

SHARPEN THE STUDENTS' MOTIVATION THROUGH REWARD TOWARD ENGLISH LEARNING

Mohamad Salik¹, Farhan², Ahadya Rachmania³, Muhimatul Murtafi'ah⁴,
Sayyidatul Maghfiroh⁵
³rachmaniaa53@gmail.com, ⁴muhimpio98@gmail.com, ⁵syayyida3@gmail.com
^{1,2,3,4,5}UIN Sunan Ampel Surabaya

ABSTRACT A reward is an amusing and positive thing, it turns out that reward is very influential in increasing one's learning motivation, one's motivation is an unstable thing especially motivation to learn, sometimes strong but sometimes weak. In this study, researchers perceived students of 11th grade at MAN 1 Pasuruan, this observation carried out in 2 weeks and focusing on seeing the impact caused by giving rewards to students' motivation, to make the data stronger, at the end of the teaching session, researcher conducted interview session with 34 students related to the impact of providing rewards in increasing student motivation. For the result, almost all students in 11th grade at MAN 1 Pasuruan XI IIS 3 Class agree that rewards can increase learning motivation, and for the details, it will be explained in the following article.

Keywords: Motivation, reward, English learning

INTRODUCTION

Learning is an activity that is done by humans from they gave birth to death, the main essence of learning is to get what we don't know then become aware of it, there is a long process to know and learn something, and the process called study. Learning has an indicator of achievements or successes, the achievements or results are made depending on the needs. Many factors can affect the achievement of learning outcomes, one of it is learning motivation, motivation means movement or encouragement, according to (Weiner, 1990) motivation is defined as a condition that arouses us to act, pushes us to reach certain goals, and makes us remain interested in certain activities. Learning motivation is very important to achieve success in education; motivation comes from two directions, within a person called internal motivation and comes from outside, called external motivation.

Reward should be given as the appreciation of the teacher to the students of their achievement. It can be in form of giving something such as gift, giving score or sometimes teacher use star as the symbol. Students will take attention of the giving score. Students will be more active, study more because of the score, higher score (McClurg & Morris, 2014). Students afraid of having less score. (McClurg & Morris, 2014). Add that high value/ score as the reward can motivate students to learn more. Moreover, giving reward not only in form of things it can be by giving applause, by saying "good job"/ "great"/ "smart" and anything else.

Motivation is one of important thing for students in learning process. Students need motivation to encourage students to have the spirit in learning. (Black & Allen, 2018) In the learning process, students will have their motivation, intrinsic motivation especially in deciding the topic to learn. (Utari & Sukanda, 2019) Declare motivation as the crucial thing in learning because without any motivation students cannot do their best in learning. They will not have the thing can inspire them to learn. Motivation can be both intrinsic and extrinsic. The intrinsic can be from the students itself such as the students' interest. However, students also need extrinsic motivation to encourage them outside their interest. The extrinsic motivation here can be the reward from the teacher. However, the extrinsic motivation, reward can give effect on the intrinsic motivation. It can be the students' goals in learning.

(Riswanto, 2017) Motivation can build better learning. It can help students have better achievement than students have not motivation. However, the motivation should be build both from the students as the intrinsic motivation and the teacher, extrinsic motivation. The learning and the achievement will be higher and significantly improve.

In the field of education, students are not always in optimal condition, sometimes they feel motivated to learn, but students can lose their motivation to learn, in fact, the role of the teacher can be seen from it, the teacher is required to be a motivator that motivates all students to remain enthusiastic about achieving the learning objectives, one example is rewarding. Reward according to (Ronald L partin) is something that is fun or desirable by someone who causes positive behavior changes. In education, rewards usually in the form of positive reinforcement that can encourage students to compete, reward in this context can be done by the teacher, friends, and environment. According to (Iknranagara 2014) Reward can be in the form of praise, respect, gifts and memorials thing.

RESEACH METHOD

This research uses sit-in method in class, the researcher observes directly in class for 2 weeks, in order to understand how students respond if given a reward and not. The subject of this research are students of 11 grade in *MAN 1 Pasuruan*, XI IIS 3 class. As we have explained that the data analysis of this study was conducted for 2 weeks or 3 meetings. At each meeting, the researchers applied the use of rewards as a trigger for student motivation and other data sources researcher got from the Interviews session with some students regarding giving reward.

RESULTS AND DISCUSSION

A reward is a form of appreciation given by the teacher to students, there are two kinds of rewards, they are shaped and not shaped, examples of reward are gifts, memories, items and etc. while rewards that are not shaped like praise, thanks, respect. A reward can cause someone to be more enthusiastic about doing something.

Concerning with the condition of students' motivation in structure subject, it was proven by the data was obtained. The entire students assumed that the reward had gaining their motivation in learning English based on the result of questionnaire. Because of students have big motivation and spirit, they got good score in English. They find something new of the teaching technique which pushes them to learn English (especially English structure) more and more. Iskandar (2019) demonstrated that motivation is known as learning motivation in the learning process. The learning motivation is the motivation relate to the teaching-learning process which is given by the lecturer to the students by using all of physical activators of students' body that push the learning activity for reaching the specific goal. The learning motivation has the vital role in giving stimulus, spirit and enjoyment in the learning process. (Wrinkle, 1987) So, someone who has high motivation, he possesses many much energy to do the process of learning. Brown (2008) said that in the relation between rewards to motivation, the most powerful rewards are those that are intrinsically motivated within the learner. Because the behavior stems is from the needs, wants, or desires within oneself, the behavior itself is self-rewarding. Steward (2010) said that: the principle of reward must make a positive and natural reward experience, need to be intermittent and variable and the people need to be rewarded when their behavior approximates a desired target.

In this study I used both types of rewards, in the example of giving invisible rewards such as giving praise to students who did something, the praise was given when students finished doing their work, for example, the teacher asked students to read paragraphs on a power point slide after students finish reading the text the teacher gives thanks and praise, an example of the greeting is "thank you Ina you have read it so loud and clear, good job" another form of praise is when the teacher asks "are you finished" then students compact answer "already miss "that's when the teacher can give rewards such as" wow great, you are very compact and disciplined to do work on time "when the teacher finishes giving rewards the

students' faces look happy and proud of the achievements they have achieved, while the example of reward giving looks like giving an object, a gift by the teacher as follows, the teacher makes a game called "whispering" and the class is divided into 4 teams, each team contains 9 students and their job is to write the words that have been whispered on the board correctly. At the end of the game, teacher sums up the student's score and chooses the winner with the highest score, then the teacher announces who the winner is and gives a reward in the form of praise to the winner "wow great, team A successfully wins" and gives rewards and motivation to the team that loses "never mind, it is just a game, you are doing this well" but for the prize given only to the team that won the prize, the prize was actually only cheap snacks but they were very happy and motivated.

In this study, researchers not only made observations, but conducted interviews with 10 students, students consisting of 7 women and 3 men, the interview regarding the rewards given by the teacher with the contents of the first question was "are you aware if you were given a reward?" The answer is that almost all students are aware if they were given rewards in the form of snacks, but only half of the students who were asked were aware of the rewards in the form of praise, in the second question "how do you feel when you are rewarded?" some students ask to be rewarded in the form of objects or food, then for the last question is "are you more enthusiastic about learning after being rewarded?" and all students' answers are all the same, they are more excited and motivated to study hard if given a reward even if only just a constructive compliment or positive sentence.

The existence of positive sentences given by the teacher to students makes the spirit of student learning more awake and makes it more active in doing all the tasks given by the teacher, it impacts on the teacher too. Costica (2014) said that Alfie Kohn also finds agreement with the idea totally that rewards have only positive effects in learning process. The more students are motivated to learn automatically students faster to do the assignments given by teacher, the impact of learning in class is in accordance with the learning design created by the teacher, usually in the field of learning is more delayed and not in accordance with what the teacher designed.

CONCLUSION

Learning is a process to achieve a thing, a thing can be said as an indicator of the success of learning and to achieve these goals, but the fact is learning is a difficult process sometimes someone loses enthusiasm for learning and requires motivation to relearn, the motivation can be obtained from oneself or from others, as has been explained in the article above that this study is more inclined to external motivation that comes from outside, an example of motivation used is reward.

Reward has proven to be effective in increasing student motivation, with the positive encouragement of reward for student learning motivation increasing, although the form of reward is a small and inexpensive thing, the impact of giving rewards is very real.

The impact of giving rewards can actually be felt by students and teachers, the impact felt by students is that they are more enthusiastic and active in learning while the impact on teachers is learning in class according to what has been designed because when students are excited, he will do the assignments by the teacher with enthusiasm and appropriate deadlines. From the explanation of the article above it turns out that rewards can increase student motivation and reward not only impacts students but also impacts teachers.

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