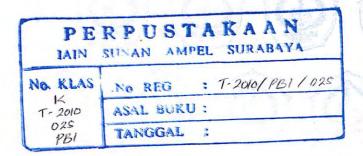
# AN ANALYSIS OF GIVING REWARDS BY TEACHER TO MOTIVATE STUDENTS OF SMA SURYALAYA PLUS SUMENEP IN LEARNING ENGLISH

# THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan Islam (S.Pd.I) in Teaching English



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#### ABSTRACT

Sandra, Tri Amelia. 2010. An Analysis of Giving Rewards by Teacher to Motivate students of SMA Suryalaya Plus in Learning English. Unpublished S1 Thesis. Advisor: Dra.Irma Soraya M.Pd. Pendidikan Bahasa Inggris. Fakultas Tarbiyah. Institute Agama Islam Negeri Sunan Ampel Surabaya.

Generally, we will find some aspects and skills that sustain English language in teaching and learning process. In order to gather those, we need something that drive us to reach that purpose. It's motivation. If asked to identify the most powerful influence on learning, motivation would probably be high on most teachers' list.

Many kinds of motivation strategies that can be applied by teacher in the class, such as giving rewards (extrinsic motivation). Students who have low intrinsic motivation can be helped by rewarding as extrinsic motivation.

Because of those reasons, the writer is interested to analyze giving rewards by teacher that can help to motivate students in learning English. Thus, this study is aimed to analyze giving rewards as strategy to motivate students in learning English.

Related to the purpose above, the writer used descriptive research. The subject of his study is the tenth grade of SMA Suryalaya Plus Suemenep. In collecting data, the writer observed by using observation checklist that observe the teaching and learning process that occurred in classroom, after doing observation, the writer given questionnaire to students in order to know their responses toward giving rewards by teacher, the last, the writer interview teacher and students to sustain her data.

After analyzing the data, the writer can conclude that students in SMA Suryalaya have motivation in learning English, but not all students have really motivated by giving rewards by teacher because the teacher didn't vary the rewards particularly in verbal rewards. Mostly the teacher used verbal rewards such as good, very good, Ok good and social rewards such as applause, smile, and point a thumb upward to motivate students in learning English. From the result of questionnaire, most of students prefer to choose token rewards and social rewards to motivate them in learning English.

Finally, it is expected the teacher consider using token varying rewards especially in positive praise (verbal rewards) to motivate students in learning English.

Key word: reward, motivation.

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# **CHAPTER I**

## INTRODUCTION

#### A. Background of the Study

There are many languages in the world and each of them has their own characteristic, system, method, component, etc such as vocabulary, grammar and pronunciation. Some of those languages are used in the field of business and commerce, science and technology, relation and diplomacy instead teaching and learning process which make Study some of those languages consider as important to be mastered.

English is one of important language in the world because English is International language. Many countries used English in speaking, teaching, learning and writing book including our country Indonesia. English is taught as the foreign language at the secondary school up to university level in our country Indonesia. One of the more complicated problems of second language leaning and teaching has been define and apply the construct of motivation in the classroom. Marion Williams stated that if asked to identify the most powerful influence on learning, motivation would probably be high on most teachers' list.<sup>2</sup>

All students need motivation to learn, particularly learning English.

Actually they need both opportunities to learn and encourage and the teacher must

<sup>&</sup>lt;sup>1</sup> H Douglas Brown. Teaching by Principles, An Interactive Approach to Language Pedagogy (Longman, 2007) page, 84

<sup>&</sup>lt;sup>2</sup> Marion Williams and Robert L *Physichology for Language Teachers: a Social Constructivist Approach* (Cambridge, 2007) page. 111

support their learning efforts. Because of such motivation is unlikely to develop in a chaotic classroom, it is important that the teacher organize and manage the classroom as an effective learning environment. It is important that learning occur within relaxed and supportive atmosphere. The teacher should be patient, encouraging person who supports students leaning efforts. Students should feel comfortable taking intellectual risk because they know that they will not be embarrassed or criticized if they make mistakes. In this case, teacher can help students to develop the power of motivation. The effort of the techer consist of: the teacher should not be misled by observed effort, he or she still need to know whether the effort of inveatment of the students is high or low. In order to teacher is able to interpret the students' initiative, persentence, and disengagement meaningfully. The teacher needs to have a good idea to give such effort or plenty of opportunities to practice so that the students have activity to do.it is motivation.

Motivation can drive students' interest in learning English. According to me, motivation is something that can drive people's interest to do something for getting some goals particularly it drives students' interest in learning English. It is in same line with Jeremy Harmer who defined that motivation is some kind of internal drive which pushes someone to do things in order to achieve something<sup>3</sup> Motivation is the extent to which you make choices about goals to pursue and the

<sup>3</sup> Jeremy Harmer. The Practice of English Language Teaching (Longman, 2003) page. 51

effort you will devote to that pursuit.<sup>4</sup> Motivation has two types first intrinsic motivation, it is ones for which there is no apparent reward except the activity itself. It means motivation that got because of the activity itself or lesson and there are no rewards. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward; second, extrinsic motivation is carried out in anticipation of a reward from outside and beyond the self it means motivation that pushed from outside the lesson or activity itself, such as getting rewards.5

Many strategies to motivate students in learning English such as reward. Reward is typical extrinsic motivation. They are money, prizes, grades and even certain types of positive feedback. Dornyei stated that there are some factors that can influence students' motivation in English learning. Those are the teacher's behavior, the students' relationship, the strategy of teaching and atmosphere in the classroom. Reward can be included into the factors that can influence students' learning. Students who do not yet have powerful instrinsic motivation to learn can be helped by extrinsic motivation in the form of rewards. Rather than criticizing unwanted behavior or answers. The teacher can give some rewards for the students such as exemptions from the final exams, verbal praise and soon for good performance.

<sup>&</sup>lt;sup>4</sup> H Douglas Brown. Teaching by Principles, An Interactive Approach to Language Pedagogy (Longman, 2007) page. 85

Ibid. Hal.88

Reward is a thing that is given or received return for doing something good, working hard<sup>6</sup>. Dornyei stated that Most teacher feel that it is a good positive things reward their students' praiseworthy efforts accomplisements. Rewards are amazingly versatile and useable: they can be applied in just about any teaching context for tasks as diverse as memorising poetry to completing research reports. Rewards can be verbal or tangible, large or small, and silent or nonsilent. They can be given simply for engaging in an activity, for completing the activity, or for not completing an activity but also doing so in way that fulfills some criterion for performance.8 Teachers believe that reward can be used effectively in classrooms. The main point is the key of rewarding effectively is to do so in ways that support students' motivation to learn and avoid encouraging them to think that they engage in learning activities only to earn rewards. According to me rewards are not only in form of visible things but also invisible things such as verbal praise or positive statement, non verbal praise such as smiling that can motivate students in learning English.

The students' backgrounds in SMA Suryalaya are mostly from village. They know English so little. They only get English lesson when they come to this school. They feel rather difficult while learning English, but they didn't loose hope, they persisted to learn English much. So they really need something that can motivate them to learn English. Sometimes, teacher forget to reward their

Hornby. Oxford Advanced Learner's dictionary (Oxford University Press, 1995) hal. 1008

<sup>&</sup>lt;sup>7</sup> Zoltan Dornyei. Motivational Strategies in Language Classrom (Cambridge, 2001) hal. 127

Thomas L Good and Jere Brophy. Loking in Classroom (Longman, 2008) hal. 158

students when they do good job, working hard although that is only smile or giving positive statement that can motivate them to learn English more. They will feel appreciated when the teacher reward their works althought that's only by word "Good or excellent" (positive statement), raising thombs upward or applause (social reward). This is not something which to get things from their teacher but only to motivate them to learn English. These are my reasons to research the teacher and students in SMA Suryalaya Plus while teaching and learning English. So researcher would like to research the giving reward by teacher to motivate student of SMA Suryalaya Plus in learning English.

#### B. Statement of Problem

- 1. How are the implementations of giving rewards by teacher to motivate students of SMA Suryalaya Plus in learning English?
- 2. What kind of reward does teacher give to motivate students SMA Suryalaya Plus in learning English?
- 3. How are the students' responses after getting rewards from teacher to motivate students of SMA Suryalaya Plus in learning English?

#### C. Objective of the Study

- To describe the implementations of giving rewards by teacher to motivate students SMA Suryalaya Plus in learning English
- To describe the kind of reward does teacher give to motivate students SMA
   Suryalaya Plus in learning English

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3. To describe the students' responses after getting rewards from teacher to

motivate students SMA Suryalaya Plus in earning English.

D. Significance of the Study

The result is expected to be useful for both the teacher and the students.

For the teacher giving reward can be used as one of teaching srategy or

media which is interesting, enjoyable to avoid boredom in teaching English and

also to help and motivate his/her students in learning English.

For the students, a reward can attract their interest and motivation in

learning English.

E. Scope and Limitation

The scope of this study is giving reward to motivate students in learning

English. The writer will limit her study on tenth grade student of senior high

school and giving reward by teacher.

F. Keys Of Term

Motivation : something that drive students' interest to learn English

Reward : A thing that is given by teacher to his or her students for doing

something good, working hard.

#### CHAPTER II

#### REVIEW OF RELATED LITERATURE

#### A. Motivation

If asked to identify the most powerful influences in learning, motivation would probably be high on most teachers' lists. It seems only sensible to assume that learning is most likely to occur when we want to learn.

#### 1. Definition of Motivation

According to Brown H Douglas stated that motivation is the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit. In the other book Brown stated that motivation is star player in the cast of characters assigned to second language learning scenarios around the world. In the same line Jeremy Harmer defined that motivation is some kind of internal drive which pushes someone to do things in order to achieve something and also Lynne in her book "Teaching English Learners" stated that motivation is a trait may lead teachers to blame the students, parents or culture for low students' interest or achievement. So motivation is things which someone wants to do in order to achieve goals or something.

<sup>&</sup>lt;sup>9</sup> H Douglas Brown. Principles of Language Learning and Teaching (Longman, 2006) page.168

<sup>&</sup>lt;sup>10</sup> Jeremy Harmer. The Practice of English Language Teaching (Longman, 2003) page. 51 <sup>11</sup> Lynne T. Teaching English Learners: Strategies and Methods (Pearson, 2004) page. 51

#### 2. Theory of Motivation

Various theories of motivation have been proposed over the course of decades of research. Following three different perspectives emerge as Douglas stated:

- a. From a behavioral perspective, motivation is seen in very matter of fact terms. It is quite simply the anticipation of reward. Driven to acquire positive reinforcement, and driven by previous experience of reward for behavior, we act accordingly to achieve further reinforcement.
- b. In cognitive terms, motivation places much more emphasis on the individual's decisions, "the choices people make as to what experiences or goals they will approach or avoid the degree of effort they will exert in that respect". Some cognitive psychologists see underlying needs or drives as the compelling force behind our decisions, for example, identified six needs under girding the construct of motivation.
- 1) The need for exploration
- 2) The need for manipulation
- 3) The need for activity
- 4) The need for stimulation
- 5) The need for knowledge
- 6) The need for ego enchantment

A constructivist view of motivation places even further emphasis on social context as well as individual personal choices. Each person is motivated differently and will therefore act on his or her environment in ways that are unique.

The needs concept of motivation in some ways belongs to all three schools of thought: the fulfillment of needs is rewarding, requires choices and in many cases must be interpreted in a social context. Consider children ho are motivated to learn to read. They are motivated because they perceive the value (reward) of reading, they meet the needs of exploration, stimulation knowledge, self-esteem and autonomy, and they do so in widely varying ways and schedules in the context of a society that values literacy.

Table, Three views of motivation. 12

Behavioristic	Cognitive	Constructivist
	D: 1 1 . 1	
Anticipation of reward.	Driven by basic human	Social context.
Desire to receive positive	needs (exploration,	Community.
reinforcement.	manipulation, etc.)	Social status.
External, individual forces	Degree of effort expended.	Security of group.
in control.	Internal, individual forces	Internal, interactive forces
	in control.	in control.

# 3. The Types of Motivation

Motivation has two types first intrinsic motivation, it is ones for which there is no apparent reward except the activity itself. It means

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<sup>&</sup>lt;sup>12</sup> H. Douglas Brown, page. 170

motivation that got it is because of the activity itself or lesson and there are no rewards. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward; second, extrinsic motivation is carried out in anticipation of a reward from outside and beyond the self it means motivation that pushed from outside the lesson or activity itself, such as getting rewards. 13

In the same line Marion Williams and Robert L stated that when the only reason for performing an act is to gain something outside the activity itself, such as passing an exam, or obtaining financial rewards, the motivation is likely to be extrinsic. When the experience of doing something generates interest and enjoyment, and the reason for performing the activity lies within the activity itself, then the motivation is likely to be intrinsic. 14 H Douglas Brown also stated in his other book that intrinsically motivated activities are ones which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to extrinsic reward. On the other hand, extrinsic motivation is fueled by the anticipation reward from outside and beyond the self. Typical extrinsic motivation rewards are money, prizes, grades, and even certain types of positive feedback. 15

<sup>13</sup> Ibid. Hal.88

<sup>&</sup>lt;sup>14</sup> Marion Williams and Robert L Physichology for Language Teachers: a Social Constructivist Approach (Cambridge, 2007) page. 123 <sup>15</sup> H Douglas Brown, 2006. page.172

#### 4. Motivational strategies

Motivational strategies are techniques that promote the individual's goal-related behaviour. Because human behaviour is rather complex, there are many diverse ways of promoting it. Motivational strategies refer to motivational influences that are conciously exerted to achieve some systematic and enduring positive effect. There are some ways to organize them:

- Focus on the internal of a typical language class and cluster the strategies according to the various structural unit (e.g strategies too give feedback)
- Design primarly trouble-shooting guide in which some particularly problematic facets of the classroom's motivational life are listed and suggestion are offered on how to handle these.
- Focus on *key motivational concept* such as self-confidence or student autonomy and use these as the main organising unit.
- Centre *the discussion* on the main types of teacher behaviour that have motivating effects (e.g showing a good example)<sup>16</sup>

And also Stephen J. Carroll and Henry L. Tosi in their article said that there are seven motivational strategies in managing people. Managers (same as teacher) should understand the advantages and disadvantages of each.

<sup>&</sup>lt;sup>16</sup> Zoltan Dornyei, Motivational Strategies in the Language Classroom, (Cambridge, 2001), page. 28

#### a. Team Work

Skillful managers form work groups when possible with the hope that peer pressure will induce high levels of performance. This is reported to be an effective means of motivation because individuals appear to be more concerned with living up to the expectations of fellow workers rather than the expectations of their bosses. Complexities arise when a group conforms to a level of achievement rather than a high performance level, or when a particular work setting makes it difficult to structure group activities.

#### b. Personal involvement

Workers who are allowed to set their own performance levels will usually try to meet their own expectations. It is important to have the worker make a verbal commitment regarding their anticipated achievement levels. Also, individuals and groups are most likely to attain goals when they make a public commitment to do so. This may be due to the fact that such commitments are promises and most people view themselves as persons who keep their word.

The chief problem with this strategy results from workers who maintain a low self-image. At this point, managers are faced with the problem of motivating a worker to think positively about himself so his self-image will correlate with high performance. On the whole, this

strategy is effective, but it might demand a manager to reinforce an employee's strengths first.

#### c. Work Enhancement

With this method, managers structure jobs so the work provides fulfillment. The experiment in job enrichment underway at the Saab-Volvo automobile plant in Sweden illustrates rather nicely how job enrichment works. They use a team-assembly concept in which workers rotate the tasks required for building an automobile. Basically, the entire group is responsible for assembling the complete automobile. This is in contrast to the monotonous production system which now characterizes auto manufacturing in the United States.

One of the difficulties with this type of motivational strategy is that workers want to be compensated adequately for the work they do. When employees are expected to perform more complicated job skills, they expect increased compensation. When this does not happen, the work may no longer offer an internal incentive.

#### d. Rewards

This type of planning is based on the behavior modification approach that workers will increase or repeat the desired work performance if they are given rewards. It is also hoped that poor performance will be eradicated once the subordinate comprehends the relationship between commendable performance and rewards.

Generally, the reward approach is successful but it is not without its complications. Individuals are unique and maintain different value systems. What may be considered rewarding to one worker may be no incentive whatsoever to the next employee. Some people prefer pay increases. Others seek promotions. Still others may desire new rugs on their office floors. Establishing meaningful incentives for performance with individuals can be a difficult task for a manager.

#### e. Mutual Exchange

Sometimes, managers promise special privileges for the exchange of desired work performance. A supervisor may allow a worker to leave work early if he completes his task for the day, or he may be allowed a day away from the job if he finishes a required project within a specified time.

Mutual exchange is a frequently used strategy, but not necessarily the most effective. Problems arise when the employee feels the exchange is out of balance, or when he cannot come to an agreement with his supervisor as to what would be a fair exchange.

#### f. Competitive Measures

In this design, workers compete against others for certain bonuses or prizes. Banners, plaques, vacations, and free dinners are examples of some rewards offered. This strategy is often used for sales incentives.

Difficulties emerge when managers design contests that do not offer a fair opportunity to achieve the specified goals. If the same individuals and groups consistently win the prizes due to the contest design, interest in competing is likely to grow lukewarm for many of the workers. Also, competition does not promote a cooperative strategy and work performance can actually be sabotaged due to the hostility that competition can trigger.

#### g. Punishment And Fear

Although frequently used, the least effective method of motivating a worker is with a negative consequence, such as a verbal dressing-down, suspension, or the loss of the job.

# 5. Some Ideas For Motivating Students

Every teacher mostly have some ideas to motivate his or her student to learn English well. Robert Harris stated that there are some ideas for motivating our students as below:

#### a. Explain

Some recent research shows that many students do poorly on assignments or in participation because they do not understand what to do or why they should do it. Teachers should spend more time explaining why we teach what we do, and why the topic or approach or activity is important and interesting and worthwhile. In the process, some of the teacher's enthusiasm will be transmitted to the students, who will be more likely to become

interested. Similarly, teachers should spend more time explaining exactly what is expected on assignments or activities. Students who are uncertain about what to do will seldom perform well.

(In a study conducted on one college campus, a faculty member gave a student assignment to a group of colleagues for analysis. Few of them could understand what the faculty member wanted. If experienced Profs are confused, how can we expect students to understand?)

#### b. Reward.

Students who do not yet have powerful intrinsic motivation to learn can be helped by extrinsic motivators in the form of rewards. Rather than criticizing unwanted behavior or answers, reward correct behavior and answers. Remember that adults and children alike continue or repeat behavior that is rewarded. The rewards can (and should) be small and configured to the level of the students. Small children can be given a balloon, a piece of gum, or a set of crayons. Even at the college level, many professors at various colleges have given books, lunches, certificates, exemptions from final exams, verbal praise, and so on for good performance. Even something as apparently "childish" as a "Good Job!" stamp or sticker can encourage students to perform at higher levels. And the important point is that extrinsic motivators can, over a brief period of time, produce intrinsic motivation. Everyone likes the feeling of accomplishment and recognition; rewards for good work produce those good feelings.

#### c. Care.

Students respond with interest and motivation to teachers who appear to be human and caring. Teachers can help produce these feelings by sharing parts of themselves with students, especially little stories of problems and mistakes they made, either as children or even recently. Such personalizing of the student/teacher relationship helps students see teachers as approachable human beings and not as aloof authority figures. Young people are also quite insecure, and they secretly welcome the admission by adults that insecurity and error are common to everyone. Students will attend to an adult who appears to be a "real person," who had problems as a youth (or more recently) and survived them.

It is also a good idea to be approachable personally. Show that you care about your students by asking about their concerns and goals. What do they plan to do in the future? What things do they like? Such a teacher will be trusted and respected more than one who is all business.

#### d. Have students participate.

One of the major keys to motivation is the active involvement of students in their own learning. Standing in front of them and lecturing to them (at them?) is thus a relatively poor method of teaching. It is better to get students involved in activities, group problem solving exercises, helping to decide what to do and the best way to do it, helping the teacher, working with each other, or in some other way getting physically involved in the lesson. A

lesson about nature, for example, would be more effective walking outdoors than looking at pictures.

Students' love to be needed (just like adults!). By choosing several students to help the teacher (take roll, grade objective exams, research bibliographies or biographies of important persons, chair discussion groups, rearrange chairs, change the overhead transparencies, hold up pictures, pass out papers or exams) students' self esteem is boosted and consequently their motivation is increased. Older students will also see themselves as necessary, integral, and contributing parts of the learning process through participation like this. Use every opportunity to have students help you. Assign them homework that involves helping you ("I need some magazine illustrations of the emphasis on materialism for next week; would someone like to find one for me?").

#### e. Teach Inductively.

It has been said that presenting conclusions first and then providing examples robs students of the joy of discovery. Why not present some examples first and ask students to make sense of them, to generalize about them, to draw the conclusions themselves? By beginning with the examples, evidence, stories, and so forth and arriving at conclusions later, you can maintain interest and increase motivation, as well as teach the skills of analysis and synthesis. Remember that the parable method of making a point has some significant historical precedent.

#### f. Satisfy students' needs.

Attending to need satisfaction is a primary method of keeping students interested and happy. Students' basic needs have been identified as survival, love, power, fun, and freedom. Attending to the need for power could be as simple as allowing students to choose from among two or three things to dotwo or three paper topics, two or three activities, choosing between writing an extra paper and taking the final exam, etc. Many students have a need to have fun in active ways—in other words, they need to be noisy and excited. Rather than always avoiding or suppressing these needs, design an educational activity that fulfills them.

Students will be much more committed to a learning activity that has value for them that they can see as meeting their needs, either long term or short term. They will, in fact, put up with substantial immediate unpleasantness and do an amazing amount of hard work if they are convinced that what they are learning ultimately meets their needs.

#### g. Make learning visual.

Even before young people were reared in a video environment, it was recognized that memory is often connected to visual images. In the middle ages people who memorized the Bible or Homer would sometimes walk around inside a cathedral and mentally attach certain passages to objects inside, so that remembering the image of a column or statue would provide the needed stimulus to remember the next hundred lines of text. Similarly, we

can provide better learning by attaching images to the ideas we want to convey. Use drawings, diagrams, pictures, charts, graphs, bulleted lists, even three-dimensional objects you can bring to class to help students anchor the idea to an image.

It is very helpful to begin a class session or a series of classes with a conceptual diagram of the relationship of all the components in the class so that at a glance students can apprehend a context for all the learning they will be doing. This will enable them to develop a mental framework or filing system that will help them to learn better and remember more.

### h. Use positive emotions to enhance learning and motivation.

Strong and lasting memory is connected with the emotional state and experience of the learner. That is, people remember better when the learning is accompanied by strong emotions. If you can make something fun, exciting, happy, loving, or perhaps even a bit frightening, students will learn more readily and the learning will last much longer. Emotions can be created by classroom attitudes, by doing something unexpected or outrageous, by praise, and by many other means.

The day you come to class with a bowl on your head and speak as an alien observer about humans will be a day and a lesson your students will remember. Don't be afraid to embarrass yourself to make a memorable point.

#### i. Remember that energy sells.

Think about these problems for a minute: Why would so many students rather see Rambo, Robocop, Friday the 13th, or another movie like that than one on the life of Christ? Why is rock music more popular with youth than classical music or Christian elevator music? Why is evil often seen as more interesting than good? The answer is connected with the way good and evil are portrayed. Unfortunately, evil usually has high energy on its side while good is seen as passive and boring. We've been trapped by the idea that "bad people do; good people don't." Good is passive, resistant, reactionary, while evil is proactive, energetic, creative. In a typical cartoon where Sylvester the cat is trying to catch and eat Tweety bird, the cat is highly creative, inventing several ways to get at Tweety. Meanwhile, the guard dog is passive and waits until the cat comes within range before spoiling his plans by beating him up. Here is the unfortunate problem: in the theological scheme of things, the cat is the devil and the dog is God. The cat is admired because of his creative energy; the dog is just a boring policeman. This problem is not new--in the seventeenth century, Milton's Paradise Lost was criticized because Satan was a more interesting character than God, because Satan was the one with the energy.<sup>17</sup>

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<sup>&</sup>lt;sup>17</sup> Robert Harris. Some ideas for motivating students. (March 2, 1991). http://www.virtualsalt.com/motivate.htm

#### 6. Motivation in Learning and Teaching

One of teacher's roles is as motivator every teacher must help his or her students to support them in learning English. It is because most of students will feel Pleasant if they get motivation from their teacher. As stated by Dr. James E. Alatis that many factors and techniques for fostering motivation that can be attended by teacher and students which are given in this list, we can call it FUELBAGS <sup>18</sup>:

F- Freedom from fear: e.g Learners should not be embarrassed if they have not done their assignments, if they make errors in production, or if they can not respond immediately

U-Understanding: e.g Teaches must consider the socio economic, cultural, and emotional background of the learners in order to help them maintain their pride in themselves.

E- Experiences: e.g. Learners must engage in a wide variety of activities in order to fulfill their need for thinking, learning, doing or choosing.

L-Love: e.g The teacher often has to take the role of a substitute parent and be aware of the hunger for affection of the learner who, rightly or wrongly, feels rejected by family or peers.

B- Belonging: e.g. Learners should participate with the class "community" in all facets of panning and decision-making during the learning process.

<sup>&</sup>lt;sup>18</sup> James E.Alatis, Viewpointson English as a Second Language. (Unated State: 1997) page. 194

A-Achievement *and Actualization*: e.g. Learners should be helped to perfect today what they might have been able to do only haltingly yesterday.

G- Grouping and Individualization: e.g. The teacher should be aware of level at which each students is capable of operating at any moment in time, of his or her optimal way of learning, of time he or she needs to learn and should gear classroom group and individual activities to take all these factors into account. S- Success: e.g. The learners should experience numerous small intermediate successes and attain short-term goals which will then motivate him or her to continue working toward individual, school, community, or nation-wide goals.

These are the characteristics of Highly-motivated students:

- understand how succeeding in college fits with their own personal, academic, social, and occupational goals.
- focus on goals to help them stay committed to putting forth the effort and doing what is necessary to benefit from college.
- are more likely to work hard at participating in their classes and at learning the material presented.
- 4. are more likely to keep working in the face of difficulties when trying to understand a concept or complete a long, complex assignment.
- 5. tend to see success as a function of their effort.

6. understand that there are factors they can't control (e.g., the type of test or assignment given), and focus on the factors that are controllable (e.g., how much time, energy, and effort they can apply it.

#### Students with low motivation:

- are usually not clear about how college fits in with their own personal, academic, social, and occupational goals.
- may be easily distracted when listening to their teacher or completing assignments on which they are working.
- May find it difficult to get started on their homework or other class projects.
- 4. May not put much effort into assignments and they may find it difficult to start or complete homework.
- May find it difficult to participate in class and to stay focused on learning the information being taught.
- 6. Are more likely to blame someone or something else for their poor performance, such as the teacher or the difficulty of the test, rather than accepting responsibility for not studying enough or for not studying the right material.

7. Are often less successful because they may not accept responsibility for their performance, are generally not interested in completing assignments, and are likely to put forth less effort on challenging tasks.

#### B. Reward

#### 1. Definition of Reward

Rewards is a thing that is given by teacher to his or her students for doing something good, working hard. In the Oxford dictionary reward is a thing that is given or received return for doing something good, working hard.<sup>19</sup> According to Shirley reward is a best guess at what events or things may act as reinforces for particular person.<sup>20</sup>

# 2. Types of Rewards

Many rewards that can be used by teacher as media or strategy to motivate her/his students in the classroom. According to Zoltan Dornyei argued that the variety is still impressive as below:

Material rewards, such as sweets, ice cream, and other consumables, money, various school prizes (e.g. books, pencils, bookmarks, trinkets)

<sup>19</sup> Hornby. Oxford Advanced Learner's dictionary (Oxford University Press, 1995) page. 1008

<sup>&</sup>lt;sup>20</sup> Shirley L. Bill and Jonathan E Solity. *Classroom Management: Principles to Practice* (Routledge, 1996) page. 108

- Special privileges, opportunities and perks, such as choosing activities or λ stories, extra play time, use of special equipment (e.g. computer), or facilities (e.g. library, gym)
- Awards and other recognition, such as honor rolls, notice board displays, gold stars
- Teacher rewards, such as special attention, personalized relationship, special times spent together.<sup>21</sup>

In the same line Shirley L Bill and Jonathan E Solity also stated that there are four types of rewards that offered in order to be used as reference by teacher, as follow:

#### Social rewards

Social rewards involve pleasent interactions with other people, adults or children. Examples would include teacher praise, smiles and feedback, opportunnities to sit with friends or to show good work to the headteacher. For most children social rewards, particularly adult attention and praise are very powerful.

#### Activity rewards

These may be arranged as part of the natural sequence of classroom activitiees, they innclude any activity which children enjoy. Thus the teacher might arrange a free choice interval between parts of a teaching

<sup>&</sup>lt;sup>21</sup> Zoltan Dornyei, Motivational Strategies in the Language Classroom, (Cambridge, 2001), page. 129

session. Activity rewards are only reinforcing in so far as they are those the children enjoy.

#### c. Token rewards

There are more tangible signs of success or approval. Stars may be stuck in children's books or on a wall chart; badges may be given to wear for the day or points may be given for remembering to follow classroom routines. Token are useful as they can be given immediately and can even be exchanged for other rewards later on.

#### d. Material rewards

Material rewards, the tangible of all, may therefore be necessary with these young children and perhaps with older youngsters whose previous experience has not taught them to value the more usual rewards available in school. Material rewards include consumables of all kinds: sweet, trinkets, toys and so on. They seem more likely to be reserved for commendation of excellence including, as they do, prizes of all kinds.<sup>22</sup>

Table. Types of reward and some classroom examples

Туре	Main Features	Examples	Comments
Social	Involve pleasent	Praise, applause, the	They are determined by
rewards	interactions with	opportunity to sit with	the beaviour of others.
	other people	friends or show good	Often the natural

<sup>&</sup>lt;sup>22</sup> Shirley L. Bill and Jonathan E Solity. *Classroom Management: Principles to Practice* (Routledge, 1996) page. 109-112

		work to favourite	consequence of social
		teacher, touch, hugs	behaviours.
		(young children).	
		Smiles. A written note	
		to parents about good	
		progress or behaviour	
Activity	Involve	Any preferred activity:	The activity offered must
rewards	opportunties for	play as individual or	be the child's preferred
	enjoyment	group; games; read to	activity. It is best to
	activities	the teacher; clean	avoid curricular
		board; work on topic of	activities. May also
		interest; free choice of	involve social reinforces
		activity, etc.	e.g. playing a group
		·	game with friends.
Token	Visual, tangible	Stars, points, grades,	The activity can be used
rewards	signs of approval	ticks, badges, merit	alone or exchanged for
	or progress	cards, certificates	activity or material
			rewards later: they are
			easier to arrange
			immediately
Material	Tangible/ usable/	Sweets, play-thing,	These are generally

rewards	edible items	trinkets and prizes or	reserved for use as a back
		presents of all kinds.	up only with very young
			children or when all
			other types are
			ineffective. Always pair
			these with other types of
			reward to strengthen the
			effectiveness of the
			reward.

#### 3. Rewards in Teaching or Learning

Reward that include into extrinsic motivation is often considered to be excellent ways of motivating underachieving or reluctant learners. I prefer to use reward to motivate students in learning than the students do not concerned about the lesson. As Marrion and Robert said that system of rewards are set up as classroom management scheme with the result that gold stars, points, tokens and even sweets are granted as rewards for and implicitly motivator towards good behavior and learning progress.<sup>23</sup>

<sup>&</sup>lt;sup>23</sup> Marrion Williams, Psychology for Language Teacher: a Social Constructive Approach. (Cambridge: 1997) page. 134

Also as stated by Wheldall and Merret in Marrion William and Robert L. Burder cite large number of studies which show that rewards such as praise are far more effective than punishment. They have even built an approach to teaching based on this principle which they term 'Positive Teaching' and which they claim to be highly effective.<sup>24</sup>

Many models and strategies to motivate students in learning and rewards is one of models or strategy of motivation that can use to help in learning.

As stated by Robert Harris that students who do not yet have powerful intrinsic motivation to learn can be helped by extrinsic motivators in the form of rewards. The rewards can (and should) be small and configured to the level of the students. Small children can be given a balloon, a piece of gum, or a set of crayons. Even at the college level, many professors at various colleges have given books, lunches, certificates, exemptions from final exams, verbal praise, and so on for good performance. Even something as apparently "childish" as a "Good Job!" stamp or sticker can encourage students to perform at higher levels. And the important point is that extrinsic motivators can, over a brief period of time, produce intrinsic motivation. Everyone likes the feeling of accomplishment and recognition; rewards for good work produce those good feelings. This strategy is more effective than punishment.

<sup>24</sup> Ibid. Page.135

Shirley also offered effective praise that can be used by teacher. Full praise statement and partial statement that offered by Shirley have own steps to reward these praise to students.

#### a. Full Praise Statement

These are the steps to offer full praise statement:

#### 1) Gain attention and show approval

It mean that teacher make sure to be clearn in rewarding or mentioning children although they are named individually or in a goup. It indicates that the teacher has thei attention. Therefoe the first should convey approval, for example 'Well done, Jimmy'; 'Yes, group two, that's right'

# 2) Say why you are pleased

It means that the teacher gives reson of his or her pleasant to reward them or give them feedback, for example, 'You've remembered to use capital and full stops'; 'You are all looking and listening carefully'

# 3) Say what pogress there has been

It is often helpful to highlight the improvement noticed over aperiod of time, particularly doing new or weak assignment.

# 4) Mention other possible consequences

The teacher might refer to the natural consequences of the appropriate behaviour, for example: 'You'll be finished in time to choose what you do for the last five minutes of the lesson'

# 5) Give a motivational challage

Final phrase presents the child or group with a challage which is intended to encourage them to keep tying, for example: 'Can you try as hard tomorrow? 'Well, I think you can'.

#### b. Partial Statement

When a lesson is in full progress, shorter forms of praise are obviously moe feasible. These should include the first two elemnts of a full praise statement: (1) gainning attention and showing approval, and (2) saying why you're pleased.<sup>25</sup>

Example 1: '(1) Well done, Class 4, (2). Everyone's workinh hard'.'

Exa,ple 3: 'Goup two. Good listening.'

<sup>&</sup>lt;sup>25</sup> Shirley L. Bill and Jonathan E Solity. *Classroom Management: Principles to Practice* (Routledge, 1996) page. 118-120

# C. Rewards as Motivation in Learning

The use of rewards in classroom management is directed towards strengthening behavior which is socially acceptable in class and which assists the children's learning on educational tasks.<sup>26</sup>

Many teachers believe that student motivation can be "jump started" by providing tangible rewards such as stickers, candy or prizes. They assert that reinforcing appropriate behaviors can have positive results since children tend to continue or repeat an action that is rewarded. They state that some parents do not encourage their children to do their best at school and hence the students are indifferent to learning. These teachers insist that tangible rewards can help these students develop a reason to apply by themselves. They state that through the use of rewards children learn to listen, to complete work, and to behave appropriately.

Others argue that rewards devalue learning and counteract the development of self-discipline and intrinsic motivation. For example, when a child does an assignment to get a piece of candy, you have not taught him or her the value of hard work or learning. These opponents assert that tangible rewards produce short-term changes and only serve as motivators if children want them. They contend that the use of rewards fosters competition and the "What's in it for me?" attitude; the more they are used, the more incentives students expect. They maintain that rewards can have a negative effect upon student initiative and performance because they are seen as bribes used to control, and that older

<sup>&</sup>lt;sup>26</sup> Shirley, page. 108-109

children in particular may feel insulted and/or manipulated when rewards are offered. Critical observers point out that rewards have not been shown to change behavior when children are left unsupervised. <sup>27</sup>

# 1. Rewards as Strategy of Motivation

As I mentioned about the motivational strategies above that rewards can be one of those strategies to motivate students in learning particularly learning English. Stephen J. Carroll and Henry L. Tosi explained in their article that

"Reward is type of planning is based on the behavior modification approach that workers will increase or repeat the desired work performance if they are given rewards. It is also hoped that poor performance will be eradicated once the subordinate comprehends the relationship between commendable performance and rewards. Generally, the reward approach is successful but it is not without its complications. Individuals are unique and maintain different value systems. What may be considered rewarding to one worker may be no incentive whatsoever to the next employee. Some people prefer pay increases. Others seek promotions. Still others may desire new rugs on their office floors. Establishing meaningful incentives

Robert Harris also said in his article that

a manager."

"Students who do not yet have powerful intrinsic motivation to learn can be helped by extrinsic motivators

for performance with individuals can be a difficult task for

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<sup>&</sup>lt;sup>27</sup> Leah Davies, M.Ed. *Rewards in The Classroom* http://www.kellybear.com/TeacherArticles/TeacherTip45.html

in the form of rewards. Rather than criticizing unwanted behavior or answers, reward correct behavior and answers. Remember that adults and children alike continue or repeat behavior that is rewarded. The rewards can (and should) be small and configured to the level of the students. Small children can be given a balloon, a piece of gum, or a set of crayons. Even at the college level, many professors at various colleges have given books, lunches, certificates, exemptions from final exams, verbal praise, and so on for good performance. Even something as apparently "childish" as a "Good Job!" stamp or sticker can encourage students to perform at higher levels. And the important point is that extrinsic motivators can, over a brief period of time, produce intrinsic motivation. Everyone likes the feeling of accomplishment and recognition; rewards for good work produce those good feelings". 28

Sumadi Subyarta also said that Skinner divided response into two types: (1) Respondent response. It means that response that appeared by certain reinforces it is named eliciting stimuli which cause permanent reinforces. (2) Operant response, it means that responses that appeared and developed by following certain reinforces. It is caused by reinforcing stimuli or reinforcer because those reinforces strength response that done by organism, for example, A child learns (has done an action), then he or she gets reward, so he will be more diligent in learning (his or her response is more intensive or stronger). So, many strategies that offered which can be used by

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<sup>&</sup>lt;sup>28</sup> Robert Harris. Some ideas for motivating students. (March 2, 1991). <a href="http://www.virtualsalt.com/motivate.htm">http://www.virtualsalt.com/motivate.htm</a>

teacher to motivate their students in learning however their student who has lack motivation particularly reward as their response toward learning.

#### 2. Rewards as Strategy of Motivation in Learning English

As I mentioned for previous discussion that rewards can be strategy to motivate students in learning particularly learning English which as foreign language. The learning of a foreign language involves far more than simply learning skills, or a system of rule, or a grammar. Success in learning a foreign language will be influenced particularly by attitudes toward the community of speakers of that language. One of the most influential models is motivation that involve integrative and instrument orientation. Gardner said in Marrion Williams' book that an integrative orientation occurs when the learner is studying a language because of a wish to identify with the culture of speakers of that language. An instrumental orientation describes a group of factors concerned with motivation arising from external goals such passing exam, financial rewards, furthering a career or gaining promotion.<sup>29</sup>

As Zoltan Dornyei that rewards are too often the only tools available in the motivational arsenal of many teachers. Rewards are better for students to learn English for brownie points than not to learn it at all and participating in

<sup>&</sup>lt;sup>29</sup> Marrion Williams and Robert L Burden, Psychology for language Teacher: a Social Constructivist Approach. (Cambridge: 2007) page.116

the classroom to avoid punishment must be infinitely better than playing truant instead.<sup>30</sup>

So rewards can use as strategy of motivation for students to learn English in order to help them to learn English at all and to help in participating them in the classroom.

### 3. How Does Teacher Use Reward Effectively

Every teacher must have some ideas to motivate his or her students particularly using reward. Teachers will never get the end of efforts to help student to get spirit in learing English because Zoltan Dornyei stated that every teacher has responsibility to keep spirit toward his students.<sup>31</sup>

According to Leah Davies, M.Ed. these are the effort that can be used by teacher who use rewards to motivate her students effectively.

a. Think in terms of acknowledgment and encouragement rather than praise. Praise helps most when it conveys not only approval but information about the progress a child is making. For example, "You have been trying so hard to learn those new words and now you are able to read the whole story!"

<sup>&</sup>lt;sup>30</sup> Zoltan Dornyei, Motivationalstrategies in language learning. (Cambridge, 2001) page. 128

<sup>31</sup> Ibid, page. 27

- Demonstrate interest and acceptance in children because they have innate value that is not contingent on their work. For example, say, "(Child's name), I'm glad you are in my class."
- c. Use positive body language such as smiling, looking directly at the child, standing close, listening intently, and assisting when needed.
- d. Acknowledge a child's effort or progress without judgment using clear, specific language. Offering descriptive praise shows that you are paying close attention. For example:
  - " I can see that you enjoy English. You have worked on these problems for over half an hour!"
  - " I'm glad to see you are working so hard on your spelling words!"
- e. Whenever possible, take the time to say something similar to the above examples, instead of using a generic response like, "Great work,"

  "That's terrific!" or "You're super!"
- f. Communicate constructive observations. For example, say,

"You listened without interrupting."

"Lily is waiting patiently in line."

"Margaret and Suzanne are working quietly:"

"You put the books away without being asked."

g. Acknowledge a child's specific behavior rather than commenting on his/her character. For example, "Since you have been doing all your

- math homework, you have brought up your grade!" rather than saying,
  "You are such a good student."
- h. Foster children's discussion and evaluation of their work by asking questions, "I can see that you worked hard on this project. Can you tell me about it?" or "How do you feel about your report? Is there anything else that needs to be done?" When adults listen to children, they are demonstrating interest and caring.
- i. Encourage positive character traits in students by naming them. For example, "Boys and girls, I appreciate each of you being quiet while I talked to Mrs. Jones. You were being respectful."
- j. Relate praise to effort and to how it benefited the child as well as others. Say things like, "Since you remembered to return your homework this week, you have done better in math and I have had more time to spend helping the other students."
- k. Promote initiative and attempting new skills. For example, "You listened well and followed directions without any help," and "Last week you could not kick the ball, but you practiced, and now you can!"
- Encourage perseverance and independence by saying things such as, "That experiment did not work out. What's next?" and "Instead of asking for help, you looked up the word in the dictionary!"
- m. Acknowledge independent thought and creativity, "That's an interesting idea. Tell me more."

- n. Reinforce problem-solving skills by saying things like, "As a group you decided who would be responsible for each part of the project."
- o. Sometimes privately compliment in order to provide an opportunity for an open, honest exchange. This will also decrease student competition that can occur when children feel that you favor some more than others.
- p. Reserve exuberant praise for outstanding effort. 32

# D. Review of Previous Study

As far as I look for the previous study, I found the previous study that used in Arabic language. It entitled "The Effect of Giving Rewards toward Students' Motivation in Learning Arabic in TK Dharma Wanita Reci tengah Sedayu Gresik" it written by Laily Karomah (2007) in he study she used descriptive design and found that giving rewards technique has a strong effect toward Students'motivation. It is proven by the result of statistic account that used Chi Kuadrat and has score 6,09. It was higher than 'r' tabel. It is stated that has strong effect because it was between 90-100 score. Second is thesis entitled "Effectiveness of Reward and Punishment as Modifiers of Students' Classoom Behaviour" by HukamDad (2004, Pakistan). In his study, he used descriptive design and inferential test of significance, such as one-way chi-squae and two-

Leah Davies, M.Ed. Effective Praise <a href="http://www.kellybear.com/TeacherArticles/TeacherTip37.html">http://www.kellybear.com/TeacherArticles/TeacherTip37.html</a>

way chi-square. The level of significance was 0.05. his study concluded that a large number of teachers do not apply the appropriate techniques of behaviour modification rathe they are totally unaware of these techniques.

#### **CHAPTER III**

#### RESEARCH METHOD

Method is one of important factors in the research activity. By using a suitable method, the research activity will get good result. The purpose is to describe the method that is used by the writer to conduct her study and the subject being studied. In this side, the writer would like to discuss the research design, research variable, population and sample, research instrument, data collection and data analysis.

### A. Research Design

This researcher used descriptive design in her study. It focuses on analyzing giving rewards by teacher to motivate students in learning English.

Then, the researcher will describe the result of data.

This study was conducted at SMA Suryalaya Plus Sumenep, from fifteenth until twenty seventh of May 2010 for observation in the classroom. In this study, I take the data by using observation, questionnaire and interview. There are three steps of this study. First is observation. I did observation about teaching and learning process of English class. I did research for four meetings. it was conducted at fifteenth until twenty seventh of May 2010. The second step is giving questionnaire to the students, after knowing the teaching and learning process which occurred. I distributed the questionnaires to the tenth grade of SMA Suryalaya Plus after giving rewards implemented by teacher. This questionnaire is related to the students' responses after getting rewards from teacher even they were motivated or not. The last step is interviewing the

teacher and students. I interviewed the teacher and some students to get more information which related to the problems. It was conducted at twentieth of May for interviewing teacher and twenty seventh of May for interviewing the students.

#### B. Subject of the Study

The subjects of this study are the students at the tenth grade of SMA Suryalaya Plus Sumenep. The tenth class in this school is only one class that consists of thirtheen students because this school was builded earlier on 2004, so no many students that study in that school. I delivered questionnaires to all students at tenth class. I only interviewed six students as presentation of having low motivation and high motivation and I chose them randomly. I chose those six students with the criteria:

- The three students paid attention to the teacher during the English class;
   they have high motivation and almost get rewards from the teacher.
- Three students had enough attention to the teacher during the English class; they had low motivation and seldom got rewards from teacher.

### C. Setting of the Study

The data of this study will be taken from the tenth grade of the student at MA Suryalayah Sumenep which is located on Jalan Raya Manding no.38 Kebunan Sumenep. There are three classes, one office teacher and one library. Students generally stayed at library while free time in order to enrich their knowledge.

#### D. Data and Source Data

I took the data of the study at SMA Suryalaya Plus Sumenep. I observed the teaching and learning English process at tenth grade for four meetings. The data are the results of observation, questionnaire, and interview.

#### E. The Instrument

In order to be easier to collect the data, the researcher needs some instrument. It is important to choose and use the appropriate instrument to gain, gather and determine the intended data. The instruments of this study are from observation guide, questionnaire and interview guideline

#### 1. Observation

Observation use to look for the information about the process of teaching and learning English that consist of giving rewards by teacher. The researcher use observation guide to identify some of items in the activity of the teacher directly. Besides, the researcher wants to know what reward that given by teacher to motivate the students. For being detail, the aspects being measured in observation guide are:

- a. Time, it describes time or duration of activities which occur at the beginning until at the end of English class.
- b. Teacher activities, it describes what kinds of activities being done by teacher during the English class that consist of implementation of giving rewards by teacher and classify the kinds of rewards that given by teacher to motivate students.(see appendix I and II)

 Students' activities, it describes what kinds of activities being done by the students during the English class.

#### 2. Questionnaire

According to Subyantoro and Suwarto, questionnaire is list of questions which are distributed to the respondent to be filled and to be returned to the researcher. Generally questionnaire asks for about respondent's opinion, attitude, or fact which is known by respondent<sup>33</sup>.

Questionnaire will be used to ask the students how reward can motivate students in learning English. To know the students' motivation in learning English, to know the information of the students' opinion about giving rewards by teacher to motivate them in learning English whether they interest, like or not after getting rewards from their teacher, to know students' opinion about the teacher's role as motivator in the motivating students in learning English and to know the giving rewards as strategy which is used by teacher to motivate students in learning English whether it is effective strategy or not for them. (see appendix III)

#### 3. Interview

An interview extended to get information from teacher and students as reinforcement of data for the observation and questionnaire. It

<sup>&</sup>lt;sup>33</sup> Subiyantoro Arief, and FX Suwarto, *Metode dan Teknik Penelitian Sosial*, (Yogyakarta: C.V Andi Offset, 2007), page.128

concerned with the implementation of giving rewards to motivate students in learning English. The interview guidelines in this research consist of:

#### The Teacher:

- a. The implementation of giving rewards to motivate her students in learning English
- b. The reasons of choosing that strategy
- c. Students' responses while giving rewards strategy implemented to motivate students in learning English

#### The students:

- a. The students' opinion about implementation of giving rewards that used by teacher to motivate students in learning English.
- b. The students' role as motivator in learning English.

#### F. Data Collection

For conducting the research, the researcher use three ways of collecting the data as follow:

#### 1. Observation

Observation is an evaluation by observing to the object directly, accurately and systematically. After knowing the situation of teaching and learning process in the classroom when the teacher implements giving reward as strategy to motivate students in learning English, I made some appropriate questions for questionnaire and interview teacher and students.

For this study I did observation directly to describe the real situation and behavior as they occurred naturally during English class. I did the observation for four meeting. It was done fifteenth until twentieth seventh of May 2010. I observed the English class at tenth grade.

#### 2. Ouestionnaire

Questionnaire is some questions to the students about some problems that have purpose to get opinion of the students. The students must answer the questions based on what they got after the teacher implemented the giving reward as strategy to motivate students in learning English. There is one class at tenth grade which consist of thirteen students. I distributed questionnaire to thirteen students at tenth grade class. In order to get information about the giving rewards that implemented by teacher to motivate students in learning English. After collecting the data, I analyzed them by concluding the most answers which are chosen by the students. Those can help me to get information relate with my problem of study.

#### 3. Interview

According to Subyantoro and Suwarto, interview is data or information collecting method by giving some questions to the respondent based on the subjects of the study. The function of interview in this study as completer method since interview is used to complete the data or information collecting method.<sup>34</sup>

<sup>34</sup> Ibid, Page. 98

Interview is some questions that offer to teacher about the implementation of giving reward by teacher in motivating students in learning English and also the teacher's reasons of using reward to motivate students in learning English.

#### G. Data Analysis

After getting the data, the researcher analyzed the data by classifying the data into two parts, the quantitative and the qualitative data.<sup>35</sup> The quantitative data is about percentage of respondents of questionnaire. The researcher use formula as below:

Number of each items x 100% Total number of students

While the qualitative data be gotten from the result of observation and interview.

After summing the quantitative data, the researcher analyzed the qualitative data that gained from the observation, questionnaire and interview. Then the researcher describes it by collaborating it with the result of quantitative data.

<sup>&</sup>lt;sup>35</sup> Prof. Dr Suharsimi Arikunto. *Prosedur Penelitian: soatu pendekatan praktik* (Rineka Cipta Jakarta, 2006) page. 239

#### CHAPTER IV

#### RESULTS AND DISCUSSION

#### A. The Glance History of SMA SURYALAYA PLUS

SURYALAYA boarding school Sumenep that founded by Drs. KH. Hasan Basri in 1995 is a branch of Serba Baksti SURYALAYA Boarding school in Tasikmalaya. As same as other boarding school, SURYALAYA Boarding School is one of Islamic education institute that characterize traditional which attend in the center of society, and go to government's program in reaching national education purpose.

In order to acclimate development era and advancement of science and technology. SURYALAYA Senior High School was founded in 2004 under responsibility of Serba Bakti SURYALAYA foundation. But at May 15, 2008 it was founded Durratus Salamah foundation for going to the activities and programs of SURYALAYA Boarding School in order to be able developed rapidly, significantly and independently in the center of modern society. Then, Durratus Salamah foundation was founded.

In order to reach the purpose of national education it is to enrich society life and follow up of nine grade of education, this school has good vision and mission as below:

#### VISION & MISSION SMA SURYALAYA

#### Vision:

Actualizing excelling, competency, favorite and accountable SURYALAYA Senior High School Plus

#### Mission:

- To improve reading, writing, translating and concluding Qur'an verses skills (to create Qur'ani generation)
- To improve teachers and students' acuity of IQ, EQ, SQ in learning teaching process.
- To improve educational culture that has the high discipline, responsibility and competitiveness
- To actualize successful, peaceful (safe), facile, sylphlike, well regulated, clean, exquisite, tidy, beautiful, and health school's profile

#### Main Purpose:

Educate students to be a Muslim of faith, god fearing (IMTAQ), Muslim of bookish and technologist, has good performance, good morals. ("Cageur Bageur").

And also this school has a program that not reached yet, it is rewards

system for teacher and employee who have the best performance.

#### **B. RESULTS**

This chapter presents and describes the result of this study. The data obtained from the observation, and the instruments will be analyzed and elaborated to answer the research problems mentioned in chapter I. The results are how the implementation of giving rewards by teacher to motivate students in learning English, what kind of reward that given by teacher to motivate students in learning English and how are the students' responses after getting rewards from teacher to motivate them in learning English.

# The Implementation of Giving Rewards by Teacher to Motivate Students in Learning English

When I observed the class for fours meetings, I can conclude that teacher mostly given rewards after the students doing a good job or assignment. (see appendix 5) some of them like if they get rewards from their teacher after they have done some assignment or answered some questions. Some of them were passive; they kept silent when their teacher asked them to answer some questions. And some of them interested and participated during English class. But there was one student who did not participate in doing assignment group. (see appendix 5). The same thing happened in the second meeting only few students who participated

during English class because there were only few students who followed to check another group assignment and the other students listened and play with other students in seat. (see appendix 6)

There was no material that teacher taught to students in the third meeting because there was remedial test for students who got bad mark and under the standard of minimum grade. Most of students followed this remedial test, only one student did not follow this remedial test. Her name is jamila, she is smart student in English lesson. Her English grades were good and she is the first rank in that class. Every student sat in a distance and they must put their bags and books in front of class. After remedial test, students submitted their answer sheet on the teacher's table. (see appendix 7)

In the last meeting, the teacher discussed the materials of remedial test with their students. She asked students to answer the questions of remedial test one by one. And sometimes she rewarded students by saying good, very good, smiling, OK Good, pointing her thumb (social rewards), grades (token reward). After answering all questions, the teacher gave three students material rewards. The first student who has high grade got a book from teacher; the second gave to student who has second high grade, the last it gave to student who has the third high grade.

The result of interview, teacher stated that strategy of giving reward is important in teaching learning process because students felt more be valued for driving their spirit (motivation) in learning English and also avoiding their boredom. This strategy is also enough effective until leaning English purpose can be reached. If this strategy is effective and success, it is indicated by one of students who has low motivation can get higher score than earlier score in English lesson. Students agreed if the strategy of giving reward that applied by teacher is only to motivate them in learning English. (see appendix 11)

From the result of questionnaire, most of students like English lesson and teaching learning English are pleasant in their class. Sixty nine percent of students answered that they like English and Eighty five percent of students answered that English in their class is pleasant. But there are some difficulties in learning English Two students stated that they felt difficult in arranging sentences, one student answered that she felt difficult in memorizing rules of grammar and the last she did not felt difficult in learning English because she like English very much and her grades is high and she is smart student in English lesson. (see appendix 11)

Table of Results of Questionnaire

No	Items of		Answer			
	Questionnaire	Really like	like	Not really like	Dislike	
1	Do you like English lesson?	15%	69%	15%	-	
2	How is English lesson in your class?	Pleasant 85%	Not really pleasant (ordinary) 15%	Bored -	Frighten -	

And their teacher ever motivates them in learning English and almost by giving rewards. Eighty four percent of students answered that they ever get motivation from their teacher and Sixty nine percent of students answered that their teacher ever motivate them by giving rewards in learning English

Table of result of questionnaire

No	Items of Questionnaire	Answer				
		Almost	Ever	sometimes	Never	
3	Do you ever get motivation from your teacher learning English	8%	84%	8%	-	

4	Does the teacher ever motivate you by giving rewards in learning English?	23%	69%	8%	-

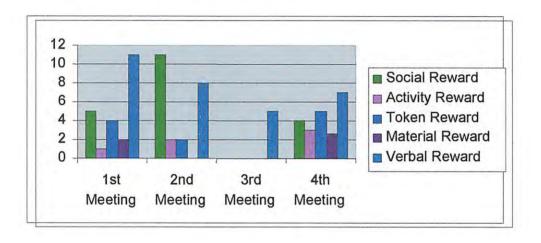
Most of students stated that they ever get rewards from teacher in teaching and learning English. Eighty five percent of students answered that they ever get rewards from teacher in teaching and learning English process.

Tables of result of Questionnaire

No	Items of Questionnaire	Answer			
		Almost	Ever	sometimes	Never
5	Do you ever get rewards from teacher in teaching learning English process?	-	85%	15%	-

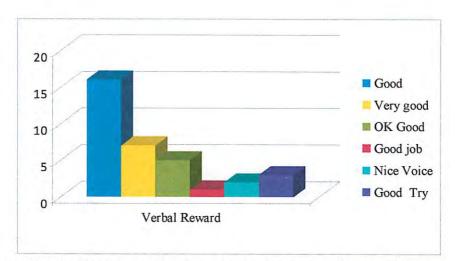
# 2. Kind of Rewards That Teacher Give to Motivate Students in Learning English.

When I observed the students for four meetings, I can conclude that most of rewards that used by teacher are verbal rewards and social rewards with detail data as follow:

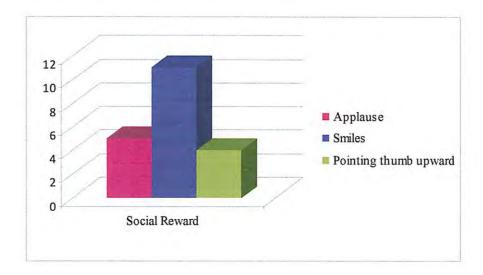


From that result, it is concluded that teacher in this school prefer to use verbal and social reward.

Verbal reward is easy to apply it in the classroom and it does not need some materials that given from the teacher's self. From the result of four observations, verbal rewards that given are good, very good, OK Good, Good job, Nice voice, Good try by details below:



The second rewards that mostly given by teacher are applause, smiling and pointing a thumb upward as details below:



According to Shirley L. Bill and Jonathan stated that for most children social reward particularly adult attention and praise are very powerful. But it is really different if it is based on questionnaire for last question. Forty six percent of students answered that they prefer to choose

social reward which give good value until it can motivate them in learning English and at the same value forty six percent of students answered that they prefer to choose token reward which give good value until it also can motivate them in learning English (see appendix 9)

Table of result of Questionnaire

	Items of	Answer					
No	Questionnaire	Social	Activity	Token	Material	Verbal	
		Reward	Reward	Reward	Reward	Reward	
15	Which reward do you prefer and give good value until it can motivate you in learning English?	46%	-	46%	-	8%	

When I interviewed students randomly, most of them prefer like token reward than the other reward because it can add their score in English lesson. One student prefer like social rewards than the other because, it can motivate her more powerful if she get social reward particularly in giving written note that given to her parents about her good improvement in learning English. Three students prefer like token rewards particularly grade than the other because it can add their score in English lesson.

# 3. Students' Responses After Getting Rewards from Teacher to Motivate Them in Learning English

# a. Students opinion about teacher's motivation in learning English by giving rewards:

Most of students stated that they like to be given rewards after doing assignments or answering question. Forty six percent of students answered that they like to be given rewards after doing assignment or answering question. They felt pleasant when they get rewards from teacher. Sixty nine percent of students answered that they behave pleasant while getting reward from teacher. But they felt ordinary when they did not get rewards from teacher. All students answered that they felt natural behavior while not getting rewards from teacher. As conclusion there is no effect of motivation when they did not get rewards from teacher.

Tables of result of Questionnaire

No	Items of	Answer			
	Questionnaire	Really like	like	Not really like	Dislike
6	Do you like to be given rewards after doing assignments or answering	23%	46%	15%	15%

No	Items of Questionnaire	Pleasant	Not really pleasant	Ordinary	Unpleasant
7	How is your responds while getting reward from teacher?	69%	-	31%	-
8	How is your respond while not getting reward from teacher?	-	-	100%	-

# b. Students opinion about their motivation in learning English after getting rewards from the teacher:

Some students felt more diligent in learning English when they get rewards from teacher but some students felt ordinary when they get rewards from their teacher. Thirty one percent of students answered that they feel more diligent in learning English after getting reward from teacher and at same value thirty one percent of students answered that they feel natural behavior in learning English after getting reward from your teacher.

Tables of result of Questionnaire

No	Items of	Answer			
	Questionnaire	Yes	Ordinary	Sometimes	No
9	Do you feel more diligent in learning English after getting reward from your teacher?	31%	31%	23%	15%

In other side most of students did not participate more active in learning English after getting rewards from teacher. As conclusion, it means that rewards do not really motivate students in learning English. Fifty four percent of students answered that they do not participate more active in learning English after getting rewards from teacher.

At the same value some of the felt more diligent and the other not but they did not participate more active in the class after getting rewards from teacher. Three students sometimes felt more diligent but did not participate more active in learning English after getting rewards from their teacher. One student felt ordinary when she gets rewards from teacher (see appendix 11).

# Tables of result of Questionnaire

No	Items of	Answer			
	Questionnaire	Yes	Ordinary	Sometimes	No
10	Do you participate more active in learning English after getting reward from teacher?	15%	31%	-	54%

But most of them stated that they felt to be motivated when they saw their friends get rewards from teacher. Forty six percent of students answered that they ever feel to be motivated to learn English while seeing their friend get rewards from the teacher.

# Tables of result of Questionnaire

No	Items of	Answer			
	Questionnaire	Almost	Ever	Sometimes	Never
11	Do you ever feel to be motivated to learn English more while seeing your friend get reward from the teacher?	15%	46%	39%	-

# c. Students opinion about teacher's strategy to motivate them in learning English after getting rewards from the teacher:

According to students' opinion, most of them stated that teacher's strategy of giving rewards for motivating them in learning English is good and effective. Forty six percent of students answered that giving rewards that applied by teacher is good and effective to motivate them in learning English. And also they stated that giving rewards have important role to increase their motivation in learning English. Forty six percent of students answered that giving rewards have important role to increase their motivation in learning English.

Tables of result of Questionnaire

No	Items of Questionnaire	Answer			
		Really good and effective	Good and Effective	Not really good and effective	Does not Good and Effective
12	According to your opinion, is giving reward that applied by teacher very good and effective to motivate you in learning English?	8%	46%	31%	15%
No	Item of Questionnaire	Really has important	Has important	Not really has	Does not has

		role	role	important role	important role
13	According to your opinion, does giving reward have important role to increase your motivation in learning English?	15%	46%	31%	8%

And the last result most of students like the teacher's strategy of giving rewards to motivate them in learning English. Forty six percent of students answered that they like the strategy of giving reward as motivation that applied by teacher.

## Tables of result of Questionnaire

No	Items of	Answer				
	Questionnaire	Really like	like	Not really like	Dislike	
14	So; do you like the strategy of giving reward as motivation that applied by teacher?	15%	46%	24%	15%	

## C. DISCUSSION

From the data analysis, it can be found that teacher implemented giving reward in teaching learning English process to motivate students in learning English, teacher mostly gave verbal rewards and social rewards and students' responses are complicated.

## The implementation of giving reward to motivate students in learning English

The teacher gave rewards to students when the students did good job or assignment, answered the question correctly. When she gave rewards, sometimes she smiles that indicate that she use good body language and care to students. As Leah Davies M. Ed stated that teacher can use positive body language such as smiling, looking directly at the child, standing close, listening intently, and assisting when needed as effort that teacher used to motivate students effectively.<sup>24</sup>

Giving reward can be alternative strategy to motivate students in learning English, some students agreed that giving reward is only strategy that used by teacher to motivate students in learning English (see appendix 11). Students who do not have enough intrinsic motivation yet to learn, can be helped by extrinsic motivators in the form of rewards.

## 2. Kids of reward that teacher gives to motivate students in learning English

Mostly, the teacher chose to give verbal rewards such as Good, OK Good, Very Good, Nice Trying, Nice Voice and social rewards such as applause, smile, point a thumb upward to motivate students in learning English. (see the table of result of rewards that teacher gave).

As Shirley stated that social rewards is powerful reward in motivating. The teacher did not vary the statement in verbal rewards, she only said Good, OK Good, Very Good, whereas many positive statements (verbal reward) that can offer to students to motivate students in learning English than teacher give punishment to students who didn't do assignment or said impolite statement that gave to students who didn't answered question correctly and comment anything which can decrease their motivation in learning English. In chapter II in the item "How does teacher use reward effectively", it was discussed that many ways that can be used by teacher who give rewards to students effectively. For example: acknowledge independent thought and creativity, by saying "That's an interesting idea. Tell me more." (see chapter II page 35-38)

<sup>&</sup>lt;sup>24</sup> Leah Davies, M.Ed. Effective Praise <a href="http://www.kellybear.com/TeacherArticles/TeacherTip37.html">http://www.kellybear.com/TeacherArticles/TeacherTip37.html</a>

## 3. Students' Responses after Getting Rewards from Teacher to Motivate Them in Learning English

Most of students answered that they like and felt pleasant when they get rewards from teacher Most of them like to be given token rewards such as grade, point or social reward such as giving notice to their parent about their good achievement than verbal rewards and the other rewards. They thought that token rewards can add their English scores (see appendix 10 no. 15 and appendix 11 for last question in the result of interview for students).

Most of them answered that they didn't participate active in learning English after getting rewards from their teacher because they stated that they felt not confidence if they have to speak in front of their teacher and friends. One of them also said that giving rewards can influence our learning English. It means that they learn English in order to get rewards from their teacher (see the result of questionnaire for no.10 and appendix 11). And also the students felt ordinary if they didn't get rewards from teacher but they felt to be motivated if they see their friends get rewards from teacher. (see table of result of questionnaire for no. 8 and 11). It is supported from the teacher who did not vary the types of rewards particularly in verbal rewards. From that

must have steps as below to motivate students by giving rewards in learning English:

- (1) Gain attention and show approval It mean that teacher make sure to be clear in rewarding or mentioning children although they are named individually or in a goup. It indicates that the teacher has their attention for example 'Well done, Jimmy'
- (2) Say why you are pleased. It means that the teacher gives reason of his or her pleasant to reward them or give them feedback, for example, 'You've remembered to use capital and full stops'; 'You are all looking and listening carefully'
- (3) Say what pogress there has been. It is often helpful to highlight the improvement noticed over aperiod of time, particularly doing new or weak assignment
- (4) Mention other possible consequences for example: 'You'll be finished in time to choose what you do for the last five minutes of the lesson'
- (5) Give a motivational challage. Final phrase presents the child or group with a challage which is intended to encourage them to keep trying, for example: 'Can you try as hard tomorrow? 'Well, I think you can'. <sup>25</sup>

<sup>&</sup>lt;sup>25</sup> Shirley L. Bill and Jonathan E Solity. Classroom Management: Principles to Practice (Routledge, 1996) page. 118-120

### **CHAPTER V**

## CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the study. The conclusion presents the result of the study; in addition, the suggestion presents the advices for the teachers, students and the other writers.

## A. CONCLUSION

From the data analysis of giving rewards by teacher to motivate students of SMA Suryalaya plus Sumenep in learning English, the writer draws conclusion as follows:

## The implementation of giving reward to motivate students in learning English

The teacher gave rewards to students when the students done good job or assignment, answered the question correctly. When she gave rewards, sometimes she smiles that indicate that she use good body language and care to students.

Giving reward can be alternative strategy to motivate students in learning English, some students agreed that giving reward is only strategy that used by teacher to motivate students in learning English. Students who do not have enough intrinsic motivation yet to learn, can be helped by extrinsic motivators in the form of rewards. And teacher has a role as motivator that it

must be applied to motivate her students to learn English and make students participate more active the classroom.

# 2. Kind of rewards that teacher gives to motivate students in learning English

Mostly, the teacher chose to give verbal rewards such as "Good, OK Good, Nice Trying, Nice voice, Very Good" and social rewards such as "Smile, Applause, Point a thumb upward" to motivate students in learning English. (see the table of result of rewards that teacher gave). But in the other side most of students like to be given token rewards particularly grade, point or social reward than verbal rewards and the other rewards. They though that token rewards can add their English scores.

The teacher did not vary the statement in verbal rewards, she only said Good, OK Good, Very Good, whereas many positive statements (verbal reward) that can offer to students to motivate students in learning English than teacher give punishment to students who didn't do assignment or said impolite statement that gave to students who didn't answered question correctly and comment anything which can decrease their motivation in learning English.

So teacher can vary some rewards for motivating students without getting her materials out. She can rewards students by variety of positive

statement. Such as: "first group! It is good job. I trust that all of you can do this assignment."

## 3. Students' responses after getting rewards from teacher to motivate students in learning English.

Most of students answered that they like and felt pleasant when they get rewards from teacher but giving reward did not really motivate them in learning English because their teacher did not vary the rewards particularly in verbal rewards. Most of them like to be given token rewards such as grade, point or social reward such as giving notice to their parent about their good achievement than verbal rewards and the other rewards. They thought that token rewards can add their English scores (see appendix 10 no. 15 and appendix 11 for last question in the result of interview for students).

Most of them answered that they didn't participate active in learning English after getting rewards from their teacher (see the result of questionnaire for no.10). and also the students felt ordinary if they didn't get rewards from teacher but they felt to be motivated if they see their friends get rewards from teacher. (see table of result of questionnaire for no. 8 and 11). I concluded that it was complicated problem. So they only want the delicious things that not really have effect for them.

### **B. SUGGESTION**

After doing observation, delivering questionnaire and interviewing the students, the writer would like to give some suggestions which may be useful in creating the better strategy in motivating students in learning English.

### 1. For the teacher

The teacher has done many things for their students during learning and teaching process to motivate her students in learning English. However, there some deficiencies to be repaired to make student motivated in learning English. Teacher would better to give more care to students for motivating them in learning English, give them variety of rewards to motivate them in learning English particularly social rewards, token rewards and verbal rewards by using these steps:

- 1. Think in terms of acknowledgment and encouragement rather than praise. For example, "You have been trying so hard to learn those new words and now you are able to read the whole story!"
- Demonstrate interest and acceptance in children because they have innate value that is not contingent on their work. For example, say, "(Child's name), I'm glad you are in my class."
- Use positive body language such as smiling, looking directly at the child, standing close, listening intently, and assisting when needed.

- 4. Acknowledge a child's effort or progress without judgment using clear, specific language. Offering descriptive praise shows that you are paying close attention. For example:
  - " I'm glad to see you are working so hard on your spelling words!"
- Communicate constructive observations. For example, say,"You put the books away without being asked."
- 6. Acknowledge a child's specific behavior rather than commenting on his/her character. For example, "Since you have been doing all your math homework, you have brought up your grade!" rather than saying, "You are such a good student."
- 7. Foster children's discussion and evaluation of their work by asking questions, "I can see that you worked hard on this project. Can you tell me about it?" When adults listen to children, they are demonstrating interest and caring.
- 8. Encourage positive character traits in students by naming them.

  For example, "Boys and girls, I appreciate each of you being quiet while I talked to Mrs. Jones. You were being respectful."
- 9. Relate praise to effort and to how it benefited the child as well as others. Say things like, "Since you remembered to return your homework this week, you have done better in math and I have had more time to spend helping the other students."

- Promote initiative and attempting new skills. For example, "You listened well and followed directions without any help,"
- 11. Encourage perseverance and independence by saying things such as, "Instead of asking for help, you looked up the word in the dictionary!"
- 12. Acknowledge independent thought and creativity, "That's an interesting idea. Tell me more."
- 13. Reinforce problem-solving skills by saying things like, "As a group you decided who would be responsible for each part of the project."
- 14. Reserve exuberant praise for outstanding effort.

### 2. For the students

I do hope the students learn English more intensively. Motivation has important role in learning English, reward is only one of strategy that offered by teacher to driver their motivation in learning English. Students who have lack intrinsically motivation; it can be helped by giving extrinsically motivation to grow their motivation up in learning English. If the students have low motivation, they can not concentrate to learn English.

### 3. For the other writers

The writer realized that this study is still far from being perfect. In her research result, she does not really sure that rewards really motivate students in learning English. She wants to do research intensively; however, because of limit of time, she can not do it. Therefore, she really hope that there will be other writers who will do the same research about giving rewards by teacher to motivate students in learning English more specific it might about the implementation of teacher's role as motivator by giving reward to motivate students in learning English since she does not sure about the result of her study. So, she does really hope that the other writers do the study intensively with more accurate data.

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