

CHAPTER I

INTRODUCTION

A. Background of the Research

Efforts to increase students achievement cannot be separated from the role of a teacher who is the center of learning. Every media, method and learning model that teachers use in teaching is very influential on students learning outcomes, cithen learning outcomes in terms of cognitive, affective, on psychomotor. Learning outcomes are a change in behavior obtained by students after experiencing activities learning. The teacher is always concerned about student learning behavior, behavior modification and student behavior in learning by giving rewards or punishments, as positive and negative reinforcement, and application of individual learning principles against classical learning.

Basically, many teaching strategies can be applied by a teacher. All of these strategies make the learning process well so that it can achieve the goal, one of them is to provide reward or punishment to the students in an effort to improve students achievement. The important means of education are certainly rewards and punishments. They have a particular motivational and informational value. Matejcek (2007: 13) state that there are several general guidelines for the use of reward and punishment in educating students. Rewards can be used to encourage good behavior in students.

Many factors cause the low learning achievement of students, one of which is the inaccuracy of the management used by the teacher in the classroom.

In addition, most teachers still use conventional learning models. Therefore, there needs to be a change in the learning process. Reward and punishment is an educational tool that is useful for increasing students' efforts to improve or enhance the achievements that have been or will be achieved.

They also help get your child to do more of the things you want her to do. Rewards that happen right after a behavior are best. Sometimes rewards can not be given right away but should be given as soon as possible. Rewards do not work as well when they are given long after a behavior. This is true especially for toddlers and preschoolers. Their memory is not as good as it is for older children. Reward one of the strategy in learning is very good applies because it can increase interest in learning and motivation to achieve satisfactory student achievement. Rewards also provide a positive stimulus to students.

Meanwhile, Punishment in education is the reaction to a lack of discipline so the first step to preventing the need for punishment is to teach and encourage discipline. Punishment is similar to reinforcement in that both are defined by its effects. Lefrancois (2006: 40) state that Punishment also has two types, positive and negative. Positive punishment is "when a positive contingency is removed". An example of this could be a penalty. It is also known as removal punishment. Negative punishment is "when a negative contingency follows a behavior.

A teacher is the person who takes an important role in teaching and learning process. Most of the teachers still teach their students traditionally, so the class condition becomes passive. The students are not encouraged to be active in

the teaching learning process. Therefore, innovative and effective technique, method or media are needed for teaching and learning language to reconstruct better atmosphere for the student in order to make them enjoy in teaching English. SMP AL-Irsyad Kota Ternate, is one of school that always creates the target of education up to professional progress.

It also makes creation of students' awareness to study" that is realized through teaching and learning process especially English learning process. It is supported by many activities which has vision orientation such as religious and good attitude.

Based on the curriculum for junior High School, there are two competencies should be achieved standard competence and basic competence. The standard competence means that students are able to understand short functional texts and essays in the form of procedure, descriptive, recount, narrative, and report texts (BSNP 2006). In order to achieve the standard competence, teacher should interpret the standard competence and basic competence in order to prepare students. Based on the syllabus, the researcher found that in SMP AL-Irsyad Kota Ternate, this school uses Curriculum 2013 (K13). In minimum completeness criterion (KKM), students must get average 70 points based on the consideration of students' intake, support power, and completeness.

The reseacher's reason in considering SMP AL-Irsyad Kota Ternate as source of the data in this research is that because this school implemented rewards

and punishments in teaching English. The students need interest learning to improve these teaching English activities. The researcher took in SMP AL-Irsyad Kota Ternate. This school has many reasons why the researcher chooses it. First, SMP AL-Irsyad Kota Ternate is junior high school still develops lately. Second, SMP AL-Irsyad Kota Ternate is the one of junior high school apply the implementation of rewards and punishments in teaching English. It is show that the school must better than before. But the students have many problems in English, especially from eighth grades. Eighth grades is a degree to which they consider themselves to be at a higher level, so they are easily overlooked with regard to discipline, school rules, student achievement and other aspects related to learning in particular rewards and punishments. It is not wonder if they have problem in English. Due to the researcher do research from eighth grade students SMP AL-Irsyad Kota Ternate.

Based on the background above, the reseacher is interested in conducting research title, “*Investigating Teachers Rewards And Phunishment In English Learning At SMP AL-Irsyad Kota Ternate*”.

B. Scope of the Research

In this process of teaching and learning the researcher will investgate the teachers rewards and punishment in English learning process at SMP AL-Irsyad Kota Ternate.

C. Statement of the Problem

In this research, the researcher formulated the problems of the research as follows:

1. How is the implementation of rewards and punishments in teaching English at eighth grade students of SMP AL-Irsyad Kota Ternate?

D. Objective of the Study

Based on the problem of the research, the objective of the research as follows:

1. To describe the implementation of rewards and punishments in teaching English at eighth grade students of SMP AL-Irsyad Kota Ternate

E. Significant of the Research

1. Theoretical
 - a. The result of this research can be used as reference for conducting such kind of research in the future.
 - b. The result of this research can add knowledge to readers about descriptive study on rewards and punishments in teaching English.
2. Practical
 1. *Teachers*

This research is expected to be a guideline for teachers know the rewards and punishment when teaching english.

2. *Students*

The benefits of this research for students is to make students motivated to learn English and be able to compete with other students in this global era

3. *Other Researchers*

The results of this study are expected to be useful for other research that also researched about rewards and punishment in teaching English.