positive with the mean of 3.3.

After calculating all of the data, the total mean of the students' perception toward reward in learning English based on cognitive, affective, and conative aspect is 3.4. It means that the students have very positive perception toward reward in learning English.

### Students' perception toward punishment in learning English

Based on the data analysis of the questionnaire of the students' perception toward punishment in learning English, it is discovered that the students have positive perception for each indicators; cognitive, affective, and conative. The findings will be shown on the table below:

**Table 2 the students' perception toward punishment in learning English**

Indicator	Sub Indicator	Statement	Mean	$\bar{x}$ of sub indicator	Category
Cognitive	Experience	The teacher gives punishment if students make a mistake or against the regulation	3.3	3.1	Positive
	Thought	The teacher applies punishment in learning process well	3.0		Positive
		Learning English using punishment is very effective to be applied in the classroom	2.8		Positive
Affective	Pleasure	Punishment makes learning English more organized	3.0	2.8	Positive

		I feel happy when the teacher applies punishment in learning process learning.	2.7		Positive
	Enthusiasm	I feel optimistic in learning English when the teacher applies punishment	2.8		Positive
		I feel more enthusiastic about learning English if the teacher applies punishment	2.8		Positive
Conative	Interest	I feel more interested in learning English when the teacher applies punishment in learning process learning	2.8	2.9	Positive
		I try to study harder so I don't get punished	3.3		Very positive
	Behavior	The punishment system implemented by the teacher creates good interaction between teachers and students	2.8		Positive
		Giving punishment makes me more active in participating in learning English	2.7		Positive
		Due to punishment, I often study English without being asked to do so	2.8		Positive
<b>TOTAL MEAN</b>			<b>2.9</b>	<b>2.9</b>	<b>Positive</b>

Based on the data of the table above, the students' perception toward punishment in cognitive aspect is based on the students' experience and thought toward punishment in learning English. In terms of students' experience, the perception of students toward punishment is positive with the mean of 3.3. The students agree that the teacher gives punishment if the students against the rules in learning English. The students also have positive perception toward punishment in terms of thought. The students agree that the teacher applies punishment well with the mean score of 3.0. The students also think that punishment is very effective to be applied in learning English with the mean score of 2.8. In conclusion, in cognitive aspect, the total mean of students' perception toward punishment in learning English in terms of their experience and thought is 3.1. It means that they have positive perception toward punishment in learning English.

For affective aspect, the students' perception is based on the students' pleasure and enthusiasm in learning English. In terms of students' pleasure, the students' perception is positive. The students feel organized in learning English when the teacher applied punishment which is shown on the average of 3.0. The students also feel happy in learning English if the teacher gives punishment which is indicated with the mean of 2.7. For the students' enthusiasm, the students show their positive perception with

the mean of 2.81 that they feel optimistic in learning English when the teacher gives punishment. The students also feel more enthusiastic in learning English which is indicated with the mean of 2.8. According to the students' perception toward punishment in learning English in affective aspect, the students have positive perception toward punishment in learning English with the total mean of 2.8.

The students' perception toward punishment in learning English in conative aspect is based on the students' interest and behavior in learning English. In terms of students' interest, the students' perception is positive. The students are interested in learning English when the teacher gives punishment that is indicated with the mean of 2.8. Due to the punishment, the students argue that they try to study harder that is shown with the mean of 3.3. In terms of the students' behavior, the students agree that punishment given by the teacher creates good interaction between student and teacher with the mean of 2.8. The students also agree that punishment make them more active in learning English with the mean of 2.7. The students also argue that they often study English without being asked by the teacher with the mean of 2.8. In short, the students' perception toward punishment in learning English in conative aspect is positive with the total mean of 2.9.

In conclusion, based on the calculation of all of the data, the total mean of the students' perception toward punishment in learning English is 2.9. It means that the students have positive perception toward punishment in learning English.

### **How reward and punishment increase students' motivation in learning English**

Based on the interview result, it is revealed that the teacher give reward and punishment in learning English. The teacher applied some kinds of reward and punishment in learning process. The teacher gave reward to the students who reached the target. The teacher also gave punishment if the student broke the rule in learning process. According to the teacher, reward and punishment affected the students' motivation in learning English. Reward in learning English has positive effect on students' motivation. Giving reward to a student can encourage the other students to also get a reward by the teacher by studying harder than before. Punishment also has a positive effect on students' motivation in learning English. The punishment provides a deterrent effect to the students, so the students will not break the rules in the learning process again. The students will try to study harder to avoid the punishment.

## **Discussion**

### **Kinds of reward given by the teacher in learning English**

The findings show that there are several kinds of reward given by the teacher in learning English; they are material or symbolic reward, teacher-based reward, preferred activity reward, and good school report reward. The finding above is in line with the theories from Caffyn (1987). Caffyn (1987) argues that kinds of rewards are material or symbolic reward, teacher-based reward, preferred activity reward, and good school report. Material or symbolic reward is the reward in the form of goods such as gold star, stationary, certificate, and others. In this research, the researcher finds that the teacher gives pen to the students as a form of material or symbolic reward. The second reward according to Caffyn (1987) is teacher-based reward that can be given by giving applause and praise such as "very good", "excellent", and



others. It is in line with the findings of the researcher that the teacher gives applause and says “good job”, “excellent”, “very good”, and others to the students. The teacher also let the students to leave the class faster if they finish their assignment earlier. It is in accordance with preferred activity reward that can be given in the form of leaving class faster, being teacher assistant, and others. The last reward given by the teacher that is in line with the theory from Caffyn is good school report. As explained by Caffyn in his theory, good school report reward can be given in the form of additional scores. In short, the findings of this research about the kinds of reward given by the teacher in learning English are in line with the theory from Caffyn (1987).

### **Kinds of punishment given by the teacher in learning English**

The findings of this research show that there are several kinds of punishment given by the teacher in learning English. The teacher applied symbolic punishment, teacher-based punishment, curtailment activity punishment, home-linked punishment, memorizing vocabularies, and changing the students seating arrangement. The finding above is in accordance with the theory from Caffyn (1987) and Irawati & Syafei (2016). Both theories are combined and used by the researcher as a ground theory in this research. Caffyn explains that there are several kinds of punishment that can be given by the teacher, namely symbolic punishment, teacher-based punishment, curtailment activity punishment, and home-linked. Irawati & Syafei (2016) also argue that kinds of punishment in learning English are warning, memorizing vocabularies, decreasing point, and changing the seating arrangement of students. From the table above, it can be seen that teacher decreases students point as a form of symbolic punishment. It is in line with the theory from Caffyn (1987) about the symbolic punishment. Irawati & Syafei (2016) also state that one of the kinds of punishment is decreasing point. The next punishment given by the teacher that is in accordance with theory from Caffyn (1987) is teacher-based punishment that is given in the form of warning and snatching students' phone. Irawati & Syafei (2016) also explain that one of the kinds of punishment is warning. Curtailment activity reward that is given by the teacher in the form of staring to the noisy students also in line with the Caffyn's theory that curtailment activity punishment can be given by watching student closely. In accordance with Caffyn's theory, the teacher also gives home-linked punishment in the form of giving additional homework. Moreover, the teacher also punishes the students by asking them to memorize vocabularies and changing the seating arrangement that is in line with the theory from Irawati & Syafei (2016). Finally, it can be concluded that the findings of this research are in accordance with the theories from Caffyn (1987) and Irawati & Syafei (2016).

### **Students' perception toward reward in learning English**

The findings show that the students have very positive perception toward reward in learning English. The students' responses are based on the three indicators of perception, namely cognitive, affective, and conative. From these three indicators of perception, the findings show that the students have very positive perception toward reward in learning English with the total mean of 3.40. The finding of this research is in line with the previous research conducted by Maulana (2022), The Students' Perception of Reward and Punishment toward their Motivation in English Learning at

MTsN 8 Kediri. The researcher found that the students had positive views about the use of reward in learning English. The researcher also used the questionnaire in collecting the data to know the students' perception.

Regarding to the students' perception toward reward in learning English, the findings of this research is similar with the findings of the research conducted by Delila (2023), *Students' Perceived Impact of Reward and Punishment on Their Motivation in Learning English*. The researcher found that the students had positive perception toward reward in learning English. The researcher found reward can increase students' motivation in learning English. In this research, the researcher also found that reward can make the students more active in learning English. This result is also in accordance with the findings of the writers.

Another research conducted by Ulfaminingsih et al., (2021), *The Students' Perception of Reward and Punishment toward their Motivation in English Learning*, is also in accordance with the findings of this research. The researcher found that the students have positive perception toward reward in learning English. The researcher also used descriptive method. The finding of this research is similar with the writer's finding that reward increases the students' enthusiasm and interest in learning English.

### **Students perception toward punishment in learning English**

The findings of this research show that the students have positive perception toward punishment in learning English. The students' responses were based on the three indicators of perception, namely cognitive, affective, and conative. From these three indicators of perception, the findings show that the students have positive perception toward punishment in learning English. It is in accordance with the previous research conducted by Maulana (2022), *The Students' Perception of Reward and Punishment toward their Motivation in English Learning at MTsN 8 Kediri*. The researcher found that the students had positive views about the use of punishment in learning English. The researcher also found that punishment affects the students' motivation in learning English.

Regarding to the students' perception toward punishment in learning English, the findings in the research conducted by Delila (2023), *Students' Perceived Impact of Reward and Punishment on Their Motivation in Learning English*, is quite different with the writer's findings. The researcher found that punishment had positive and negative impact on students' motivation in learning English. The punishment applied by the teacher made the students more responsible and increase their motivation to study hard. In another hand, the punishment could also decrease the students' motivation because the students felt upset, depressed, and tired of learning when they got punished by the teacher. Meanwhile, in this research, the writer found that the students have positive perception toward punishment in learning English. The students agreed that the punishment applied by the teacher made them active to participate in learning process. The writer also found that the students felt more enthusiastic in learning English when the teacher applied punishment.

Another research related to this topic was conducted by Ulfaminingsih et al., (2021), *The Students' Perception of Reward and Punishment toward their Motivation in Learning English*. The findings in this research are not in accordance with the writers findings. The researcher found that the implementation of punishment in learning

English had negative impact on students. Although punishment make students study more diligently to avoid punishment, the punishment applied by the teacher made students felt embarrassed, lost self-confidence, and was nervous to attend to school. Meanwhile, in this research the writers found that the punishment applied by the teacher had positive impact on students' motivation. The students were more active in learning English if the teacher applied punishment. The students tried to study harder to not get the punishment. The writer also found that the punishment applied by the teacher created good interaction between the students and the teacher.

### **How reward and punishment increase students' motivation in learning English**

Based on the interview with the English teacher, the researcher found that reward and punishment given by the teacher had positive effect on students' motivation. It is in line with the findings on research conducted by Maulana (2022), Delila (2023), and Ulfaminingsih et al., (2021), that giving reward to the student can encourage the other students to also get a reward by the teacher by studying harder than before. The students will repeat their good attitude or behavior when the teacher appreciates them by giving reward. In addition, the researcher found that punishment applied by the teacher has positive impact on students' motivation in learning English. It is in line with the research conducted by Ulfaminingsih et al., (2021) that punishment discourages students from repeating the same behavior. It is also in line with the findings of the research conducted by Delila (2023) that in order to avoid punishment, the students will try to study harder than before.

### **CONCLUSION**

Based on the result of the study, the researcher concludes several things as follows:

1. Kinds of reward given by the teacher in learning English are material or symbolic reward, teacher-based reward, preferred activity reward, and home-linked reward.
2. Kinds of punishment given by the teacher in learning English are symbolic punishment, teacher-based punishment, curtailment activity punishment, home-linked punishment, memorizing vocabularies, and changing the students seating arrangement.
3. The students have very positive perception toward reward in learning English in terms of cognitive, affective, and conative aspect.
4. The students have positive perception toward punishment in learning English in terms of cognitive, affective, and conative aspect.
5. Reward and punishment can increase students' motivation. Giving reward to a student can encourage the other students to also get a reward by the teacher by studying harder than before. Moreover, punishment provides a deterrent effect, so that the students do not repeat the same behavior in breaking the rules in the learning process. The students will try to study harder to avoid the rules.

### **REFERENCES**

- Anderman, E. M., & Anderman, L. H. (2020). Classroom Motivation : Linking Research to Teacher Practice. In *Classroom Motivation* (3rd ed.). Taylor & Francis. <https://www-taylorfrancis->

- com.plymouth.idm.oclc.org/books/mono/10.4324/9781003013600/classroom-motivation-eric-anderman-lynley-anderman
- Brewer, E. W., & Burgess, D. N. (2005). Professor's Role in Motivating Students to Attend Class. *Journal of Industrial Teacher Education*, 42(23), 23–47.  
<http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ753151&site=ehost-live> \n<http://scholar.lib.vt.edu/ejournals/JITE/v42n3/pdf/>
- Brophy, J. (2004). Motivating students to learn: Second edition. In *Motivating Students to Learn: Second Edition*. <https://doi.org/10.4324/9781410610218>
- Caffyn, R. E. (1987). Rewards and Punishments in Schools: A Study of their Effectiveness as Perceived by Secondary School Pupils and Their Teachers. *School Psychology International*, 8(2-3), 85–94.  
<https://doi.org/10.1177/0143034387082004>
- Creswell, J. W. (2012). *Educational Research; Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4th ed.). University of Nebraska-Lincoln.
- Delila, A. (2023). *Students' Perceived Impact of Reward and Punishment on Their Motivation in Learning English* (Doctoral dissertation, UIN Ar-Raniry Banda Aceh). [UIN Ar-Raniry Banda Aceh]. <https://repository.ar-raniry.ac.id/id/eprint/29368>
- Kaufhold, J. A. (2002). *The Psychology of Learning and the Art of Teaching*. iUniverse.
- Maulana, M. D. I. (2022). *The students' perception of reward and punishment toward their motivation in english learning at mtsn 8 kediri*. Maulana Malik Ibrahim State Islamic University.
- Meldayani, A., & Sa'adah, N. (2021). Teacher Strategy to Increase The Learning Motivation of Public Elementary School Students During The Covid-19 Pandemic: The Stories Of Civil Servant Teachers In .... *Journal of Economics, Management ...*, 1(3), 295–308.  
<https://cvodis.com/ijembis/index.php/ijembis/article/view/35>
- Monsen, E. R., & Horn, L. Van. (2007). *Research: Successful Approaches*. American Dietetic Association.
- Santrock, J. W. (2018). Educational psychology: Theory and application to fitness and performance. In *New York: McGraw-Hill Education*.
- Saugadi, & Sari, N. I. P. (2020). the Role of Teachers in Increasing Student Motivation of Students in Sman 2 Tolitoli During the Pandemic Covid-19. *Desember*, 6(2), 165–171.
- Schunk, D. H., & Zimmerman, B. J. (2012). Motivation and self-regulated learning: Theory, research, and applications. In *Motivation and Self-Regulated Learning: Theory, Research, and Applications*. <https://doi.org/10.4324/9780203831076>
- Trochim, W. M. K., & Donnelly, J. P. (2015). Research Methods: The Essential Knowledge Base. In *Research Methods: The Essential Knowledge Base*. Cengage Learning.
- Ulfaminingsih, AM, A., & Setiadi, M. A. (2021). The students' perception of rewards and punishment toward their motivation in English learning. *English Language Teaching Methodology*, 1(2), 13–20.