

**THE USE OF REWARD AND PUNISHMENT TO INCREASE YOUNG LEARNERS'  
MOTIVATION IN LEARNING ENGLISH AS FOREIGN LANGUAGE ADAPTED  
TO INDONESIAN CONTEXT**

**PAPER**

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**IRAWATI**

**1200976/2012**

**Advisor**

**Dra. An Fauzia Rozani Syafei, M.A.**

**ENGLISH DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
STATE UNIVERSITY OF PADANG  
2016**

**HALAMAN PERSETUJUAN MAKALAH**

**Judul** : The Use of Reward and Punishment to Increase Young  
Learners' Motivation in Learning English as Foreign  
Language Adapted to Indonesian Context

**Nama** : Irawati

**NIM/ BP** : 1200976/2012

**Program Studi** : Pendidikan Bahasa Inggris

**Jurusan** : Bahasa dan Sastra Inggris

**Fakultas** : Bahasa dan Seni

Padang, Agustus 2016

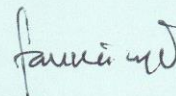
Disetujui oleh:

Ketua Jurusan,

Pembimbing,



Dr. Refnaldi, S.Pd., M.Litt.  
NIP. 19680301 199403 1 003



Dra. An Fauzia Rozani Syafei, M.A.  
NIP. 19660424 199002 2 001

**HALAMAN PENGESAHAN LULUS UJIAN MAKALAH**

Nama: Irawati  
Nim: 1200976

Dinyatakan lulus setelah dipertahankan di Depan Tim Penguji Makalah  
Jurusan Bahasa dan Sastra Inggris  
Fakultas Bahasa dan Seni  
Universitas Negeri Padang

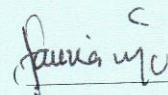
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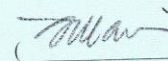
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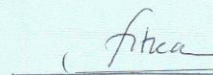
1. Ketua : Dra. An Fauzia Rozani Syafei, M.A.

()

2. Anggota : Dr. Zul Amri, M.Ed.

()

3. Anggota : Fitrawati, S.S., M.Pd.

()



UNIVERSITAS NEGERI PADANG  
FAKULTAS BAHASA DAN SENI  
JURUSAN BAHASA DAN SASTRA INGGRIS  
Jl. Belibis, Air Tawar Barat, Kampus Selatan FBS UNP, Padang. Telepon/Fax: (0751) 447347

#### SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan dibawah ini:

Nama : Irawati  
NIM/ TM : 12000976/2012  
Program Studi : Pendidikan Bahasa Inggris  
Jurusan : Bahasa dan Sastra Inggris  
Fakultas : FBS UNP

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Diketahui oleh,  
Ketua Jurusan Bahasa dan Sastra Inggris

Padang, Agustus 2016  
Yang menyatakan,

Dr. Refnaldi, S.Pd., M.Litt.  
NIP. 19680301 199403 1 003



Irawati  
NIM. 12000976

## ABSTRAK

Irawati. 2016. "The Use of Reward and Punishment to Increase Young learners' Motivation in Learning English as Foreign Language Adapted to Indonesian Context". *Paper*. Padang: Faculty of Languages and Arts, State University of Padang.

Makalah ini membahas penggunaan *reward and punishment* untuk meningkatkan motivasi siswa tahap awal atau *young learners* dalam belajar bahasa Inggris sebagai bahasa asing di Indonesia. Penulis membahas prosedur serta manfaat dari *reward and punishment*. *Reward* adalah penghargaan yang diberikan guru kepada siswa yang dapat mengikuti pelajaran dengan baik dan dapat menyelesaikan tugas yang diberikan oleh guru. Sementara itu, *punishment* adalah bentuk hukuman yang diberikan kepada siswa yang tidak fokus dalam belajar, tidak peduli dengan tugas, dan siswa yang memiliki kebiasaan yang kurang baik. *Reward and punishment* dapat diberikan dalam bentuk lisan dan juga non- lisan (tindakan). *Reward* yang diberikan seperti, *mimic, gesture, compliment or positive feedback, point or sticker, and present*. *Punishment* yang diberikan seperti, *warning, memorizing vocabulary, decreasing students' point, and moving students' seat*. Selain memotivasi siswa, *reward and punishment* juga bisa membuat siswa lebih disiplin dan lebih giat lagi dalam belajar.

Kata kunci: Motivasi, *young learners, reward and punishment*



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The writer

## TABLE OF CONTENTS

<b>ABSTRAK.....</b>	<b>i</b>
<b>ACKNOWLEDGEMENTS.....</b>	<b>ii</b>
<b>TABLE OF CONTENTS.....</b>	<b>iv</b>
<b>CHAPTER I INTRODUCTION</b>	
A. Background of the Problem.....	1
B. Formulation of the Problem.....	4
C. Purpose of the Study.....	4
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b>	
A. The Concept of Young Learners.....	5
B. The Concept of Teaching English for Young Learners.....	7
C. Motivation.....	11
D. Reward & Punishment.....	14
<b>CHAPTER III DISCUSSION</b>	
A. The Implementation in Giving Reward and Punishment.....	17
B. Advantages of Reward and Punishment in Teaching English for Young Learners.....	34
<b>CHAPTER IV CONCLUSION AND SUGGESTION</b>	
A. Conclusions.....	37
B. Suggestions.....	38
<b>BIBLIOGRAPHY.....</b>	<b>39</b>



## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

Teaching English for young learners is different from adult because they have very different needs, interest, abilities and enthusiast in learning language. Young learners have their own way of learning, so the teacher cannot force them to learn a language formally. However, teacher can make them learning a language well by following the nature of young learners itself. They like to play and have fun with their friends and everything around them. They have a great opportunity to enjoy themselves. When they are enjoying themselves, they usually absorb the activity and want to continue with it. They are not always aware that they are learning language.

At the age of young learners, they cannot learn a language seriously; it is affected by their development. As young learners, their ability is very short. They can focus on the learning process just for ten minutes. After that, they start to get bored and feel the materials of the study are not important at all. Harmer (2001) says that unless activities are extremely engaging, they get bored easily, losing interest after ten minutes or so. The teacher should be creative to attract the students to follow the class activity. Teacher can give an interlude in the middle of the process. Therefore, this is the challenge for the English teachers to make the students want to learn the language.

Young learners also need a motivation as their foundation in learning a language. Motivation is one of the important factors in learning the second and

foreign language. Besides, Shuebottom in Long (2013) also explains five factors to increase English foreign learner in learning, those are age, personality, motivation, experience, cognition and native language. It can be seen that motivation is really important for the students in learning a language as foreign language.

Some of young learners in Indonesia are lazy to learn English because they think that English is a difficult subject. This happens because the students are lack of motivation in learning a language. It is proven by the students' condition in learning process. Some of the students in the class are talking and playing around while the teacher explaining the material. When the teacher asks the students to do the assignment, they complain to the teacher. The writer also finds that the students often ask permission to the teacher. They say that they want to go to the toilet, but actually they are playing with other students.

In addition, it is not wrong if the students keep playing during the class, because in their ages they really like to play something. This happens because in the learning process the students just learn, teacher just gives the material and task to them without giving time to play. In learning process, the teacher makes the students enjoy their class and not make them stress. Cameron (2001) says that to make the learning process to be more effective, the teacher has to make the students in a good mood and avoid making them stressful. The teacher can raise young learners' motivation quickly rather than adult's, but it is also easier to lose their motivation and enthusiasm.

Actually, the problem of students' motivation in learning English does not only come from the students, but it can be from the teacher. The teacher does not understand how to develop students intellectual, social, and personality or motivation. Then, the teacher does not understand the strategy in teaching English. The teacher has no theories in teaching English, but when they know the theories, they could not implement them in the classroom well. It is because teacher's preparation is not good enough and the limitation of time in teaching English.

To encourage students' in learning English, teacher needs a strategy and proper materials. There are many good strategies in teaching English for young learners. The writer chooses the use of reward and punishment to increase students' motivation in teaching English. Actually young learners really like to get something from the teacher as a reward. It can be seen when the writer in the school, when a learning process begins, the student ask "what will they get if they can do assignment well?" The teacher will give something as the reward for them. When the students have known that they will get a reward, they really focus to follow the learning process. In the contrary, when the teacher does not give a reward for the students, they do not follow the class well. Teacher also says that there will be a punishment if the students do something wrong or disturb other students in the teaching learning activity. The students should not do anything which is breaking the rule of the class.

In Indonesia the teacher will get some problems if they give punishment to the students. It can be seen in some cases that the teachers are sent into the jail

because of giving punishment to the students. Actually the teacher gives punishment to the students to make them become more discipline and follow the rules of the school. In giving punishment teacher should give an educated punishment and not give a punishment which breaks their motivation and desire in learning.

This is an educated strategy that could motivate students in learning a language and a guidance how the teacher treats the students during teaching learning process in the classroom. Teacher prepares some topics that will be discussed. After that, if the students do the task well, teacher should give some rewards to them. If the students do something wrong in the class or misbehavior like disturbing their friend in the class, do not focus in the learning process, and do not care to others, teacher will give some punishment. Reward and punishment are given by teacher should have good effect for the students. The teacher should not give reward and punishment that make student lazy to learn English.

### **B. Formulating of the Problem**

Based on the background of problem above, the problem can be formulated as following question “How can reward and punishment be applied to increase young learners’ motivation in learning English as foreign language?”

### **C. Purpose of the Study**

The purpose of this study is to explain how English teachers use reward and punishment to increase young learners’ motivation in learning English as foreign language.