The Correlation of Reward and Punishment Toward Writing Achievement Among The Students of MAN 2 Kediri

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Abstract

The purpose of this study is to determine the correlation of reward and punishment toward writing achievement among the students of MAN 2 Kediri. This study aims to find out questions of problem, namely (1) to find out the correlation between reward and writing achievement among students of MAN 2 Kediri, (2) to find out the correlation between punishment and writing achievement among students of MAN 2 Kediri, (3) to find out the correlation between reward and punishment towards writing achievement among the students of MAN 2 Kediri. This study uses a quantitative approach. To collect data, researchers used correlation methods and questionnaire data collection techniques. The results of the research are: there is a significant correlation between X1, X2 and Y with a value of 11,942. Then Ha is accepted and it can be concluded that there is a simultaneous correlation between X1 and X2 with Y. Based on the results of the research is a correlation between reward and punishment for writing achievement. Then it is necessary to : (1) For teachers, this study is expected to provide knowledge to teachers that reward and punishment affects writing achievement, (2) For students, it is hoped that students can understand that the task of a student is to follow every series of education, (3) For future researchers, this research is expected to be a reference for further research.

Keywords: *punishment, reward, writing acievement*

Introduction

In the learning process, educational institution will do its best to educate the best generation by preparing everything that can support students in learning. Education has an important role in improving the quality of human resources and efforts to realize the ideals of the Indonesian people. Everyone strives to fulfill both formal and informal education. Education is very important in shaping the society. Almost everyone is the target of education and implementing education (Abbas, 2017). Strategy in implementation education is carried out in the form of guidance, teaching and training activities. Guidance here is given by providing

assistance, direction, motivation, advice and counseling so students are expected to be able to overcome, solve problems, and overcome their own difficulties. While teaching is a form of activity that establishes interaction relationships in the teaching and learning process between teachers and students in developing behavior that is consistent with educational goals. One of the needs possessed by the students is the need for appreciation.

Reward is a form of appreciation given to the students who excel in material form or speech. According to Djamarah (2002), reward is giving something to others as an award. In the world of education prizes can be used as motivation to retain and enhance students. Reward is very instrumental in the learning process of students, with the reward students feel their achievement will be more valued. Giving rewards has a very big influence on the students to improve achievement. The role of reward in the educational process is quite important, especially as an external factor in influencing and directing student behavior in the learning process.

Whereas punishment is an educative way to correct and direct students in the right direction, not practice or punishment that blocks creativity (Fadjar, 2005). The giving of punishment aims to change and motivate students so that they no longer repeat their mistakes. Many people think that punishment is a negative thing. Like many cases that occur in school, with punishment in the form of violence that causes students to feel traumatized or injured. But the punishment in question is not a negative punishment, but the punishment is of educational value so that it has a positive impact on students. According to Abbas (2017), Giving *reward* and *punishment* in learning will have an impact on students, students will be recognized as unique individuals who have certain abilities and characteristics. Conversely, students who get *punishment* from the teacher also indicate that their abilities are different but in a less positive direction and have a less positive character. Reward is a positive response, while punishment is a negative response; both have the same goal, which is to change the behavior of students for the better. Reward placement and Proper punishment can be a separate motivation for students to develop student learning achievement.

There are four English skills, namely speaking, reading, listening, and writing. Writing is one of the difficult English skills for students, because students must pay attention to grammar, vocabulary, content, ideas, etc. which are included in the aspects of writing. So teachers must have effective and efficient educational strategies and tools. Reward and punishment is a form of external motivation that comes from the behaviristic theory. In teaching and learning activities, the teacher can provide rewards and punishments to stimulate enthusiasm for learning. Rewards are given to students who excel, while punishment is given because students have committed violations.

The objective of this research are (1) to find out the correlation between reward and writing achievement among the students of MAN 2 Kediri. (2) to find out the correlation between punishment and writing achievement among the students of MAN 2 Kediri. (3) to find out the correlation between reward and punishment toward writing achievement among the students of MAN 2 Kediri. Based on the background of the research above, the writer is interested in conducting a study entitled "The correlation of Reward and Punishment toward Writing Achievement among the Students of MAN 2 Kediri".

Literature Review

Reward

Reward as an educational tool is given when a child is doing something good, has succeeded in achieving a certain level of development, or achieving a target (Shoimin, 2014). According to Purwanto (2006), the basic skills of implementing rewards consist of several components, namely:

a. Verbal Rewards

b. Non Verbal Rewards

In its application a teacher can choose the form of reward that is suitable for students and adapted to the situation and condition of students. Some educators give various kinds of rewards to students by seeing the results that have been achieved by these students.

Punishment

Punishment is one of the consequences that reduces the frequency of rewards that follow (Shoimin, 2014). Which includes repressive punishment in the context of education, according to Indrakusuma in Yanuar (2012) are as follows:

a. Notice

b. Reprimand

c. Warning

d. Punishment

The punishment will make students become deterrent, so they will not make the same mistakes again. Punishment can also be said to be a negative reinforce, but if the punishment is given appropriately and wisely it can be a motivational tool, because basically a punishment will have an effect on student behavior, which is unpleasant to students.

Writing Achievement

Brown (2001) states that writing is a thinking process. He states that writing can be planned and given with an unlimited number of revisions before its release. Furthermore, Harmer (2004) states that writing encourages students to focus on accurate language use. It is because students consider language use when students engage in their writing process. this activity will provoke language development because the students solve the problems what writing puts in students minds.

Research Method

In this study, the researcher used a quantitative research design, because the researcher want to know the correlation between reward and punishment toward writing achievement. According to Arikunto (2006), quantitative research is research that uses a lot of numbers, expansion of data collection, interpretation of data, and the appearance of the results. In this research, the researcher chose MAN 2 Kediri as a place of research. MAN 2 Kediri located on Jl. Pahlawan no 66, Mlilir, Purwoasri, Kediri, East Java, 64154. MAN 2 Kediri is one of the schools

characterized by Islam (madrasa) which has complete educational facilities. This school is an Adiwiyata school and has implemented K-13 with the SKS system.The researcher used four class there are XI-MIPA 1, XI-MIPA 2, XI-MIPA 3, and XI-MIPA 4.

The researcher collected the data by conducting the questionnaire and document of student's score. The queationnaire for variable reward and punishment and document of student's score for writing achievement. After the researcher got the data, then the data is processed using SPSS 16 to find out t-test and wether there is a correlation between reward and punishment toward writing achievement or not.

Findings and Discussion

The Correlation between Reward and Writing Achievement

In this part, the data of reward and writing achievement is calculated to find the correlation of each variable. The result is shown in the table below:

		Reward	Writing Achievement
Reward	Pearson Correlation	1	.534 **
	Sig. (2-tailed)		.000
	N	98	98
Writing Achievement	Pearson Correlation	.534 **	1
	Sig. (2-tailed)	.000	
	N	98	98

**. Correlation is significant at the 0.01 level (2-tailed).

Table 1 Result of Reward and Writing Achievement

The results of the analysis of the Reward relationship test with Writing Achievement obtained a calculated value of .534 with a significance value of .000. The value of the significance level of 5% in this test was .199. Because the value of r count> r table or significance value <real level 0.05, it concluded that there was a significant relationship between Reward and Writing Achievement. The correlation coefficient of .534 falls into the medium category. The correlation coefficient that is positive indicates that the higher the Reward the writing

Achievement will also be higher, conversely the lower the Reward the Writing Achievement will also be lower.

The Correlation between Punishment and Writing Achievement

In this part, the data of punishment and writing achievement is calculated to find the correlation of each variable. The result is shown in the table below:

		Punishment	Writing Achievement
Punishment	Pearson Correlation	1	.526 **
	Sig. (2-tailed)		.000
	N	98	98
Writing Achievement	Pearson Correlation	.526 **	1
	Sig. (2-tailed)	.000	
	N	98	98

**. Correlation is significant at the 0.01 level (2-tailed).

Table 2 Result of Punishment and Writing Achievement

The results of the analysis of the relationship test Punishment with Writing Achievement obtained a calculated value of .526 with a significance value of .000. The value of the significance level of 5% in this test was .199. Because the value of r count> r table or significance value <real level 0.05, it concluded that there was a significant relationship between Punishment and Writing Achievement. The correlation coefficient of .526 falls into the medium category. The correlation coefficient that is positive indicates that the higher the Punishment, the Writing Achievement will also be higher, conversely the lower the Punishment the Writing Achievement will also be lower.

The Correlation between Reward and Punishment toward Writing Achievement

In this part, the data of reward and punishment toward writing achievement is calculated to find the correlation of each variable. The result is shown in the table below:

Summary Model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.448a	. 201	.184	6.50921

a. Predictors: (Constant), PUNISHMENT, REWARD

ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1011,926	2	505,963	11,942	.000a
	Residual	4025,135	96	42,370		
	Total	5037,061	98			

a. Predictors: (Constant), PUNISHMENT, REWARD

b. Dependent Variable: WRITING ACHIEVEMENT

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	13,360	13,984		.955	342
	REWARD	.845	.205	.403	4,128	.000
	PUNISHMENT	.124	. 120	.101	1,037	302

a. Dependent Variable: WRITING ACHIEVEMENT

Table 3 Result of Reward and Punishment towards Writing Achievement

In the summary model table, the result of R is .448. According to Sugiyono (2015), the correlation of .448 was between 0.40 - 0.599, indicating that the correlation was stated to be moderate. Then in the ANOVA table F =11,942 and significant at .000. Significantly .000 is below the levels of significant 0.05 and 0.01. These data indicate that there is a significant correlation between X1, X2 and Y with a value of 11.942. Then it can be concluded that there is a simultaneous correlation between X1 and X2 with Y.

Conclusion

In this sub chapter contains the conclusions from the research based on the statement of problem. The conclusions are (1) The results of the analysis of the reward relationship test with the writing achievement obtained r count value of .534 with a significance value of .000, then Ha1 is accepted and it can be

concluded that there is a significant relationship between reward and writing achievement. (2) The results of the analysis of the test of the relationship of punishment with writing achievement obtained a calculated value of. 526 with a significance value of .000, then Ha2 was accepted and it can be concluded that there is a significant relationship between punishment and writing achievement. (3) There is a significant correlation between reward and punishment to writing achievement with a value of 11.942. Then Ha3 is accepted and it can be concluded that there is a simultaneous correlation between reward and punishment to writing achievement.

Suggestion

Based on the results of the research which states that there is a significant relationship between reward and punishment for writing achievement, it is hoped that this research can contribute to others. Then it is necessary to provide advice to teachers, students, and further researchers. (1) for teachers, this study is expected to provide knowledge to teachers that reward and punishment affects writing achievement. It is hoped that teachers can be more creative and innovative in providing rewards and punishments for students to feel more motivated and not overwhelmed.(2) for students, as long as the student's research does not work on the questionnaire on time, students should be able to work on it on time.

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