

# The Effectiveness of Reward and Punishment Strategy on Students' Motivation in Learning English

 <https://doi.org/10.31004/jele.v11i2.2352>

\*Mita Amalia Nuri, Pipit Ertika Daristin<sup>ab</sup> 

<sup>12</sup>Universitas Hasyim Asy'ari, Indonesia

Corresponding Author: [pipitertika08@gmail.com](mailto:pipitertika08@gmail.com)

## A B S T R A C T

Low motivation in learning English remains a challenge in Indonesian elementary schools due to its non-native status and limited environmental support. This pre-experimental study examined the effect of reward and punishment strategies on fifth-grade students' motivation. Using a one-group pretest-posttest design, 33 purposively selected students from Class 5-D at MI Perguruan Mu'allimat completed a 10-item, 4-point Likert questionnaire adapted from Purmama et al. (2019). The instrument showed acceptable reliability (Cronbach's  $\alpha = 0.823$ ). SPSS results indicated a clear increase in motivation, from pre-test ( $M = 24.91$ ,  $SD = 3.70$ , moderate) to post-test ( $M = 33.52$ ,  $SD = 3.25$ , high). A paired t-test confirmed this difference as significant ( $t = -11.197$ ,  $df = 32$ ,  $p < 0.001$ ). The strategy improved motivation through immediate feedback, recognition, and clear consequences. It addressed both intrinsic and extrinsic aspects, aligned with competence, autonomy, and relatedness in Self-Determination Theory. Teachers can apply age-appropriate rewards and constructive punishment to build more engaging and disciplined English classrooms.

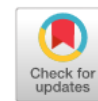
**Keywords:** English Learning, Elementary Students, Learning Motivation, Reward and Punishment

### Article History:

Received 07<sup>th</sup> April 2026

Accepted 26<sup>th</sup> April 2026

Published 27<sup>th</sup> April 2026



## INTRODUCTION

English is widely acknowledged as the dominant global language, often referred to as World English, English as an international language, Global English, or English as a lingua franca (ELF) (Karam 2023). Within the Indonesian context, however, where English is not used as a mother tongue, learners frequently encounter considerable challenges in developing language proficiency. These difficulties are closely linked to low levels of learning motivation Hidayat & Devi (2024) as well as limited family support, often stemming from a lack of awareness regarding the importance of English (Rasna 2023). Such conditions are reflected in students' classroom participation and learning outcomes, which are strongly shaped by the quality and diversity of instructional practices (Likuayang et al. 2022). In response, teachers are expected to adopt varied and creative approaches, including the thoughtful integration of learning media, in order to foster and sustain student motivation (Rahmawati et al. 2024).

Creating a learning environment that feels engaging and enjoyable is equally important, as positive emotional experiences have been shown to enhance both participation and achievement (Rahmawati et al. 2024). From a theoretical perspective, Self-Determination Theory (SDT) proposed by Ryan (2023) highlights that motivation develops optimally when learners' needs for competence, autonomy, and relatedness are fulfilled. In classroom practice, one commonly applied approach involves the use of reward and punishment strategies, which are rooted in Skinner's operant conditioning theory (Skinner, 2024). Through this lens, rewards function to reinforce desirable behaviours, while punishments aim to reduce undesirable ones (Ulfaminingsih et al. 2021). Nevertheless, their implementation requires careful consideration so that they align with students' characteristics and effectively support both motivation and discipline.

A growing body of research has demonstrated that the use of reward and punishment can positively influence students' motivation, engagement, and academic achievement across different educational levels (Wahidiyah & Muhammad Munif 2024). While rewards are generally associated with increased enthusiasm and a stronger sense of responsibility, punishments, although effective in promoting discipline, may also evoke anxiety in certain learning contexts, particularly in speaking activities (Rahayu et al. 2024). Despite these insights, research focusing on elementary-level learners remains relatively limited. This gap is noteworthy, considering that early educational experiences play a crucial role in shaping students' initial motivation and attitudes toward learning English.

## METHOD

### Research Design

This study employed a quantitative approach with a pre-experimental research design. According to Creswell (2009), quantitative research is an approach to testing objective theories by examining relationships between variables. The quantitative method was appropriate for this study as it transformed the abstract concept of motivation into measurable variables through numerical data. Specifically, the design utilized was a one-group pretest-posttest design, involving a single group of subjects measured before and after treatment administration.

### Research Setting and Time

The research was conducted at MI Perguruan Mu'allimat, located on Jl. Kediri No. 2-3 Cukir, Diwek, Jombang, East Java. This location was selected based on several strategic considerations: the school maintains an active English language learning program with various innovative teaching methods, the conducive school environment and administrative support facilitated data access and interaction with students and teachers, and the diversity of student backgrounds enabled broader insights into reward and punishment effectiveness in relation to motivation. The research was carried out from February 15-22, 2026, preceded by preparatory activities including permit submission and consultation meetings with English teachers.

### Respondents

The population of this study comprised all 130 fifth-grade students enrolled at MI Perguruan Mu'allimat for the 2025/2026 academic year. According to Creswell J. W. & Plano Clark (2017), a sample is a subgroup of a population selected to participate in a study, with the primary purpose being to obtain a group of subjects that accurately represents the population. Using purposive sampling, class 5-D was designated as the experimental group, consisting of 33 students who received the reward and punishment strategy treatment. This class was selected as the most representative and accessible for intervention based on teacher recommendations and scheduling considerations.

### Instruments

The main instrument for data collection was an English Learning Motivation Questionnaire adapted from Purmama et al. (2019), consisting of 10 items designed to measure students' motivation in learning English. The questionnaire employed a 4-point Likert scale with categories coded as Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). The instrument was administered in Indonesian to prevent misunderstandings and facilitate accurate completion by elementary students. The questionnaire demonstrated acceptable reliability with Cronbach's alpha coefficient of 0.823, indicating good internal consistency. Validity was established through expert judgment and previous research applications. The scoring guideline categorized motivation levels as Very Low (0.00-10.00), Low (11.00-20.00), Moderate (21.00-30.00), and High (31.00-40.00).

### Procedures

The research procedure followed systematic stages. During the preparation phase, the researcher obtained necessary permits for observation and data collection from school administration and relevant authorities. Initial school observation was conducted to understand the learning environment, class characteristics, and students' general behaviour

toward English learning activities. The research schedule was determined, including timelines for pre-test, treatment administration, and post-test implementation. All instructional materials, including lesson plans, learning media, and treatment procedures aligned with the reward and punishment strategy, were prepared. The motivation questionnaire was reviewed and adopted to ensure validity and reliability before administration.

The pre-test was administered before treatment implementation, with students completing the motivation questionnaire to measure their initial level of learning motivation in English. The questionnaire was administered under supervised conditions to ensure honest, independent responses without external influence. This pre-test served as a baseline measurement, allowing identification of students' starting points regarding interest, confidence, and engagement in learning English.

The treatment stage involved delivering English lessons by applying the reward and punishment strategy over four sessions, each lasting 70 minutes. Based on Novalinda et al. (2020), the implementation stages included: (1) teachers preparing teaching materials according to the teaching modules; (2) teachers explaining subject material to students; (3) during learning, teachers interacting with students to encourage participation through questioning, quizzes, tasks, or vocabulary memorization; (4) teachers giving rewards and punishments according to student achievement levels; (5) students actively responding to teacher interactions receiving rewards based on achievement level, while students unable to adequately respond receiving mild educational punishments.

Rewards implemented included verbal praise (e.g., "Good job!", "Excellent work!", "Great improvement!"), token rewards in the form of star stickers and points accumulated toward small prizes, tangible rewards such as snacks and stationery, and symbolic rewards including recognition on classroom achievement boards. Punishments were mild and educational, including verbal reprimands, reduced points, standing in front of class briefly, additional learning tasks such as vocabulary writing, and temporary loss of privileges. All punishments were administered constructively with explanation of desired behaviour, maintaining supportive learning atmosphere throughout.

The post-test was administered after all treatment sessions were completed, with students completing the same motivation questionnaire used during pre-test. The questionnaire was administered under identical conditions to ensure comparability of results. Post-test data were later compared with pre-test findings to determine the extent to which treatment influenced students' motivation in learning English.

### **Data analysis**

Data analysis employed descriptive and inferential statistical methods using Statistical Package for the Social Sciences (SPSS) version 25. Descriptive statistics were calculated to examine distribution and central tendency of students' motivation scores, including mean, standard deviation, minimum, maximum, mode, median, and sum for both pre-test and post-test. These statistics provided essential overview of data characteristics and allowed observation of general differences in motivation levels before and after treatment implementation.

The normality test was conducted using Shapiro-Wilk statistic to determine whether difference data (post-test minus pre-test) were normally distributed, as the paired-sample t-test requires normality assumption. Shapiro-Wilk test was selected due to sample size ( $n=33$ ) being appropriate for this test.

Hypothesis testing employed paired-sample t-test to compare average motivation scores before and after treatment. The reward and punishment strategy were considered effective if t-test results showed significance value ( $p$ )  $< 0.05$  and average post-test score was significantly higher than average pre-test score.

## FINDINGS AND DISCUSSION

## Findings

**Students' Motivation Before Using Reward and Punishment Strategy**

The pre-test was administered to 33 students before any treatment was applied. Descriptive statistical analysis revealed the following results for pre-test motivation scores.

Table 1. Descriptive Statistics of Pre-Test Scores

	Pre-test
<i>Valid</i>	33
<i>Missing</i>	0
<i>Mode</i>	25.000
<i>Median</i>	25.000
<i>Mean</i>	24.909
<i>Std. Deviation</i>	3.703
<i>Minimum</i>	17.000
<i>Maximum</i>	34.000
<i>Sum</i>	822.000

The descriptive statistics revealed a mode and median of 25.000, indicating that the most common and central scores centered around this value. The mean score was calculated at 24.909, with standard deviation of 3.703, suggesting moderate variability in motivation levels among students. The minimum score was 17.000, while the maximum reached 34.000, resulting in total sum of 822.000 across all participants. Interpreting these results against the established scoring guideline, where scores between 21.00 and 30.00 denote moderate category, the average of 24.909 clearly places overall pre-treatment motivation in moderate range. This moderate level implies that students possessed foundational interest in English but lacked intensity needed for deeper engagement, possibly influenced by external factors such as language unfamiliarity or environmental constraints. The distribution of scores, with relatively low minimum, highlights that some students began with lower motivation, underscoring need for targeted interventions.

**Students' Motivation After Using Reward and Punishment Strategy**

Following application of reward and punishment strategy over designated treatment period, post-test was administered to same 33 students. Descriptive statistical analysis revealed following results for post-test motivation scores.

Table 2. Descriptive Statistics of Post-Test Scores

	Post-test
<i>Valid</i>	33
<i>Missing</i>	0
<i>Mode</i>	33.000
<i>Median</i>	34.000
<i>Mean</i>	33.515
<i>Std. Deviation</i>	3.251
<i>Minimum</i>	27.000
<i>Maximum</i>	40.000
<i>Sum</i>	1106.000

The descriptive statistics showed mode of 33.000 and median of 34.000, reflecting shift toward higher scores. The mean increased substantially to 33.515, with standard deviation of 3.251, indicating slightly less variability compared to pre-test. Scores ranged from minimum of 27.000 to maximum of 40.000, culminating in total sum of 1106.000. Applying scoring guideline, the mean of 33.515 falls within 31.00-40.00 range, categorizing post-treatment motivation as high. This elevation suggests that the strategy fostered greater enthusiasm and persistence in English learning among students. The higher minimum score compared to pre-test implies that even lower-performing students experienced noticeable gains, while maximum score reaching ceiling indicates peak motivation for some students. This general upward trend points to strategy's role in transforming moderate motivation into high motivation.

**Comparison of Pre-Test and Post-Test Results**

To visualize effectiveness clearly, comparison of mean scores between pre-test and post-test is presented in Figure 1.

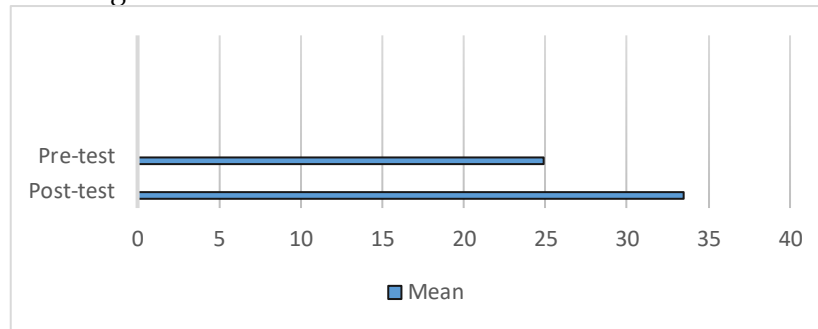


Figure 1. Graph Motivation Scores

**Paired-Sample T-Test**

Paired-sample t-test was employed to assess whether there was statistically significant difference between pre-test and post-test motivation scores.

Table 3. Paired-Sample T-Test Results

Measure 1	Measure 2	t	df	p
Pre-test	- Post-test	-11.197	32	< .001

Note. Student's t-test.

Comparing pre-test and post-test, the t-value was -11.197 with 32 degrees of freedom. The p-value was less than 0.001, indicating highly significant difference. This negative t-value reflects increase in scores from pre-test to post-test, as post-test mean was higher. This test is particularly suited for pre-experimental designs where same group is measured before and after treatment, controlling for individual variability. The significant p-value rejects null hypothesis, affirming that observed changes are unlikely due to chance. The results underscore strategy's impact, with magnitude of t-value suggesting strong effect size.

**Discussion****Students' Motivation Before Using Reward and Punishment Strategy**

The pre-test findings revealed an average motivation score of 24.909, placing students' initial engagement in the moderate category. This level suggests that while students at class 5-D possessed basic interest in English, external barriers such as language's non-native status in Indonesia hindered deeper involvement (Hidayat & Devi 2024). Factors like unsupportive family environments and limited exposure to English in daily life, as noted by Rasna (2023), likely contributed to this moderate stance where students neither excelled nor disengaged entirely. The variability in scores (standard deviation 3.703) indicates diverse starting points, with some students closer to low motivation, reflecting common elementary challenges like short attention spans (Swihadayani 2023).

This moderate baseline aligns with broader educational issues in Indonesia where English is often perceived as challenging due to its global but unfamiliar nature Karam (2023). The results echo Rahmawati et al. (2024), who identified pronunciation, vocabulary memorization, and translation difficulties as demotivators. From Self-Determination Theory perspective Ryan (2023), the moderate motivation suggests that students' basic psychological needs for competence, autonomy, and relatedness were not being optimally fulfilled in their English learning experiences. Students may have lacked confidence in their ability to master English (competence), felt they had limited choice in learning activities (autonomy), and experienced insufficient connection with teachers and peers during language learning (relatedness). The pre-test consequently highlights the necessity for interventions that address

these gaps, setting foundation for evaluating reward and punishment strategy's potential to elevate motivation through need-supportive teaching practices.

### **Students' Motivation After Using Reward and Punishment Strategy**

Post-test results showed marked increase to average score of 33.515, categorizing motivation as high. This enhancement indicates that strategy successfully ignited greater enthusiasm, with students exhibiting improved persistence and interest in English activities. The reduced standard deviation (3.251) suggests more consistent motivation across group, implying intervention's broad applicability. The mean increase of 8.606 points represents substantial motivational gain over relatively brief intervention period.

The rise can be linked to strategy's reinforcement mechanisms operating through multiple theoretical pathways. From behaviourist perspective Skinner (2024), rewards functioned as positive reinforcement, strengthening desired learning behaviours by creating pleasant associations with academic engagement. When students received praise, stickers, or small gifts for active participation and correct responses, the frequency of these desired behaviours increased. Punishments served as negative reinforcement by providing consequences that discouraged disruptive or disengaged behaviours, thereby maintaining conducive learning environment. This immediate feedback loop proved particularly effective for elementary students who respond well to tangible and immediate consequences (Anggraini & Saputra 2023).

From Self-Determination Theory perspective Ryan (2023), the reward and punishment strategy supported fulfilment of all three basic psychological needs. Competence was enhanced when students received recognition for their achievements through rewards, affirming their capability in English learning. The consistent feedback helped students understand their progress and build confidence in their abilities. Autonomy was supported through clear expectations and choices within structured environment students could choose to engage and earn rewards or face mild consequences, making their learning outcomes contingent on their own decisions. Relatedness was fostered through positive teacher-student interactions during reward delivery and the sense of belonging created when achievements were publicly recognized through symbolic rewards like achievement boards.

The findings align with Ulfaminingsih et al. (2021), who reported that rewards enhance motivation and enthusiasm while making learning processes more enjoyable. Similarly Delila (2021) found that rewards enhance students' sense of responsibility and foster enthusiastic learning environments. Irkhamil (2022) reported increased learning enthusiasm and emotional self-confidence through reward and punishment implementation. The high motivation scores validate strategy's advantages in creating engaging environment by integrating positive and corrective elements, elevating immediate interest while laying groundwork for sustained learning habits.

### **Significant Difference Between Students' Motivation Before and After Using Reward and Punishment Strategy**

The paired-sample t-test ( $t = -11.197$ ,  $p < 0.001$ ) confirmed significant difference, with motivation advancing from moderate to high. This rejects null hypothesis, affirming strategy's efficacy in pre-experimental context. The strong statistical evidence highlights intervention's role in overcoming initial moderate levels through targeted reinforcements.

Comparatively, these results mirror Fuad et al. (2021), where reward and punishment boosted motivation in language learning with experimental scores outperforming controls ( $73.5 > 54.7$ ). The current study's mean increase of 8.606 points represents substantial gain comparable to or exceeding previous findings. Ulfaminingsih et al. (2021) similarly reported unanimous student agreement on rewards' motivational benefits and punishments' disciplinary effects. Delila (2021) observed enhanced responsibility akin to this study's gains.

The strategy's effectiveness can be understood through its alignment with elementary students' learning characteristics. According to Anggraini & Saputra (2023), elementary students tend to enjoy collaborative and competitive learning activities and respond enthusiastically to learning that uses interesting visual media and colour games. The tangible nature of rewards stickers, points, small gifts capitalizes on this characteristic by providing

concrete recognition that young learners can easily understand and value. Swihadayani (2023) notes that elementary students often have concrete and simple thinking, imperfect language skills, and short attention spans. The immediate feedback provided through rewards and punishments addresses these characteristics by maintaining engagement through frequent reinforcement and clear consequences.

The findings also address challenges identified by Khoirotunnisa & Retnawati (2025), who outlined seven challenges for elementary English teachers influenced by external factors (facilities, media, methods, materials) and internal factors (teacher abilities, student abilities, student motivation). The reward and punishment strategy directly address internal motivational challenges while being implementable within existing external constraints. By enhancing student motivation, the strategy indirectly supports teacher effectiveness and improves learning outcomes.

From pedagogical perspective, the study contributes to understanding how reward and punishment can be effectively implemented in elementary settings. Wahidiyah & Muhammad Munif (2024) emphasized that rewards are highly potential tools for enhancing students' learning initiative and fostering structured motivation. This study extends their findings by providing quantitative evidence of motivational gains specifically in English language learning at elementary level. The success of mild, educational punishments aligns with Viana et al. (2023), who emphasized maintaining supportive learning atmosphere while implementing consequences.

The significant difference reinforces strategy's value and extends previous findings to elementary English learning contexts. It suggests adaptability for diverse educational settings and encourages further exploration of long-term impacts. The strong effect size (implied by t-value of -11.197) indicates that reward and punishment strategies can produce meaningful motivational improvements even over relatively brief interventions, making them practical tools for classroom teachers seeking to enhance student engagement.

## CONCLUSIONS

This study investigated the effectiveness of reward and punishment strategies in improving English learning motivation among fifth-grade students at MI Perguruan Mu'allimat. The findings demonstrate that before implementing the strategy, students' motivation was at a moderate level (mean = 24.909), indicating foundational interest hindered by external barriers including language unfamiliarity and limited environmental support. After implementing the strategy over four treatment sessions, students' motivation significantly increased to a high level (mean = 33.515). Statistical analysis confirmed this difference was highly significant ( $t = -11.197$ ,  $df = 32$ ,  $p < 0.001$ ), rejecting the null hypothesis and establishing the strategy's effectiveness. The success of reward and punishment strategies can be attributed to their dual functioning through behaviourist reinforcement principles and fulfilment of basic psychological needs as articulated in Self-Determination Theory. Rewards provided positive reinforcement that strengthened desired learning behaviours while supporting students' need for competence through recognition, autonomy through choice within structured environment, and relatedness through positive teacher-student interactions. Mild educational punishments served as corrective feedback that discouraged undesired behaviours while maintaining supportive learning atmosphere. Based on these findings, several practical implications emerge for classroom implementation of reward and punishment strategies. First, teachers should implement age-appropriate rewards that resonate with elementary students' developmental characteristics. Tangible rewards such as stickers, small stationery items, and point systems that accumulate toward larger prizes effectively capture young learners' attention and motivation. Symbolic rewards including achievement boards and public recognition foster positive classroom culture and fulfil relatedness needs. Verbal praise should be specific, sincere, and focused on effort and improvement rather than merely correct answers. Second, punishments should remain mild, educational, and constructive rather than punitive or humiliating. Effective approaches

*The Effectiveness of Reward and Punishment Strategy on Students' Motivation in Learning English*

include verbal reprimands with explanation of desired behaviour, temporary loss of privileges, additional learning tasks related to the content, and brief time for reflection. Punishments should always be accompanied by clear communication about why the behaviour was inappropriate and what behaviour is expected instead. The goal is correction and learning, not shaming or discouraging students. Third, consistency and fairness in implementation are crucial for strategy effectiveness. Students need to understand clearly what behaviours earn rewards and what consequences follow rule violations. The criteria should be applied equally to all students to maintain trust and perceived fairness. Teachers should explain the system clearly at the outset and provide regular feedback on student progress within the system. Fourth, the strategy should be integrated thoughtfully into broader pedagogical approaches rather than used in isolation. Reward and punishment work best within engaging, well-planned lessons where students have meaningful opportunities to succeed and earn recognition. The strategy supports motivation but cannot substitute for quality instruction, interesting materials, and positive classroom relationships.

## ACKNOWLEDGEMENTS

The author expresses gratitude to supervisor Pipit Ertika Daristin, S.Hum, M.Pd., examiners Mukminatus Zuhriyah, M.Pd., and Elisa Nurul Laili, S.S., M.A., and the students and teachers of MI Perguruan Mu'allimat for their support.

## REFERENCES

- Anggraini, A. A., & Saputra, E. R. (2023). Implementasi Pengembangan Infografis Terintegrasi sebagai Media dan Suplemen Pembelajaran Bahasa Inggris di Sekolah Dasar. *Jurnal Didaktika Pendidikan Dasar*, 7(2), 617–638. <https://doi.org/10.26811/didaktika.v7i2.920>
- B.F. Skinner. (2024). *Science and human behavior* (Vol. 28, Issue 52). SLOAN Publisher. <https://doi.org/10.1021/cen-v028n052.p4529>
- Creswell, J. W., & Plano Clark, V. L. (2017). Designing and Conducting Mixed Methods Research. In *Encyclopedia of Research Design*. <https://bayanbox.ir/view/236051966444369258/9781483344379-Designing-and-Conducting-Mixed-Methods-Research-3e.pdf>
- Creswell, J. W. (2009). *Research design: qualitative, quantitative and mixed methods approaches* Research design: qualitative, quantitative and mixed methods approaches Creswell John W Sage 320 £29 0761924426 0761924426 (V. Knight (ed.); Third Edit). SAGE Publications Ltd. <https://doi.org/10.7748/nr.12.1.82.s2>
- Delila, A. (2021). *Students' Perceived Impact of Rewards and Punishments on Their Motivation in Learning English*. 61.
- Fuad, M., Suyanto, E., & Muhammad, U. A. (2021). Can “Reward and Punishment” Improve Student Motivation? *European Online Journal of Natural and Social Sciences*, 10(1), 165–171. <http://www.european-science.com>
- Hidayat, S., & Devi, W. S. (2024). Meninjau Fenomena Kurang Minat Bahasa Inggris di Sekolah: *Seminar Nasional Dan Publikasi Ilmiah 2024 FIP UMJ*, 2354–2360. <https://jurnal.umj.ac.id/index.php/SEMNASFIP/index>
- Irkhamil, M. D. (2022). June 2022. *Journal of Artificial Intelligence and Capsule Networks*, 4(2). <https://doi.org/10.36548/jaicn.2022.2>
- Karam, Z. N. (2023). Describing Lexico-Grammatical Features of English as A Lingua Franca in Kurdistan and The Issue of Intelligibility. *International Journal of Social Sciences & Educational Studies*, 10(2), 64–76. <https://doi.org/10.23918/ijsses.v10i2p64>
- Khoirotunnisa, U., & Retnawati, H. (2025). Kesulitan guru bahasa Inggris dalam mengajar siswa sekolah dasar. *Diglosia: Jurnal Kajian Bahasa, Sastra, Dan Pengajarannya*, 8(2), 559–572. <https://doi.org/10.30872/diglosia.v8i2.1253>
- Likuayang, L. J. L., Tamara, M. A., Pusung, S., & Mangangantung, J. (2022). Pengaruh Variasi Gaya Mengajar Guru Dan Motivasi Belajar Siswa Terhadap Hasil Belajar Bahasa Inggris Siswa. *YUME: Journal of Management*, 5(2), 119–127.

*The Effectiveness of Reward and Punishment Strategy on Students' Motivation in Learning English*

<https://doi.org/10.37531/yume.vxix.3453>

- Novalinda, R., Syahbana, A., & Septiati, E. (2020). Metode Reward and Punishment Pada Pembelajaran Probing Prompting Terhadap Kemampuan Pemecahan Masalah. *Transformasi: Jurnal Pendidikan Matematika Dan Matematika*, 4(2), 259–270. <https://doi.org/10.36526/tr.v4i2.913>
- Purmama, N. A., Rahayu, N. S., & Yugafiati, R. (2019). *Students' Motivation in Learning English*. 2(4), 539–544.
- Rahayu, A., Amaliyah, N., & Hidayani, S. (2024). *Algebra: jurnal pendidikan, sosial dan sains*. 4.
- Rahmawati, W., Karyati, A., & Kurniawan, K. (2024). Peran Guru Dalam Upaya Meningkatkan Motivasi Belajar Bahasa Inggris. *MindSet: Jurnal Manajemen Pendidikan Islam*, 3, 23–32. <https://doi.org/10.58561/mindset.v3i1.143>
- Rasna, D. (2023). Pengaruh Lingkungan Belajar Terhadap Motivasi Siswa Dalam Belajar Bahasa Inggris Di. *JIPDAS: Jurnal Ilmiah Pendidikan Dasar*, 2(1), 174–181. <https://ejournal.lpipb.com/index.php/jipdas%0apengaruh>
- Ryan, R. M. (2023). The Oxford Handbook of Self-Determination Theory. In R. M. Ryan (Ed.), *Educacao e Sociedade* (Vol. 1, Issue 1). Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780197600047.001.0001>
- Swihadayani, N. (2023). Nina Swihadayani SD Negeri 28 Santur Kota Sawahlunto, Indonesia. *Jurnal Sosial Dan Teknologi*, 3(6), 488–493. <https://sostech.greenvest.co.id/index.php/sostech/article/view/810>
- Ulfaminingsih, Asrianto Setiadi M, & Asriati AM. (2021). How to cite: Ulfaminingsih, Asriati AM, Muh. Asrianto Setiadi.. The Students' Perception Of Rewards And Punishment Toward Their Motivation In English Learning. *Journal of English Language Teaching Methodology*, 1(2), 130–139.
- Viana, S., Junaidi, A., & Saputra, A. (2023). The Implementation of Rewards and Punishment on the Students' Motivation in English Learning at Junior High School of SMPN 7 Mataram Academic Year 2022/2023. *Journal of English Education Forum (JEEF)*, 3(2), 30–34. <https://doi.org/10.29303/jeeef.v3i2.561>
- Wahidiyah, & Muhammad Munif. (2024). The Role of Reward and Punishment Strategies in Enhancing Student Learning Motivation: A Pedagogical Perspective. *EDUCARE: Jurnal Ilmu Pendidikan*, 3(2), 73–85. <https://doi.org/10.71392/ejip.v3i2.72>