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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

[illegible]







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 strategy 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.

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.

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.























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.

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.

**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



**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 do--two 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







**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.

These are the characteristics of Highly-motivated students:

1. understand how succeeding in college fits with their own personal, academic, social, and occupational goals.
2. focus on goals to help them stay committed to putting forth the effort and doing what is necessary to benefit from college.
3. 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.





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:

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



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. Tokens 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**

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

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























- b. 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







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



#### 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)

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

## 2. Questionnaire

According to Subyantoro and Suwanto, 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>33</sup> Subiyantoro Arief, and FX Suwanto, *Metode dan Teknik Penelitian Sosial*, (Yogyakarta: C.V Andi Offset, 2007), page.128



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. Questionnaire

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 Suwanto, 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





## 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:



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.

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

When I observed the class for four meetings, I can conclude that the teacher mostly gives rewards after the students do 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 were 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 a 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 Questionnaire	Answer			
		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%	-
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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.

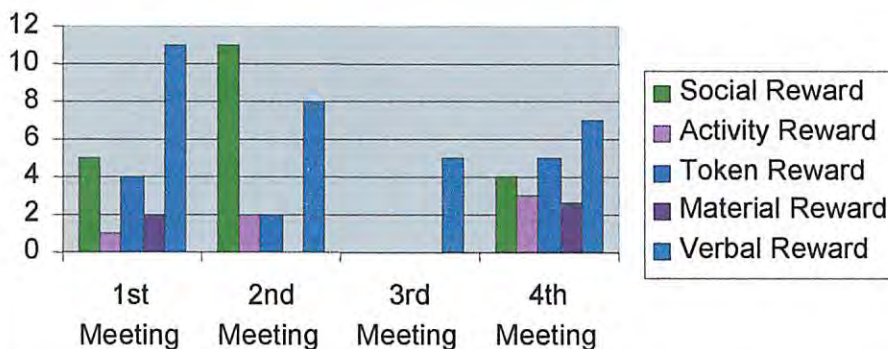
### Tables of result of Questionnaire

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



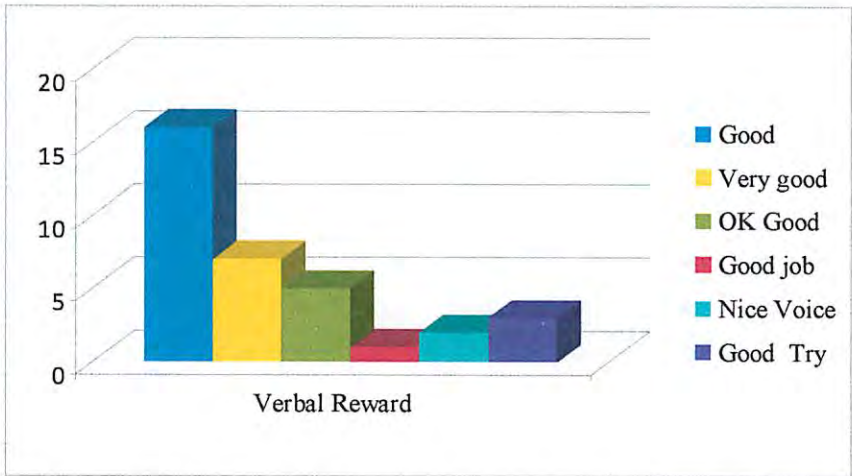
## Learning English.

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:

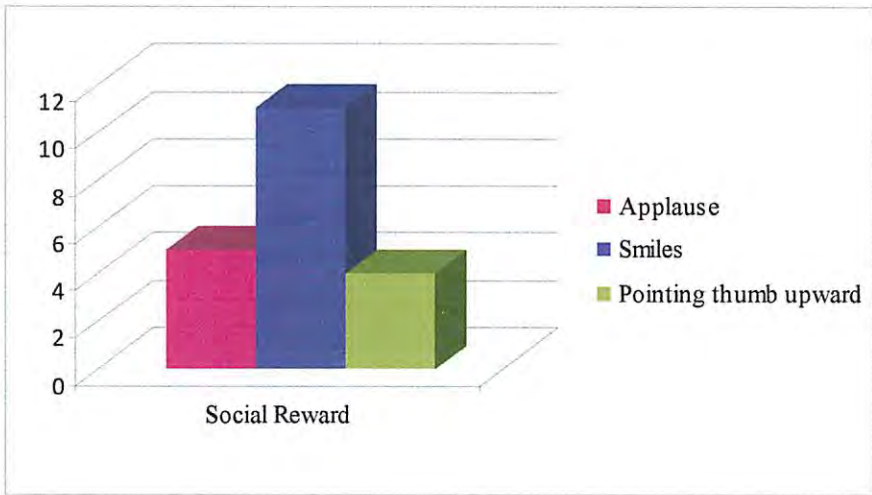


From that result, it is concluded that teacher in this school prefer to use verbal and social reward.

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

No	Items of Questionnaire	Answer				
		Social Reward	Activity Reward	Token Reward	Material Reward	Verbal 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 Questionnaire	Answer			
		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.











## 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.

## 1. 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. Kinds 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)

### **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 progress there has been. It is often helpful to highlight the improvement noticed over a period 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 challenge. Final phrase presents the child or group with a challenge 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>25</sup> Shirley L. Bill and Jonathan E Solity. *Classroom Management: Principles to Practice* (Routledge, 1996) page. 118-120

### A. CONCLUSION

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

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



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!"
2. 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."
3. 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!"
5. 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."

10. 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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