An Applied of Reward and Punishment Approach in English Learning Classroom

Bambnag Nur Alamsyah Lubis[1], Khairun Niswa[2], Azizah Husda[3], Dinda Sapira[4]

[1,2,4]Department of English Education, Universitas Muhammadiyah Sumatera Utara, Indonesia
[3]Department of English Education, Universitas Prima Indonesia, Indonesia

ABSTRACT

This study aimed to describe an applied of reward and punishment in the learning process. The objectives of the study were to describe the application of reward and punishment in learning English at eight grades SMP Swasta Dharma Pancasila Medan, to describe students' responses to the implementation of rewards and punishments in learning English at eight grades SMP Swasta Dharma Pancasila Medan. This study used descriptive qualitative research design. The data of this study was result of observation and questionnaire. The source of the data was eight grade students at SMP Swasta Dharma Pancasila Medan. The researcher is the key instrument of this research and questionnaire sheet as supporting instrument. The results of the study, there were some kinds of reward and punishment that were applied by teacher in the classroom, such as giving several gift, giving applause, giving expressions, and giving points from the teacher to students (reward), and giving warning expressions, singing in front of the class, and squatting (punishment).

Keyword : reward, punishment, approach, applied

Corresponding Author:
Bambang Nur Alamsyah Lubis
Universitas Muhammadiyah Sumatera Utara,
Jl Kapten Muktar Basri No 3 Medan 20238, Indonesia
Email : bambangnuralamsyah@umsu.ac.id

1.   INTRODUCTION

The reward is one way that can be done by educators to give appreciation to students for behavior and deeds worthy of praise or recognition. Children can feel happy because of their activities or work when they receive rewards (Purwanto, 2009). A reward is a form of maintaining and increasing student motivation to encourage students to make further efforts to achieve teaching goals (Slameto, 2010). Based on the description above, a reward is a form of gift or greeting that is accepted by someone who has done well, the thing that is accepted it will make a person happy, imagine and want to repeat. Giving gifts or rewards is very meaningful for children, namely without giving gifts by educators is not always a good thing, but that does not mean that it is always a bad thing. The youngster will still grow in confidence despite this.

The implementation of giving gifts that are negative if the implementation of gift-giving (Armai, 2002) is used as follows:
a.   Considers his ability to be higher than his friends or his friends are considered lower.
b.   Giving gifts requires certain tools and costs.
c.   Can be an incentive for other students to follow the child who received a gift from the teacher, both in behavior, manners, enthusiasm, and motivation to do better.

Giving rewards will be very useful for students, especially in providing a good stimulus, with rewards that will have an impact on students, namely giving new enthusiasm to carry out the activities that will be given. For example, when a child gets a prize for an achievement given to the teacher, the child will be stimulated to do the same.

There are several purposes of giving rewards as reinforcement (Marno, 2008), including the following:

a. Boost student focus on learning process.
b. Generating, maintaining, and increasing student learning motivation.
c. Limiting and changing the negative behavior of kids while promoting the growth of beneficial behavior.

Rewards are given to students as a form of the form of educators' efforts so that students are more active in learning improving behavior, and hope to get achieve movement. Rewards are given to students who successfully improve learning outcomes or poor behavior.

There were varieties of rewards (Kompri, 2009) as follow:

a. Praise

Praise is one of the easiest forms of reward to implement. Praise can like words such as good, good, very goods, and so on. Praise given to students will affect the learning process. They will always improve their learning achievement.

b.   Respect

Respect creates two different types of rewards. It first appears as a coronation, during which the youngster is honored in front of his peers, such as in front of classmates or even in front of friends and parents. Giving someone the authority to do something is another way to show respect.

c. Gift

Prizes are rewards in the form of goods. Awards in the form of goods are called material awards. Giving gifts in the form of goods is very satisfying for students. They can use these tools for school needs. So they feel happy.

d. Sign of Appreciation

When a reward is given in the form of commodities, the gesture of appreciation is not evaluated based on the cost and intended use of the products. This token of appreciation is evaluated based on the impact and worth of the memories it evokes.

There were some advantage and disadvantage of reward, they were:

1. Advantages of Reward
    a. Enthusiasm of students to compete.
    b. Students will be motivated to develop maximum ability.
    c. The ability to learn is thorough or feel good other learners.
    d. The emotional relationship between educators and students will bind up with good. Thus the gap knowledge possessed by educators and students will decrease due to an active interaction with educators and students, if something is lacking in understanding then communicated directly.
    e. Learning will be fun, easy, and happy, good for students as a giver of rewards and students who receive rewards.
    f. For students who feel lazy and bored studying will be motivated to compete. as minimal as possible can be motivated and interested in learning earnestly and the feeling of laziness will begin to decrease. Because there will be an element of a threat if you are lazy study.

2. Disadvantages
    a. It costs extra to prepare gifts for students who study hard.
    b. Sometimes it will be a psychological burden for students who have a weak mentality, such as lazy, shy, and afraid to answer questions from educators.
    c. In general, the ones who will get a lot of rewards are students who are active in class, intelligent and capable communicate, when compared to students normal. There are times when students are diligent in studying but if you are not able to communicate, you will be ignored.

If it is administered effectively and sensibly in accordance with the principles of punishment, punishment is a type of negative reinforcement that can be used as a motivational tool (Sadirman, 2011). Punishment is a procedure carried out to correct unwanted behavior in a short time and is done wisely. Punishment is a consequence that does not strengthen in the sense of weakening behavior (Abimanyu, 2001). Punishment is a tool for influencing conduct to follow the norm. In this situation, punishment is meted out when the person in question exhibits behavior that is unexpected of them or when they remain silent. Based on the description above, punishment in the field of education is a form of motivational tool used by educating tors to correct the behavior that is not by the norms believed to be

by weakening behavior, carried out by the principles the principle of giving punishment appropriately and wisely.

There were some principles of giving punishment, they were:
a. Punishment is consistent with behavior
As well as giving rewards that must be standardized on behavior, so punishment that going to give must start from an assessment of the child's behavior, not the perpetrator. Every child and even adults will never want to be labeled ugly, even if they make a mistake.
b. Punish without emotion
In this condition, the real purpose of giving punishment is that they want awareness so that children will no longer make mistakes that make them ineffective.
c. The punishment has been decided
Just as discussing incentives first is necessary, doing so is also necessary before imposing punishment. It is something that should not give punishment to a child, in a state that the child does not think he will receive punishment and is not ready.
d. Punishment is educational
By requiring memorization or adding to the chores that must be completed in order to make a good impact.

Every time the students act inappropriately, punishment should be applied consistently. In teaching and learning activities, punishment is used for a variety of reasons, most commonly to promote and uphold appropriate behavior as defined by society or family. Only as a last resort and always in conjunction with teaching the child about right behavior, discipline should be used by teachers to reduce children's undesired behavior (such as bullying and hogging). Punishment must be based on the kids' behavior, not the teacher's mood or degree of exhaustion. To help your child associate the act of transgression with the punishment that will follow, administer the penalty right away.

Punishment serves four crucial purposes that are crucial in the development of expected behavior (Skinner, 1989):
a. Limit conduct; punishment deters unexpected behavior from repeating itself.
b. Educational, to instill excellent behavior in the students.
c. Boost positive impulse and avoid unforeseen conduct motivation.
d. Controlling, keeping kids from engaging in bad behavior.
Punishment is divided into several types (Irawati, 2016), there were:
a. Warning
The warning is a simple penalty for the class's students. To prevent disruptive behavior from students while they are learning, the teacher can issue warnings. The instructor may instruct, "Do not bother your pal! Be very happy! Please stop chatting! By issuing a warning, the students ensure that they won't interfere with other students' studying or the teacher's focus. If students are distracting the teacher while she is teaching, they will believe that she dislikes them. Additionally, they believe that anything they did in class was improper and in violation of the rules of education. It won't happen again, and students will concentrate on their instruction.
b. Memorizing Vocabulary
Vocabulary memorization is a form of constructive punishment. This punishment is a tool the teacher can use to discipline children and make them learn new words. When a student doesn't finish their homework, for instance, they are required to study vocabulary. The goal of this punishment is to teach the kids that they are wrong. Students' English vocabulary can grow through memorizing new words. They still study English even though they are punished. The pupils may become more responsible in class and acquire a wide variety of new words as a result.
c. Decreasing students' points
This form of discipline has a significant impact on the students even though it is not physical. When performing well, paying attention, and being active, students can earn more points in the reward system, but in the punishment system, they lose points for breaking the rules. Students who exhibit poor behavior in class may have their points reduced by the teacher. The teacher warns the pupils that failing to concentrate and engaging in class discussion will result in a loss of five points. They will lose ten points for a poorly completed work, and they will drop fifteen points for upsetting a friend or a teacher.
d. Repositioning pupils' seats

Students occasionally converse with one another in class as the instructor discusses the material. It will impede others' ability to focus, including the teacher. For pupils that constantly talk during class while learning is taking place, seats can be moved. The students who receive this punishment benefit from it in that they not only realize their errors but also develop positive relationships with their other classmates. Students can learn with their other pals when they switch to the other seat. The pupils learn how to look out for their other friends and expand their social circle.

There were some advantage and disadvantage of punishment, they were:

1. Advantages
    a. Punishment will make a tool for continuous improvement of violations or mistakes that have been made by students.
    b. After students get punishment, then they will not repeat.
    c. Students will experience the results of their activities firsthand, so feel the need to respect themselves.
2. Disadvantages
    a. Will cause noisy conditions, anxiety, and less confidence anymore.
    b. Students will lie to avoid punishment
    c. Afraid to make mistakes and act because they are punishment

2. RESEARCH METHOD

The research design was descriptive qualitative. The researcher was the key instrument, and the other supporting instrument in this research was observation and questionnaire sheet that was given to students. The data was the result questionnaire. The source of the data was eight grades SMP Swasta Dharma Pancasila Medan.

The technique analysis of data used interactive analysis by Miles, Huberman and Saldana (2014). It was used to ongoing analysis and after collecting the research data. The analysis model consists of three concurrent steps:

(i) Data condensation is the process of selecting, focusing, simplifying, abstracting and/or transforming the data that appear in test session and the full corpus (body), this research only focus on observation and questionnaire sheet that was given to students. The processes of selecting data are focusing, simplifying and resuming cigarette advertisement.
(ii) Data display is the process of organizing the data. The researcher needed to display the data, because the data was result of questionnaire that was given to eight grades student at SMP Swasta Dharma Pancasila. This process was to make sure the data were able to use as primary data in this research.
(iii) Drawing and verification conclusion were done through describe data condensation and display. Without both of data process, it was quite difficult to draw and verify the conclusion.

3. RESULTS AND DISCUSSION

Based on the data observation, teacher used some kinds of reward and punishment that applied in classroom while teaching learning process, they were:

a. Rewards that were carried out in classroom at eight grades SMP Swasta Dharma Pancasila were giving several gifts (such as pen, book, candy, chocolate, and etc.), giving applause, giving expressions, and giving points from teacher to students because students show success in their efforts such as being able to answer the teacher's questions.
b. Punishments that were carried out in classroom at eight grades SMP Swasta Dharma Pancasila were giving warning expressions (face and gesture), singing in front of classmate, and squatting in front of classroom from the teacher to students because students make noise, do not do assignments, and cannot answer questions from the teacher.

There were some students response about applying reward and punishment in classroom, they were:

1. Students responses of reward in learning English
    a. Students are happy to be rewarded in the form of kind word, praise and attention
    Based on students' responses to the questionnaire at SMP Swasta Dharma Pancasila Medan, the researchers found that students were happy with the praise and attention that were given. The explanation above, one of the types of rewards for students is kind word like good job, praise like congratulation and a form of attention. So that students are happy learning in class (Kompri, 2009).

b. Students are happy to be given gifts
    Based on students' responses to the questionnaire at SMP Swasta Dharma Pancasila Medan, the researchers found that students were happy with the prizes given. The explanation above, one type of award is to give prizes to students. So that students are happy and enthusiastic about learning in class (Kompri, 2009).
c. Students are happy to be given extra points
    Based on students' responses to the questionnaire at SMP Swasta Dharma Pancasila Medan, the researchers found that students were happy with the additional points given. The explanation above, one of the goals of the reward is to provide extra points to increase students' attention in the learning process (Marno, 2008).

2. Students responses of punishment in learning English
    a. Students agree to be given a warning if they disturb friends, and do not focus on the learning process.
        Based on students' responses to the questionnaire at SMP Swasta Dharma Pancasila Medan, the researchers found that students were agree with the given a warning. The explanation above, one of the kind of the punishment is to give warning, by warning the students, they will not disturb the learning process of other students and do not disturb the teacher's concentration (Irawati, 2016).
    b. Students agree if they are asked to stand in class and additional assignments because don't do assignments
        Based on students' responses to the questionnaire at SMP Swasta Dharma Pancasila Medan, the researchers found that students were agree with the given a warning. The explanation above, one of the kinds of the punishment is to give warning, by issuing a warning, studnets ensude that they will do the assignment (Irawati, 2016).

Table 1 Questionnaire of Reward

NO	PERNYATAAN	PILIHAN JAWABAN				
		SS	S	N	TS	STS
1	Saya senang dengan perkataan- perkataan yang baik seperti "hebat". "luar biasa".					
2	Saya senang belajar jika diberikan penghargaan berupa perhatian.					
3	Saya sangat senang diberikan penghargaan berupa pujian oleh guru.					
4	Saya lebih senang diberikan penghargaan berupa hadiah oleh guru.					
5	Guru memberikan jempol ketika saya menyetor hafalan kosa kata *(vocabulary)* dan lancar.					
6	Guru memberikan ucapan selamat apabila nilai saya bagus.					
7	Guru memberikan senyuman saat saya mengerjakan tugas bahasa Inggris dengan baik.					
8	Saya berusaha belajar lebih giat lagi supaya mendapatkan penghargaan.					
9	Guru memberikan hadiah ketika nilai saya bagus.					
10	Guru memberikan nilai tambah ketika saya mengerjakan tugas tepat waktu.					

a. *Saya senang dengan perkataan- perkataan yang baik seperti hebat, luar biasa.*
    Based on the results of the questionnaire in class VIII of the SMP Swasta Dharma Pancasila Medan, the researcher found the result of student responses in the sheet questionnaire, the students' responses strongly agree 72 % to this statement.
b. *Saya senang belajar jika diberikan penghargaan berupa perhatian.*

Based on the results of the questionnaire in class VIII of the SMP Swasta Dharma Pancasila Medan, the researcher found the result of student responses in the sheet questionnaire, the students' responses agree 50 % to this statement.

c. *Saya sangat senang diberikan penghargaan berupa pujian oleh guru.*
   Based on the results of the questionnaire in class VIII of the SMP Swasta Dharma Pancasila Medan, the researcher found the result of student responses in the sheet questionnaire, the students' responses agree 50 % to this statement.

d. *Saya lebih senang diberikan penghargaan berupa hadiah oleh guru.*
   Based on the results of the questionnaire in class VIII of the SMP Swasta Dharma Pancasila Medan, the researcher found the result of student responses in the sheet questionnaire, the students' responses agree 50 % to this statement.

e. *Guru memberikan jempol ketika saya menyetor hafalan kosa kata dan lancar.*
   Based on the results of the questionnaire in class VIII of the SMP Swasta Dharma Pancasila Medan, the researcher found the result of student responses in the sheet questionnaire, the students' responses agree 63 % to this statement.

f. *Guru memberikan ucapan selamat apabila nilai saya bagus.*
   Based on the results of the questionnaire in class VIII of the SMP Swasta Dharma Pancasila Medan, the researcher found the result of student responses in the sheet questionnaire, the students' responses agree 63 % to this statement.

g. *Guru memberikan senyuman saat saya mengerjakan tugas Bahasa Inggris dengan baik.*
   Based on the results of the questionnaire in class VIII of the SMP Swasta Dharma Pancasila Medan, the researcher found the result of student responses in the sheet questionnaire, the students' responses strongly netral 50 % to this statement.

h. *Saya berusaha belajar lebih giat lagi supaya mendapatkan penghargaan.*
   Based on the results of the questionnaire in class VIII of the SMP Swasta Dharma Pancasila Medan, the researcher found the result of student responses in the sheet questionnaire, the students' responses strongly agree 50 % to this statement.

i. *Guru memberikan hadiah ketika nilai saya bagus.*
   Based on the results of the questionnaire in class VIII of the SMP Swasta Dharma Pancasila Medan, the researcher found the result of student responses in the sheet questionnaire, the students' responses strongly agree 67 % to this statement.

j. *Guru memberikan nilai tambah ketika saya mengerjakan tugas tepat waktu.*
   Based on the results of the questionnaire in class VIII of the SMP Swasta Dharma Pancasila Medan, the researcher found the result of student responses in the sheet questionnaire, the students' responses agree 67 % to this statement.

Table 2 Questionnaire of Punishment

NO	PERNYATAAN	PILIHAN JAWABAN				
		SS	S	N	TS	STS
1	Guru memberikan teguran apabila saya tidak memprerhatikan pelajaran.					
2	Guru memberikan teguran apabila saya mengganggu teman saat belajar.					
3	Guru memberikan tugas tambahan dirumah apabila saya tidak mencatat pelajaran.					
4	Guru bermuka masam apabila saya main-main saat proses pembelajaran					
5	Guru menyuruh saya memungut sampah apabila main-main pada saat belajar.					
6	Guru menyuruh saya membersihkan halaman sekolah apabila tidak mengerjakan tugas.					
7	Guru menyuruh saya berlari keliling lapangan ketika terlambat masuk kelas.					
8	Guru menyuruh saya berdiri depan kelas ketika saya tidak mengerjakan tugas.					

9	Guru marah apabila saya tidak memperhatikan pelajaraan.	
10	Guru menyuruh saya menjelaskan kembali pelajaran, ketika melamun saat pelajaran.	

a. *Guru memberikan teguran apabila saya tidak memperhatikan pelajaran.*
Based on the results of the questionnaire in class VIII of the SMP Swasta Dharma Pancasila Medan, the researcher found the result of student responses in the sheet questionnaire, the students' responses agree 72 % to this statement.

b. *Guru memberikan teguran apabila saya mengganggu teman saat belajar.*
Based on the results of the questionnaire in class VIII of the SMP Swasta Dharma Pancasila Medan, the researcher found the result of student responses in the sheet questionnaire, the students' responses agree 50 % to this statement.

c. *Guru memberikan tugas tambahan dirumah apabila saya tidak mencatat pelajaran.*
Based on the results of the questionnaire in class VIII of the SMP Swasta Dharma Pancasila Medan, the researcher found the result of student responses in the sheet questionnaire, the students' responses agree 50 % to this statement.

d. *Guru bermuka masam apabila saya main-main saat proses pembelajaran.*
Based on the results of the questionnaire in class VIII of the SMP Swasta Dharma Pancasila Medan, the researcher found the result of student responses in the sheet questionnaire, the students' responses netral 30 % to this statement.

e. *Guru menyuruh saya memungut sampah apabila main-main pada saat belajar.*
Based on the results of the questionnaire in class VIII of the SMP Swasta Dharma Pancasila Medan, the researcher found the result of student responses in the sheet questionnaire, the students' responses agree 58 % to this statement.

f. *Guru menyuruh saya membersihkan halaman sekolah apabila tidak mengerjakan tugas.*
Based on the results of the questionnaire in class VIII of the SMP Swasta Dharma Pancasila Medan, the researcher found the result of student responses in the sheet questionnaire, the students' responses netral 42 % to this statement.

g. *Guru menyuruh saya berlari keliling lapangan ketika terlambat masuk kelas.*
Based on the results of the questionnaire in class VIII of the SMP Swasta Dharma Pancasila Medan, the researcher found the result of student responses in the sheet questionnaire, the students' responses agree 50 % to this statement.

h. *Guru menyuruh saya berdiri depan kelas ketika saya tidak mengerjakan tugas.*
Based on the results of the questionnaire in class VIII of the SMP Swasta Dharma Pancasila Medan, the researcher found the result of student responses in the sheet questionnaire, the students' responses agree 58 % to this statement.

i. *Guru marah apabila saya tidak memperhatikan pelajaraan.*
Based on the results of the questionnaire in class VIII of the SMP Swasta Dharma Pancasila Medan, the researcher found the result of student responses in the sheet questionnaire, the students' responses agree 58 % to this statement.

j. *Guru menyuruh saya menjelaskan kembali pelajaran, ketika melamun saat pelajaran.*
Based on the results of the questionnaire in class VIII of the SMP Swasta Dharma Pancasila Medan, the researcher found the result of student responses in the sheet questionnaire, the students' responses agree 30 % to this statement.

Tabel 3 Percentage of Reward

No	Description	Percentage
1	Saya senang dengan perkataan- perkataan yang baik seperti "hebat". "luar biasa".	72 % strongly agree
2	Saya senang belajar jika diberikan penghargaan berupa perhatian.	50 % agree
3	Saya sangat senang diberikan penghargaan berupa pujian oleh guru.	50 % agree
4	Saya lebih senang diberikan penghargaan berupa hadiah oleh guru.	50 % agree

5	Guru memberikan jempol ketika saya menyetor hafalan kosa kata *(vocabulary)* dan lancar.	63 % agree
6	Guru memberikan ucapan selamat apabila nilai saya bagus.	63 % agree
7	Guru memberikan senyuman saat saya mengerjakan tugas bahasa Inggris dengan baik.	50 % strongly netral
8	Saya berusaha belajar lebih giat lagi supaya mendapatkan penghargaan.	50 % strongly agree
9	Guru memberikan hadiah ketika nilai saya bagus.	67 % strongly agree
10	Guru memberikan nilai tambah ketika saya mengerjakan tugas tepat waktu.	67% agree

Table 4 Percentage of Punishment

No	Description	Percentage
1	Guru memberikan teguran apabila saya tidak memprerhatikan pelajaran.	72 % agree
2	Guru memberikan teguran apabila saya mengganggu teman saat belajar.	50 % agree
3	Guru memberikan tugas tambahan dirumah apabila saya tidak mencatat pelajaran.	50 % agree
4	Guru bermuka masam apabila saya main-main saat proses pembelajaran	30 % netral
5	Guru menyuruh saya memungut sampah apabila main-main pada saat belajar.	58 % agree
6	Guru menyuruh saya membersihkan halaman sekolah apabila tidak mengerjakan tugas.	42 % netral
7	Guru menyuruh saya berlari keliling lapangan ketika terlambat masuk kelas.	50 % agree
8	Guru menyuruh saya berdiri depan kelas ketika saya tidak mengerjakan tugas.	58 % agree
9	Guru marah apabila saya tidak memperhatikan pelajaraan.	58 % agree
10	Guru menyuruh saya menjelaskan kembali pelajaran, ketika melamun saat pelajaran.	42 % agree

Reward and punishment were one of popular approach that actually important to apply in classroom. This study explored reward and punishment that were applied by teacher in classroom at eight grades students SMP Swasta Dharma Pancasila, there were some kinds of reward and punishment carried out in teaching learning process. All of those kinds were able to applied and going to be a good idea for teacher to explore classroom management. Reward and punishment also helped teacher to increase students' interest in learning activity, especially in learning English because English one of subject matter that need extra energy to teach it. Hopefully, application of reward and punishment are able to support teaching learning English in classroom.

4. CONCLUSION

The reward and punishment approach in English learning carried out at eight grades students SMP Swasta Dharma Pancasila was accepted well. Student's response to implementation of reward and punishment were appreciated in learning English. Students felt happy with teacher good expressions or words such as great, well done, happy with being given gifts, congratulations, and adding value or extra point as their reward. Students' responses to implementation of punishment in learning English was students agree about punishment that was given to students, such as a warning, stand in front of the classroom, singing with English song.

REFERENCES

Abdul, W.R, *Arabic Learning Media*, (Malang: UIN Malang Press, 2009).

Abdullah, M. Z. (2018). *Reward and Punishment In Education.* Malang: Literasi Nusantara.

Abdurrahman, M. (2008). *Education for Children with Learning Difficulties.* Jakarta: Rineka Cipta: 224

Abimanyu. (2001). *Teaching and learning process.* Bandung: Bumi Aksara.

Ahmad, S.R. (2016). *Importance of English Communication Skills.* InternationalJournal of Applied Research, 2 (3): 475:480

Ahmad, I. (2008). *English Learning Methodology*. Bandung: Humaniora, 23

Amalia, L. E. (2017). *Implementasi Reward dan Punishment untuk Meningkatkan Kedisiplinn Peserta Didik.* Blitar: IAIN Surakarta.

Anshari, H. H. (1993). *Pengantar Ilmu Pendidikan*. Surabaya: Usaha Nasional.

Arifin, Z. (2011). *Penelitian Pendidikan Metode dan Paradigma Baru.* Bandung: Remaja Rosdakary.

Arikunto. (2006). *Metode Penelitian Kualitatif.* Jakarta: Bumi Aksara.

Armai, A. (2002). *Pengantar Ilmu dan Metodologi Pendidikan Islam.* Jakarta: Ciputat.

Arsana, A. B. (2014). Hubungan Pemberian Reward dan Punishment Dengan Motivasi Belajar Pendidikan Kewarganegaraan SIswa Kelas XI SMA Negri Ambuten Semenep. *Jurnal Kajian Moral dan Kewarganegaraan*, 455 .

Aziz, R. (2011). *Aspek- aspek Pendidikan dari Kisah Maryam dalam ALquran.* Makasar: Alaudin University Press.

Cascio. (2007). *The Differential Effect of Tangible Reward and Praise in Intrinsic Motivation* : *A Comparison of Cognitive Evaluation Theory and Operant Theory.* 273-55

Creswell, W. J. (2016). *Methodology Design Qualitative, QUantitative, and Mixed Method Approaches.* Los Angels: SAGE.

Ginting, R. I., Lubis, B. N. A., & Sinaga, D. A. (2021). The Revitalization of Tugu Silalahi Batak Toba Folklore into Teaching Materials in English Subject for Junior High School. *Linguistic, English Education and Art (LEEA) Journal*, *4*(2), 240-248.

Ginting, S. D. B., Lubis, B. N. A., & Sari, N. P. (2019). Revitalisasi Legenda Suku Karo "Pancur Kuta" Sebagai Bahan Ajar Kesusasteraan di Prodi Pendidikan Bahasa dan Sastra Indonesia Universitas Prima Indonesia. *Kode: Jurnal Bahasa*, *8*(3).

Hamalik, O. (2010). *Kurikulum dan Pembelajaran.* Jakarta: Bumi Aksara.

Hamer, J. (2004). *How to teach writing.* London: Person Education Limited.

Harmer, J. (2001). *The Practice of English Language*. New York: Longman Publishe

Hermawan. A (2011). *Metodologi Pembelajaran Bahasa Arab*. Bandung. PT Remaja Rosdakarya.

Huberman, M. B. (1994). *Qualitative Data Analysis.* London: SAGE Publications.

Irawati. (2016). The use of reward and punishment to increase young learners' motivation in English learning as a foreign language adapted to Indonesia context. *English Language Teaching*, 267-270.

Kompri. (2009). *Motivasi Pembelajaran Perspektif Guru dan Siswa.* Bandung: PT Remaja Rosdakarya.

Kompri. (2015). *Motivasi Pembelajaran Perspektif Guru dan Siswa.* Bandung: PT   Remaja Rosdakarya.

Latifah, F. N. (2018). *Implementasi Reward dan Punishment Dalam   Pembelajaran Matematika dikelas IV MI Pereng Pakel ANdong Boyolali Tahun Pelajaran 2017/2018.* Surakarta: IAIN Surakarta.

Lubis, B. N. A., & Asnawi, A. (2021). Family's Addressing Male and Female Batak Toba Tribe in Indonesia. *Randwick International of Education and Linguistics Science Journal*, *2*(2), 228-232.

Lubis, B. N. A., & Sagala, R. W. (2020). The Comparative of Indonesian and Western Culture in Live Action: A Study of Cross-Culture. English Teaching and Linguistics Journal, 1(2), 56-59.

Lubis, B. N. A., Afrilyani, T. P., Girsang, S. W., Sihite, B. M. T., Chandra, S., & Permadi, A. (2019). An Error Analysis On Changing Active Voice Into Passive Voice At Ninth Grade Of Smp Amir Hamzah Medan. *EduTech: Jurnal Ilmu Pendidikan dan Ilmu Sosial*, *5*(2).

Lubis, B. N. A., & Ginting, S. D. B. (2019). ASPEK GAYA WACANA ANTOLOGI CERPEN SAMPAN ZULAIHA KARYA HASAN AL-BANNA. *Jurnal Bahtera-Jurnal Pendidikan Bahasa Sastra dan Budaya*, *6*(12).

Lubis, B. N. A., Gurning, B., & Saragih, A. (2019). Verbal semiotics resources employed in advertising cigarette on TV in Indonesia. *Journal of Languages and Culture*, *10*(1), 1-4.

Lubis, B. N. A., Rambe, K. R., & Husda, A. (2022). Two Stay Two Stray Techniques to Improve Junior Highschool Students' English Vocabulary Mastery. *English Teaching and Linguistics Journal (ETLiJ)*, *3*(2), 68-74.

Lubis, B. N. A., & Syahputri, D. (2022). Mnemonic Device Technique Increase Students' Vocabulary Mastery. *Indonesian Journal of Education, Social Sciences and Research (IJESSR)*, *3*(1).

Lubis, B. N. A., Daulay, I. K., & Husda, A. (2021). Gender Toxicity in Language Communication. *Randwick International of Education and Linguistics Science Journal*, *2*(4), 619-624.

Mappiasse, S.&. (2014). *Evaluation of English as a Foreign Language and Its Curriculum in Indonesia. A Review.114*

Marni, I. (2008). *Strategi dan Metode Pembelajaran.* Yogyakarta: Ar-ruzz Media.

Myers, M. D. (1997). Qualitative Research in Information Systems. *Management Information System Quarterly*, 241-242.

Nata, A. (2012). *Pemikiran Pendidikan Islam dan Barat.* Jakarta: Rajawali Pers.

Nur, S. D. B. G. B., & Lubis, A. (2019). "MAHANGKE" FOKLORE OF KARONESE ETHNIC AS A LITERATURE'S OBJECT LEARNING. In SUSUNAN KEPANITIAAN SEMINAR NASIONAL 23 NOPEMBER 2018 FKIP UNIVERSITAS PRIMA INDONESIA (p. 82).

Poppe, C. &. (1995). Qualitative Research: Reaching the parts other methods cannot reach: an introduction to qualitative methods in health and health service research. *BMJ,311*, 42-45.

Purwanto, M. N. (2009). *Ilmu Pendidikan Toritis dan Praktis.* Bandung: PT Remaja Rosdakarya.

Reeves, S. K. (2008). *Qualitative research methodologies.* Ethnography: BMJ: British Medical Journal (online).

Ritonga, M. G. S., Lubis, B. N. A., Simamora, W. R., & Situmorang, R. (2021). The Revitalization of Patung Sigale-Gale Batak Toba Folklore into Teaching Material in English Subject for Junior High School. *English Teaching and Linguistics Journal*, *2*(1), 89-97.

Sadirman. (2011). *Interaksi dan Motivasi Belajar- Mengajar.* Jakarta: Rajawali Pers.

Santrock, J. W. (2002). *Educational Psychology.*

Sihombing, D. L., Lubis, B. N. A., Simbolon, A., & Simamora, F. P. (2021). The Revitalization of "Aek Sipitu Dai" Batak Toba Folklore into Teaching Materials in English Subject for Junior High School. *English Teaching and Linguistics Journal*, *2*(1), 112-121.

Sinamo, F. L., Lubis, B. N. A., Barus, T. A. E., & Sembiring, S. J. (2021). The Revitalization of Batu Parsidangan Batak Toba Folklore Into Teaching Materials in English Subject for Junior High School. *Linguistic, English Education and Art (LEEA) Journal*, *4*(2), 233-239.