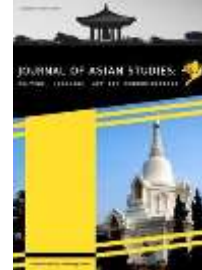




Journal of Asian Studies: Culture, Language, Art and Communications

Journal Homepage:
<https://journal.haqipub.com/index.php/jas/index>



THE INFLUENCE OF TEACHER'S REWARD TO STUDENTS' MOTIVATION IN LEARNING ENGLISH

PENGARUH PENGHARGAAN YANG DIBERIKAN GURU TERHADAP MOTIVASI SISWA DALAM BELAJAR BAHASA INGGRIS

Dian Mega Putri¹⁾, Herfyna Asty²⁾, Riny Dwitya Sani³⁾, Dian Noviani Syafar⁴⁾
^{1,2,3,4}STKIP PGRI Sumatera Barat

email: ¹dianmega25januari@gmail.com, ²astyherfyna@gmail.com
³rinydwityaa@gmail.com, ⁴dianoviany.s@gmail.com

Abstract

The purpose of this research was to know how does the influence of rewards given by teachers to students' motivation in learning English. Participants of the research are students in Upper Intermediate Structure Class in STKIP PGRI Sumatera Barat. This research is a descriptive research with quantitative approach. Instruments of the research are questionnaire and interview. Questionnaire that used by researcher are types of reward that used by teachers can make motivate students in learning English and interview is used for helping the researcher to find some the data along research process. In this research interview has function for making information from questionnaire more strength. Based on the result of data are gotten from questionnaire and interview show that teacher's reward had influenced to students 'motivation. Indicator types of teacher's reward to students' motivation. It consists of social reward, activity reward, token reward and material reward. The percentages of social reward is 18 students (75,00%) in influenced categorized, activity reward is 17 students (71,00%) in influenced categorized, material reward is 17 students (71,00%) in influenced categorized and material reward is 13 students (54,00%). The result of recapitulation of all indicator type of reward used by the lecturer is 83 % in influenced categorized. It means that teacher's reward had influenced to students' motivation in learning English.

Keywords: Reward, Students' motivation

Abstrak

Penelitian ini bertujuan untuk melihat bagaimana pengaruh reward yang diberikan guru terhadap motivasi belajar siswa. Sumber data penelitian ini adalah 24 siswa di kelas Upper Intermediate Structure Class in STKIP PGRI Sumatera Barat. Jenis dari penelitian ini adalah descriptive dengan menggunakan pendekatan quantitative. Instrument yang digunakan peneliti adalah angket dan wawancara. Angket yang digunakan peneliti adalah tipe-tipe reward yang digunakan guru yang bisa memotivasi siswa dalam belajar bahasa Inggris dan tujuan wawancara untuk mempertegas hasil dari angket. Berdasarkan data yang didapat melalui angket dan wawancara guru, data secara umum menunjukkan bahwa 20 siswa (83,00%) dalam kategori berpengaruh. Kemudian dilihat secara perindikator, hasil dari social reward menunjukkan bahwa 18 siswa (75,00%) dalam kategori berpengaruh, hasil dari activity reward menunjukkan bahwa 17 siswa (71,00%) dalam kategori berpengaruh, hasil dari token reward menunjukkan bahwa 17 siswa (71,00%) dalam kategori berpengaruh dan hasil dari material reward menunjukkan bahwa 13 siswa (54,00%) dalam kategori berpengaruh. Jadi rata-rata yang diperoleh dari ke empat tipe reward yang digunakan guru kepada siswa menunjukkan hasil bahwa 83,00% itu berarti bahwa reward yang diberikan guru kepada siswa berpengaruh terhadap motivasi siswa dalam belajar bahasa Inggris.

Kata kunci: Penghargaan, Motivasi siswa

1. INTRODUCTION

In learning, teachers are one of important elements and they have some roles to teach students. Reward is a word that can be motivating students in doing or to make something, so that students will be satisfied with their work. It is supported by Cohen (2004:306), “reward is aids to motivate and to a lesser extent classroom management and control”. It means that reward can help students to feel more motivating to make classroom be interactive in learning process. Teacher’s reward in learning can make students diligent and sprite to study. Many students hope rewards from their teacher to make them be motivation in studying.

Motivation is the important things that needed by people to make them motivate to do something and also motivation is an important factor for students’ success in learning. It is supported by Wentzel and Jere (2010:4) stated that the motivation is reflected in the motives and goal students strive to achieve, and rooted in their subjective experiences especially those connected to their willingness to engage in learning activities and their reason for doing.

Based on the explanation above, there are some problems related to the influence of teacher’s reward to students’ motivation in learning English. The first, problem is teacher’s reward. Teacher just always give rewards to clever or smart students in learning English without gives to all students. Second, many students are passive in the class but the teacher does not give support to them. Third, teachers just gave social rewards to students. Actually, teachers can use material rewards, activity rewards and token rewards to give students’ motivation in learning.

Moreover, to solve this problem, the researcher can know from “how does the influence of rewards given by yhe teachers to students’ motivation in learning English?” The purpose of this research was to know the influence of teacher’s reward to students’ motivation in learning English in upper intermediate class.

Dealing with the problem of this research, there was a study that has been concluded by previous researchers. Some researchers did the similarity topic about reward. First, Bradley (2003) with the title” Using Reward to Teach Students with Disabilities”. Second, Ong Tze (2012) with the title” The Reward Strategy and Performance Measure “. Third, Oktalina (2014) with the title “ Teacher’s Reward in Classroom Interaction at First Grade of SMPN 31 Padang”.

2. METHODS

Research design of this research was descriptive with quantitative approach. Design of this research is descriptive research with using quantitative approach. According to Gay and Airasian (2000:111), descriptive research involves collecting the data in order to answer question about the current status of the subject or topic of study. It means that, descriptive research is a research started by reading/memoing, collecting, analyzing, and interpreting the data. So, this research used descriptive because to see the influence of teacher's reward to students' motivation in learning English.

Participant is all subject or object investigated to get the information. In this research, there were two teachers and students as the participant. According to Gay and Airasian (2000:121), participants are group of individual that participates in research project. The total sampling and simple random sampling used to choose participants in this research. Sugiono (2009:62) explains that total sampling is technique of taking sample by choosing all of the populations as the respondent, sample, and participant.

Then, simple random sampling was used to take students to be participants in this research. According to Gay and Airasian (2000:123), simple random sampling is process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected for the sample. In other word, simple random sampling is the technique to collect data with selecting there are objects of population. The sample in the research are 24 students in upper intermediate structure class.

Instrumentation can be said as tool in doing a research for collecting the data. In this research, questionnaire and interview are needed. According to Gay and Airasian (2000:145) instrument is tool or something that is used in collecting the data. In other words, instrument is something that used by the researcher to collect the data that need in the research. After conducting the instrumentation, it know about the influence of teacher's reward to students' motivation in learning English.

Furthermore, the process of data analysis in this research, reading/ Memoing, it was a process that the researcher read the data from questionnaire. Description, in this case, the researcher described the data based on the reading and memoing on questionnaire data collected. Classifying, it was the process that the researcher classified and analyzed the data referring to the questionnaire. Interpreting, In this step, the researcher interpreted the data about students' need on English learning material which collected from questionnaire.

After scoring the data the researcher percentages the data by using formula from Sudjana (2002:50) as follow:

$$P = \frac{f}{N} \times 100 \%$$

Where :

P = Percentages of participant's answer in the questionnaire

N = Total of participant's answer in the questionnaire

f =Frequency of participants' answer in the questionnaire

3. RESULTS AND DISCUSSION

Based on the result of questionnaire that had given to the students, the researcher can described the influence of teacher's to students' motivation in learning English is 1 student (4,00%) in very influenced categorized, 20 students (83,00%) in influenced categorized. Then, 3

students (13,00%) in fairly influenced categorized. Based the result in data analysis showed that the highest frequency of the influence of teachers' reward to students' motivation is influenced 20 students (83, 00%).

Then, interview only to see teachers' reward to accurate the result of questionnaire. Based on the result of interview sheet have been distributed The researcher is getting information from two teachers about reward. If students active and often participate in teaching and learning process a teacher give them reward. All of participants give reward to students' motivation in learning English.

Based on result the data analysis above, the researcher interprets about the influence of teachers' reward to students' motivation in learning English. During the research, the researcher found that all of teacher's reward had influenced to students' motivation in learning English. It was found in the result of questionnaire and interview sheet which is described that were 20 students (83,00%) in categorized influenced. It is supported by Cohen (2004:305) states that reward is aids to motivate and to lesser extent classroom management and control. It means that, reward can improve students' motivation in learning process.

The researcher' assumption that rewards used by teachers had influence to students' motivation when teaching learning English and reward is useful to motivate students. The researcher described based on sequence of indicator type of teacher's reward to students' motivation. It consists of social reward, activity reward, token reward and material reward. Social reward have influence to students' motivation based the result in data analysis showed that the highest frequency of the influence of social reward to students' motivation is influenced 18 students (75, 00%). It means that social reward very important for students in teaching learning English. For example; teacher gave praise, applause to the student's active in learning.

Then, activity reward had influence to students' motivation based the result in data analysis showed that the highest frequency of the influence of activity reward to students' motivation is influenced 17 students (71, 00%). It means that activity rewards need to motivate students in learning English. For example; teacher gives opportunities for enjoyable activities, gave game related material and gave interesting topic for students. Token reward had influence to students' motivation based the result in data analysis showed that the highest frequency of the influence of token reward to students' motivation is influenced 17 students (71, 00%). It means that token reward can make students had motivated to study. For example; teachers gave reward for students such as point, grades toward students' achievement in learning English.

4. CONCLUSION

Based on the research findings, the researcher formulated the conclusion into the result of both questionnaire and interview shows that are the influence of teachers' reward to students' motivation in learning English is influenced. It was found in the result of questionnaire and interview sheet which is described that were 20 students (83,00%) in categorized influenced.

Considering of the result of the research, the researcher wants to give suggestion that the teachers should give reward to students in teaching learning English because rewards had influence to students' motivation. For the students, teacher's reward can make them more motivate and feel satisfied with the effort in study. So that, teacher' reward is the important element to students' motivation in learning English. Meanwhile, for the next researcher, they should do deeper this research that related about reward. For example function of reward, using of reward, and implementation of reward.

5. REFERENCES

- Ary, Donald, Jacobs, Lucy Cheser and Sorensen, Chris. 2010. *Introduction to Research in Education*. Canada: Wadsworth Engage Learning.
- Bradley s. Witzel and Cecil d . Mercer. Using reward to Teach Students with Disabilities. http://www.unco.edu/cebs/psychology/kevinpugh/motivation_project/resources/witzel_mer03.pdf
- Cohen, Lawrence Manion, and Keith Morison. 2000. *A Guide to Teaching Practice*. New York : Glencoe/McGraw-Hill.
- Gay, L R and Peter, Airasian. 2000. *Educational Research Competencies for Analysis and Application*. New Jersey: Prentice-Hall Company.
- Oktalina, Suci. 2014. *Teacher's Reward in Classroom at First Grade of SMPN 31 Padang*. Padang : STKIP PGRI Sumbar.
- Ong Tze San and Yip Mei Theen, (2012). The Reward Strategy and Performance measurement. *International Journal of Business Humanities and Technology*. No.1. Vol.2. Retrieved on September 2015. http://www.ijbhtnet.com/journals/Vol_2_No_1_January_2012/24.pdf.
- Wenzel and Jere . 2010. *Motivating Students to Learn*. New York : The McGraw-Hill Companies, Inc.