

class, the teacher motivated the students by giving reward when the students could do the test well. most of the students said that they got reward when they could answer the teacher's question correctly. the students were more motivated after the students got reward from the teacher and they were happy in learning English.

Star charts are most useful for the students. There are many different versions reward to motivate students, one of the reward is using star chart. The star was given in the form of stickers that are added each time. The teacher spends some time making a unique star chart for students. The researcher found the effectiveness of Reward Application Model by using Star chart method in learning English specially in speaking for the seventh grade students of SMP Trisila Surabaya.

Dealing with the implementation of star chart reward used by the teacher, students give their response that:

The students seem enthusiastic after the teacher gives the star chart rewards. Moreover, the passive students or they who have not get star chart yet become more active and want to participate until they get star chart. The teacher can use gesture and verbal appreciation for students. But they like to get star chart more, the best students would get another reward such as snack and food, or thing such as pencil and easer, etc. The students who got highest number of star chart got many rewards, then the rest will get less reward that the highest one. The other give praises to the active students, is by saying:

they could learn English especially teaching speaking easily. The students should read or write English in order that they were used to speaking English. Besides that, they should write new vocabulary if they do not know these words and before they speak English, they could write. The students should not be afraid to speak of mistakes and not shy to ask the teacher or friends. The students heard the explanation of the teacher about how to learn English easily. So that, the students have motivation for learning and the students become interested in learning English. The students asked the teacher about what they were going to do in that meeting, and the teacher answered to the main topic of the day.

The topic was about how many pets do you have? The teacher asks to the students *do you have a pet at home?* All of students answer together; *yes I have in home Mr.* To make students understood and interested in the topic, the teacher used star chart to encourage student's motivation especially in speaking. The implementation was very interested and encourages the student's motivation to learn and more active in class. For addition, the teacher gave some examples to them by practicing in the class. The students are interested in joining the class when the teacher gave informed that they would get star chart when they could do or answer the question from the teacher or being active. The teacher gave reward used Star chart was done when the process of

learning. It was implemented by the teacher during brainstorming section, in the whilst, also during feedback time. There were 35 of the students could do the assignment from the teacher, but 12 students were passive and silent when the teacher gave questions.

Finally, the teacher closed the class, the lesson was finished and the students did not finish working yet. Teacher gave some questions to reinforce them about the topic in that day. They must discuss using the target language. Then, the teacher gave them homework. And the lesson was continued in next meeting.

The second meeting the researcher did the second observation on April 25rd 2015. As usual, before teacher started to teach the students about the topic of the day, the teacher began the class by greeting, said *salam* to the whole students. Then the teacher asked one of the students to lead praying for opening the lesson according to their beliefs. Then the lesson was started. Because the day was time to check the student's homework, the teacher asked that they had done their homework or no and asked them to open the book to discuss it together. For the students who did their homework, the teacher gave them point as star chart. Whereas, they who did not their homework the teacher gave them punishment. However, all students did their homework. Teacher asked one of the students to read about the question number one "*what do you*

know what a pet means? and students answered too. There were 25 students that can answer the questions from the teacher were given a star. And the teacher gave the correct answers for the students that the wrong answers. Then the teacher explains the materials more to make them understand and got answer of the questions. It was continue until the question was over. After that, the teacher explained about pet. Then, he gave picture to the students and ask them to mention the name of pet and count it.

The teacher reviewed litle part of the last lesson then the teacher gave a test to describe about animals in zoo, most of the students did the assignment happily bacause the teacher would give Star Chart to the students who could do the best. And the theacher also gave star chart as a reward to the students who got be grade.

The third meeting beside on classroom observation conducted by the researcher, the researcher observes on Saturday, 09 May 2015 at seventh B class. It was same with the previous meeting; teacher began the class by greeting, said *salam* to the whole students. Then the teacher asked one of the students to lead praying for opening the lesson according to their beliefs. Moreover, the teacher checking attendance list of the students, and then the lesson was started.

First, the teacher planned to explain material about simple present tense. The teacher explained only a little about it. The teacher gave questions to the students “*do you know, what is simple present?*” then some of the students gave an answer “*menyatakan peristiwa yang sedang terjadi*” the teacher answered “*yes, it is true*”. So, the teacher gave 35 students points by star chart, because all of the students can answer correctly, the teacher gave them a reward using stars. And then, the teacher explained about the formula of simple present tense. After that, the teacher explained also in Indonesian in order for them to understand clearly. And then, the students knew about it, the researcher gave instructions about the lesson and then the researcher divided the class into 7 groups. And then the researcher gave a picture map to each group (seven groups consist of five students). All of the picture maps were about “family’s activities” as the topic of the lesson. The picture maps were funny and interesting. Most of the students liked them. Next, the teacher asked the students to discuss the pictures with their groups. After that, the teacher gave an example about how to explain the picture map to the students. Then, the teacher asked the students to explain about the picture together with their group in front of the class, but they explained one by one of their groups based on their tasks. While they talked about the picture, the teacher did an evaluation by giving a score reward using a star chart to each student based on their speaking ability. There was a student who felt

afraid to explain the map picture in front of the class because she was afraid of making mistakes. To solve the problem, the teacher gave more motivation and guided to them. In addition, the giving star chart to the students. The teacher gave star chart for the students that were active in class, to answer the teacher question in the teaching process. Whether correct or incorrect, the teacher gave them as consideration for their confidence and bravery.

After giving star chart to all of students, the reseacher closed the lesson by conducting conclusions and suggestions to the students to became better and better. The teacher also asked the students' opinions about the method of teaching and learning that had been conducted. Some of them liked it because make the students more active and spirit to learn.

The last meeting in the last meeting, the researcher conducted an observation on Friday, 15th May 2015. The teacher invited the students to discus about the material again to make sure that students have really understood about the materials, the teacher also gave social reward for the student who could answer the question individually by saying Good, very good, nice job, etc, while pointing thumb and give point by star chart. After discussing the material the teacher gave material reward to the two best students who were active made right answer in discussion and have to collect many star chart. For the highest grade got a book and pencil

1. The Implementation of Star Chart to Motivate Students' in Speaking by Teacher at SMP Trisila Surabaya

From the findings of the data analysis the interview and observation checklist it can be concluded that the students are motivated to use a reward by star chart in teaching-learning. The results were obtained from the observation and interview during the activities in the class. The results showed the condition of the students' response to speak. In case, the researcher observed and interview was going on in the class activities.

The teacher gave star chart for the students that were active in class, the students could answer teacher's questions whether it is correct or not. The teacher gave them as consideration for their confidence and bravery. The teacher also gave reward used star chart when the process of learning is done. The implementation of star chart was done by the teacher during teaching and learning process. It was implemented by the teacher during brainstorming section, in the whilst, also during feedback time. This star chart implementation is expected to be a media to raise students' motivation and activation in speaking. It can be analyzed from the interview and observation checklist, the researcher's observation that showed the students were interested and motivated when they were given a reward. However, the student felt very happy when the teacher offered a reward the student could do best. The students enjoyed when they were Learning English, because

2. Students' Responses toward Star Chart at SMP Trisila Surabaya

Respond is an opinion of a topic which is done by one student or more. Means that the opinion of the students about Reward Implementation model by using Star chart technique. The amount of the students who give the respond are 35 students. The researcher divided the frequency of positive answer in each aspect with the amount of responses. The researcher know the effectiveness of Reward Model by using Star chart technique in teaching speaking for the seventh grade students of SMP Trisila Surabaya .

The students' opinion about the teacher's strategy to motivate them in learning English:

According to the students' opinion that they were happy to study when the teacher applied the method like using reward by star chart. They also had more spirit to study either at school or at home, so the students' can conclude the methode used by the teacher were effective.

The second research question is about students' responses toward the use of efforts in giving star chart to motivate concerning the appropriate students' behaviour. Based on the result of the observation to students' questionnaire the researcher can conclud that students' activity is all of students' activity in learning process when applying reward model by using star chart in teaching specially speaking class. They agreed with the method of reward using star chart as a means that was because this technique gave them motivation atmosphere to interact. the students were very happy when they

got reward using star chart from the teacher, it could be concluded that most of the students felt that their English teacher were pleasant, patient, kind people and they made the students felt enjoy in learning English.

Based on the questioner data most all of 35 students gave positive responds. They seemed more active, motivated, and enjoyable when following the lesson. The students stated that they really like to given reward used star chart after assignments or answering. It can be seen from the students gave good response if the teacher gave star chart to motivation students, and the students felt happy when the teacher applied reward and appreciated their job, were motivated in learning and the students were more active in classroom to listen to the teacher when the lesson was running. However, teaching speaking in the classroom used reward by star chart is helping and meaningful for beginners. It can be seen in which it indicated that the teaching learning process using star chart technique was successful.