

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF GIVING REWARD AND PUNISHMENT
AS EXTRINSIC MOTIVATION IN READING COMPREHENSION
AMONG THE EIGHTH GRADERS AT JUNIOR HIGH SCHOOL
PGRI 1 BATANGHARI EAST LAMPUNG**

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**STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) OF METRO
1440 H / 2019 M**

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AMONG THE EIGHTH GRADERS AT JUNIOR HIGH SCHOOL PGRI 1
BATANGHARI EAST LAMPUNG

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

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It has been agreed so it can be continued to the Faculty of Tarbiyah and
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Sudah kami dapat setuju dan dapat diajukan untuk diseminarkan.
Demikian harapan kami dan atas perhatiannya, kami ucapkan terimakasih.

Wassalammu'alaikum Wr. Wb.

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APPROVAL PAGE

Title : AN ANALYSIS OF GIVING REWARD AND
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An Undergraduate thesis entitled: AN ANALYSIS OF GIVING REWARD AND PUNISHMENT AS EXTRINSIC MOTIVATION IN READING COMPREHENSION AMONG THE EIGHTH GRADERS AT JUNIOR HIGH SCHOOL PGRI I BATANGHARI EAST LAMPUNG, written by WULANDARI, student number 14122367, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Friday, 12th 2019 at 10.00 – 12.00 p.m.

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**AN ANALYSIS OF GIVING REWARD AND PUNISHMENT
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AMONG THE EIGHTH GRADERS AT JUNIOR HIGH SCHOOL PGRI 1
BATANGHARI EAST LAMPUNG**

ABSTRACT

BY: WULANDARI

The giving of rewards and punishments in the classroom is much needed to increase the students' motivation in English learning. The purpose of giving reward is to increase the motivation in English learning. Some students feel shy if their friends got a reward and he or she does not, it can increase their motivation in English learning. The purpose of giving punishment is to stop behavior that is not true, educate and encourage to stop the wrong behavior or to cultivate personal awareness.

The objective of this research are to find out (1) The kind of rewards does the teacher use in motivating the students in the fourth grade students of SMP PGRI 1 Batanghari Lampung Timur (2) The kind of punishments does the teacher use in motivating the students in the fourth grade students of SMP PGRI 1 Batanghari Lampung Timur (3) The students' responses in the implementation of reward strategies to motivating the fourth grade students of SMP PGRI 1 Batanghari Lampung Timur in study English (4) The students' responses in the implementation of punishment strategies to motivating the fourth grade students of SMP PGRI 1 Batanghari Lampung Timur in study English.

In this research, the writer applied observation research. The writer used observation. It means to observe and to identify the kind of rewards and punishments that the teacher implements in motivating students, and the students response to the implementation of those strategies toward their motivation of the fourth grade students of SMP PGRI 1 Batanghari Lampung Timur Kudus in English learning. At the end of this research, the writer suggests that using rewards and punishments can be an alternative way that enhances the students' motivation. The last for further researcher, this research can be a reflection in doing a better research.

Keywords: *extrinsic motivation, rewards ,punishment.*

**ANALISIS PEMBERIAN PENGHARGAAN DAN HUKUMAN
SEBAGAI MOTIVASI DARI LUAR PADA KETRAMPILA MEMBACA
SISWA KELAS DELAPAN SMP PGRI 1 BATANGHARI LAMPUNG
TIMUR
ABSTRACT
BY: WULANDARI**

Pemberian penghargaan dan hukuman di kelas sangat dibutuhkan untuk meningkatkan motivasi siswa dalam pembelajaran bahasa Inggris. Tujuan pemberian penghargaan adalah untuk meningkatkan motivasi dalam pembelajaran bahasa Inggris. Beberapa siswa merasa malu jika teman mereka mendapatkan penghargaan sementara ia tidak, hal tersebut dapat meningkatkan motivasi dalam pembelajaran bahasa Inggris. Tujuan pemberian hukuman adalah untuk menghentikan perilaku yang tidak benar, mendidik dan mendorong untuk menghentikan perilaku yang salah atau untuk menumbuhkan rasa kesadaran diri.

Tujuan dari penelitian ini adalah untuk mengetahui (1) Jenis penghargaan yang digunakan oleh guru dalam memotivasi siswa kelas 8 SMP PGRI 1 Batanghari Lampung Timur (2) Jenis hukuman yang digunakan oleh guru dalam memotivasi siswa kelas 8 SMP PGRI 1 Batanghari Lampung Timur (3) Tanggapan siswa dalam penerapan strategi penghargaan untuk memotivasi siswa kelas 8 SMP PGRI 1 Batanghari Lampung Timur dalam pembelajaran bahasa Inggris (4) Tanggapan siswa dalam penerapan strategi hukuman untuk memotivasi siswa kelas 8 SMP PGRI 1 Batanghari Lampung Timur dalam pembelajaran bahasa Inggris.

Dalam penelitian ini, penulis menggunakan penelitian kualitatif. Penulis menggunakan observasi. Hal tersebut bermaksud untuk mengamati dan mengidentifikasi jenis penghargaan dan hukuman yang diterapkan oleh guru dalam memotivasi siswa, dan tanggapan siswa terhadap penerapan strategi tersebut terhadap motivasi mereka pada siswa kelas 8 SMP PGRI 1 Batanghari Lampung Timur Kudus dalam pembelajaran bahasa Inggris.

Kata Kunci: Motivasi dari luar, hadiah dan hukuman.

STATEMENT OF RESEARCH ORIGINALITY

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State that this undergraduate thesis is originally the result of the writer research, in exception of certain parts which are excepted from the bibliographies mentioned.

Metro, july 2019

The writer


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Menyatakan bahwa Skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, juli 2019
Yang membuat pernyataan


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MOTTO

آفَرَأَوْرُبُّكَ الْآكْرَمُ. الَّذِي عَلَّمَ بِآ لُقْلَمٍ. عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

“Read, and your Lord is very glorious. Who was teaching (Human) with pens. He is teaching the human with anything they don’t know”. (Q.S Al-Alaq: 3-4)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

1. My beloved parents, Mr. Sutarso and Mrs. Muslikah. Thanks for your support, advice, guidance, suggestion, love and everything that you give to me.
2. Retno, Dwi Nur, Gesty, Dina, Liya, Chania, Dwi Pus, Sherlina, Pepti, Devi, Nurjanah and TER-PANCE Class of TBI 14
3. All of my Family of PBI'14 who have given wonderful motivation to me
4. My beloved almamater of state institute for islamic studies (IAIN) Metro

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Bismillaahirrahmaanirrahim, the writer would like to extend her gratitude to Allah SWT for blessing, health, and also mercy so the writer can finally accomplish this Research Proposal by title **“An Analysis of Giving Reward and Punishment as Extrinsic Motivation in Reading Comprehension Among the Eight Graders A junior High School PGRI 1 BATANGHARI East Lampung”**. Shalawat is also sent to Prophet Muhammad SAW who had delivered the truth to human beings in general and Moslem in particular.

In the second place, the researcher would like to thank to Prof. Dr. Enizar, M.Ag as Rector of IAIN Metro, Dr. Akla, M.Pd as Dean of The Tarbiyah Faculty, Ahmad Subhan Roza, M.Pd as the head of English Department. The writer thanks also goes to Dr. Umi Yawisah, M.Hum and Syahreni Siregar, M.Hum as Sponsor and Co-Sponsor.

The writer realizes that this research proposal is nearly imperfect. Last but not least, the writer hope that the result of the research beneficial or contribution in teaching learning activity of English Language in Junior High School PGRI 1 Batanghari East Lampung

Metro, Mei 2019



Wulandari
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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is used to communicate with other people. The people can express their thought, feeling, and experiences through language. Without language, the people cannot communicate and interact with other people. To communicate with other people over the world, we use international language that is English. English is an international language to be learned to communicate with other people from different countries.

Learning the language is a need for most Indonesian people. Because they think that by mastering English well, It will be easier for them to understand some information, not only in printed but also electronic media, such as books, news papers, magazines, radio, television, internet, and so on. For those reasons, Indonesian government has established English begins to be taught in Primary School.

Students may wish to begin with easy materials, with daily newspaper, a popular magazine, or book of easy short stories, as you develop fluency and pleasure in reading and accuracy. Students can improve their reading skill by reading a lot easy materials. It can assume that students should have a good habit of reading English, which helps them improve their knowledge of English Moreover, they will read English fluently and accurately.

To be successful learners of English, students should master four

languages skills. Those are reading, Listening speaking, and writing. One of skills that students have is reading because reading can help the students to understand the text. In reading process, students need comprehend a text because in teaching of English in Indonesia the emphasize is on reading comprehension.

Reading Skill means understanding what has been read. If a reader can comprehend the written message that is sent by the author, he will understand the hidden information in the text. Repeated reading is an effective approach for improving reading comprehension. Students should have a good habit in reading English text and they should have a lot of practice in reading. By reading, students get enough science and information from what they have read. Moreover, some students have less motivatin because they find static learning condition.

Motivation is the power to do something. Motivation is very important in the teaching learning process does not run well.

There are two types of motivation. That are intrinsic motivation and extrinsic motvation. Extrinsic motivation is driven by external factore such as parentalpressure,social expectasions, academic requirements, or other sources of reward and punishments.

In this case the researcher tries to study about An analysis of giving reward and punishment as extrinsic motivation in reading Skill for the eight graders at Junior high school PGRI 1 Batanghari East Lampung.

The writer conducted a pre-survey on July 23, 2018 when the researcher asked about the student reading skill, the teacher said that the student are weak in reading comprehension. Then, the Minimum Mastery Criteria (KKM) in the eight graders at Junior High School PGRI 1 Batanghari East Lampung. is 70. Based on the Pra-survey and interview done in pre-researcher, the research found the fact that the eight graders at Junior High School PGRI 1 Batanghari East Lampung. had a problem with the reading skill was still low.

AN observation has been conducted on July 23 2018 at Junior High School PGRI 1 Batanghari East Lampung.. The research choose class VIII which consists of 19 student as sample in this research. The researcher got the data of reading score at the eight graders at Junior high school PGRI 1 Batanghari East Lampung..

NO	Score	Category	Numberr of the Students	Percentage
1	>70	Passed	7	35%
2	< 70	Failed	12	65%
		Total	19	100%

Source: English teacher's archives, taken on the pre-survey at July 23, 2018

Based on the result above, it could be concluded that the reading Skill of the students were still low because of the minimum mastery criteria (KKM) of English subject in eight graders at Junior high school PGRI 1 Batanghari East Lampung was 70. It could be seen that only 6 students passed the test and 12 students are failed because they were not reach the standard mastery criteria (KKM). The students could not read the text fluently. There were many students who feel difficult to comprehend the

text especially in finding main idea and the detail information. Besides, there were students that lack of mastering the vocabularies. The students did not focus and not enthusiast to read the text. The students got difficult to finish the problem while they are studying individually.

From the problems, the researcher would like to know whether the application of giving reward and pinishment as extrinsic motivation in reading Skill. Therefore, the researcher interested to conduct the research entitled “An Annalysis Of Giving Reward and Punishment As Extrinsic Motivation In Reading Skill at The Eight Graders at Junior High School PGRI 1 Batanghari East Lampung.

A. Problem Identification

Inferring to the background of the study above, the researcher identifies some problems as followed:

1. Many students were infrequent reading some books or texts.
2. Many students had low motivation that causes they were not interested and lazy to read.
3. Many students lacked of mastering the vocabularies.
4. The students had low in reading comprehension.
5. The students were difficult to comprehend in finding detail information of the text.

B. Problem Limitation

From the problem identification above, the researcher took problem that the students have low in reading comprehension. Therefore, the students were difficult to comprehend the text especially in finding main idea and the detail information. So, in this research the researcher limited the problem that focus on the students that have difficulties in finding detail information in reading Skill and made the students are easier for comprehending the text with the giving reward and punishment

C. Problem Formulation

The problems that were researched are formulated as follows:

What kind of reward and punishment that can influence the students extrinsic motivation in reading comprehension?

D. Objectives and Benefits of the Study

Referring to the problem formulation above, the objective of the study English can be identified as follow:

1. Objectives of the Study

In accordance with the problem formulat The objective of resent research is hopefully able to find out the implementation of focused Cloze Strategy will be more effective to increase the student reading Skill to know whether the giving reward and punishment to motivated the students.

2. Benefits of the Study

a. For students

the researcher expects that the result of he research can give positive contribution for the students to increase their reading Skill.

b. For English Teachers

the researcher expects that the result of this study become the consideration for the teachers to use extrinsic motivation as the strategy to be implemented in teaching and learning process so that the students not passive in learning English especially in reading Skill.

c. For Researcher

The researcher expects that the result of the study can be used for increasing the quality of teaching and learning especially in English subject at Junior high school PGRI 1 Batanghari East Lampung.

E. Prior Research

Based on the research was written by Dwi gitawaty on the undergraduate thesis entitled *The Correlation Between The Student's Learning Motivation and Their Achievement in English* it can be concluded that learning motivation the student s with lower motivation do not always get score Motivation is the process or away to get success.¹

Furthermore, The research was written by Chitra Muliati entitled *The students' motivation in reading and reading interest of the fifth semester students of Iain Palangka Raya* Based on the reasons above related to students motivation on reading, the factors that influence them to read, then the writer is interested on investigating the factors that affect the students" motivation in reading. Thus the writer would like to conduct the study entitled: "The Students" Motivation in Reading and Reading Interest at The Fifth Semester Students at IAIN Palangka Raya.²

Referring to the prior research, the researcher wanted to know the quality of the students reading at Junior High School 1 PGRI Batanghari East Lampung. Narrative text becomes the product to motivate the students understanding in reading comprehension. Based on pre survey result the researcher found out the problems on the analysis the student of giving reward and punishment. For that, the researcher wants to conduct a new research about " "An Annalysis Of Giving Reward and Punishment As

¹ Dwi gitawaty *The Correlation Between The Student's Learning Motivation and Their Achievement in English*(P.18)

² Chitra Muliati entitled *The students' motivation in reading and reading interest of the fifth semester students of Iain Palangka Raya*(P.21)

*Extrinsic Motivation to motivate The Students In Reading Comprehension
The Eight Graders of junior high school 1 PGRI Batanghari, East Lampung
in Academic Year 2018/2019”*

CHAPTER II

REVIEW OF THE RELATED THEORIES

This chapter presents review of theories concerning the research topics and conceptual framework underlying the study. The details of the theoretical review and conceptual framework are presented as follows.

A. Theoretical Review

1. Concept of Reading

Reading is a process when readers learn something from what they read and involve it in an academic context as a part of education. In the classroom, some teachers often use texts or books as media to deliver material of a subject. Furthermore, the teacher asks the students to read the texts to grab information in order that they could understand the material³.

Reading also engages human brain, emotions, and beliefs as Weaver) stated that “Reading is a process which is very much determined by what the readers brain and emotions and beliefs bring to the reading: the knowledge/information (or misinformation, absence of information), strategies for processing text, moods, fears and joys—all of it.”⁴

³ Grabe, W. *Reading in a Second Language (Moving from Theory to Practice)*. New York: Cambridge University Press, 2009, p:5

⁴ Weaver, Constance. *Reading Process: Brief Edition of Reeding Process and Practice*. Ohio, 2009, p:15

In the engagement, the readers could understand well what the writer meant in her or his writing. The readers dominantly use brain when they read an argumentative or scientific writing. They use emotions when they read a letter, a story and other texts which dominate feeling. When the readers read a newspaper or a religious book, they should use their beliefs in order that they can understand the meaning.

Other according defines reading as an activity in which the readers respond to and make sense of a text being read connected to their prior knowledge Spratt, 8 Pulverness, and William The activity is done by the readers as they want to get information and knowledge from the text meanwhile the readers have their own background knowledge.⁵ They automatically connect their knowledge with a new knowledge from what they are reading. By doing this, sometimes, the readers will get a new conclusion as a new knowledge for them.

Reading can be a means of consolidating and extending someone knowledge of the language. Doing it, the reader can grab any information and pleasure about the subject of the language. This activity also gives some advantages for the readers.⁶ One of the advantages is the students can improve their knowledge by

⁵ Spratt, M., A. Pulverness and M. Williams. *The TKT (Teaching Knowledge Test) Course*. Cambridge: Cambridge University Press.2005. P:21

⁶ Rivers, Wilga M. *Teaching Foreign Language Skills*. United States: The University of Chicago.1981.P:260)

reading a text without the teachers help because they can interpret by themselves.

Some according elaborate the processes of reading. These processes facilitate the readers to read well so that they can get information from what they read. One of the according is Rivers who states in his book some processes of reading as follows:

- a. It is important to recognize the sound patterns which are represented by graphic symbols and identify their combinations as language units already encountered.
- b. The reader also has to recognize structural clues such as the indicators of word classes (or part of speech) and of persons and tenses of the verb; the words that introduce phrases and clauses and the particular modifications of meaning these indicate adverbs and adverbial expressions which limit the action in time, place, and manner and the indicators of interrogation in derogation.
- c. They must be able quickly to distinguish word groupings and their relations with other word groupings.
- d. They must be able to anticipate what will probably follow while holding in their immediate memory inconclusive elements from what preceded.

People know that reading always deals with a text which is written in books, newspapers, magazines and websites. Furthermore, the written text has many varieties.⁷

From those genres of the written text read by the readers, they have to interweave their background knowledge to construct meanings after understanding the text in order to make a better concept of the readers' thought. To construct meaning and conceive writers message from the text, the readers bring information, knowledge, emotion, experience, and culture to the printed words in order. The text does not by itself carry meaning. It is known as schema theory.⁸

Hence, reading can be defined as an activity which constructs meaning from a written text based on the readers' background knowledge to make better concept so that the readers will learn a new thing from the information grabbed from the text

2. Definition of Reading comprehension

Definitional component of reading skill which is stated by Perfetti is an individual standing on some reading assessment. From the assessment result, the researcher will indicate and

⁷ Brown, H. Douglas. *Principles of Language Learning And Teaching*. London: Longman Publishing Group. 2000. p:301

⁸ Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy Second Edition*. New York: Pearson Education Company. 2001 p:172

categorize the students into some categories. It will guide the researcher to decide what the researcher should do to them.⁹

The skill of reading is used by the reader to anticipate text information, selecting key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to the reader goals. Every reader has their own way of reading to do that which is appropriate with them. The teacher should give some skills to the students to make them comprehend text easily. Using the skills, the students may increase the pleasure and effectiveness of reading activity.

In academic field, reading aims at some things new to learn. Learning will be successful when there is a change in mind by knowing something from unknown. After knowing something, students have to understand the thing so that they can apply the knowledge in a real life or at least they can pass their school exam. To gain this successful process, the students should have a skill to bring them into a good comprehension in reading a text.

As stated by Brown there are two major skills of reading. They are micro-skills and macro-skills. The readers, in micro-skills, must have skills when they deal with graphemes and

⁹ Perfetti, Charles A. 2001. *Reading Skills*. Oxford: Pergamon.2001.p:57

orthographic patterns and linguistic signals. Here are the lists of skills of reading comprehension.¹⁰

- a. Discriminate among the distinctive graphemes and orthographic patterns of English
- b. Retain chunks of language of different lengths in short-term memory
- c. Process writing at an efficient rate of speed to suit the purpose
- d. Recognize a core of words, and interpret word order patterns and their significance
- e. Recognize grammatical word classes (nouns, verbs, etc.) systems (e.g., tense, agreement, and plural), patterns, rules, and elliptical forms.
- f. Recognize that a particular meaning may be expressed in different grammatical forms
- g. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses

Having a skill makes the students can solve any problem in reading a written text. The reading skills also can increase pleasure and effectiveness of reading activity. When the students master skills of reading, they can be helped in all other subjects and in the personal and professional lives. However, being a skilled reader is not a simple effort. They have to struggle and do

¹⁰ Brown, H. Douglas. 2004. *Language Assessment: Principles and Classroom Practices*. New York: Pearson Education, Inc. 2004, p:187-188

any activity gradually any time to produce a good reader to be a good concept maker from the information gained from the text read.

3. Technique Reading comprehension

Anthony in Brown defines technique as specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well. These activities can be doing tasks or exercises to realize lesson objectives. The activities can help teacher and students in many subjects in the classroom such as English. In the English subject, the teacher is also able to use the activities in teaching and learning process to improve four skills in English subject; listening, writing, speaking, and reading.¹¹

In the reading activity, the teacher has to understand that reading is not a simple activity because students have to grab a new knowledge in a passage by using their eyes, brain, and emotion. To harmonize those things, the students apply a force well so that they learn something from the knowledge they grab in the passage they read.

The reading activity sometime becomes a huge problem for the students, even though they have to do it because it is

¹¹ Brown, H.Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy Second Edition*. New York: Pearson Education Company.2001 p:14

their need in the process of learning especially language in the classroom. The students are impaired in reading because of some reasons. Some of them are laziness, lack of interesting technique, background knowledge, habit, and so on. The teacher need to understand about it that she or he has need of solving those problem to make the students can improve their skill of reading written text in any types.

Designing interactive reading is not easy. It needs techniques in order to abridge into an easier way. There are principles for designing interactive reading techniques. An according says there are several techniques.¹² Those techniques are in the following.

- a. In an interactive curriculum, the teacher has to gives priority to the importance of specific instruction in reading skills
- b. The teacher has to use techniques which are intrinsically motivating
- c. Authenticity and readability in choosing texts should be balanced.
- d. The teacher should encourage the development of reading strategies
- e. Both bottom-up and top-down techniques are include in the activity.

¹² Brown, H. Douglas. *Principles of Language Learning And Teaching*. London:Longman Publishing Group.2000,p: 313-316

- f. The teacher should follow “SQ3R” sequence.
- g. The teacher subdivides the techniques into pre-reading, during-reading, and after-reading phases.
- h. In the last, the teacher should build in some evaluative aspect to the techniques.

Hence, the reading technique is the activities which are done in the classroom to help the teacher and the students in the teaching learning process of reading which were consistent and harmonious with a method and an approach so that the students can comprehend a passage well. A technique of reading which is used in the classroom should be chosen based on the students’ need and capability in order they can enjoy every activity in the classroom. It also aims the purpose of the teaching learning process.

4. Teaching Reading comprehension

Teaching is an activity in which the teacher guides and facilitates learning, gives a chance for the learners to learn, and sets the condition for learning. The teacher cannot do those activities without any guidance. The teacher needs it to lead the students in gaining any knowledge. Also, to make the students learn, the teacher should make innovative ways, such as,

unnatural orientation and unusual treatment to what is being learned.¹³

Other according explained about the term of teaching reading which may be further discussed here. Nuttall states one of the functions of teaching reading especially reading foreign language, such as English, for students who are not native speaker, is to make them be able to understand the text when they deal with the foreign language.¹⁴ They will be capable to read in an appropriate speed, a silent way, and adequate understanding.

The process of teaching and learning English has characteristics. These characteristics lead the process to be a successful process if the teacher applies them well. According to Davies and Pears , there are some characteristics of effective English teaching and learning.¹⁵

a. Related to the uses of physical appearances in the class, the teacher should arrange their relationship with the students, of the variation of nuances in teaching and learning, the movement of the teachers and the contact happened between teacher and students.

¹³ *Ibid.*,P:7

¹⁴ Nuttall, C. E. *Teaching Reading Skills in A Foreign Language*. London: Heinemann Educational Books,1982,P:21

¹⁵ Davies, P. and Pears, Eric. 2000. *Success in English Teaching*. Oxford: Oxford University Press,2000,P:35

- b. Related to the stages happening in the class, the teachers are able to provide variety and clearly in the stages of teaching and learning.
- c. The class should use the variety of seating arrangements.
- d. The teacher always do evaluation on what happened on that day so that he or she can take a narrow step to solve the problem or to improve what had been reached.

In the process of the teaching reading, the teacher has important role to provide material, technique, and media to make the students can learn something new in the classroom and also can enjoy the process. The result of this process is the students have behavior changes in human being which are due to the experience of emotional as well as intellectual.

According to Anderson in Nunan The teacher also should grip the principles of teaching reading so that the teacher teaches the students based on the rules.¹⁶

- a. Exploit the readers background knowledge Reading comprehension depends on the readers'' background knowledge (Anderson in Nunan . It can be their experiences which they bring into the text they read. From this background knowledge, the reader are able to improve the reading comprehension when they activate setting goals,

¹⁶ Nunan, D. *Practical English Language Teaching*. New York: McGraw Hill.2003,p:167

asking questions, making predictions, teaching text structure, and so on.

b. Build a strong vocabulary base

It has been known that vocabulary is important to make reading activity successful. Therefore, it should be taught explicitly. The learners are also taught to use context to effectively guess the meanings of less frequent vocabulary. It will be easier for the learners if they use specific terminology than the general one. There are some formulas from by Anderson in Nunan to enhance the teacher vocabulary instruction. The teacher should know the vocabulary which is necessary for the learners to know. Then, it is important to know how they can learn the vocabulary. Next is the way to know what the learners need to know and what they know now.

c. Teach for comprehension

Teaching the students to comprehend is more important than testing reading comprehension. The process is not simply about how to grasp information from the text. It is about how the students learn to engage with the meaning and develop ideas. There must be an engagement of both the teacher and the students in the class who are discussing a passage.

d. Work on increasing reading rate

Part of the joy of reading is being able to pick up a book and comprehend it. Moreover, the reader reads without struggle through the task of reading. Teaching reading is how the teacher is able to produce fluent readers not speed readers. What the teacher should focus is to reduce the students' dependence on a dictionary. Instead, they have to analysis and synthesizing the content of the passage being read. It is a big mistake when a teacher still requires the students become speed readers rather than fluent readers. To support the focus, the teacher has to work toward finding a balance between assisting students to improve their reading rate and developing reading comprehension skills.

e. Teach reading strategies

In Oxford in strategy is defined as "the tools for active, self-directed involvement that is necessary for developing communicative ability. Strategies are not a simple event but rather a creative sequence of events that learners actively use". It is necessary for the students to learn how to use a range of reading strategies that match their purposes for reading, so it become a primer consideration in the reading classroom

f. Encourage readers to transform strategies into skills

Strategies and skills can create an important difference. Using strategies is to achieve desired objectives or goals, while a skill is a strategy that has become automatic.

5. Types of Classroom Reading Performance

The variety of reading performance in classroom can be determined by the variety of texts. It means that the teacher should consider about the types of the text used in the teaching reading in order to support the process.¹⁷ It is stated in Brown that there are two types of classroom reading performance. First is oral reading. In the process of teaching and learning teaching in the classroom, the teacher may ask the students to read orally.

There are some advantages in the oral reading done at beginning and intermediate levels. The advantages of the oral reading are as an evaluative check on bottom-up processing skills, a pronunciation check, and an extra activity for students to help the teacher to highlight a certain short segment of a reading passage. At advanced levels, the teacher also can apply this type to reach those three advantages above. Unfortunately, this type has several disadvantages the oral reading is not authentic

¹⁷ Brown, H.Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy Second Edition*. New York: Pearson Education Company, 2001, p:312.

language activity. While a student is reading a text, others can easily lose attention. It also has the outward appearance of student participation when in reality it is mere recitation.

Second is silent reading. It is subcategorized into intensive and extensive reading. The intensive reading focuses on linguistic or semantic detail of a passage. It is usually classroom-oriented activity. The students are demanded to pay attention to grammatical forms, discourse markers, and other surface details. To achieve general understanding especially when the students are asked to read longer text, such as books, magazines, novels, essays, and the like, extensive reading is more compatible than intensive reading. It belongs to outside of classroom activity.

B. Concept of Motivation

1. Definition of Motivation

Motivation has been a central construct in both educational and psychological research and plays a significant role in several theories of human development and learning. There are some experts who define the word motivation. One of them is Elliot. According to him, motivation can be defined as an internal state that arouses us to action, pushes. Us in particular directions and keeps us engaged in certain activities.¹⁸

According to Zoltan Dornyei Motivation Is one of the main determinant of second foreign language learning achievement and,

¹⁶Jafari S.m, & shokrpur,N.(2012). *EAP student reading motivation of English academi expository texts: A mixed methods design*. International journal of linguistics,4(4) 372-392.

accordingly, the last three decades have seen a considerable amount of research that investigates the nature and role of motivation in the learning process.¹⁹ Extrinsic Motivation and related theories. One of the most general and well-known distinctions in motivation theories is that between intrinsic and extrinsic motivation. Extrinsically motivated behaviors are the ones that the individual performs to receive some extrinsic reward e.g., good grades or to avoid punishments. With intrinsically motivated behaviors the rewards are internal e.g., the joy of doing a particular activity or satisfying one's curiosity.²⁰

William and Burden state that motivation may be constructed as a state of cognitive and emotional arousal, which lead to a conscious decision to act and which gives rise to a period order to attain a previously set goal. Some definitions about motivation are:

- a. Motivation increases an individual energy and activity level. It influences the extent to which an individual is likely to engage in a certain activity intensively or half-heartedly.
- b. Motivation directs and toward certain goals. Motivation affects choice people make and the results they get rewarding.
- c. Motivation promotes initiation of certain activities and persistence in those activities. It increases the likelihood that people will begin

¹⁹ Zoltan Dornyei, *Motivation and Motivating in the foreign language classroom*, (Blackwell Publishing on behalf of the National Federation of Modern Language Teachers Associations, 2008) p: 273

²⁰ *Ibid*, p 275

something or their own, persist in the face of difficulty, and resume a task after a temporary interruption.

- d. Motivation affects the learning strategies and cognitive process an individual employ. It increases the like hood that people will pay attention to something, study and practices it, and tries to learn it in meaningful fashion. It also increases the like hood that they will seek help when they encounter difficulty.

2. Kinds of Motivation

The types of motivation are divided into different views. There are some types of motivation: the first is instrumental and integrative motivation and the second is intrinsic and extrinsic motivation. There are some brief explanation about the types of motivations:²¹

- a. Instrumental and integrative motivation

According to Gardner and Lambert in foreign language instruction, generally there are kinds of motivation that are Instrumental and integrative motivation. Instrumental motivation is the wish to learn language for reaching instrumental goals, such as: career promotion or furthering a career, reading technical material, translation, good job, position and status. Integrative motivation refers to the desire to integrate into the target language. Culture is to identify with and to make learners become

²¹ Dornyei Zoltan, *Motivation and Motivating in the foreign language classroom*, (Blackwell Publishing on behalf of the National Federation of Modern Language.13

a part of that society. In the integrative motivation, students need to be attracted by the culture of the target language community, and in the strong of integrative motivation, they wish to integrate themselves into that culture

b. Intrinsic and extrinsic motivation

According to Denci he states that there are two dimension of the whole motivation constructed in general they are intrinsically or extrinsically motivation. Intrinsically motivated activities are ones for which there is not apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward.

Intrinsically motivation behaviors are aimed at bringing about certain internally rewarding, consequences, namely, feeling of competence and self determination.

On the other hand, extrinsically motivated behaviors are carried out in anticipation of a reward from outside and beyond the self. Typical extrinsic reward are money, prizes, grades, and even certain types of positive feedback. Behaviors initiated solely to avoid punishment are also extrinsically motivated.²²

Another psychologist is he states that intrinsic motivation deals with behavior performed for its own sake in order to experience pleasure and satisfaction, such as the joy of doing a particular activity or satisfying

²⁰ Marinak,b.a & gambrel.1b(2008)motivation and rewards: reward What sustainsyoung children's angagement with text? Literary research and instruction 47(1),9-26.

one's curiosity. Extrinsic motivation involves performing a behavior as a means to an end that is to receive some extrinsic reward (e.g. good grades) or to avoid punishment.

Vallerand and his colleagues have recently posited the existence of three subtypes of intrinsic motivation as follows:

1. To learn (engaging in an activity for the pleasure and satisfaction of understanding something new, satisfying one's curiosity and exploration the world).
2. Towards achievement (engaging in an activity for the satisfaction of surpassing oneself, coping with challenges and accomplishing or creating something).
3. To experience stimulation (engaging in an activity to experience pleasant sensation).

Because of the importance of students' learning and their progress in language skills, much of the time is devoted to the development of reading skill. It should be mentioned that learners try to develop their reading comprehension specially the specific group of students who don't have enough facilities and are dependent on their teachers. These students are not able to achieve good marks in reading comprehension and don't acquire it beneficially. One of the ways that can be used as a solution to motivate learners and develop their reading skill is the use of reading interference programs.

Researches indicated that cognitive and motivation variables affect students' reading comprehension. Previous research has advocated reading motivation in connection to students' comprehension progress because reading comprehension permits students to analyze information that they have a prior knowledge about it to increase their comprehension.

3. Extrinsic Motivation

Extrinsic motivation refers to the external factors that can stimulate students' desire to read. These factors involve scores, prizes, admiration, or a desire to be better than others do. Students who are extrinsically motivated naturally try to inhibit negative outcomes and only expect specific or positive outcomes. Moreover, teachers should have a positive attitude to reading comprehension to achieve the best results in reading development. This positive attitude is performed by the classroom teacher reading during personal reading, debating their enjoyment in a particular book or recommending books to students, displaying books around the classroom, or reading aloud every day. To explore students' attitudes towards reading, teachers can use many devices such as surveys, questionnaires, and classroom discussions.

Extrinsic motivation refers to doing something because it causes a distinguished outcome. According to classical literature, extrinsic motivation has typically been characterized as a pale and impoverished form of motivation that is contrasted with intrinsic motivation. In extrinsic motivation, the reader explores external merits and rewards

such as to prevent the punishment of teachers or to gain appreciation from parents. In fact, extrinsic motivation is related to the goal orientation, so the students do their actions with the best way to achieve a valuable thing.

4. Related Studies on the Effects of Motivation on Reading skill

Reading comprehension is one of the most essential skills that should be developed and nurtured in a child at home and in school because it is the primary factor to success in academic life. The skill to read for various goals is a prerequisite of a successful learning in schools, colleges, and universities. It is an alive and active skill in the 21st century for students or professionals. Moreover, reading is regarded as the key element of learning for academic proficiency. Therefore, being able to develop influential reading could have various impacts on learning across the curriculum, motivation to read, attitudes toward life, and performances in the work place. Reading comprehension is a complicated cognitive process. According to a theoretical perspective, reading comprehension is an interactive process of extracting meanings from a text. In fact, it is an interaction of different alternatives (reader, text, and environment) in a socio cultural context. It is composed of a set of cognitive activities such as “the comprehension of words, guessing the meaning, purposeful reaction, and integration.” There are different components that influence on students’ reading comprehension. Some of these are vocabulary

knowledge, prior knowledge, and knowledge of grammar, meta cognitive consciousness, structural knowledge, and reading strategies.

Researchers showed that the impact of technology, using Web Quests improved students' motivation and reading comprehension. Therefore, reading motivation defined as the interest or desire to read for different purposes. Positive reinforcements had beneficial impacts on reading motivation. Hence, it was necessary to design motivating and integrative reading activities for learners to increase the real love and sympathetic for reading. In addition, teachers and parents should improve students' vocabulary and guide them to supply good situations to read with adequate and attractive reading materials. Then, making a share community for the learners and a comfortable and funny context for reading, determining specific students' strengths and weaknesses, specifying ample time to read, associating with other teachers to plan a reading program, and understanding the strategies for engaging learners can motivate them for reading comprehension.

According to one study that investigated the relationship between reading motivation and reading comprehension, the differences between intrinsic and extrinsic motivation were identified. That study found that intrinsic reading motivation positively affected reading skill. However, extrinsic reading motivation negatively affected reading skill. Moreover,

intrinsic reading motivation increased the amount of reading comprehension than extrinsic motivation.²³

5. Factors Affecting Students Motivation

According to Elliot there are six factors affecting students' motivation.

a. Anxiety

Anxious students may have difficulty in learning in the first place, they may have difficulty in using or transferring knowledge they have, and they have difficulty demonstrating their knowledge on testing. It is associated with feelings of uneasiness, frustration, self-doubt, apprehension, or worry.

b. Curiosity and interest

Curiosity is a cognitively based emotion that occurs when a student recognizes a conflict between what she or he believes to be true about the world and what turns out actually. A relaxed atmosphere, freedom to explore, and acceptance of the unusual inspire it. Interest is similar and related to curiosity. It is enduring characteristic expressed by a relationship between a person and a particular activity or object. Interest occurs when student's needs, capacities, and skills are good match for the demands offered by the particular activity.

²¹Masgoret, A., & Gardner, R. C. (2003). *Attitudes, motivation, and second language learning: A meta-analysis of studies conducted by Gardner and associates*. *Language learning*, 53(1), 123-164.

6. Rewards and Punishments

Theory It is a common belief that schools are not just responsible for imparting basic knowledge and skills, but also plays an important part in helping students develop responsible behaviors. Problems happen in everyday classroom life and should be handle by teachers. Rewards and punishments are two techniques used frequently by teachers in classrooms for controlling behaviors. A reward is used for getting a behavior to occur more often. On the contrary, punishment is a consequence that decreases the probability that a behavior will occur.²⁴

The theory of rewards or reinforcement and punishments were founded by BF Skinner cited by John W. Santrock. In Skinner theory responses are controlled by their consequences, Skinner found that a behavior is repeated when followed by a positive consequence and behavior is not repeated when followed by a neutral or negative consequence.²⁵ Respond and stimulus in here is the rewards and punishments. In Skinner theory also explained about the positive and negative of rewards and only one kind of punishments. However, in Susan Lamke book there are some type of rewards and punishment:

- a. Positive rewards or positive reinforcement is the frequency of a response increases because it is followed by a rewarding stimulus. For example: the teacher gives the students praise for their excellent score in the test.

²⁴ Santrock, Educational Psychology: Classroom Update: Preparing for Praxis and Practice, p. 216.

²⁵ *Ibid.*, p. 215.

- b. Negative rewards or negative reinforcement, the frequency of a response increases because it is followed by the removal of unpleasant stimulus. For example: the teacher always nags at the students to do the task and keep nagging so that makes the students stressful.
- c. Positive punishment is a consequence that decreases the probability that a behavior will occur by adding an unpleasant stimulus. For the example is when the students cheat in the test the teacher will give the punishments by giving additional assignment.
- d. Negative punishment is a consequence that decreases the probability that a behavior will occur by withdrawing an unpleasant stimulus. A student is losing part of his free time for not following the teacher's instruction.²⁶

7. The Implementation of Rewards and Punishments

As the explanation above that, the main purpose in giving rewards and punishment technique is to maintaining the student's good behavior and minimize the student's misbehavior. However, to implement the rewards and punishment technique is not easy, as it seems. Because the result of the student's behavior also depends on the way the teacher deliver those techniques effectively. Hence, in delivering the rewards and punishment, the teacher need to consider about some criteria and tips in

²⁶ Susan Lamke et al., the Well-managed Classroom: *Strategies to Create a Productive and Cooperative Social Climate in Your Learning Community*, p. 45 – 54

implementing those technique. In giving the rewards, the teacher should consider the target behavior that it would like to encourage. Because giving rewards too easily or too difficult can lose their motivational effect, and the teacher should be careful not to set up the rewards that only the most able students can achieve, but also for improvement, excellent effort, good conduct, and so on.²⁷ Rewards should be given not only for excellent students, but also for students who usually do less well should be rewarded when they do better. In addition, the teacher should choose effective reinforces because not all reinforces are the same for every students, make rewards contingent and timely. The teacher must give rewards only after the students perform desirable behavior and it is more effective when they are given in a timely way, as soon as possible. Moreover, it has to be positively reinforcing and educate the students, and be sure to identify the student's behavior. Giving the fair chance for every students and be selective in giving the rewards is the best choice for the teachers to make.

²⁷ Emmer and Carolyn M. Evertson, *Classroom Management for Middle and High School Teachers*, p. 139.

CHAPTER III

RESEARCH METHOD

A. Types and Characteristics Research

The type of this research is a qualitative research. Qualitative research is a means for exploring and understanding the meaning individuals or groups to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of reading the complexity of a situation.²⁸

The characteristics of this research is case study. According to Creswell, a case study is in which the researcher discovers in depth a program, event, activity, a process or one or more individuals.²⁹ The case is limited by time and activity, and researcher collect detailed information using a variety of data collection procedures over a continuous period of time. It means that the researcher collect information constructed on data collection techniques from one or more individuals.

²⁸ Ibid P. 22

²⁹ John W Creswell , *Research Design*, (USA: Sage Publication, Inc,2003),The Second Edition ,p.17

According to Nunan, a case study is an empirical that investigates a present phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used.³⁰ It means that the researcher investigated the problem in which the source was used as evidence.

This analyze the students" An Analysis Of Giving Reward and Punishment As Extrinsic Motivation In Reading Comprehension The Eight Graders of Junior High School PGRI Batanghari 1 East Lampung.".

Accordingly, this research was qualitative research.

The type of this qualitative research was a case study. According to Cresswell a case study is an in-depth of a bounded system (e.g., activity, event, process, or individuals) based on extensive data collection. In this research, the writer would conduct in-depth study to analyze on the students" reading comprehension at the eighth grader of Junior High School PGRI 1 Batanghari East Lampung. Then the writer would make an interpretation from the data that would have been collected.

B. Data Source

This research would be conducted in Junior High School PGRI 1 Batanghari East Lampung in academic year 2018/2019. To collect the accurate data of this research, the writer needs accurate data source as well. There are two types of the data source namely primary and secondary source:

³⁰David Nunan, *Research Method in Language Learning*, (New York:Cambridge University Press, 1992),p.76

1. The primary source of this research is document of reading product from the student.. The reading product would be directed to 25 students. Meanwhile, the results of the primary source of this research are the students reading product.
2. The secondary source of this research is everything that is related to this study that can support this research such as students eight grade Junior High School PGRI 1, books, articles, journals and some relevant documents from the English teacher.

C. Data Collection Technique

Creswell said that “in many qualitative studies collect multiple forms of data and spend a significant time in the natural setting gathering information”.³¹ Therefore, the data will be gained through several techniques as follows:

a. Documentation

The documentation is the instrument to collect some information in the form of written source or documenter such as book, encyclopedia, daily note, etc. Documentation is purposed to get the archive of the school such as organization structure and history of the school, the building condition, the vision and mission of Junior High School PGRI 1Batanghari. The research gathers the written data from archive of the school.

b. Observation

³¹John . W. Creswell, *Ibid*, P. 21

In this step, the writer had been observing the activity and situation by using format observation. The writers will observe the participant directly in reading narrative text using conjunction device at Junior High School PGRI 1 Batanghari

c. Interview

Interview will conduct face to face with the participants. It is in-depth interview with open ended questions. The questions type of the interview related to the students opinion. The aim is to find out the students problems in reading. There are 10 students which become the participants.

D. Data Analysis Technique

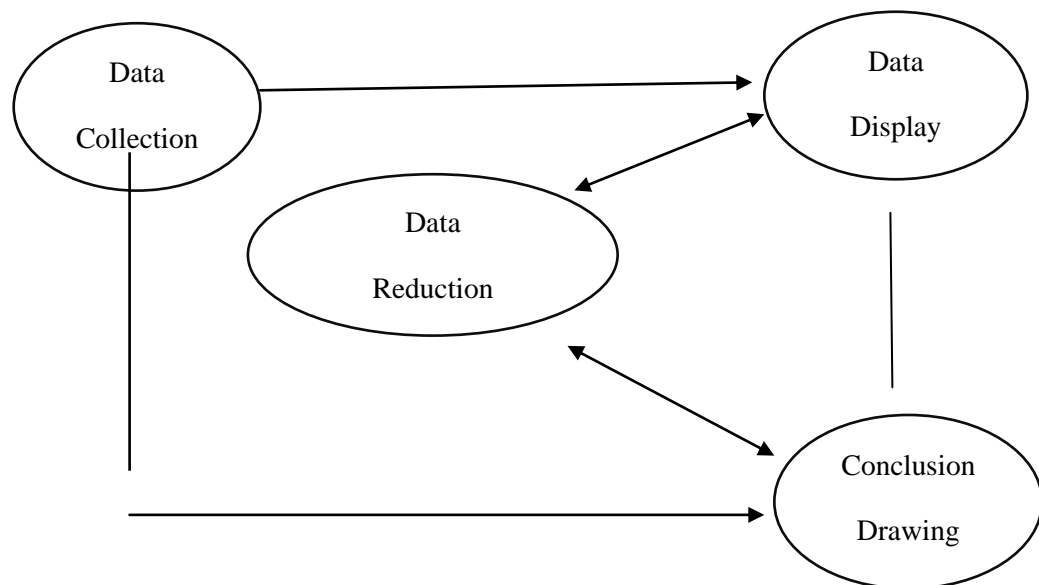
In this research, the researcher applied Miles and Huberman model to analyze the data. The components of the data analysis of Miles and Huberman are as follows³².

³²Matthew B. Miles et al, *Qualitative Data Analysis*, (London: Sage Publication Ltd, 1994), 2nd Ed, p. 10-12

Figure 1. 1

The Components in The Data Analysis by Miles and Huberman

The Components in The Data Analysis by Miles and Huberman



A data analysis component of Miles and Huberman model applies the following steps:

1. Data Collection

Data collection is the step when the researcher will gather the data from observation and documentation to complete the research.

2. Data Reduction

Reducing the data means that the researcher will summarized, selected the main point, focused the important things, and search the theme and pattern. Therefore, the data that had been reduced would give the broad overview which could help the researcher to collect the further data.

3. Data Display

After reducing the data, the researcher will display the data into text. In case of displaying the data, the researcher will be easier to comprehend the data and plan the next step base on what had been comprehended.

4. Conclusion

The researcher will verify the data of the research by making conclusion of the data findings.

E. Research Approach

This approach in this research is case study. “Case study is method of exploring and analyzing the life of social unit; be that unit a person, a family, institution, culture group, or event and entire community.”³³ This research is conducted as case study to investigate the factor caused the student do the error conjunctive cohesion on the student reading narrative text. This approach is also aimed to know more about the problems of the eight grade of Junior High School PGRI 1 Batanghari especially when they use Extrinsic motivation device which are not appropriate with the context of the text.

The steps of case study are stated below:

1. Determining focus of the research

³³ Yogest Kumar Singh, *Fundamental of Research Methodology and Statistic*, (India: New Age International Publisher, 2006), p.148

The researcher will focus on taking the data from the students' worksheet of reading test on middle term examination.

2. Determining the case

The researcher will collect and analyze the data, after gaining the data, the next step is determining the case then collecting the data to analyze.

3. Preparing research instruments

The researcher will make research instrument to ease collecting the data. To collect the data, the researcher will use various preparations namely preparing the schedule of collecting the data and the research instrument.

4. Collecting the data

In this research, the researcher will take the data from the students score of the Eight graders of Junior High PGRI 1 Batanghari

5. Evaluating and analyzing the data

Evaluation is necessary to make sure that the data are complete and ready to interpret.

6. Making report

Creating the report is to simplify the data into summary then it will be handed as the requirement of Strata 1 Degree.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

a. The History of SMP PGRI 1 BATANGHARI

Junior high school (SMP) PGRI 1 Batanghari East Lampung regency is located in Banarjoyo village 46 districts Batanghari. SMP PGRI 1 Batanghari, is one of the institutions established by PGRI Foundation which addressed at Jln DRs. Warsito Teluk Betung Bandar Lampung. SMP PGRI 1 Batanghari was established in 1976 and started operation in 1976.

The school was established at the request of the community who wanted his son's son to continue his education to junior high school. The demand is due to heavy parents if they have to send their daughter to Metro City, especially the cost of transportation. The supported and participated of the community leaders at that time, in 1976/1977 SMP PGRI 1 Batanghari start running. Since 2001 the Head of School was held by Bpk. Eko Tri Waluyo, S.Pd.MM. Until now.

b. Vision, Mission, and Purpose of SMP PGRI 1 BATANGHARI

1) Vision

**“Delivering a successful, Intelligent and Skilled Successor
Kader of the Nation “**

The indicators are follows:

1. The realization of a religious school atmosphere.
2. The realization of the school atmosphere with a harmonious sense of kinship.
3. The fulfillment of graduates who can become pioneers and develop dynamically.
4. Improving the effectiveness of learning is supported by the application of high discipline.
5. Support the creativity and understanding in the field of knowledge of technology, information and communication.
6. Giving Basic Skills as a provision in the life of the day.

2) Mision

**“Providing knowledge, skills, and Technology Supplies,
Inculcating a Culture of Discipline Based on Faith and Faith”**

The indicators are follows:

1. Implement the learning based on religious awareness.
2. Implement the habit of giving salm and shaking hands between pupils and students, students with teachers, and teachers with teachers at every opportunity.

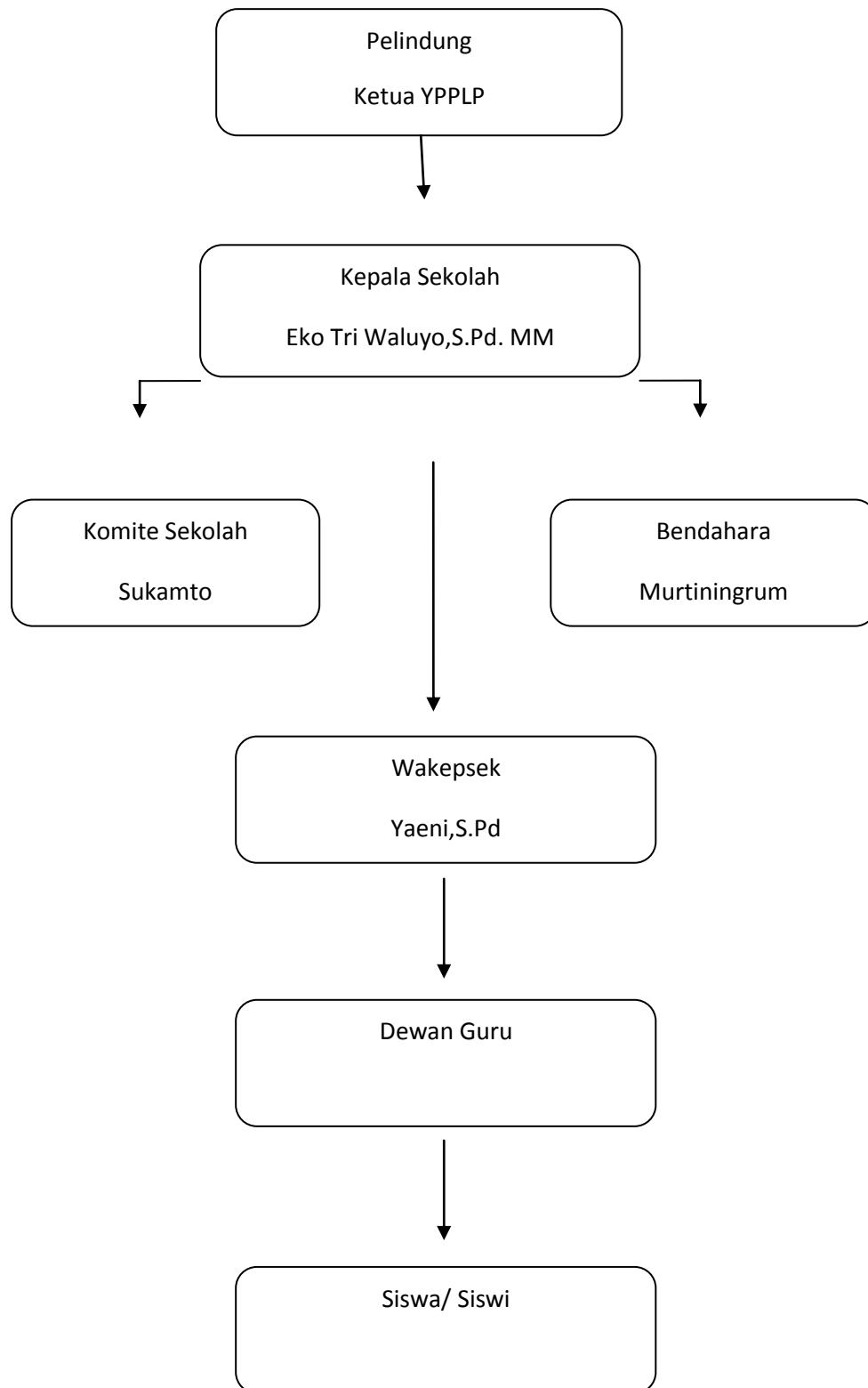
3. Encourage and realized graduates in order to continue the school to a higher level in the schools of pharmacy.
 4. Improving the quality of learning and providing an understanding of the discipline in complying with school regulations.
 5. Implementing practical activities by utilizing supporting facilities that is lab room IPA and computer.
 6. Implement skills development activities in both extracurricular.
- c. The students quantity of SMP PGRI 1 Batanghari in the academic years of 2018/2019 is that can be identified as follows:

Table

**Number of students at SMP PGRI 1 Batanghari in the Academic
Year of 2018/2019**

No	Class	Male	Female	Total
1	Class X	45	25	70
2	Class XI	47	14	61
3	Class XII	65	41	106
4	Total	157	80	237

d. Structure Organisation of SMP PGRI 1 Batanghari



e. Condition of The Teachers and Employers

The condition of the teachers and employers in Junior High School PGRI 1 Batanghari is stated below:

No	Name	Male / Female	Subject	Status Teachers
1.	Eko Tri Waluyo S, Pd.MM	Male	Civic	PNS DPK
2.	Murtiningsih	Female	Math	PNS DPK
3.	Neni Aisyah	Female	Art, Culture	PNS DPK
4.	Yaeni,S.Pd	Female	Civic	PNS DPK
5.	Imam Santoso, S.E	Male	Social Studies	GTY
6.	Hidayati,S.Pd	Female	Indonesian	GTY
7.	Sri Banun, S.Pd	Female	Social Studies	GTY
8.	Oktia Jupiawati,S.Pd	Female	English	GTY
9.	Reni Astuti S,Ag	Female	IT	GTY
10.	Melvin Afriani, S,Pd.I	Female	Science	GTY
11.	Efri Vertiningsih, S.Pd	Female	Science	GTY
12.	Agus Fanani, S.Pd.I	Male	IT	GTY
13.	Vivia Vani. A, S.Pd.I	Female	Religion	GTY
14.	Sandy Devitasari,A,Md	Female	Math	GTY
15.	Yulia Eka putrid, S.Pd	Female	Local	GTY
16.	Nurhidayat, S.Pd	Male	Religion	GTY
17.	Dwi Endah.Y,S.Pd	Female	English	GTY
18.	Hendra Kurniawan	Male	Indonesian	GTY
19.	Rendra	Male	Sport	GTY
20.	Andreas Syaelendra	Male	Sport	GTY
21.	Dris Editriyono	Male	TU	GTY

f. Condition of Facilities

The condition of facilities in Junior High School 8 Metro is stated below:

Table 7: Recapitulation Facilities in Junior High School 8 Metro

NO	FACILITIES	QUANTITY
1	Classroom (Class VII-IX)	12
2	Headmaster Room	1
3	Teacher Room	1
4	Administration Room	1
5	Counseling Room	1
6	Library	1
7	OSIS Room	1
8	Mosque	1
9	Warehouse	1

B. The research

This chapter describes and analyzes the data, which are obtained during the research. In this chapter, include the display of the result of observation and interview and discussion about the answer of the research problem.

Based on the result of conducting observation and interview of teacher and students in the use reward and punishments as extrinsic motivation to motivate the students at junior high school PGRI 1 Batanghari, and then obtained the following result.

The observation on may 15, 2019. The school in English subject SMP PGRI 1 Batanghari in 2019. in doing exercise, some students focus to do interview and the other hand some students .

Reading is different from other programs because is just not a medium but also the understanding the contents of text. So they need at vocabulary to be able to understand its contents from the text.

The researcher needs the data from classroom observation. According the result of classroom observation in 8B class the researcher tabulated and transformed the data of reward form, which were obtained from observation.

The researcher took 10 the student to interview of the eighth grader of SMP PGRI 1 Batanghari. The interview includes 5 question related to reading.

There are question

1. Do you like English ?
 2. Why do you like English ?
 3. Do you know about motivation
 4. Do you know about extrinsic motivation ?
 5. Agree or not if the teacher gives instructions if you get good grades will be given reward but if the value of his bad will give punishment?
1. Related to question number one do you know motivation. There are the responses, several responses, are presented as follow: there are 4 students like English, 6 students did not like English.
 2. Related to question number two “ why do you like English ? there are responses S1,S3,S8 and S10 state that like English because English is fun, S9 stated English is cool language. Students S7 stated that not like English because is difficult.
 3. Related to question number three do you know about motivation are there question you cannot answer? these are responses is the students say yes, there are question cannot answers
 4. Related to question number four these are responses the student there is extrinsic motivation to fight in learning to purpose something after the doing.
 5. Related to question number five there are students agree because with reward and punishment the student fight to do test / learning subject.

The teacher always gives the students points or score and write them on their notebook for every participation in the class. For the example if the students bravely can answer the teacher's question, they will get an excellent mark in their notebook. The degree of teachers token reinforces is best, excellent and good. In addition, in the end of the semester the teacher will look out the mark on the student's notebook as the additional or task score for their rapport.

Punishment is one of the techniques that the teacher used in managing classroom. Besides the positive reward explained above, as well as the positive reward, punishment data was collected by classroom observation and teacher-students interview as the supported data. The researcher displayed those data of positive punishment using percentage to make the readers easily interpret the data.

The teacher said that this kind of punishment is the most effective for the students. It is also has a good impact so that the students can learn English more at home.

The Reward not only for Excellent Students Teacher try to be fair so that the reward not only for excellent students. From the observation, in the first meeting the teacher asks the students to go forward to answer the question, but it only limits to those students who were rarely active in the class. It shows that for not only the active students but shy and passive students also has a change to get the rewards. In addition, in the last meeting the students that ever got the punishment that day have the right to get the praise and reward after he

got the right answer. In addition, that situation is the evidence that the teacher gives the reward not only for excellent students but also for all who deserve it. Based on the classroom observation, after the students answer the question, teacher always immediately write the token reward (excellent) to the students notebook. It is an evidence that teacher always gives the reward immediately to the students. In addition, there are no differentiations between female and male students; the frequency degree is shows that are always happened.

Based on the interview, the teacher claims that some of the reward delivered immediately, and some of them timely such as giving the additional score for their final and middle test. In addition, it depends on the task difficulty. Teacher added that she do not give reward every day to make the reward more valuable. In addition, all the students' response from female and male class stated that the teacher always gives the reward immediately. In selecting reinforces and criteria for reward, the teacher explain that she select reinforce not only for the excellent students or the smart one but also all the students that shows improvement, excellent effort, good conduct, responsible, discipline, think highly.

The reward and punishment can help to manage the classroom effectively. Activity by activity, in the male class, the students is more conducive and the learning process becomes more effective. In female class, also the students become more active in the class activity.

In the female class, because the disruptive students has been punished so that it can prevent the escalation. In the male class, sometimes there are also

noisy students when the teacher leaves them a minute. From those situations, it means that punishment can prevent the inappropriate behavior and its escalation although it is depend on the individual. Because the fact that in the male class there are also disruptive students that difficult to manage by the teacher.

In the interview all the students from female and male class said that they aware of the use of reward and punishment given to make them be more discipline and responsible all of their own behavior. The teachers also always gives them feedback and explains the important of discipline and reasonability of all they have done in each meeting.

1. Students' Response of the Giving Rewards and Punishments in Teaching English

The result of the data interview gathered was also used to answer the second research question about the students' response of the giving reward and punishment in teaching English at ninth grade students of SMP PGRI 1 Batanghari East Lampung

a. The Students more enthusiastic, fun, happy and exciting

Based the observation, the researcher observed when the student named Sofia is rewarded by the teacher, the student more happy and fun. The result was also reinforced when the researcher interview with Sofia, after the teacher giving reward the students more fun, happy and exciting.

Shalaysa Kahanaya also conveyed the same idea about students responses the giving reward and punishment in teaching English could make the students more enthusiastic, fun, happy and exciting

Based the observation and interview the researcher found the students" response was applied in SMP PGRI 1 Batanghari East Lampung about the students more enthusiastic, fun, happy and exciting in the school.

b. Students are more motivated

Based the observation, the researcher observed when the student named Selfi is rewarded by the teacher, the students are more motivated. The result was also reinforced when the researcher interview with Selfi, after the teacher giving reward the students are more motivated. Based the observation and interview the researcher found the students" response was applied in SMP PGRI 1 Batanghari East Lampung about the students are motivated in the school.

c. Students are more diligently and have more spirit to study in teaching English

Based the observation, the researcher observed when the students named Rani is rewarded by the teacher, the students are more diligently and have more spirit to study in teaching English. The result was also reinforced when the researcher interview with Rani, after the teacher giving reward the students are more diligently and have more spirit to study in teaching English. The teacher used the rewards to make good environment in the class; such as the students happy and exciting. Based the observation and

interview the researcher found the students' response was applied in SMP PGRI 1 Batanghari East Lampung about the students are more diligently and have more spirit to study of teaching English in the school.

2. Students' Response of the Giving Punishments in Teaching English

a. Students are embarrassed

Based the observation, the researcher observed when the student named Winda is punished by the teacher, the students are embarrassed. The result was also reinforced when the researcher interview with Winda, after the teacher giving punishment the students are embarrassed. Based the observation and interview the researcher found the students' response was applied in SMP PGRI 1 Batanghari East Lampung about the students are embarrassed in the school.

b. students are less confident

Based the observation, the researcher observed when the student named Sholiha Isnaini is punished by the teacher, the students are less confident. The result was also reinforced when the researcher interview with Sholiha Isnaini, after the teacher giving punishment the students are less confident. Based the observation and interview the researcher found the students' response was applied in SMP PGRI 1 Batanghari East Lampung about the students are less confident in the school.

c. Students are nervous

Based the observation, the researcher observed when the student named Naimullah Abrar is punished by the teacher, the students are nervous. The result was also reinforced when the researcher interview with Naimullah Abrar, after the teacher giving punishment the students are nervous. Based the observation and interview the researcher found the students'' response was applied in SMP PGRI 1 Batanghari East Lampung about the students are nervous in the school.

Based on the research findings, the researcher discusses the finding of research. In this section, the researcher tries to discuss the research findings with others relevant references. In order to justify the research findings, the researcher tries to discuss them with reference to theories related with the answer of the problem statements.

1. The Giving of Rewards in Teaching English

The researcher analyzed the giving of rewards and punishments in teaching English at ninth grade students of SMP PGRI 1 Batanghari East Lampung, the kinds of rewards are praise, symbolic rewards, token rewards and tangible and activity rewards. In this research, the researcher found about kinds the reward in this school.

At the first observation, in part of main activity the researcher found the giving of rewards and punishments in teaching English about the kind of reward. The kind of reward is giving applause and expression. This reward is given to the teacher of student named Rani Ramadhani for

successfully answer the question. Third observation, in part of main activity the researcher found the giving of rewards and punishments in teaching English. The researcher found about the kinds of reward. The kinds of reward are giving some interesting gift and giving applause and expression. This reward are given to the teacher of students named Selfi and Sofia for successfully the quizzes. Fourth observation, in part of

main activity the researcher found the giving of rewards and punishments in teaching English about the kind of reward. The reward is giving point. This reward is given to the teacher of student named Shalaysa for successfully answer the question.

2. The Giving of Punishments in Teaching English

The researcher analyzed the giving of rewards and punishments in teaching English at ninth grade students of SMP PGRI 1 Batanghari East Lampung the kinds of punishment are psychical punishment, word and sentences, stimulus psychical punishment and inconvenient punishment. In this research, the researcher found about kinds the punishment in this school. The kinds of punishment are self-introduction, singing in front of the class and squad jump.

At the second observation, in part of main activity the researcher found the giving of rewards and punishments in teaching English about the kind of punishment. The punishment is squad jump. This punishment is given to the teacher of student named Sholiha Isnaini for late in classroom. Third observation, in part of main activity, the researcher found the kinds of

punishment are self-introduction in front of the class and singing in front of the class. The kind of punishment about self-introduction in front of the class is given to the teacher of student named Naimullah Abrar for uncorrected or wrong the question in the quizzes, and the kind of punishment about singing in front of the class is given to the teacher of student named Winda for uncorrected or wrong the question in the quizzes.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the result of the research, it can be concluded that the researcher finds the giving of rewards and punishments and students response in teaching English at eight grade students of SMP PGRI 1 Batanghari East Lampung.

1. The giving of rewards and punishments in this school had some forms of reward and punishment. First, about kinds the rewards that implemented are giving some interesting gift, giving applause and expression and giving point or high score from the teacher to the students. Reward awarded because the student has shown success for his efforts. Second, about kinds the punishments that implemented are self introduction in front of the class, singing in front of the class and squad jump. Punishment given because the student less than the maximum for his efforts.
2. Therefore, about giving rewards and punishments in teaching English automatically got students' responses. First, students' responses of the implementation rewards in teaching English. The students' response of the implementation rewards in teaching English are the students more enthusiastic, fun, happy and exciting, students are more motivated, and students are more diligently and have more spirit to study in teaching English. Second, students'

3. responses of the implementation punishments in teaching English.

The students' responses of the implementation punishments in teaching English, students are embarrassed, students are less confident and students are nervous.

Based on the results of the research, it could be concluded that the researcher found the implementation and the students' responses of rewards and punishments in teaching English of SMP PGRI 1 Batanghari East Lampung.

B. SUGGESTION

After concluding the data based on the research finding, the researcher would like to propose some suggestions for students and for institute. The researcher hoped, at least, it could become an input to improve giving of rewards and punishments and developed teaching English in the school.

1. For students

- a. Students should increase their participation in implementation teaching English in SMP PGRI 1 Batanghari East Lampung.
- b. The students should be more active, high self-confidence and participate during the teaching learning process by using strategies that are used by the teacher.
- c. Students should throw away being afraid to make mistake to speak English, because you are practicing and still learning so that it is common to make mistake.

2. For the teacher

- a. . The teacher should remember the students to use English during the teaching learning process in the classroom
- b. The teacher should use some properties to make the student interested to the lesson in teaching learning process.
- c. The teacher should have good communication with the student during the teaching learning process.

3. For the school

- a. The school should give the facilities that are need in teaching learning process.
- b. The school should provide the collection of English book in the library.
- c. The school should support good activities to advance the students skill.

4. For the readers

The researcher hopes that the reader can criticize this research because the researcher realizes that this research is still far from being perfect.

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APPENDICES I



MODEL SILABUS MATA PELAJARAN
SEKOLAH MENENGAH PERTAMA/MADRASAH TSANAWIYAH
(SMP/MTs)

MATA PELAJARAN
BAHASA INGGRIS UMUM

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
JAKARTA, 2017

Kelas : VIII

Kompetensi Inti :

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran
3.1 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>personal narrative</i> lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya. 4.11 Menangkap makna secara kontekstual terkait fungsi sosial,	Teks pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal narrative</i>) <i>Fungsi sosial</i> Menguraikan pengalaman, peristiwa, kejadian untuk melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb. <i>Struktur text</i> (gagasan utama dan informasi rinci) Dapat mencakup - Orientasi: menyebutkan tujuan dan peristiwa/kejadian/ pengalaman secara umum	Mengamati <ul style="list-style-type: none">Siswa membaca dan mendengarkan beberapa teks <i>narrative</i> terkait pengalaman pribadi di waktu lampau dari berbagai sumber, untuk memahami isi pesannya.Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut. Menanya Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran
<p>struktur teks, dan unsur kebahasaan teks <i>narrative</i> lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal narrative</i>).</p> <p>4.12 Menyusun teks <i>narrative</i> lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal narrative</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<ul style="list-style-type: none"> - Uraian tindakan/kejadian secara berurut dan runtut - Penutup (seringkali ada): komentar atau penilaian umum. <p>Unsur kebahasaan</p> <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam <i>Simple Past tense</i> - Adverbia dan frasa preposisional penunjuk waktu: <i>yesterday, last month, an hour ago</i>, dsb. - Adverbia penghubung waktu: <i>first, then, after that, before, at last, finally</i>, dsb. - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <p>Topik</p> <p>Peristiwa, pengalaman yang terjadi di sekolah, rumah, dan yang dapat menumbuhkan perilaku yang termuat di KI.</p>	<p>dari setiap teks tersebut.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Secara kolaborasi siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda. • Siswa membaca semua teks tentang peristiwa pendek dan kejadian sederhana yang telah terkumpul dan mengidentifikasi teks tersebut. • Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks <i>narrative</i> sangat pendek dan terkait pengalaman pribadi di waktu lampau untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membahas tentang masalah yang dihadapi pada saat membaca, mendengarkan, dan menuliskan teks <i>narrative</i> dengan fokus pada tujuan komunikasi, struktur, dan unsur kebahasaan. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran
		<p>teks deskriptif yang mereka hasilkan.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa membuat beberapa teks deskriptif sangat pendek dan sederhana terkait pengalaman pribadi di waktu lampau yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (memanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb). • Siswa membicarakan permasalahan yang dialami dalam membuat teks deskriptif tentang orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMP PGRI 1 BATANGHARI
Mata pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/1
Materi Pokok	: Narrative
Alokasi Waktu	: 6 x 45 menit

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 :Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 :Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

No	Kompetensi Dasar	Indikator
1.	3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks narrative dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya.	<p>3.1.1 Mengidentifikasi fungsi sosial teks Struktur teks dan unsur kebahasaan dalam teks narrative lisan dan tulis terkait pengalaman pribadi di waktu lampau sesuai dengan konteks penggunaannya.</p> <p>3.1.2 Menjelaskan fungsi sosial, struktur teks dan unsur kebahasaan teks recount dengan memberi dan meminta informasi terkait teks pengalaman pribadi di waktu lampau sesuai dengan konteks penggunaannya.</p> <p>3.1.3 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan teks narrative dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau sesuai dengan konteks penggunaannya</p>

2.	<p>4.12Menyusun teks narrative lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4.12.1Menyusun teks narrative lisan dan tulis sangat pendek dan sederhana, terkait pengalaman pribadi diwaktu lampau dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan, secara benar dan sesuai konteks.</p> <p>4.12.2Menyimpulkan informasi terkait teks narrative yang telah dibuat dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan.</p> <p>4.12.3 Mempresentasikan teks narrative yang sesuai dengan fungsi sosial, struktur teks dan unsur kebahasaan.</p>
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C. Tujuan Pembelajaran

Melalui Pembelajaran Berbasis Teks, peserta didik mampu:

1. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks narrative.
2. Menyusun teks narrative lisan dan tulis sangat pendek dan sederhana, terkait pengalaman pribadi diwaktu lampau dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

D. Materi Pembelajaran

Teks narrative pendek dan sederhana terkait pengalaman pribadi diwaktu lampau

1. Fungsi Sosial dari ungkapan:

Melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb.

2. Struktur Teks (gagasan utama dan informasi rinci)

- a. memberikan pendahuluan (orientasi) dengan menyebutkan orang-orang yang terlibat, tempat, waktu, dsb dari peristiwa/kejadian/pengalaman yang akan disampaikan.
- b. menguraikan urutan kejadian secara kronologis, urut dan runtut.
- c. menutup dengan memberikan komentar atau penilaian umum tentang

E. Metode Pembelajaran

Questioning Technique

F. Media, Alat, dan Sumber Pembelajaran

1. Alat/Bahan : Papan Tulis, Laptop dan LCD
2. Sumber Pembelajaran : Buku Siswa Bahasa Inggris kelas VIII SMP/MTS, worksheet, answer sheet.

G. Kegiatan Pembelajaran

Pertemuan Ke 1.

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none">• Guru masuk ke kelas langsung menyapa dan menggunakan bahasa Inggris agar English Environment dapat langsung tercipta• Guru memotivasi siswa dan mengucapkan kalimat “good morning students”, pastikan semua peserta didik menjawab kembali• Menanyakan kabar para siswa dengan menggunakan Bahasa Inggris.	10 menit
	<p><u>Mengamati</u></p> <p>Guru meminta peserta didik untuk mengamati teks yang berkaitan dengan materi yang ada di buku.</p>	

Inti	<p><u>Menanya</u></p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p> <p><u>Mengumpulkan informasi</u></p> <p>Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks narrative terkait pengalaman pribadi diwaktu lampau, pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. Siswa membaca semua teks narrative tentang terkait pengalaman pribadi diwaktu lampau yang telah terkumpul tsb. secara lebih cermat dengan cara mengidentifikasi dan menyebutkan:</p> <ul style="list-style-type: none"> • fungsi sosial setiap teks. • kejadian terkait pengalaman pribadi diwaktu lampau. • kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan 	60 menit
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	<p><u>Mengasosiasi</u></p> <p>Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks narrative terkait pengalaman pribadi diwaktu lampau yang telah dikumpulkan dari berbagai sumber tersebut di atas.</p> <p><u>Mencoba</u></p> <ul style="list-style-type: none"> • Siswa membuat beberapa teks narrative sangat pendek dan sederhana terkait pengalaman pribadi diwaktu lampau yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb). • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. 	
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	<p><u>Refleksi</u></p> <ul style="list-style-type: none"> • Peserta didik bersama guru membuat kesimpulan hasil pembelajaran. • Guru memberi apresiasi terhadap hasil kerja siswa. Guru memberikan tugas yang terkait dengan materi. • Guru menanyakan apakah siswa sudah memahami materi pembelajaran yang sudah dilaksanakan. 	10 menit
Penutup	<p><u>Menyimpulkan</u></p> <ul style="list-style-type: none"> • Siswa bersama sama dengan guru membuat kesimpulan tentang materi pada pertemuan hari ini. • Guru memberikan tugas kepada siswa tentang materi yang sudah dijelaskan. • Guru memberikan gambaran materi yang akan dipelajari pada pertemuan berikutnya. • Bersama-sama menutup pelajaran dengan berdoa. 	10 Menit

Pertemuan Ke II

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> Guru masuk ke kelas langsung menyapa dan menggunakan bahasa Inggris agar English Environment dapat langsung tercipta Guru memotivasi siswa dan mengucapkan kalimat “good morning students”, pastikan semua peserta didik menjawab kembali Menanyakan kabar para siswa dengan menggunakan Bahasa Inggris. 	10 menit
Inti	<p><u>Mengamati</u></p> <p>Guru meminta peserta didik untuk mengamati teks yang berkaitan dengan materi yang ada di buku.</p> <p><u>Menanya</u></p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p>	60 menit

	<p><u>Mengumpulkan informasi</u></p> <p>Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks narrative terkait pengalaman pribadi diwaktu lampau, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. Siswa membaca semua teks narrative terkait pengalaman pribadi diwaktu lampau yang telah terkumpul tsb. secara lebih cermat dengan cara mengidentifikasi dan menyebutkan:</p> <ul style="list-style-type: none"> • fungsi sosial setiap teks. • kejadian terkait pengalaman pribadi diwaktu lampau. • kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan <p><u>Mengasosiasi</u></p> <p>Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks narrative terkait pengalaman pribadi diwaktu lampau yang telah dikumpulkan dari berbagai sumber tersebut di atas.</p>	
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	<p><u>Mencoba</u></p> <ul style="list-style-type: none"> • Siswa membuat kelompok yang terdiri dari 2-3 anggota kelompok. • setiap anggota kelompok memberikan pertanyaan secara bergiliran untuk mebuat teks narrative sangat pendek dan sederhana terkait pengalaman pribadi diwaktu lampau yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb). • Setiap kelompok mempresentasikan hasil diskusi. • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. 	
	<p><u>Refleksi</u></p> <ul style="list-style-type: none"> • Peserta didik bersama guru membuat kesimpulan hasil pembelajaran. • Guru memberi apresiasi terhadap hasil kerja 	10 menit

	<p>siswa. Guru memberikan tugas yang terkait dengan materi.</p> <ul style="list-style-type: none"> • Guru menanyakan apakah siswa sudah memahami materi pembelajaran yang sudah dilaksanakan. 	
Penutup	<p><u>Menyimpulkan</u></p> <ul style="list-style-type: none"> • Siswa bersama sama dengan guru membuat kesimpulan tentang materi pada pertemuan hari ini. • Guru memberikan tugas kepada siswa tentang materi yang sudah dijelaskan. • Guru memberikan gambaran materi yang akan dipelajari pada pertemuan berikutnya. • Bersama-sama menutup pelajaran dengan berdoa. 	10 Menit

Pertemuan Ke III

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
	<ul style="list-style-type: none"> • Guru masuk ke kelas langsung menyapa dan menggunakan bahasa Inggris agar English Environment dapat langsung tercipta 	

Pendahuluan	<ul style="list-style-type: none"> • Guru memotivasi siswa dan mengucapkan kalimat “good morning students”, pastikan semua peserta didik menjawab kembali • Menanyakan kabar para siswa dengan menggunakan Bahasa Inggris. 	10 menit
Inti	<p><u>Mengamati</u></p> <p>Guru meminta peserta didik untuk mengamati teks yang berkaitan dengan materi yang ada di buku.</p> <p><u>Menanya</u></p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p> <p><u>Mengumpulkan informasi</u></p> <p>Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks narrative terkait pengalaman pribadi diwaktu lampau, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. Siswa membaca semua teks narrative terkait pengalaman pribadi diwaktu lampau yang telah terkumpul tsb.</p>	60 menit

	<p>secara lebih cermat dengan cara mengidentifikasi dan menyebutkan:</p> <ul style="list-style-type: none"> • fungsi sosial setiap teks. • Kejadian terkait pengalaman pribadi di waktu lampau. • kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan <p><u>Mengasosiasi</u></p> <p>Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks narrative terkait pengalaman pribadi di waktu lampau yang telah dikumpulkan dari berbagai sumber tersebut di atas.</p> <p><u>Mencoba</u></p> <ul style="list-style-type: none"> • Siswa membuat kelompok yang terdiri dari 2-3 anggota kelompok. • Setiap anggota kelompok memberikan pertanyaan secara bergiliran untuk membuat beberapa teks narrative sangat pendek dan sederhana terkait pengalaman pribadi di waktu lampau yang ada dalam kehidupan siswa di 	
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	<p>rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (memanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb).</p> <ul style="list-style-type: none"> • Setiap kelompok mempresentasikan hasil diskusi tentang narrative text • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kaa, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. 	
	<p><u>Refleksi</u></p> <ul style="list-style-type: none"> • Peserta didik bersama guru membuat kesimpulan hasil pembelajaran. • Guru memberi apresiasi terhadap hasil kerja siswa. Guru memberikan tugas yang terkait dengan materi. • Guru menanyakan apakah siswa sudah memahami materi pembelajaran yang sudah dilaksanakan. 	10 menit

Penutup	<p><u>Menyimpulkan</u></p> <ul style="list-style-type: none"> • Siswa bersama sama dengan guru membuat kesimpulan tentang materi pada pertemuan hari ini. • Guru memberikan tugas kepada siswa tentang materi yang sudah dijelaskan. • Guru memberikan gambaran materi yang akan dipelajari pada pertemuan berikutnya. • Bersama-sama menutup pelajaran dengan berdoa. 	10 Menit
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H. Penilaian Hasil Belajar

1. Teknik Penilaian:

- Penilaian Sikap : Observasi/pengamatan
- Penilaian Pengetahuan : Tes Tertulis
- Penilaian Keterampilan: Unjuk Kerja/Praktik, Proyek, Portofolio

2. Bentuk Penilaian:

- Observasi : Jurnal guru
- Tes tertulis : uraian dan lembar kerja
- Unjuk kerja : Praktik/Pedoman Penskoran
- Proyek : Produk/Pedoman Penskoran
- Portofolio : E-Portofolio

3. Instrumen Penilaian (terlampir)

B. Program Tindak Lanjut

1. Remedial

- Peserta didik yang belum mencapai KKM (70) diberi tugas untuk membaca beberapa *narrative text*. Guru mengevaluasi kemajuan kompetensi peserta didik dalam membuat *narrative text*. Kemudian guru melaksanakan penilaian remedial.

2. Pengayaan

- Bagi peserta didik mempunyai nilai di atas 70 diberi pengayaan berupa tugas mandiri untuk membuat teks *narrative*.

H. Rubrik

1) Rubrik Penilaian tes tertulis

Aspect	Score Level	Criteria
CONTENT	27-30	VERY GOOD TO EXCELLENT - knowledgeable - substantive - thorough development of thesis - relevant to assigned topic
	22-26	AVERAGE TO GOOD - some knowledge of subject - adequate range - limited development of thesis

		- mostly relevant to topic, lacks detail
	21-17	POOR TO FAIR - limited knowledge of subject - little substance - inadequate development of topic
	13-16	VERY POOR - does not show knowledge of subject - non-substantive - not pertinent
ORGANIZATION	18-20	VERY GOOD TO EXCELLENT - fluent expression - ideas clearly stated/supported - succinct - well-organized - logical sequencing - cohesive
	14-17	AVERAGE TO GOOD - somewhat choppy - loosely organized but main ideas stand out - limited support - logical but limited sequencing
	10-13	POOR TO FAIR

		<ul style="list-style-type: none"> - non-fluent - ideas confused or disconnected -lacks logical sequencing.
	7-9	<p>VERY POOR</p> <ul style="list-style-type: none"> - does not communicate - no organization
VOCABULARY	18-20	<p>VERY GOOD TO EXCELLENT</p> <ul style="list-style-type: none"> - sophisticated range - effective word/idiom choice and usage - word form mastery - appropriate register
	14-17	<p>AVERAGE TO GOOD</p> <ul style="list-style-type: none"> - adequate range -occasional errors of word/idiom form, choice, usage but meaning not obscured
	10-13	<p>POOR TO FAIR</p> <ul style="list-style-type: none"> - limited range - frequent errors of word/idiom form, choice, usage - meaning confused or obscured
	7-9	<p>VERY POOR</p> <ul style="list-style-type: none"> - essentially translation

		-little knowledge of English vocabulary, idioms, and word form
LANGUAGE USE	22-25	<p>VERY GOOD TO EXCELLENT</p> <ul style="list-style-type: none"> - effective complex constructions -few errors of agreement, tense, number, word order/function, articles, pronouns, and prepositions
	18-21	<p>AVERAGE TO GOOD</p> <ul style="list-style-type: none"> - effective but simple construction - minor problems in complex constructions - several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	11-17	<p>POOR TO FAIR</p> <ul style="list-style-type: none"> - major problems in simple/complex constructions -frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns prepositions, and/or fragments, run-ons, deletion - meaning confused or obscured

	5-10	<p>VERY POOR</p> <ul style="list-style-type: none"> - virtually no mastery of sentence construction rules - dominated by errors - does not communicate
MECHANICS	5	<p>VERY GOOD TO EXCELENT</p> <ul style="list-style-type: none"> - demonstrates mastery of conventions - few errors of spelling, punctuation, capitalization, and paragraphing
	4	<p>AVERAGE TO GOOD</p> <ul style="list-style-type: none"> - occasional errors of spelling, punctuation, capitalization, and paragraphing but meaning not obscured
	3	<p>POOR TO FAIR</p> <ul style="list-style-type: none"> - frequent errors of spelling, punctuation, capitalization, and paragraphing - poor handwriting - meaning confused or obscured
	2	<p>VERY POOR</p> <ul style="list-style-type: none"> - no mastery of conventions - dominated by errors of spelling, punctuation, capitalization, and

		paragraphing - handwriting illegible
--	--	---

Collaborator

Metro, Februari 2019
Researcher

A. YUWONO, S.Pd.
NIP: 19680726 199702 1 002

Wulandari
NPM: 14122367

Mengetahui:
Kepala Sekolah

SLAMET, S.Pd
NIP: 19631204 198602 1 002

The Guide for Interview Questions

For The Student

1. What do you Know about motivation ?

2. What do you know about Extrinsic motivation ?

3. Do you think using conjunction cohesion in recount text is difficult for you ?

DOCUMANTATION PICTURE

The researcher survey the learning process student in the class



Learning process in the class







**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-0922/In.28.1/J/TL.00/03/2018
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA SMP PGRI 1 BATANGHARI
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **WULANDARI**
NPM : 14122367
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : AN ANALYSIS OF GIVING REWARD AND PUNISHMENT AS
EXTRINSIC MOTIVATION TO MOTIVATE THE STUDENTS IN
READING COMPREHENSION FOR EIGHT GRADES AT SMP
PGRI 1 BATANGHARI LAMPUNG TIMUR

untuk melakukan *pra-survey* di SMP PGRI 1 BATANGHARI.

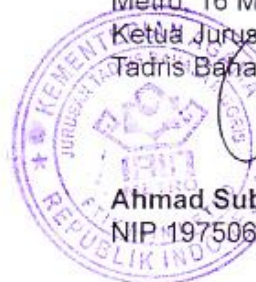
Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 16 Maret 2018

Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014





**PERKUMPULAN LEMBAGA PENDIDIKAN PGRI
SEKOLAH MENENGAH PERTAMA
SMP PGRI 1 BATANGHARI
BATANGHARI KABUPATEN LAMPUNG TIMUR
TERAKREDITASI**

SURAT KETERANGAN

Perihal : Surat Balasan *Pra-Survey*
Lampiran : -

Kepada Yth.

Ketua jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan
Institute Agama Iskam Negeri Metro.

di _

Tempat

Assalamu'alaikum Wr,Wb

Berdasarkan surat No. B-0944/In.28.1/j/TL.00/03/2018, Perihal izin Pra-survey di SMP PGRI 1 BATANGHARI LAMPUNG TIMUR bersama ini kami sampaikan bahwa mahasiswa yang berketerangan di bawah ini:

Nama : Wulandari

NPM : 14122367

Judul : AN ANALYSIS OF GIVING REWARD AND PUNISHMENT AS
EXTRINSIC MOTIVATION TO MOTIVATE THE STUDENT IN
READING COMPREHENSION THE EIGHTH GRADERS OF SMP
PGRI 1 BATANGHARI LAMPUNG TIMUR

Telah melakukan Pra- survey di SMP PGRI 1 BATANGHARI Lampung Timur,
Demikian kami buat, agar dipergunakan sebagaimana mestinya atas perhatiannya di
ucapkan terima kasih .

Mengetahui / menyetujui

Kepala Sekolah SMP PGRI 1 Batanghari


Eko Tri Waluyo, S.Pd, M.Pd
NIP. 196208071991021008



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
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Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iaim@metrouniv.ac.id

Nomor : B-0 /In.28.1/J/PP.00.9/1/2019
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

09 Januari 2019

Kepada Yth:

1. Dr. Umi Yasiwah, M.Hum (Pembimbing I)
 2. Syahreni Siregar, M.Hum (Pembimbing II)
- Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Wulandari
NPM : 14122367
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : An Analysis Of Giving Reward And Punishment As Extrinsic
Motivation in Reading Skill Among The English Graders At Junior
High Sechool PGMI 1 East Lampung

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI

A. Subhan Roza, M.Pd
NIP. 19750610 2008011014



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-0978/In.28/D.1/TL.01/04/2019

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara:

Nama : **WULANDARI**
NPM : 14122367
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP PGRI 1 BATANGHARI, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF GIVING REWARD AND PUNISHMENT AS EXTRINSIC MOTIVATION TO MOTIVATE THE STUDENTS IN READING COMPREHENSION FOR EIGHT GRADES AT SMP PGRI 1 BATANGHARI LAMPUNG TIMUR".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 16 April 2019

Mengetahui,
Pejabat Setempat


Eko Mulyono
NIP. 19620802191031008

wakil Dekan I,


Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-0979/In.28/D.1/TL.00/04/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP PGRI 1 BATANGHARI
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0978/In.28/D.1/TL.01/04/2019, tanggal 16 April 2019 atas nama saudara:

Nama : **WULANDARI**
NPM : 14122367
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP PGRI 1 BATANGHARI, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF GIVING REWARD AND PUNISHMENT AS EXTRINSIC MOTIVATION TO MOTIVATE THE STUDENTS IN READING COMPREHENSION FOR EIGHT GRADES AT SMP PGRI 1 BATANGHARI LAMPUNG TIMUR".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 16 April 2019
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



PERKUMPULAN PEMBINA LEMBAGA PENDIDIKAN
PERSATUAN GURU REPUBLIK INDONESIA DAERAH LAMPUNG
SMP PGRI 1 BATANGHARI
KABUPATEN LAMPUNG TIMUR

Alamat : Banarjoyo 46 Kecamatan Batanghari Kab. Lampung Timur 34181
Email : smppgri1batanghari@yahoo.co.id

Nomor : 422/731/15/SMP.PGRI.I/2019
Lamp : --
Hal : **PEMBERIAN IZIN RESEARCH**

Yth : Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan
IAIN METRO

Di
Tempat

Yang bertanda tangan di bawah ini, Kepala SMP PGRI 1 Batanghari Kabupaten
Lampung Timur, dengan ini memberikan izin kepada:

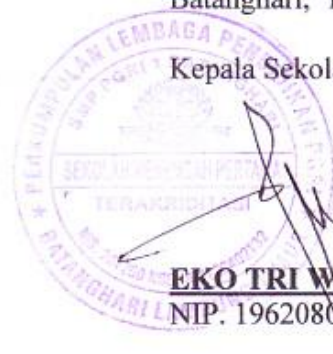
Nama : WULANDARI
NIM : 14122367
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris

Untuk melakukan *research/survey* di SMP PGRI 1 Batanghari.

Demikian surat ini kami sampaikan sebagai balasan atas surat yang kami terima, untuk
dipergunakan sebagaimana mestinya.

Batanghari, 15 Mei 2019

Kepala Sekolah,


EKO TRI WALUYO, S.Pd, MM
NIP. 19620802 199103 1 008



**KEMENTRIAN AGAMA REPUBLIK INDONESIA
INSITUT AGAMA ISLAM NEGERI METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung
34111





Telp. (0726) 41507; Faksimili (0725) 47296;

Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN

Nama : Wulandari
NPM : 14122367

Jurusan/Fakultas : TBI/ Tarbiyah & Ilmu Keguruan
Semester/ TA : IX/ 2018

No	Hari /Tanggal	Materi yang dikonsultasikan	Tanda Tangan
1	Thursday 03/10/2018	Kerac Chapter I - II - problem formulation - typing - Reference - Quotation.	
2	Friday 19/10/18	Show Reference	
3	Thursday 01/11/18	Reference ?	
4	Friday 30/11/18	Acc and continue to the first sponsor	

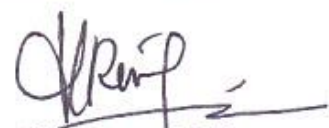
Diketahui:

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd.
NIP. 19750610200801 1 014

Dosen Pembimbing II



Syahreni Siregar, M.Hum
NIP. 197608142009122 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telp. (0726) 41507; Faksimili (0725) 47296;

Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Wulandari
NPM : 14122367

Jurusan/Fakultas : TBI/FTIK
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin, 10/12	✓		- Refer research - Revise your teori - references	
2.	Selasa 11/12	✓		- Table of Content - Revise cover - references	
3.	Rabu, 12/12	✓		acc for seminar	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Umi Yawisah, M.Hum
NIP. 196204241999032001



**KEMENTRIAN AGAMA REPUBLIK INDONESIA
INSITUT AGAMA ISLAM NEGERI METRO LAMPUNG
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FORMULIR KONSULTASI BIMBINGAN

Nama : Wulandari
NPM : 14122367

Jurusan/Fakultas : TBI/ Tarbiyah & Ilmu Keguruan
Semester/ TA : IX/ 2018

No	Hari /Tanggal	Materi yang dikonsultasikan	Tanda Tangan
1	Thursday 04/04/2019	Acc Research Instrument	

Diketahui:

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610200801 1 014

Dosen Pembimbing II

Syahreni Siregar, M.Hum
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Jl. Ki Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Wulandari
NPM : 14122367


Jurusan/Fakultas : TBI/ Tarbiyah & Ilmu Keguruan
Semester/ TA : X/ 2019

No	Hari /Tanggal	Materi yang dikonsultasikan	Tanda Tangan
1	Thursday 20/06/2019	1. Revise your typing 2. Show the data (chapter IV) 3. Make it clear about the process of collecting data	
2	Thursday 04/07/2019	Revise again!	
3	Friday 05/07/2019	Acc to continue to the first sponsor	

Diketahui:
Ketua Jurusan TBI


Ahmad Subhan Roza, M.Pd.
NIP. 197506102008011 014

Dosen Pembimbing II


Syahreni Siregar, M.Hum
NIP. 197608142009122 004



KEMENTRIAN AGAMA REPUBLIK INDONESIA
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34111



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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN METRO

Nama : WULANDARI
NPM : 14122367

Jurusan/Fakultas : TBI/ Tarbiyah & Ilmu Keguruan
Semester/ TA : X/ 2019

No	Hari /Tanggal	Materi yang dikonsultasikan	Tanda Tangan
1.	Jumat 5/9 07	- Revisi your typo -	
2.	Senin, 8/9 19	- Revision is OK - Acc for munagasyah	

Diketahui:

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I



Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : WULANDARI

NPM : 14122367

Fakultas : TARBIYAH

Angkatan : 14

Telah menyerahkan buku berjudul : *The one of culture*

Metro, 23 Mei 2019

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Wulandari

NPM : 14122367

Fakultas : TARBIYAH

Angkatan : 14

Telah menyerahkan buku berjudul : *The one of culture*

Metro, 23 Mei 2019

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
METRO Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iaim@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-310/In.28/S/OT.01/05/2019**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Wulandari
NPM : 14122367
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 14122367.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 22 Mei 2019
Kepala Perpustakaan



[Signature]
Drs. Mokhtardi Sudin, M.Pd.
NIP. 195808311981031001 7

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : WUCANDARI

NPM : 14122367

Fakultas : TARBIYAH

Angkatan : 14

Telah menyerahkan buku berjudul : *The one of culture*

Metro, 23 Mei 2019

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd
NIP. 197506102008011 014

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Wulandari

NPM : 14122367

Fakultas : TARBIYAH

Angkatan : 14

Telah menyerahkan buku berjudul : *The one of culture*

Metro, 23 Mei 2019

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011 014

CURRICULUM VITAE



The name of the writer is Wulandari. She was born on February, 04 1996 in Gaya Baru. She is the First child of happy couple, Mr. Sutarto and Mrs. Muslikah. She took her elementary school at Elementary Schoool 2 of Gaya Baru Lampung Tengah from 2002-2008. Then, she continued her study at Junior High School MTs Mambaul' Ulum Gaya Baru 2 Lampung Tengah for three years during the period of 2008-2011. Having graduated from Junior High School, she continued her study at Vocational High School 1 of Seputih Surabaya Lampung Tengah and finished in 2014. In the same of year, she continued her study program at IAIN Metro, majoring English Department.