

## THE STUDENT'S PERCEPTION OF REWARDS TO INCREASE THEIR MOTIVATION IN ENGLISH LEARNING IN JUNIOR HIGH SCHOOL

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### ABSTRACT

The reward is a form of appreciation from the student pursuer to provide an inner emotional connection. The reward is a strategy in learning that functions as a stimulus and response to students in learning English effectively. The type of reward given to students varies greatly depending on the needs of students in learning, ranging from praise, grades, and nonverbal. All the variations of rewards in learning have a common goal of increasing student motivation in learning. This study aims to determine students' perceptions of reward strategies to increase motivation to learn English in junior high school. The respondents in this study were class VIII-A students at MTsN 8 Kediri for the 2021/2022 academic year. The number of respondents was 33 students in the bilingual class. Meanwhile, the research method used is a qualitative case study using questionnaires and interviews to obtain accurate data. This study shows that students give positive perceptions about learning to use rewards in increasing learning motivation. There are four kinds of rewards often used in learning English at MTsN 8 Kediri.

**Keywords:** perception, reward, motivation, kinds of reward

### ABSTRAK

Reward merupakan bentuk apresiasi dari pengejar kepada pelajar dengan tujuan untuk memberikan hubungan batin secara emosional. Reward merupakan strategi dalam pembelajaran berfungsi sebagai stimulus dan respon terhadap siswa dalam belajar Bahasa Inggris secara efektif. Untuk jenis reward yang diberikan kepada siswa sangat bervariasi tergantung dari kebutuhan siswa dalam belajar mulai dari bentuk pujian, nilai, non-verbal. Dari semua variasi reward dalam belajar tersebut memiliki suatu tujuan yang sama untuk meningkatkan motivasi siswa dalam belajar. Penelitian ini bertujuan untuk mengetahui persepsi siswa mengenai reward strategy to increase motivation in English learning in junior high school. Untuk responden pada penelitian ini ada siswa kelas VIII-A MTsN 8 Kediri tahun ajaran 2021/2022. Jumlah respondennya adalah 33 siswa di kelas bilingual. Sementara itu, metode penelitian yang digunakan adalah kualitatif case study dengan menggunakan questionnaire dan interview untuk mendapatkan data yang akurat. Hasil penelitian ini adalah siswa memberikan persepsi positif mengenai pembelajaran menggunakan reward dalam meningkatkan motivasi belajar dan terdapat 4 jenis – jenis reward yang sering digunakan dalam pembelajaran Bahasa Inggris di MTsN 8 Kediri.

**Kata-Kata Kunci:** Persepsi; Penghargaan, Motivasi, Jenis – jenis reward

## INTRODUCTION

Education is a place to facilitate students' development abilities in students. The main goal of education is to create a future generation that excels in all aspects, including attitude, knowledge, skills, innovation, and technology. In addition, there are many kinds of education in Indonesia, namely formal, non-formal, and informal. Formal education is a learning process in the classroom as a form of knowledge transfer between individuals and groups or teachers and students carried out formally, including clothing and learning tools. Then non-formal education is an organized education carried out alone or whose activities are broader in scope. Meanwhile, informal education is carried out in the early stages of the family environment, which aims to improve the intellectual abilities of individuals in the family environment. Each type of education essentially aims to enhance intellectual, innovation, and individual attitudes so that they can face every development of the times.

As we know, the learning process is a process of transferring knowledge, both direct and indirect. So far, the learning process is carried out between individuals and groups in the form of students and teachers and groups with groups. The nature of the learning itself is carried out systematically by considering the learning objectives. Meanwhile, learning objectives are things or plans that the teacher must achieve in the learning process, meaning that if the teacher cannot accomplish the spending goals, the learning process will be deemed unsuccessful. Teachers usually need instructions referred to as lesson plans (RPP) in the learning process. In the lesson plan, the teacher must be able to achieve all the goals that have been made in advance to get success in learning. The content in the lesson plans functions as the teacher's steps in starting learning, starting from the pre-activities, core activities, and post-activities stages. The teacher's role is to carry out every point in the lesson plan from this stage.

In addition, the impact of Covid-19 on learning is so significant that it makes teachers have to be able to solve any problems that arise in the learning process. Each of these problems appears quickly and, of course, also requires fast handling. For example, there are problems in learning in formal education at MTsN 8 Kediri. The impact of Covid-19 has made teachers create formulas in learning. When learning English takes place, which is more precisely face-to-face learning, the teacher explains each material in learning to the maximum by paying attention to 3 stages of learning: pre-activities, core activities, and post-activities. At the pre-activities stage, the teacher tries to ask each student whether they are healthy and well or not. Then proceed to the core activities stage, the teacher explains each English learning material well. Students' responses to learning are deficient and not interactive. Besides that, students often feel bored and less interested in the material presented by the teacher. Moreover, when the teacher gives individual assignments, many students do not do the assignments given. The teacher hopes that students can understand every learning process at the post activities stage. However, when the teacher reviews, the students cannot answer every question that the teacher gives.

Based on these problems, the teacher creates an approach, namely stimulus and response. The form is in the form of rewards in the learning process. When learning takes place, the teacher uses a reward approach to increase student motivation in knowledge. According to Indrawati et al. (2021), a reward is a form of teacher

appreciation that aims to increase motivation and activeness and be interactive in learning. There are many appropriate rewards when applied in education, namely non-verbal, praise, and points. Each of these rewards certainly tries to create an active and interactive learning process in learning, considering that the learning process of the impact of COVID-19 is challenging to achieve learning objectives. Moreover, the transition from online learning to offline learning also requires many solutions.

In previous research, Syarifuddin (2020) argued that rewards in learning are good when applied to learning. However, if applied continuously will make students easily bored and cause gaps in learning. In this study, the method used was a questionnaire and an interview with the object being studied was the teacher's perception of learning English using reward and punishment. In contrast, Sidin (2021) states that reward and punishment are learning methods that can put students in the best position to cover all things in learning. So based on previous research, the next researcher is interested in creating updates and conducting research related to the student's perception of reward to increase students' motivation in learning English in junior high school.

## METHOD

In this study, researchers used a qualitative approach. A qualitative approach is an approach that can provide a detailed interpretation without depending on numerical measurements. Meanwhile, the researchers also used the case study method in this study. A case study is a research method that investigates a phenomenon in depth around the environment, institutions, and society. Rusliwa Somantri (2005) argues that a case study is a study that focuses on symptoms that occur in absolute terms, and what is studied is the state of society, whether personal, institutional, group or individual.

Meanwhile, the researcher will provide a questionnaire with eight items or statements related to students' perceptions. The eight items questionnaire includes students' perception and motivation to learn the language. The respondents are students of class VIII-A MTsN 8 Kediri totalling 33 students. Then. After conducting the questionnaire, the researcher will proceed to the next stage, namely the interview. The interview is a part of research that serves to find out detailed information about the object to be studied by using implied questions to the respondent. Nilamsari (2014) explains that the interview is a process to obtain in-depth information which is carried out between the interviewer and the resource person. For the interview, the researcher used 5 question guides to determine the types of learning rewards.

## RESULT AND DISCUSSION

The research results are presented related to students' perceptions of learning English using the reward method in class VIII-A MTsN 8 Kediri and the types of rewards often used in learning English.

### 1. Questionnaire students' perception of reward to increase students' motivation in English learning

**Tabel 1. The result of the questionnaire**

No.	Kriteria	Prosentase
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The Students' Perceptions of Rewards to Increase Their Motivation in English Learning in Junior High School  
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1	<i>The teacher applies English learning by using rewards and punishment in class</i>	57,5%
2	<i>The reward and punishment method applied by the teacher follows the student's character</i>	48,4%
3	<i>Learning English using reward and punishment is very effectively applied in the classroom</i>	5%
4	<i>The reward and punishment method helps students focus more on learning English</i>	42,4%
5	<i>The teacher applies reward and punishment learning well</i>	39,3%
6	<i>I feel happy when learning uses reward and punishment in class</i>	42,4%
7	<i>I feel calmer when learning is done using the reward and punishment method</i>	36,3%
8	<i>I feel afraid when the teacher applies to learn by using rewards and punishment</i>	36,3%

The questionnaire above shows that at point 1, students agree that the highest is 57.5% related to the teacher implementing English learning by using rewards and punishment in class. The results of the questionnaire above follow the opinion of the respondent with the initials CL which states that:

CL: *"During the learning process, the teacher uses a stimulus and response in the form of a reward. In the early stages, the teacher tries to find out the students' character and continues with the application of rewards."*

Then, the second point shows that the highest reaches 36.3% agree. The total respondents above are the highest results from 34 respondents in one class. The results of the questionnaire above follow the opinion of the respondent with the initials YY who argues that:

YY: *"I think that in carrying out the learning process using rewards, there is a process where the teacher observes the character of students in one class. After the observation process is complete, the teacher applies the type of reward according to the student's character. the result is the type of reward according to the student's character."*

The third point related to learning English using reward-punishment is very effective in being applied in the classroom, reaching 48.4% of students agreeing. The results above show that the level of learning using rewards runs effectively when applied to learning. Regarding the results of the questionnaire above, it is strengthened by the results of the interview with the initials AL in the following interview:

AL: *"I think that during English learning at MTsN 8 Kediri, the learning process runs systematically and conducive because most students focus on the teacher's explanation".*

Next, statement number four shows that the highest scale reached 42.4% of students who agreed with the statement. Thirty-four students gave their responses, so the number of questionnaire scales followed students' perceptions. Then the results of the questionnaire it was strengthened by the opinion of students with the initials NS in the following interview process:

NS: *"I think that in learning English, some students focus on listening to what the teacher explains, and some even take notes on the details of what the teacher explains."*

The next statement on the 5th point related to the teacher applying reward and punishment learning well. The highest full scale is 39.3% of students agree. On the results of the following questionnaire, the perceptions of students who agree are not too high. Still, these results are strengthened by the results of interviews with informants with the following initials YY:

YY: *"At this stage, the teacher applies English learning well from the beginning to the end, but in the process, sometimes the teacher applies it periodically. This means that it does not continuously apply."*

Furthermore, on the 6th point, the highest scale is 42.4% agreeing with the statement above. The statement of the questionnaire results above shows that the level of agreement from students has increased from the previous student's perception. Therefore, these results are in line with the results of interviews with informants with the following initials CL:

CL: *"I think that some students feel happy and enjoy it during the learning process because they reason that the reward makes them more enthusiastic in learning."*

Meanwhile, at point 7, the number of respondents was 33, with the highest scale of 39.3% of students disagreeing with this statement. The questionnaire statement above shows that the results above are classified as balanced with the results of students who disagree. So that the results of the questionnaire above are classified as neutral. Then the statement above is strengthened by the results of interviews with student respondents with the initials AL:

AL: *"In my opinion, some students in the class feel enjoy and comfortable when learning takes place. However, some students sometimes feel worried if they cannot answer every question and question given by the teacher."*

On the 8th point, the highest scale relates to I feel afraid when the teacher applies to learn by reward and punishment. 36.3% of students disagree with this statement. The results of the questionnaire above indicate that most students do not agree with the statement above. This is in line with the results of interviews with respondents with the following initials FF:

FF: *"In my opinion, most students are not so afraid during the learning process. However, some are happy to compete healthily with their classmates to get a reward."*

Based on the data above, it can be concluded that most students give a positive perception of learning to use rewards to increase student motivation because reward learning makes students more comfortable and happy because every effort they make will be rewarded in the form of rewards.

## **2. Kinds of reward in learning**

In this section, the researcher presents the interview process results related to the Kinds of rewards following the character of students in Junior high school. These results are in line with Fauzia & Syafei (2016), who states that the type of reward in learning varies depending on the needs and conditions of students. below are the results of the types of rewards for learning English

a) Praise

A type of reward that focuses on the attitude of an emotional relationship, namely using stimulus words. for example, as follows: good, amazing, excellent. The purpose of this type is to increase students' enthusiasm to be more enthusiastic and active in participating in learning. Usually, this type of reward is carried out at a certain time depending on the student's condition when participating in learning.

b) Non-Verbal

a part of the types of rewards that focus on non-verbal rewards. When applied to learning, the teacher usually gives feedback to students by raising their thumbs, clapping their hands, and giving smiles. This application aims to try to increase students' motivation to learn English. Because motivational factors can be created in two directions, namely internal and external. This type of reward seeks to increase student motivation externally.

3) Point

A form of appreciation to students who focus on written grades. In its application, the teacher usually gives a question at the initial stage, and then the students are asked to work on the problem. After it is felt that they have worked on the problem, the results will be periodically corrected by the teacher. For students who get good grades, later, the teacher will provide additional rewards for these students. This type of reward is usually applied periodically by taking into account students' ability in the learning process.

So, based on the results above, it can be concluded that of the many types of rewards often applied in junior high school, only three are related to students' character: 1) praise, 2) non-verbal, 3) point. This is because the form of reward follows the needs of students at the same time. Make students more enthusiastic about learning.

## CONCLUSION

There are many kinds of learning methods used by teachers in the learning process. Each learning method has the same goal: to make learning effective and efficient. Moreover, learning methods are used as a form of teacher care for students to understand what the teacher is saying. One of the learning methods used to increase student motivation in learning is the reward method. A reward method is a form of method that combines the stimulus and response of students in learning so that students get income and outcomes in learning. In terms of income, students can learn lessons without direct orders from the teacher. Meanwhile, the outcome makes students' ability to learn increase.

So the results of this study relate to student perception of rewards and kinds of rewards in English learning in junior high school. For the results of student perceptions, most students agree with learning using rewards because it can make students more active and responsive in participating in English learning. What's more, the existence of rewards in learning puts students at their best in participating in the learning process. In addition, the rewards given by the teacher will improve the psychological condition of students in learning English. Most students feel more happy and comfortable when learning is carried out with the reward method because students can compete competitively to be the best in the ongoing learning.

Moreover, the types of rewards used by teachers in learning English in junior high school are praise, non-verbal, and praise. These rewards have the same goal: to increase students' enthusiasm for learning internally and externally. Besides that, this reward is a form of teacher appreciation for consistent student achievement in learning. Later, this form of appreciation will become a positive emotional relationship between teachers and students.

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