

**THE EFFECT OF USING REWARD TOWARD STUDENTS ABILITY IN
ENGLISH LEARNING AT MTS ALHIDAYAH JAMBI
ACADEMIC YEAR 2017/2018**

THESIS

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ORIGINALITY THESIS STATEMENT

I honestly declare that this thesis with entitled “ *The Effect of using Reward Toward Students Ability in English Learning At Mts Alhidayah Jambi Academic year 2017-2018*”, is written by Fadilah Afwani, student number 1400888203047, this thesis my own wrote and does not contain work or part work of another people, except those theory cited in bibliographies as a scientific this thesis.

Jambi, Maret 2018

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MOTTO

"No Coincidence the happens in this world. Everything happens for a reason"

"Life is Struggle ! So Never give up for anything, workhard is important in the life"

"Happiness is a choice that requires effort at times"

ABSTRACT

Afwani, Fadilah. 2018 : *The Effect of using Reward Toward Students Ability in English Learning At Mts Alhidayah Jambi Academic year 2017 2018*. A thesis English Education Program of Language and Art Department the Faculty of teacher Training Education University Jambi. The Major Advisor, Dr. Suyadi, S.Pd, M.A. The Co-advisor Yanti Ismiyati, M.Pd.

Key Words : Reward, Students Ability, English Learning.

This purpose of the research entitled *The Effect of using Reward Toward Students Ability in English Learning At Mts Alhidayah Jambi Academic year 2017-2018* is to find out whether there is significant effect or not of using reward toward students ability in english learning. This research is experimental research which investigates the cause effect relationship between two variables. The design of this research of this research is the seventh grade students at MTS ALHIDAYAH Kota Jambi. The data are student's score in pre test. After pre test, the researcher give the teaching presentation or treatment to both of classes, the experimental class and control class. There is difference in student's score between the seventh grade of MTS ALHIDAYAH kota jambi who were taught with reward and those who were not. The result of t_{test} was 7.7 and t_{table} 0,95 it means that t_{test} is higher than t_{table} ($7,7 > 0,95$). Based on the calculation there is the significance differences between two means in the pre test, the average score of the experimental class 0,8 and the control class 0,7. The result of post test the experimental class was 87,5 higher than the control class, those were and control class was 79,06. From the calculation above it indicates that after getting treatment the experimental class was better than the control class. In conclusion, it proves that there is the effect of using reward on the seventh grade student's ability at MTS ALHIDAYAH Kota Jambi.

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Finally as human being, the writter realizez that there are must be some weakness in this thesis. Therefore any constructive criticism is welcome for improvement of this thesis.

Jambi, Maret 2018

The Researcher

Fadilah Afwani

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Learning is a process of gaining knowledge, exploring and sharing it to others. For learners, learning is a more than process of absorption of facts, but it is continuously developing as thinking, feeling and changing their behaviour (Scarino & Liddicoat, 2009). Learning is about how we perceive and understand the world, about making meaning but 'learning' is not a single thing; it may involve mastering abstract principles, understanding proofs, remembering factual information, acquiring methods, techniques and approaches, recognition, reasoning, debating ideas, or developing behaviour appropriate to specific situations; it is about change.(Marton and Booth, 1997). Learning fully and usefully means that students can think about what they learn, apply it in real situations or toward further learning, and can continue to learn independently (Gardner 1993; Marzano 2001). Learning that can be used, learning that lasts is a far better investment of the teacher's time and the community's funds than learning that leaves students passive, that tires the teacher with its routine, and that is soon forgotten because it is not practiced or built upon.

Rewards in learning are necessary, especially at the right time. Every teacher who will teach in front of the class always make preparations to teach on the previous day with the aim that the implementation of teaching can take place

well, orderly, and achieve maximum results. This can happen if supported by regulation, school order, and teacher of each subject. However, not all rules and regulations can be implemented by students, resulting in violations of rules and order. In education, obedience or disobedience to the rules and order are attribution and punishment. Students who are obedient will get a reward, while students who are not obedient will get something negative that is punishment. Rewards in learning with other objectives To weaken or stop negative behavior that makes children do not perform as expected, punishment must be executed. the roles of positive and negative outcomes will be studied in the context of the learning process. Before proceeding with a theoretical analysis of learning, it will be useful to establish clear definitions for four terms used in describing outcomes success, failure, and reward.

Providing external rewards for learning is such a widely used practice that it borders on heresy to even question this time-honored tradition. The belief in the efficacy of external rewards is so pervasive that some schools even offer students monetary incentives for good grades. Regardless of their intent, external rewards unintentionally communicate that learning and the acquisition of academic competence are not inherently valuable. Behind the smiles, words of encouragement, and tangible rewards provided to compliant students lurks an unsettling truth: the bestowing of external rewards interferes with the natural desire to learn and develop competence. In this chapter, you will see how the systematic use of external rewards for academic achievement sabotages our ability to inspire students to develop a love of learning. (Bob Sullo : 2009).

When a teacher assigns an arithmetic problem and calls the student's answer right, we may say that the student's performance has led to a success. The teacher might, under some circumstances, add a small gift such as a piece of candy or a reprieve from some homework assignment to the outcome. This, however, would be something quite separate from what we are calling the success aspect of the outcome; we shall refer to this additional consequence as a reward. The chief difference between success and reward as presently used is that success is an intrinsic consequence of an action while reward is an extrinsic consequence. It follows that the reward may satisfy some motive that is quite tangential to successful performance; for example, a reward of candy satisfies a hunger motive rather than a motive for achievement at arithmetic problems.

Therefore, reward is very necessary to be used in education especially in the learning process. When the teacher responds to the student's answer, the comment right is primarily a signal of success rather than a reward. A reward that occurs in a close temporal contingency with a response but is perceived as irrelevant to the response may, for example, have less effect on subsequent behavior than a delayed indication of the response's success.

Furthermore, Based on the first observation, the researchers found that the low spirit of students in learning English. Observations of both situations and conditions are still the same as usual students complain a lot if the english lesson starts. The third observation It can be seen when students start indifferent when I teach and start delivering the material. Moreover, most students feel ashamed and afraid when the teacher asks them to speak in English while learning English.

Sometimes, when teachers give their tasks lazy to do. That's because they do not understand and feel that the English lesson is very difficult, they say that English is very difficult to say, written, heard and read. Therefore, they need a motivation in learning English to increase their enthusiasm in learning and improve their willingness in learning especially English lesson.

Based on my experience I am interested to do research on the effect of reward toward students ability during the learning process in English Mts Alhidayah jambi. Because as a consideration of reward in the learning process is very important to improve students' learning in teaching and learning process.

1.2 Limitation of the Problem

This research is also expected to be the basis and consideration for further research, especially for those who are interested to do research on students' ability in learning English. Researchers concerned with the effect of using reward during the English learning process in Mts Alhidayah jambi.

1.3 Formulation of the Problem

Research is done to answer this question. "Is there any significance effect of using reward for students ability in English learning at Mts Alhidayah Jambi Academic year 2017-2018?"

1.4 Purpose of the Research

The purpose of this research is to find out whether there is significant effect or not of using reward toward students ability in english learning at Mts Alhidayah Jambi Academic year 2017-2018?”

1.5 Significances of the Research

This research is expected to be significant for student and teachers and other academic researchers and for those interested in conducting further research on this issue. The result of this study were conducted to provide information about effect reward toward students ability at MTs Alhidayah jambi. Practical contributions, considerations and solutions on how the effect of rewards towards students ability in the learning process of English goes well during the process. It is also expected to provide some views and considerations for teachers to use reward methods in teaching. For this researcher can be a reference if researchers want to deepen about this method of reward toward students ability in english learning. This research is also expected to be the basis and consideration for further research, especially for those who are interested to do research on the of reward on student ability in English Learning.

1.6 Variable

According to sugiyono (2015 : 61) an attribute or the nature or value of the person, object or activity having a certain variation set by the researcher to be studied and then pulled the conclusions. There are two variables in this research :Independent variable is reward and students ability isdependent variable .

1.7 Definition of key Terms

1. Reward is technique considered successful in increasing student interest. Interest is the feeling of a person that what he or she learns or does is meaningful to him / her. Reward can awaken a child's interest to learn or do something.
2. Student Ability the natural aptitudes and learned capabilities required to successfully complete a task.
3. English Learning is a means of education in that it is the primary medium of communication between students and teachers and between students and textbooks.

1.8 Basic Assumption

The study is based on the assumption that there will be a significant effect on the students ability score between those who are taught using reward technique and those who are taught without using it the seventh Grade Students at Mts Alhidayah Kota Jambi for a number of reasons:

1. Reward helps students develop and improve spirit for learning.
2. Reward allows students open mind to get high score .
3. Reward can make students motivation with each other.

1.8 Hypothesis

According to Ary (2010 : 642) Hypothesis is a tentative proposition suggested as a solution to a problem; a statement of the researcher's expectations about the relationship among the variables of a study.

In relation to the objective of the research, the researcher formulates two hypothesis in forms of the null hypothesis (Ho) and the alternative hypothesis (Ha).

Ho : There is no any significant effect of students ability in their English learning which is taught without reward.

Ha : There is any significant effect of students ability in English Learning between those who are taught by reward.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1. Reward

2.1.1. Definition of Reward

According to Syaiful Bahri Djamarah: (2000). A gift is giving something to others as a reward or a souvenir. Gifts given to others can be anything, depending on the wishes of the giver. Or it could be adjusted with the achievements achieved by someone. The gift recipient is independent of one's position, profession, and age. Everyone is entitled to receive a gift from someone with certain motives. Rewards are often questioned when someone wants to give a souvenir to relatives, siblings, siblings, friends, lovers, as mementos of material in various types and shapes. The activity usually takes place when there are certain people who want to give a gift to the person who will carry out the birthday, the person who will carry out the marriage and so on. In the world of education, rewards can be used as a motivational tool. Reward can be awarded to high performing students. In modern education, the highest achieving students are awarded as exemplary students and in universities / universities are referred to as exemplary students. As a reward for their achievements in learning, and scholarship money as a reward.

According to Bob Sullo : (2009). Providing external rewards for learning is such a widely used practice that it borders on heresy to even question this time-

honored tradition. The belief in the efficacy of external rewards is so pervasive that some schools even offer students monetary incentives for good grades. Regardless of their intent, external rewards unintentionally communicate that learning and the acquisition of academic competence are not inherently valuable. Behind the smiles, words of encouragement, and tangible rewards provided to compliant students lurks an unsettling truth: the bestowing of external rewards interferes with the natural desire to learn and develop competence. In this chapter, you will see how the systematic use of external rewards for academic achievement sabotages our ability to inspire students to develop a love of learning.

According to Oemar Hamalik : (1990). Rewards of technique is considered successful in increasing student interest. Interest is the feeling of a person that what he or she learns or does is meaningful to him / her. Reward can awaken a child's interest to learn or do something. The purpose of rewarding is to arouse or develop interest. So rewards play a role in making the introduction. Rewards are tools, not goals. It should be noted that this award is not a goal. The goal of rewarding learning is that once a person receives an award for having a good learning activity, he will continue to do his own learning activities outside the classroom. Reward with praise is more effective than punishment. Punishment is to stop an act, while praise is appreciative of what has been done. Therefore, praise is greater in value for motivation to learn. External rewards are sometimes necessary and effective enough to stimulate actual interest. Thanks to the encouragement of others, for example, to get high numbers, students will try harder because their interests become larger.

According to M. Kay Alderman (2004 : 76). Giving students feedback that effort is responsible for success communicated that they are developing skills and that they can continue to perform well with hard work. The importance of feedback for enhancing self-efficacy may sometimes be overlooked by a teacher. Pajares and Johnson (1994) conducted a study in a language arts course for preservice teachers. The students received feedback from their teacher on attempting and completing writing tasks, but they did not receive feedback on their specific writing skills. The end of course assessment revealed that, although the students improved on writing skills, their self-efficacy judgments about their skills did not increase. The authors concluded that when teachers note a growth or decline in skills (in this case, writing), it is imperative for them to give the students feedback about their specific skill development. As emphasized earlier, students will make future judgments not just on their actual skills, but also on their perception of their competence in using the skill. These perceptions of self-efficacy are more likely to increase with specific teacher feedback.

According to Joseph Nuttin& Anthony G. Greenwald : (1968). Reward and punishment have typically been credited with automatic effects in the modification of behavior, independently of the learner's recall of them. It should be noted that the possible importance of outcome-recall has been ignored empirically, as well as theoretically. This inattention is surprising, in light of the seeming importance of outcome-recall in subjective interpretation of our own behavior. It is a basic tenet of psychoanalytic theory that pleasure and pain tend to distort one's memory for the situations in which these affects have been

experienced. In particular, psychoanalytic theory predicts that painful situations will be suppressed or repressed from memory. While it is impossible to summarize these studies in terms of any comprehensive generalization, it does appear that a variety of personality and situational factors determine whether or not recall of pleasant experiences will be superior to recall of unpleasant ones. Rather, we wish to discover what determines whether one will accurately recall a previously received outcome (reward) when one is reminded of the activity for which the outcome was received.

Based on the above explanation, the researcher concludes that rewards are the best technique considered successful in increasing student interest. The goal of rewarding learning is that once a person receives an award for having a good learning activity, he will continue to do his own learning activities outside the classroom. Reward with praise is more effective than punishment. The goal of rewarding learning is that once a person receives an award for having a good learning activity, he will continue to do his own learning activities outside the classroom. Reward with praise is more effective than punishment. Punishment is to stop an act, while praise is appreciative of what has been done. Therefore, praise is greater in value for motivation to learn.

2.1.2 Kinds of Reward

According Oemar Hamalik: 2001 There are 3 types of rewards or rewards, namely prizes in the form of goods / objects, praise (praise) and preferential treatment. Regardless of the type of reward given should be adjusted to the stage of child development and should be proportional.

The rewards are speech :

The awarding can be done either planned in advance or spontaneously. The most important thing is that every student who shows a business is worthy of respect. Praise for students who participate actively in the learning process, such as GOOD words! (while mencungkan thumbs hand), Very good, Thanks dear etc.

Reward in writing :

This can be done every day, when students do assignments or homework. This award is given by the teacher writing in a notebook or student assignment, in the form of a word of praise, especially for students who managed to get good grades (80-100). The praise sentences include "congratulations, you are a good student", "Alhamdulillah, you are a smart boy", "keep your achievement",

Reward in the form of goods / objects :

Various objects can actually be used as a tool of appreciation, either existing objects or that have been modified / prepared. For example give awards in the form of: Stars, made of small cardboard / asturo paper for students who

scored high (80-100) both the exercise questions, tasks and PR. Necklace medal lesson, made of cork that resembles a medallion using a color strap. Medals are tailor-made for each subject, and given to the student after each day's repetition. Students who score the most in daily tests are eligible for medals.

According to Jere Brophy (2004 : 164). Types of rewards commonly used by teachers include material rewards (money, prizes, trinkets, consumables); activity rewards and special privileges (opportunities to play games, use special equipment, or engage in self-selected activities); grades, awards, and recognitions (honor rolls, displaying good papers); praise and social rewards; and teacher rewards (special attention, personalized interaction, opportunities to go places or do things with the teacher).clear that rewards can be used in ways that support or at least do not undermine intrinsic motivation. However, it is important that you learn when and how to dispense rewards effectively, to ensure that your rewards have only positive and not mixed or even negative effects.

Even when praise is intended as a reward, some students will not perceive it that way (Larrivee, 2002). For one thing, some students do not attach much value to teacher praise and thus do not feel particularly rewarded when they receive it (Ware, 1978). Also, many students appreciate praise that is communicated in private but are less enthused about being praised in front of their classmates (Caffyn, 1989).use rewards and other extrinsic incentives, use them in ways that encourage students to commit themselves to your instructional goals, so that they engage in academic activities with the intention of acquiring the knowledge and skills that these activities are meant to develop, and in doing so, to

obtain extrinsic rewards as well. This may produce a form of motivation to learn that is comparable to that produced by intrinsic motivation, or at least close enough to serve your purposes.

According to M.Ngalim Purwanto : (1955). The Rewards are non-material in the form of encouraging words, congratulations on achievement, applause, educator (teacher) nodding happy signs and justifying an answer given by the students Representative reward includes:

1. Giving trust

In a child requires recognition for existence in the eyes of others (friends). Giving trust makes children feel recognized and appreciated by educators (teachers). Given an opportunity to prove his worth, children begin to appreciate the existence of self and others. Given an opportunity to students to prove his/her worth also make students careful during learning process. This will bring the responsibility to be able to maintain and realize the existing mandate.

2. Smile, View, Slap Back

Giving affection by educators (teachers) manifested through facial expressions and physical actions will be more striking. The emotional state of an unstable child will often lead to rejecting, criticizing and even overhauling any provision that is perceived to narrow his freedom, because children in the elementary education want to get freedom from dependence. The existence of pressures and confinement will cause tension that makes children more angry. Therefore, a positive attitude of acceptance from educators (teachers) as a

manifestation of their consent to the behavior of children, will be balanced also by positive acceptance of children.

Reward Form In practice, rewards can be given in two forms:

1. Verbal.

Verbal rewards refer to a spontaneous act of praise for the attainment of the learner. teachers often reward this form of praise while teaching and learning teachers often use verbal means of rewarding. Praise in giving awards for learners can be pronounced, “that's right, good job, excellent, etc.”

2. Nonverbal.

Can be a symbol or movement of limbs of educators at the time of seeing the positive behavior of learners. For example, showing the thumb or thumb, pats the shoulder of the learner, pat tandang, etc. Can also be written on the learner's worksheet. And also in the form of giving objects, such as star pins, medal necklaces, and so forth. There is also a special award, the award given as improvisation of awards, for example by providing opportunities for learners to do other things if successful achieve something first in advance of his friends.

Various Rewards, In general, awards can be given in several ways:

1. Praise. We know, praise is an act of expressing approval or admiration. Praise can increase self-esteem, independence, interest in learning, and learning achievement of learners. Praise is the most easy reward. Usually done with words like yes, good, improve, etc.

2. Respect. This award refers to two forms of coronation, where learners are announced to all their friends openly as learners who achieve something good. Can be done in front of classroom friends or in front of all students in school. Respect also refers to empowering things to do. For example, learners are given the opportunity to show how to solve a subject or other task.

3. Rewards. The rewards in this way can have a negative impact on the motivation of learners. Learners learn not to be know but to get a reward. When not getting a gift, learners become lazy to learn. Therefore, hadia should be given in a timely and appropriate manner as necessary. For example, during religious holidays, etc.

4. Reward Mark. This is a symbolic reward. Usually in the form of letters of appreciation, trophies, etc.

The purpose of giving awards to learners, as follows:

1. Increase attention
2. Facilitate learners in the process of pursuit
3. Generating and nurturing motivation
4. Control and change the counter-productive learning behavior toward productive learning behavior
5. Organize and develop learners in learning
6. Directing high-level thinking, and
7. Strengthen positive behavior

Terms of Reward, Although rewards are good for learners, there are a number of conditions to keep in mind :

1. Educator must ensure that he knows all learners well so that educators can provide appropriate rewards. Because the wrong or incorrect award will bring unexpected consequences.

2. Appreciation should be given for objective reasons, not sub-ethics. That is, awards are given to learners who really do something right in the true sense rather than subjective judgments of educators or not because of like or dislike factors.

3. The rewards must be frugal in the sense not too often. Because it can eliminate the meaning of appreciation as an educational tool to increase motivation and give reinforcement.

4. Do not promise awards to learners. The promised award will make it difficult for less-interested learners.

5. Educators need to be careful that the award given does not give the impression as a wage for tired learners.

6. Appreciation should not be done excessively because it can cause bad attitude of the heart to the learners. Learners will feel arrogant.

Principles of Reward

Rewards to learners are given based on the following principles:

1. Warmth and enthusiasm. At the time of giving awards, learners must know or can feel the warmth and enthusiasm of educators effectively, both voice, mimic and body language.

2. Meaningful. Rewards are given fairly in the sense that rewards are given because learners achieve something with their own effort. No doubt, there are learners who may achieve something because of the help of others. The awards given to learners with such a model are meaningless. Conversely very meaningful when the award is given because of the hard work of the learners themselves.

3. Honest. Educators must instill honesty to learners in order to fight for an award with their own work, not the work of others. This action is one way to teach the learners not to justify the practice of plagiarism.

Avoid negative response. Speechless remarks, ridicule, rude, satire, insults, etc. should be avoided because it can undermine the spirit of learners in developing themselves. Criticism also needs to be avoided.

5. Varied. Awarding should not be fixed on just one kind.

6. Direct. Conducted when the learners do something right. Not delayed.

2.2 Students Ability

2.2.1 Definition of Students Ability

According Wigfield and Eccles in (M. Kay Alderman 2004 : 66). distinguished ability beliefs from expectancies for success: Ability beliefs focus on present ability, and expectancies focus on future. An understanding of perspectives about self-perceptions of ability will assist educators in fostering students' confidence, competence, and adaptive coping skills presently and in the future. The primary focus of this chapter is on social-cognitive perspectives of self-efficacy, self-worth, and achievement goal orientation. In each of these theories, beliefs about ability by teachers and students are central and impact teacher practice and student confidence and effort. To begin this focus, consider the varying beliefs that students.

According Soelaiman (2007: 112). Ability is a born or learned nature that enables a person who can complete his or her work, whether mentally or physically. Employees in an organization, although motivated well, but not all have the ability to work well. Abilities and skills play a major role in individual behavior and performance. Skill is a skill that is related to the task that is owned and used by someone at the right time.

According to (Syah, 2002: 150). In principle, the disclosure of learning outcomes or to determine the level of student ability, ideal includes all the psychological aspects that change as a result of experience and student learning process. However, the disclosure of changes in the behavior of the whole domain,

especially the student sense domain, is very difficult. This is due to changes in learning outcomes that are intangible (not palpable). Therefore, what teachers can do in this case is simply taking snippets of behavioral changes that are considered important and are expected to reflect changes that occur as a result of student learning, both dimensional and intangible sense and dimensionless. The main key to obtaining the size and data of learning outcomes or want to know the level of ability of students in receiving and understanding the material, the teacher can be seen from the indicators (indicator of certain achievements) associated with the type of achievement to be measured.

According to Chaplin ability (ability, dexterity, talent, ability) is the power (power of strength) to perform an action. Meanwhile, according to Robbins ability can be innate innate ability or is the result of practice or practice. There is also another opinion according to Akhmat Sudrajat is to connect the ability with the word proficiency. Each individual has different skills in performing an action. This skill affects the potential that exists within the individual. Process learning that requires students to optimize all skills possessed. Ability can also be called competence. Word of competence derived "competence" which means ability, power, authority, skills, knowledge, and skills, abilities and authority. So the word competence of the word competent which means having the ability and skills in the field so that he has the authority or the priority to do something within the limits of his knowledge.

According to Oemar hamalik, 2001: 102. The results of intelligence tests are also sources that illustrate the abilities of student learning. The level of

intelligence (IQ) is composed of mental age. the mental age is an intelligence test score that contains items about the notion of abstract letters working with numbers, abilities solving problems logically, remembering, and plotting. even one's intelligence is affected by feelings of anxiety, encouragement, and comfort.

Based on the above explanation, the researcher conclude Ability is a born or learned nature that enables a person who can complete his or her work, whether mentally or physically. . Ability can also be called competence. Word of competencederived "competence" which means ability, power, authority, skills, knowledge, and skills, abilities and authority.

2.2.2 Kinds of Students Ability

According to Guilford (in Suryabrata, 2004: 163) divide the ability into three types:

a. Perceptual Ability

Perceptual ability is through the ability to make perceptions or observations, among others include the factors sensory sensitivity, attention, speed perception and so forth. Perceptual activity is essentially a process of introducing individuals to their environment. All information about the environment to the individual through sensory devices is then transmitted through sensory nerves to the brain. Information about the object of vision is received through the sense of the ear, the object of touch through the skin, the object of smell through the senses of the nose. Without sight, hearing, smell, and other senses, the human brain will be alienated from the world around it.

There are 3 processes of perceptual development :

1. Sensation is an event of receiving information by the recipient's senses.
2. Perception is the interpretation of information captured by the recipient's senses.
3. Attention is interest, interest refers to selectivity of perception.

There are three processes of perceptual activity that we need to understand, in sensation, perception and attention. From the three processes of perceptual activity we know about development perceptual development. Sensation is the event of receiving information by the senses of the receiver (eg, hearing something using the ears sense of ear). While perception is a further processing of the activity of sensation (people become know / can guess what sounds he heard after the sound is heard and processed in the brain). Attention is a selection of perception, from a variety of perceptions selected one that is considered the most correct according to him.

b. Psychomotor Ability

Psychomotor ability includes several factors including: strength, speed of movement, accuracy, flexibility and others. Psychomotor learning is the relationship between cognitive functions and physical movement. Psychomotor learning is demonstrated by physical skills such as movement, coordination, manipulation, dexterity, grace, strength, speed—actions which demonstrate the fine motor skills, such as use of precision instruments or tools. Psychomotor ability refers to a wide range of actions involving physical movement related to

conscious cognitive processing. Psychomotor ability may be measured by accuracy or speed (reaction time). Examples of psychomotor tests include the Grooved Pegboard test, and the Purdue Pegboard test that measure visual-motor coordination.

When learning psychomotor skills, individuals progress through the cognitive stages, the associative stage, and the autonomic stage. The cognitive stage is marked by awkward slow and choppy movements that the learner tries to control. The learner has to think about each movement before attempting it. In the associative stage, the learner spends less time thinking about every detail, however, the movements are still not a permanent part of the brain. In the autonomic stage, the learner can refine the skill through practice, but no longer needs to think about the movement. Psychomotor ability is closely related to the child's ability to move and use his body muscles, performance, imagination, creativity, and intellectual works (Chatib 2012).

Some examples of activities are swimming, dancing, painting, kicking, running, performing the prayer movement to the movement of the pilgrimage, and so on. Psychomotor assessment can be done by observation or observation when teaching and learning activities are in progress.

Factors affecting psychomotor skills :

Psychological feedback, Amount of practice, Task complexity, Work distribution, Motive-incentive conditions, Environmental factors.

c. Intellectual Ability

Intellectual ability is a tendency that emphasizes the ability of reason which includes several factors, among others: memory, recognition, evaluation, thinking and others.

According to M. Kay Alderman (2004 : 66). Self-perception of ability is a major component of many current perspectives: perceived competence, expectancyvalue, self-efficacy, self-worth, goal orientation. A central influence on perceptions of one's competence is a belief about effort and ability (Paris, Byrnes, & Paris, 2001). Student perception of low ability is a serious motivation problem for educators (Graham & Weiner, 1996).

"Self-efficacy refers to beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (Bandura, 1997, p. 3). It is a judgment students make about their capability to accomplish a specific future task; as such, it is a strong predictor of student learning regardless of the skills they might possess (Bandura, 1986). A key assumption underlying self-efficacy is that there is a difference between having the skills to perform a task and using the skills in a variety of circumstances.

Task Accomplishments, Remember the students' thoughts at the beginning of the chapter. Sherry is confident that she can learn a new computer program because she was successful at learning one previously. This is an example of self-efficacy that is based on her personal experience—a successful task performance in the past. Personal experience is the most influential source of efficacy

information because it is direct evidence of whether one can do whatever it takes to succeed.

Vicarious experience is not as powerful as a previous successful performance, seeing a model is especially useful when individuals have limited skills or are attempting to learn a new skill. Students observing a model successfully perform in a threatening situation are more likely to develop an expectation that they can acquire the same skill.

2.3 English Learning

2.3.1 Definition of English Learning

According to Jeremy Harmer : (1958). English is not the language with the largest number of native or ‘first’ language speakers, it has become a lingua franca. As teachers, we have to decide whether the english we teach our students will be general or specific. A large number of students in the world study general english that is all purpose language with no special focus on one area of human experience.

According to Gerald P. Delahunty : (2010). Language is central to education: it is the means by which educational content is communicated; it is an object of study; it is an object of beliefs that are important in education; it is a key element of students’ identities; it poses potential problems in education, largely because of the beliefs we have about it; and it is a valuable resource for those who know how to make use of it. Language is a means of education in that it is the

primary medium of communication between students and teachers and between students and textbooks. Language is an object of education because it is the material out of which texts are woven, and because language itself is the object of study in writing and speaking courses. We focus on language as we learn to edit our essays and speeches. We develop our vocabularies and learn the meanings, uses, and conventional spellings of words.

According to Angela Scarino and Anthony J Liddicoat : (2009).The role of language in learning cannot be over-emphasised. Language is the prime resource teachers have and use for mediating learning. When learning languages, then, teachers and students are working with language simultaneously as an object of study and as a medium for learning. In teaching languages, the target language is not simply a new code – new labels for the same concepts; rather, effectively taught, the new language and culture being learned offer the opportunity for learning new concepts and new ways of understanding the world. While these theories of second language learning provide insights on aspects of second language learning, there is no comprehensive or ‘complete’ theory that can guide the practices of teaching and learning.

According to Andre Goodwyn : (2005). Everyone agrees that the subject ‘English’ is vitally important and typically it is described as the most important of all school subjects, principally because reading, writing, speaking and listening are needed to a greater or lesser degree in every other school subject, and for adult life. However, that is as far as the agreement goes; even attempting a simple, consensual definition proves extremely difficult. English is also the most

consistently controversial and debated subject. It might be argued that English is the subject that many interested parties would most like to control. The history of English is simply a history of constant change. Inevitably, this makes teaching it a special kind of challenge, but it also imbues the subject with energy and excitement. All subjects have their debates and passions but English seems to have the most, and they are very often unusually public and attract plenty of media attention.

Language is also an object of our beliefs. Many people believe that some forms of English are good and others bad; that some languages are beautiful and others ugly; that some languages are limited in what they can express when compared to languages such as English; that people who speak certain varieties are uneducated, perhaps stupid, and unworthy of certain types of work. Beliefs like these constitute ideologies about language. Some ideologies are liberating and others quite oppressive. Whether liberating or oppressive, they must become objects of critical awareness for teachers and of critical discussion for students (Kress 1985; Fairclough 1989, 1992). Language also represents one of the key elements of our students' social, cultural, and personal identities. Teachers have potentially powerful effects on students' lives. Our response to our students' language will influence their attitudes. Young children have a fascination with language and almost no inhibitions about it. Adults, in contrast, typically display considerable anxiety about their language. They often have "strongly negative attitudes towards their native speech pattern" (Labov 1972: 117). Language is a potential resource for teaching critical thinking.

Based on the above explanation, the researcher conclude English Language is a means of education in that it is the primary medium of communication between students and teachers and between students and textbooks. Language is an object of education because it is the material out of which texts are woven, and because language itself is the object of study in writing and speaking courses. English language is international language it is make people should be know about english language, for learners english language to add knowledge students to learn.

2.3.2 Learning Styles

The four styles described in the Honey-Mumford (1986) Model are:

1. **Activists** prefer to learn by doing rather than, for example, by reading or listening. They thrive on novelty, and will 'give anything a try'. They like to immerse themselves in a wide range of experiences and activities and like to work in groups so that ideas can be shared and ideas tested.

2. **Reflectors** stand back and observe. They like to collect as much information as possible before making any decisions; they are always keen to 'look before they leap'. They prefer to look at the big picture, including previous experiences and the perspectives of others. The strength of reflectors is their painstaking data collection and its subsequent analysis, which will take place before any conclusion is reached.

3. **Theorists** like to adapt and integrate all of their observations into frameworks, so that they are able to see how one observation is related to other observations. Theorists work towards adding new learning into existing frameworks by questioning and assessing the possible ways that new information might fit into their existing frameworks of understanding.

4. **Pragmatists** are keen to seek out and make use of new ideas. Pragmatists look for the practical implications of any new ideas or theories before making a judgement on their value. They will take the view that if something works, all is well and good, but if it does not work, there is little point in spending time on the analysis of its failure.

2.4 Theories of Teaching English

According to Angela Scarino & Anthony J Liddicoat : (2009). In thinking about teaching, learning and assessing in languages education, it is essential for us to consider the understandings that we hold and the assumptions that we make about learning. This is because these understandings, be they implicit or explicit, influence our professional stance as language educators and our teaching, learning and assessment practices. Our understandings of learning are not simply acquired as knowledge that is put into practice; rather, they develop over time and in diverse contexts working with diverse students, based on ongoing experience and reflection. In such an ongoing process, often 'dominant theories of the past continue to operate as the default framework affecting and driving current practices and perspectives. Thus, it is important to have a sense of past theories as

well as more contemporary conceptualisations of learning as a basis for examining understandings and assumptions about how students learn. Teachers as social beings construct the world of teaching and learning according to their values and dispositions.

According to Alan Crawford and friends : (2005). Learning a new teaching method is like learning a new move in sports—you have to see it done, try it out in front of someone who knows how to do it, and get suggestions to improve your performance. The workshops are arranged just this way: you take part in a demonstration lesson as if you were a student, then you discuss the methods and learn how to conduct them, then you plan and teach a lesson using the method yourself. At the end of the workshop, you will design a real lesson to teach in your classroom, which you will teach after the workshop is over. Teaching is more than a set of methods. Teaching well means addressing a set of objectives, for a particular group of students, at a certain point in the school year, with certain resources, within a particular time frame, in a particular school and community setting. It means finding a balance between direct instruction and orchestrating the activities of individuals and groups of students. It means developing students' skills and strategies for learning, at the same time they learn the content of the curriculum. Artful teachers approach the subject matter not as static knowledge or inert ideas, but as ways of knowing. Using ways of knowing—thinking within a discipline—means to command a set of concepts and a set of strategies for asking questions and creating knowledge. To think across disciplines means to identify problems, to ask the right questions, to bring the right knowledge to bear, to find

the right solutions, and to apply the right measure of one's success. Although teaching is more than a set of strategies, there are some teaching methods that should be part of every creative teacher's repertoire. Some of these are comprehensive strategies that can shape a whole lesson. Others can be combined to make a complete lesson plan.

According to Andrew Goodwyn & Jane Branson : (2005). Teaching English from a linguistic perspective is an exciting and complex challenge. It suggests that all primary teachers and all secondary English teachers would do well to take linguistics at an advanced level, perhaps even as a complete degree. However, this is simply not the case. Although there has been some increase in people entering the profession with some level of linguistic qualification, the great majority of secondary teachers and primary English specialists choose English because of their love of and passion for literature; these are the emotive words constantly used by interviewees explaining their motives for wanting to teach English. Many further define themselves as having always loved reading. The possession of a degree in English can mean many different things, but for most graduates it means the almost exclusive study of literature, a great deal of it English Literature. Embedded within this study is the notion of literary criticism. One important perspective on this is that the highest form of English can be conceptualised as the interpretation of literary texts expressed in the traditional argumentative essay form.

According to Jane Branson : (2000). English teachers have always had to, and no doubt always will, balance the old with the new, the classic forms with the

emerging forms, the standard and proper with the subversive and challenging. Working within this set of dichotomies, English teachers are well placed to foster traditional skills and highlight the literary gems of the past, although it's likely that few new teachers at the beginning of the twenty-first century would posit themselves merely, or even mainly, as exponents of the Cultural Heritage model. Equally, it is to be hoped that few of us see ourselves solely as deliverers of basic skills, preparing pupils for entry into the world of work. Indeed, if this were the main function of English teaching, we should be spending a lot more time trying to predict the kinds of technological and social change that might shape the working lives of pupils currently in our care.

According to Andrew Goodwyn : (2000). Many of us also want to use our subject to facilitate personal development and engagement among our students, to encourage 'students as participants in, and creators of, culture as opposed to merely inheritors of someone else's' If we add to that the tradition of critical analysis of literature and other texts, and thereby the world they present and represent, we have a broad and fairly enduring definition of English teaching.

Teaching english with using reward can given positive behavior students in the classroom, because reward given motivate for every students in teaching and learning process.

Based on the above explanation, the researcher conclude about teaching, learning and assessing in languages education, it is essential for us to consider the understandings that we hold and the assumptions that we make about learning.

English teachers would do well to take linguistics at an advanced level, perhaps even as a complete degree. Teaching English as a foreign language, as it's most commonly referred to, involves teaching English as a foreign language in countries where English is not the primary language.

2.5 Previous Study

To prove the originality of this study, the writer presents some previous researches that deal especially with teaching English. The first study conducted by Mark K Ho (2000). The title of the research is "Teaching with Rewards and Punishments: Reinforcement or Communication". He conducted the research at Department of Cognitive, Linguistic, and Psychological Sciences in USA. The research was intended to investigate whether Teaching with evaluative feedback involves expectations about how a learner will interpret rewards and punishments. He formalized two hypotheses of how a teacher implicitly expects a learner to interpret feedback – a reward-maximizing model based on standard reinforcement learning and an action-feedback model based on research on communicative intent – and describe a virtual animal-training task that distinguishes the two. The study has a disadvantage that researchers only focus on experimental results and focus on implicit learning. The advantages of this research is that researchers have 2 hypotheses and interpreted a feedback in applying this method of reward and punishment in the learning process

The second study conducted by Michael Vincent Freedberg (2016). The title of the research is "Examining the effects of reward and punishment on

incidental learning”. He conducted the research at The University of Iowa, USA. The research was intended to studying the effects of reward and punishment on incidental learning a branch of procedural learning where learning occurs without intention and through repetition. The results reveal that reward is able to bolster incidental learning during the performance and learning of an associative task, even when awareness of how to achieve the reward is minimized (Experiments 1 and 2). However, a similar benefit was not observed in an analogous set of experiments examining the effect of punishment on incidental learning (Experiments 3 and 4). A direct comparison between the effect of reward and punishment on incidental learning revealed a significant advantage for rewarded combinations over punishment. However, this advantage was only observed when high cognitive (associative) demands were emphasized (Experiment 6), as opposed to high motor demands (Experiment 5). The study has the disadvantage that researchers study the effects of rewards and punishments that occur without the intention to repeat each time the experiment.

The third study conducted by Feri Nasrudin (2015). The title the research is “The Influence of Reward and Punishment on the Motivation of Students of Grade VI of SD Negeri in Sekolah Binaan 02 Bumiayu Sub-district of Brebes Regency”. He conducted the research at SD Negeri in Sekolah Binaan Brebes, Jawa Tengah. The research was intended to How big is the effect of reward and punishment on the motivation to learn 6th graders of elementary school in Sekolah Binaan 02 Bumiayu District Brebes Regency. The results is There is a positive and significant influence between the provision of rewards and punishment on the

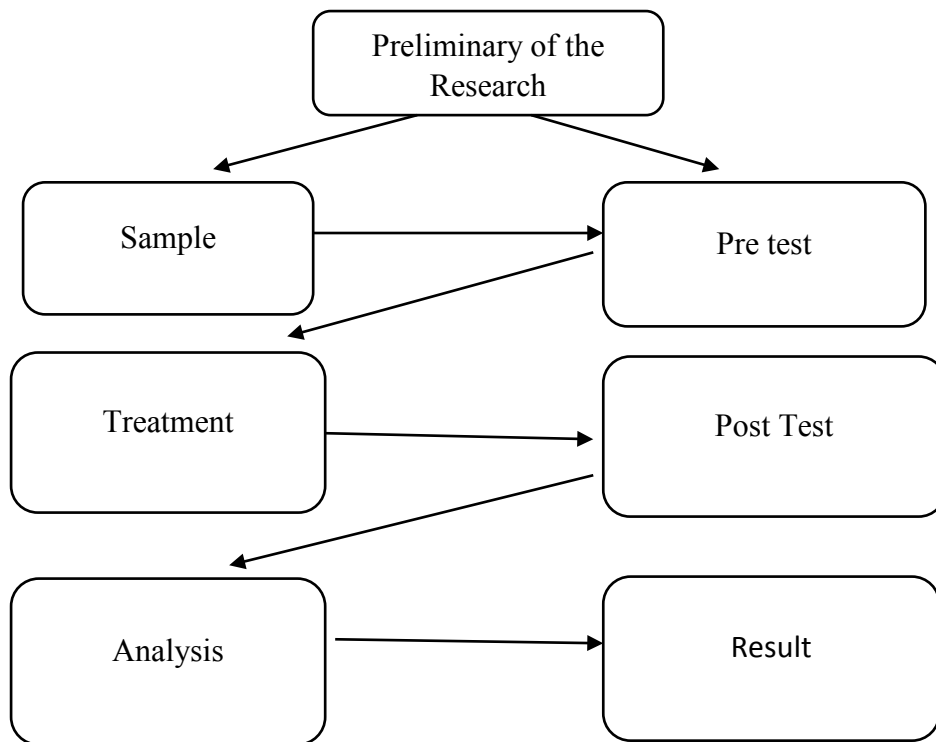
motivation of students in the sixth grade of SD Negeri in Sekolah Binaan 02 Bumiayu Sub-district of Brebes Regency. Based on the result of research, the average of reward and punishment value is 82% (very strong category). The study research has the advantage that the result there is a positive and significant influence between reward and punishment on the students' motivation of the research results, the average value of reward and punishment is 82% (very strong category). Meanwhile, the average score of students' motivation questionnaire scored 87% (very strong category).

From those previous studies, the researcher to increase the research about the Effect of using reward and toward students ability in English learning. Researcher conducted in Mts Alhidayah Jambi. Difference between my research with all above studies is the data collection of my research using pre test and post test. in this study the researchers used the formula t-test to analyze the data.

2.6 Conceptual Framework

In this research the researcher focus on applying the effect of reward in learning English in MTS Alhidayah Jambi. By doing research on applying these effect of reward in the learning process, researchers evaluated the extent to which measures of application of the effects of rewards mentioned above have been applied in the classroom.. This evaluation leads to research findings. Futhermore, the researcher carried on the research based on the following framework.

Figure 1. Conceptual Framework



From the figure of conceptual framework above the researcher will do some preliminary about this research because in this research need good preparation. this research requires several steps that will be done to determine the results of this research. First, the researcher choose VII A, VII B from random sampling. Random sampling is collection of sample members from the population is done randomly regardless of the strata in the population.

Second the researcher will to do pre test to the class, researchers do pre test aims to know about the material to be taught. Pre test can be interpreted as an activity that examines the level of students' knowledge of the material to be delivered, this activity is done before the lesson begins. Third the researcher will to

do treatment to the class. Pointing to a motion of activity that is deliberately done with a specific purpose. In the study form a series of activity cycles for students.

Fourth the researcher will to do post test to the class, researchers do post test the purpose of holding this test is to find out whether the students understood the lesson learned that day. Fifth the researcher will to do analysis, all data that has been collected or steps that have been done will be analyzed by researchers to be able to determine the results of research that has been done.

The last step researcher will determine the results of the analysis that has been done, the results and conclusions of the research that has been done. The results that determine all from the beginning of the discussion until the end of the research and so that researchers can determine the conclusions of this research.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The design of this research is an experimental design. According to Ary (2010). Experimental Design is a plan for an experiment that specifies what independent variables will be applied, the number of levels of each, how subjects are assigned to groups, and the dependent variable.

Quantitative method. (Scoot W. Vanderstoep & Deirdre D. Johnston, (2009). Social science research involves creating measures of behaviors, thoughts, or attitudes. This involves assigning numeric values to these constructs. Some measures (speed, distance) are inherently quantitative. Other measures may not be inherently quantitative. The measure must be truthful it must accurately reflect the construct.

According (Kultar singh, 2007). In quantitative research, the primary aim is to determine the relationship between an independent variable and another set of dependent or outcome variables in a population. Research design according to Kerlinger is the plan, structure and strategy of investigation conceived to obtain answers to research questions and to control variance.

Table 1: Design for this research

Experimental Group	VII A	Pre-test	Treatment	Post-test
Control group	VII B	Pre-test	No treatment	Post-test

There are some steps to know the effect of reward toward student's ability in english learning. The first step will be given pre test. From this pre test the researcher will know student's early score before they receive the treatment. Then from post test researcher will know student's early score after the treatment. The last step researcher analysis score pre test and post test in this research.

3.2 Population & Sample

3.2.1 Population

According to Ary (2010). Population is the larger group to which a researcher wishes to generalize; it includes *all* members of a defined class of people, events, or objects. Population of this study is students MTs Alhidayah Jambi City. four class at the VII Grade students of Mts Alhidayah.

Total numbers of the population :

Table 2: The population of the Research

No.	Classes	Number of students
1	VII A	33
2	VII B	32
3	VII C	35
4	VII D	34

Source : Administration of Mts Alhidayah Jambi

3.2.2 Sample

According to Ary (2010). Sample is a group selected from a population for observation in a study. The sample of this research used random sampling. According to Sugiyono (2010). It is said to be simple (simple) because the collection of sample members from the population is done randomly regardless of the strata in the population.

Table 3: The sample of the research

No.	Group	Classes	Number of students
1	Experimental Group	VII A	33
2	Control Group	VII B	32
	Total		65

Source : Mts Alhidayah Jambi

3.3 Instruments of the Research

The instruments used in this research were pre- test and post test. The researcher used multiple choice test to collect the data. Materials that will be taught to both experimental and control class will be taken from the text book entitled “ Bahasa Inggris : When English Rings a bell for junior high school. In

this research the tests were given in two meetings in pre test and post test to know students ability in english learning.

The score system for pre- test is the same as the scoring system for post test. The formula that used as follows :

$$\text{Students's score} = \frac{\text{The correct answer}}{\text{The total number of question}} \times 100\%$$

3.4 Technique of Data collection

1. Pre-test

The first test is pre-test, pre-test text is done before presenting the treatment to know how for the students understand about English lesson in the class. The type of the pre-test is text. The researcher gave test to experimental class and control class to find out student's ability. There were twenty question in form of multiple choices be given to the students.

2. Treatment

After the pre test was given to the students, the researcher gave treatment to the students. Treatment here meant the teaching way in sample class. There was different treatment given to experimental class and control class. In to experimental class, the researcher taught by using reward. The students activities during the treatments or during the teaching and learning process used reward to improving students ability. While in the control class, the researcher taught by using text book and asking the students to about the material. The treatment in experimental and control class took 80 minutes for each meeting.

3. Post-test

The test was given to the students after the treatment. Post test is the last test is giving the students. It was administered to see the effect of the use of reward in learning english process. There were twenty questions in form of multiple choices.

3.5 Technique of Data Analysis

In this research, the researcher uses a quantitative data analysis technique. After collecting the data by using test. In order to analyze the data that have be collect, it use T-test . T-test which is formulated as follows: T-test is formula to know the significant differences between pre-test and post-test.

$$t = \frac{X_2 - X_1}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{n(n-1)}}$$

T = The value of t-test

X1 = The mean score of the experimental group

X2 = The mean score of the control group

N1 = The number of the students experimental group

N2 = The number of the students control group

SSI = Sum of square of experimental in the second group

SS2 = Sum of square of control group

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the findings and discussions of the research. This chapter explained the findings and discussions of using reward toward students ability in english learning.

4.1 Findings

This research was conducted toward the seventh grade at MTS ALHIDAYAH kota jambi in Academic Year 2017-2018. The researcher do research a long 3 weeks to prove the effectiveness in students ability by using reward. The researcher taken two class as sample, the sample of this research get of random sampling. The result of the random sampling is There are VII A and VII B one class consist 33 and other class consist 32 they are equal 65 students. The researcher did this research start from february 19, 2018 to march 05, 2018. The researcher present the data from the test, test in this research are pre test, Treatment, and the last is post test moreover.

a. Class Experimental

The first meeting The researcher was given pre test, The researcher gave multiple choice question for students, the topic is public places. The question has 20 number. The result of pre test as a follows :

Table 4: The result of pre test score experimental class

NO	STUDENTS' CODE	CORRECT ANSWER	SCORE
1.	Student 1	12	60
2.	Student 2	10	50
3.	Student 3	10	50
4.	Student 4	11	55
5.	Student 5	13	65
6.	Student 6	12	60
7.	Student 7	13	65
8.	Student 8	13	65
9.	Student 9	11	55
10.	Student 10	10	50
11.	Student 11	13	65
12.	Student 12	12	60
13.	Student 13	13	65
14.	Student 14	11	55
15.	Student 15	12	60
16.	Student 16	13	65
17.	Student 17	12	60
18.	Student 18	11	55
19.	Student 19	13	65
20.	Student 20	10	50
21.	Student 21	11	55
22.	Student 22	15	75
23.	Student 23	13	65
24.	Student 24	10	50
25.	Student 25	12	60
26.	Student 26	14	70
27.	Student 27	10	50
28.	Student 28	10	50
29.	Student 29	14	70
30.	Student 30	11	55
31.	Student 31	12	60
32.	Student 32	12	60
33.	Student 33	14	70
Sum			1895
Average			59,55

Table 5: The post test score of experimental class

NO	STUDENTS' CODE	CORRECT ANSWER	SCORE
1.	Student 1	17	85
2.	Student 2	18	90
3.	Student 3	19	95
4.	Student 4	16	80
5.	Student 5	18	90
6.	Student 6	17	85
7.	Student 7	17	85
8.	Student 8	18	90
9.	Student 9	17	85
10.	Student 10	18	90
11.	Student 11	18	90
12.	Student 12	17	85
13.	Student 13	19	95
14.	Student 14	19	95
15.	Student 15	18	90
16.	Student 16	17	85
17.	Student 17	17	85
18.	Student 18	16	80
19.	Student 19	19	95
20.	Student 20	17	85
21.	Student 21	18	90
22.	Student 22	19	95
23.	Student 23	17	85
24.	Student 24	18	90
25.	Student 25	16	80
26.	Student 26	17	85
27.	Student 27	18	90
28.	Student 28	16	80
29.	Student 29	17	85
30.	Student 30	19	95
31.	Student 31	18	90
32.	Student 32	16	80
33.	Student 33	17	85
	SUM		28,05
	AVERAGE		87,58

b. Control class

Table 6: The pre test score of control class

NO	STUDENTS' CODE	CORRECT ANSWER	SCORE
1.	Student 1	10	50
2.	Student 2	13	65
3.	Student 3	10	50
4.	Student 4	10	50
5.	Student 5	11	55
6.	Student 6	11	55
7.	Student 7	12	60
8.	Student 8	10	50
9.	Student 9	11	55
10.	Student 10	10	50
11.	Student 11	11	55
12.	Student 12	11	55
13.	Student 13	10	50
14.	Student 14	12	60
15.	Student 15	10	50
16.	Student 16	10	50
17.	Student 17	12	60
18.	Student 18	12	60
19.	Student 19	13	65
20.	Student 20	13	65
21.	Student 21	10	50
22.	Student 22	17	85
23.	Student 23	13	65
24.	Student 24	11	55
25.	Student 25	12	60
26.	Student 26	12	60
27.	Student 27	13	65
28.	Student 28	11	55
29.	Student 29	12	60
30.	Student 30	15	75
31.	Student 31	10	50
32.	Student 32	13	65
SUM			1855
AVERAGE			58,33

Table 7: The post test score of control class

NO	STUDENT INITIAL	CORRECT ANSWER	SCORE
1.	Student 1	16	80
2.	Student 2	17	85
3.	Student 3	15	75
4.	Student 4	15	75
5.	Student 5	16	80
6.	Student 6	17	85
7.	Student 7	15	75
8.	Student 8	15	75
9.	Student 9	15	75
10.	Student 10	15	75
11.	Student 11	16	80
12.	Student 12	15	75
13.	Student 13	15	75
14.	Student 14	17	85
15.	Student 15	15	75
16.	Student 16	16	80
17.	Student 17	17	85
18.	Student 18	16	75
19.	Student 19	17	85
20.	Student 20	16	80
21.	Student 21	15	75
22.	Student 22	15	75
23.	Student 23	17	85
24.	Student 24	17	85
25.	Student 25	15	75
26.	Student 26	16	80
27.	Student 27	17	85
28.	Student 28	16	80
29.	Student 29	16	80
30.	Student 30	16	80
31.	Student 31	16	80
32.	Student 32	15	75
SUM			2530
AVERAGE			79,24

4.2 Data Analysis

The table comparison between experimental and control class:

Table 8: Different between control class and experimental class

Variable		Mean	The improvement
Control class	Pre test	58,33	23,91
	Post test	79,24	
Experimental class	Pre test	59,55	28,03
	Post test	87,58	

The result of control class and experimental class is different. The result of control class is 23,91 and experimental class is 28,03. Experimental class higher than control class. This result is significant.

To know there is significant difference between experimental class score and control class score, t-test was higher than t-table. In order to see the significance between pre test and post test before and after treatment of experimental class, the formula would be used analyze the data, the researcher was compared between the score of pre test and post test.

Table 9: Paired Sample Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	1,287	,261	7,619	63	,000	8,51326	1,11740	6,28031	10,74620
Equal variances not assumed			7,639	61,839	,000	8,51326	1,11447	6,28534	10,74117

The result of t_{test} was 7.7 and t_{table} 0,95 it means that t_{test} is higher than t_{table} ($7,7 > 0,95$). Based on the calculation there is the significance differences between two means in the pre test, the average score of the experimental class 0,8 and the control class 0,7. The result of post test the experimental class was 87,5 higher than the control class, those were and control class was 79,06. From the calculation above it indicates that after getting treatment the experimental class was better than the control class.

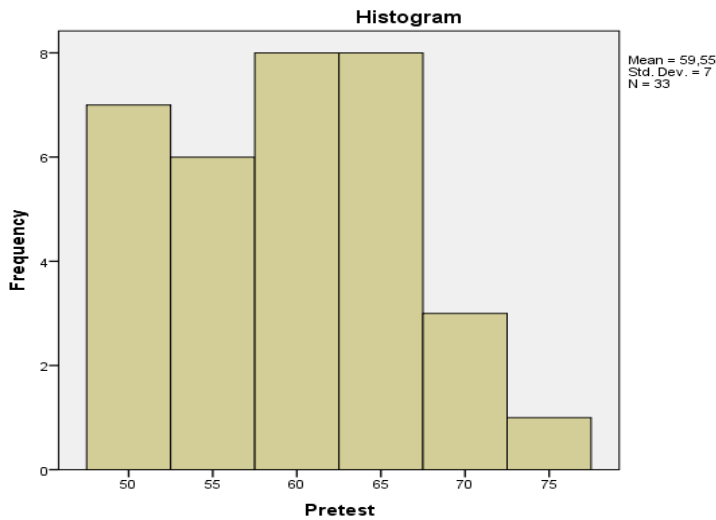
4.3 Discussion

Based on the calculation analysis, it was found that there is improvement score on the students who were taught by reward. This can be seen from pre test result treatment and post test result after treatment. Teaching english learning using reward in experimental class was effective.

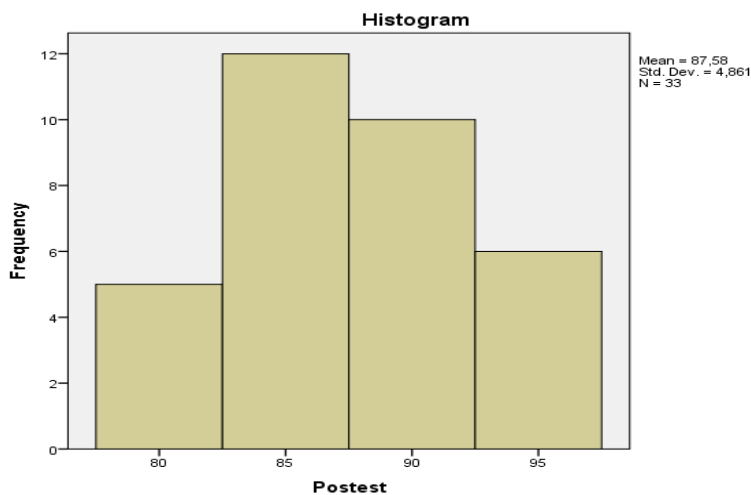
This research was experimental research. It was administered to both groups with different treatment : using reward for experimental group (VII A) and teaching by using text book and asking the students to about the material for control group (VII B) at MTs Alhidayah kota Jambi.

Based on calculation of data analysis, it was found was better change of scores in group who were taught using reward in teaching and learning process than those who were not. This can be seen from the pre test result before treatment and post test result after treatment in both of groups.

In experimental group, there were 33 students, it can be seen that teaching using of reward in experimental group was more effective than giving explanation in control group. The mean score of pre test and post test in experimental group can be seen in chart 1.

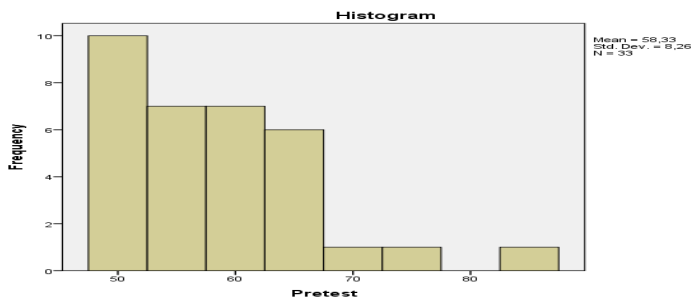


Based on histogram above researcher concluded the pre test in experimental class more than one students got 60-65 score. The lowest students got 75 score. The mean in histogram is 59,55, standard deviation is 7 and the number of students is 33.

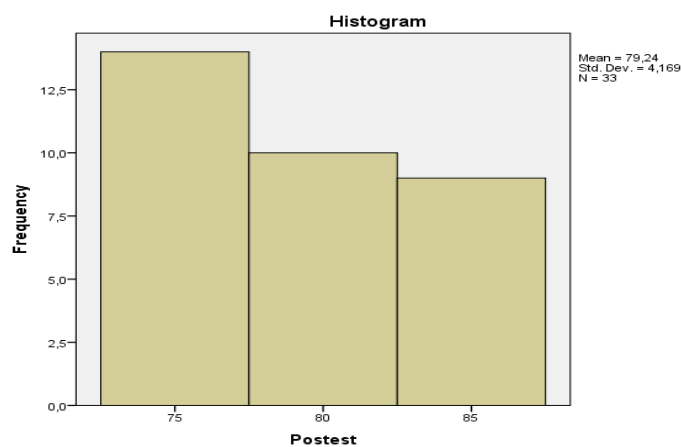


Based on histogram above researcher concluded the post test in experimental class more than one students got 85-90 score. The lowest students

got 80 score. The mean in histogram is 87,58, standard deviation is 4,861 and the number of students is 33.



Based on histogram above researcher concluded the pre test in control class more than one students got 50-60 score. The lowest students got 70-80 score. The mean in histogram is 58,33, standard deviation is 8,26 and the number of students is 32.



Based on histogram above researcher concluded the post test in control class more than one students got 80-85score. The lowest students got 75 score. The mean in histogram is 79,24, standard deviation is 4,169 and the number of students is 32.

From the explanation above, it can be conclude that using reward is the pre test in experimental class more than one students got 60-65 score. The lowest students got 75 score. The mean in histogram is 59,55, standard deviation is 7 and the number of students is 33. the post test in experimental class more than one students got 85-90 score. The lowest students got 80 score. The mean in histogram is 87,58, standard deviation is 4,861 and the number of students is 33.

The pre test in control class more than one students got 50-60 score. The lowest students got 70-80 score. The mean in histogram is 58,33, standard deviation is 8,26 and the number of students is 32. the post test in control class more than one students got 80-85score. The lowest students got 75 score. The mean in histogram is 79,24, standard deviation is 4,169 and the number of students is 32

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the findings and discussion, it can be concluded that the effectiveness of using reward in english learning at the VII Grade students of in MTS ALHIDAYAH Kota Jambi was effective to english learning , the research conclude that there was significance improvement on students ability in pre test and post test of experimental class. It was shown from the average of pretest experimental class was 0,8 and post test control class was 0,7. And it can be seen from the result of the value of t-test is 7,7. The writer used the degree of significance of t table was 0,95. So the writer made the conclusion of hypothesis that t test was bigger than t table namely $7,7 > 0,95$.

It meant that the alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected. It can be seen that on the df (degree of freedom) 31 an on degree of significance was 0,95.

The researcher was found out that the students were more interested in english learning by using reward . They feel more excited and more excited and motivated if they get rewards from the results they make during English learning.

5.2 Suggestion

Based on the researcher, the writer proposed some suggestions as follows:

a. For the teacher:

The English teacher should use reward in English learning. Using reward also helps for students' spirit in learning and their ability. Teaching English using reward must be used as a way to make learning more effective.

b. For students:

Students can increase their ability about English learning with using reward. So students should increase their ability in English learning, it is also suggested to the students to always practice learning activity continually in order for the result of English learning to be better.

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APPENDIX

Appendix 1

The Question of pre test and post test.

Direction : choose the correct answer from the option a,b,c, or d

1. Naila wants todaily needs at the market

- a. Borrow
- b. Buy
- c. Bring
- d. Save

2. He is going to to borrow book.

- a. Bookstore
- b. Books market
- c. Library
- d. Laboratory

3. Kevin and Merry to go to the cinema.

- a. Wants
- b. Want
- c. Wanting
- d. Wanted

4. The cat and the dogbehind the tree.

- a. Is
- b. Am
- c. Are
- d. Were

5. (+) Ghifar wants to go the zoo.

(-)

- a. Don't Ghifar wants to go to the zoo.
- b. Doesn't Ghifar wants to go to the zoo.
- c. Ghifar don't want to go to the zoo.
- d. Ghifar doesn't want to go the zoo.

Questions number 6-10 based on the text.

Audrey feels sick. Her head is dizzy. She asks Dion to accompany her to check her health. The doctor said that Audrey has to rest and drink the medicine in order to get better soon.

6. Why does Audrey want to check her health?

- a. Because she wants to meet doctor
- b. Because she wants to go to the hospital
- c. Because she feels sick
- d. Because she wants to drink medicine

7. Who is a friend that accompanies her?

- a. Dion
- b. Audrey
- c. She
- d. The doctor

8. What is her illness (penyakit)?

- a. Sick
- b. Stomachache
- c. Headache
- d. Dizzyache

9. Where does she go?

- a. Hospital
- b. Shop
- c. Apotek
- d. Doctor

10. What does the doctor say?

- a. She has to play
- b. She has to rest
- c. She has to drink coffee
- d. She has to go to school

11. Two Banks in my village. Bank seroja and Bank Nasional.

- a. There is
- b. There are
- c. This is
- d. Those is

12. We..... one post office in our neighbourhood. It's on Jalan Mawar.

- a. has
- b. its
- c. Have
- d. That

13. a big window in the house.

- a. Those is
- b. This is
- c. there are
- d. there is

14. Where we will save money?

- a. Mosque
- b. School
- c. Home
- d. Bank

15. Where we can see many animals ?

- a. Restaurant
- b. Office
- c. Zoo
- d. Market

16. Where is moslem pray ?

- a. Swimming pool
- b. Mosque

- c. Office
- d. Temples

Text for no. 17-18

KEEP SILENT

EXAM IS IN PROGRESS

17. We find this text in ...

- a. Office
- b. Library

- c. Market
- d. School

18. The text means ...

- a. We can do the test
- b. We may make noise

- c. We must not make noises
- d. We must do the best



19. Where is it ?

- a. School
- b. post office

- c. Library
- d. Bank



20. Where is it ?

- a. Police office
- b. Church

- c. Mosque
- d. Restaurant

Appendix 2

Key word.

1. B

2. C

3. A

4. C

5. D

6. C

7. A

8. D

9. A

10. B

11. B

12. C

13. D

14. D

15. C

16. B

17. D

18. C

19. A

20. A

Appendix 3 (Experimental class)

Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) KURIKULUM 2013

Name of School : MTS ALHIDAYAH Kota Jambi
Subject : Bahasa Inggris
Class / Semester : VII/ 2
Subject matter : Public Places
Time allocation : 2 x 40 menit

A. Core Competence (KI)

1. Competence Core spiritual attitudes: Respect and live the religious teachings that he embraces.
2. Competence Core social attitudes: Respect and appreciate honest, disciplined and responsible, caring, courteous, confident behavior, in interacting actively with the social and natural environment within the reach of interaction and existence.
3. Competence Core knowledge: Understanding knowledge (faaktual, konseptual, and procedural) based on his curiosity about science, technology, art, culture related phenomena and eye-sight events.
4. Competence Core skills: Trying to process and decorate in a concrete realm (using, parsing, composing, modifying and creating) and abstract realm (writing, reading, computing, drawing and composing) as learned in school and other sources in the same angle view / theory.

B. Basic Competencies and Indicators

1. Thankful for the opportunity to learn English as a medium of introduction of international communication embodied in the spirit of learning. (KD on KI-1)

2. Demonstrate polite and caring behavior in carrying out interpersonal communication with teachers and friends. (KD on KI-2)

3. (KD on KI-3.5) understands the social function, text structure, and linguistic elements of the text to state and ask for the names and numbers of animals, objects, and public buildings close to daily life.

a. Indicators: students can identify the names and numbers of animals, objects, and public buildings that are close to everyday life.

b. Indicators: students can explain the names and numbers of animals, objects, and public buildings that are close to everyday life.

4. KD on KI.4.6) compose oral and written texts to state and ask the names of animals, objects and public buildings close to the daily lives of the students, with due regard to social functions, text structures and language elements that are true and contextual.

a. Indicators: students can determine the name and number of animals, objects, and public buildings that are close to everyday life.

b. Indicators: students can explain the names and numbers of animals, objects, and public buildings that are close to everyday life in the form of written text.

C. Learning Objectives

Students can identify, explain, define and explain the names and numbers of animals, objects, and public buildings that are close to everyday life in the form of written text.

Learning Activity	Experimental class
Pre Activity	(10) 1. Greeting and checking student's attendance 2. Teacher motivates students by asking some question related to the topic.
Whilst- Activity	(60) 3. Teacher explains and discusses the material in the textbook 4. Teachers gives reward for every students can answer the question. 5. Teachers gives exercise about the material
Post Activity	(10) 1. Teacher asks the students what the difficulties about the material 2. Teacher asks The student's what is the conclusion the material today 3. Teacher gives homework to the students about the material today.

D. Learning Materials (Details of subject matter)

Public places.

E. Learning Method (details of learning activities)

Picture.

F. Media, tools, and learning resources

1. Media: paper: paper, picture projector
2. Tools / Materials: ballpoint pens
3. Book Source : When English Rings Bell 2010

H. Assessment

$$\text{Students's score} = \frac{\text{The correct answer}}{\text{The total number of question}} \times 100\%$$

Appendix 4 (Controll class)

Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) KURIKULUM 2013

Name of School : MTS ALHIDAYAH Kota Jambi
Subject : Bahasa Inggris
Class / Semester : VII/ 2
Subject matter : Public Places
Time allocation : 2 x 40 menit

A. Core Competence (KI)

1. Competence Core spiritual attitudes: Respect and live the religious teachings that he embraces.
2. Competence Core social attitudes: Respect and appreciate honest, disciplined and responsible, caring, courteous, confident behavior, in interacting actively with the social and natural environment within the reach of interaction and existence.
3. Competence Core knowledge: Understanding knowledge (faaktual, konseptual, and procedural) based on his curiosity about science, technology, art, culture related phenomena and eye-sight events.
4. Competence Core skills: Trying to process and decorate in a concrete realm (using, parsing, composing, modifying and creating) and abstract realm (writing, reading, computing, drawing and composing) as learned in school and other sources in the same angle view / theory.

B. Basic Competencies and Indicators

1. Thankful for the opportunity to learn English as a medium of introduction of international communication embodied in the spirit of learning. (KD on KI-1)

2. Demonstrate polite and caring behavior in carrying out interpersonal communication with teachers and friends. (KD on KI-2)

3. (KD on KI-3.5) understands the social function, text structure, and linguistic elements of the text to state and ask for the names and numbers of animals, objects, and public buildings close to daily life.

a. Indicators: students can identify the names and numbers of animals, objects, and public buildings that are close to everyday life.

b. Indicators: students can explain the names and numbers of animals, objects, and public buildings that are close to everyday life.

4. KD on KI.4.6) compose oral and written texts to state and ask the names of animals, objects and public buildings close to the daily lives of the students, with due regard to social functions, text structures and language elements that are true and contextual.

a. Indicators: students can determine the name and number of animals, objects, and public buildings that are close to everyday life.

b. Indicators: students can explain the names and numbers of animals, objects, and public buildings that are close to everyday life in the form of written text.

C. Learning Objectives

Students can identify, explain, define and explain the names and numbers of animals, objects, and public buildings that are close to everyday life in the form of written text.

Learning Activity	Experimental class
Pre Activity	(10) 1. Greeting and checking student's attendance 2. Teacher motivates students by asking some question related to the topic.
Whilst- Activity	(60) 3. Teacher explains and discusses the material in the textbook 4. Teachers gives exercise about the material. 5. Teachers correction student's exercise.
Post Activity	(10) 1. Teacher asks the students what the difficulties about the material 2. Teacher asks The student's what is the conclusion the material today 3. Teacher gives homework to the students about the material today.

D. Learning Materials (Details of subject matter)

Public places.

E. Learning Method (details of learning activities)

Picture.

F. Media, tools, and learning resources

1. Media: paper: paper, picture projector
2. Tools / Materials: ballpoint pens
3. Book Source : When English Rings Bell 2010

H. Assessment

$$\text{Students's score} = \frac{\text{The correct answer}}{\text{The total number of question}} \times 100\%$$

Appendix 5 : Pre test and post test Score of experimental class

NO	STUDENT INITIAL	PRE TEST	POST TEST
1.	AD	60	85
2.	AG	50	90
3.	AL	50	95
4.	AM	55	80
5.	AR	65	90
6.	AS	60	85
7.	ASR	65	85
8.	BD	65	90
9.	CA	55	85
10.	FA	50	90
11.	FN	65	90
12.	HLF	60	85
13.	IYS	65	95
14.	IL	55	95
15.	JS	60	90
16.	JP	65	85
17.	MAP	60	85
18.	MCM	55	80
19.	MDS	65	95
20.	MK	50	85
21.	MLA	55	90
22.	MLF	75	95
23.	MR	65	85
24.	MY	50	90
25.	NP	60	80
26.	NSE	70	85
27.	NS	50	90
28.	RA	50	80
29.	RA	70	85
30.	RA	55	95
31.	TU	60	90
32.	TMN	60	80
33.	VF	70	85
	Total score	1965	2890
	Mean Score	59,54	87,57

Appendix 6 : Pre test and post test Score of control class

NO	STUDENT INITIAL	PRE TEST	POST TEST
1.	A	50	80
2.	AA	65	85
3.	AAR	50	75
4.	ANF	50	75
5.	EAU	55	80
6.	EAL	55	85
7.	EMP	60	75
8.	HY	50	75
9.	IS	55	75
10.	KM	50	75
11.	MAN	55	80
12.	MAS	55	75
13.	MR	50	75
14.	MD	60	85
15.	MR	50	75
16.	MDI	50	80
17.	MKA	60	85
18.	MDS	60	75
19.	M	65	85
20.	NA	65	80
21.	NM	50	75
22.	RA	85	75
23.	RAY	65	85
24.	RA	55	85
25.	SAN	60	75
26.	SR	60	80
27.	S	65	85
28.	SNN	55	80
29.	SNL	60	80
30.	TK	75	80
31.	VS	50	80
32.	Z	65	75
	Total score	1855	2530
	Mean Score	57,96	79,06

Appendix 7 : Statistic Descriptives in the experimental class (VII A)

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Pretest	33	100,0%	0	0,0%	33	100,0%
Posttest	33	100,0%	0	0,0%	33	100,0%

Descriptives

		Statistic	Std. Error
Pretest	Mean	59,55	1,219
	95% Confidence Interval for Mean	Lower Bound 57,06 Upper Bound 62,03	
	5% Trimmed Mean	59,33	
	Median	60,00	
	Variance	49,006	
	Std. Deviation	7,000	
	Minimum	50	
	Maximum	75	
	Range	25	
	Interquartile Range	10	
	Skewness	,171	,409
	Kurtosis	-,781	,798
	Posttest	Mean	87,58
95% Confidence Interval for Mean		Lower Bound 85,85 Upper Bound 89,30	
5% Trimmed Mean		87,58	
Median		85,00	
Variance		23,627	
Std. Deviation		4,861	
Minimum		80	
Maximum		95	
Range		15	
Interquartile Range		5	

Skewness	,063	,409
Kurtosis	-,901	,798

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	,146	33	,073	,922	33	,021
Posttest	,217	33	,000	,882	33	,002

Appendix 8: Statistic Descriptives in the controll class (VII B)

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Pretest	33	100,0%	0	0,0%	33	100,0%
Posttest	33	100,0%	0	0,0%	33	100,0%

Descriptives

		Statistic	Std. Error
Pretest	Mean	58,33	1,438
	95% Confidence Interval for Mean	Lower Bound Upper Bound	55,40 61,26
	5% Trimmed Mean	57,53	
	Median	55,00	
	Variance	68,229	
	Std. Deviation	8,260	
	Minimum	50	
	Maximum	85	
	Range	35	
	Interquartile Range	15	
	Skewness	1,236	,409
	Kurtosis	2,061	,798
	Posttest	Mean	79,24
95% Confidence Interval for Mean		Lower Bound Upper Bound	77,76 80,72
5% Trimmed Mean		79,16	
Median		80,00	
Variance		17,377	
Std. Deviation		4,169	
Minimum		75	
Maximum		85	
Range		10	
Interquartile Range		10	

Skewness	,300	,409
Kurtosis	-1,502	,798

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pretest	,172	33	,014	,860	33	,001
Posttest	,270	33	,000	,780	33	,000

Appendix 9 : Documentation
(EXPERIMENTAL GROUP)

The students of VII A



When was given Pre Test



When was given a treatment



When was given post test



(CONTROL GROUP)

The students of VII B



When was given Pre Test



When was given a treatment



When was given post test

