

**TEACHERS' REWARDS IN INCREASING EFL STUDENTS'
MOTIVATION**

THESIS

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Teachers' Rewards in Increasing EFL Students' Motivation

Adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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ABSTRACT

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Reward is one way for teachers to give appreciation to their students who successfully carry out the tasks. Teachers can give reward in a variety of ways, consisting of praises, presents, or prizes to students. This study aims to discover what kind of rewards in increasing EFL students' motivation. The research used qualitative research. The participants of this research were three English teachers and four students. This research used purposive sampling in selecting suitable participant teachers and students from SMPN 4 Banda Aceh. The writer used semi-structure interview as technique in collecting the data. This study found that teachers gave their students two kinds of rewards: praises and material gifts. Moreover, material prizes were the favorite rewards for students. The students also reported greater excitement and eagerness to learn English when receiving rewards from their teachers. This study indicates that rewards, particularly material prizes, play a significant role in boosting EFL students' motivation. While praises were also appreciated, tangible rewards had a stronger impact on students' enthusiasm and engagement in learning English.

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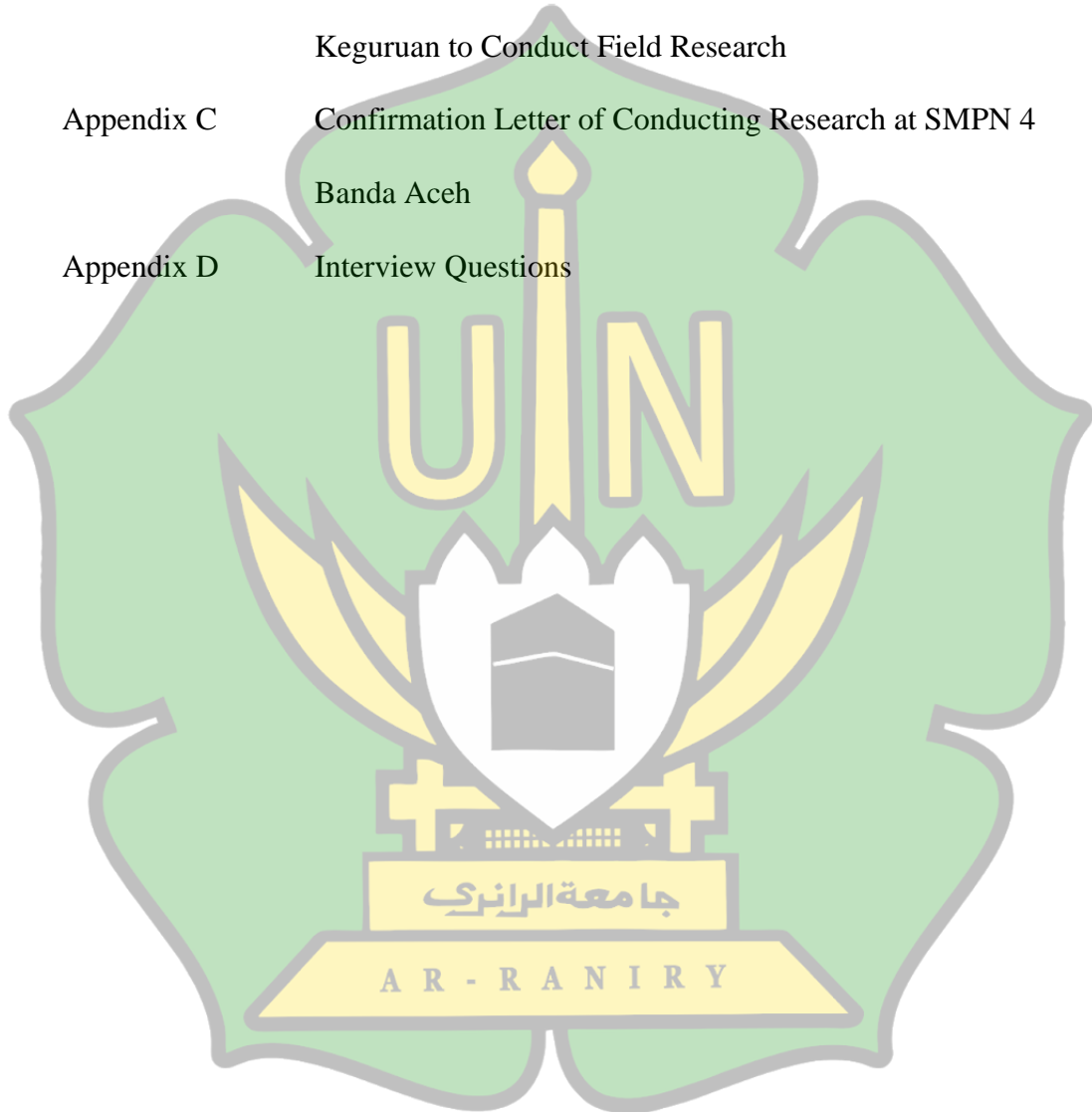
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CHAPTER I

INTRODUCTION

This chapter introduces several subtopics including the background of the study, previous study, research question, aims of the study, the significance of the study, and terminology.

A. Background of Study

In this globalization era, people used English to communicate in their daily lives. Those who are unfamiliar with English well will be unable to converse effectively with others. According to Crystal (2003) English is a global language because English is studied and used as a communication tool in various countries, both as a first language, second language, or foreign language. Motivation is an important attribute for students to be anxious about doing something. Motivating students during teaching and learning is crucial for their academic success. It is supported by Brophy (2004).

According to Ilegbusi (2013), students will be motivated to study hard in order to get a reward if they complete their task effectively. He believed that if the teacher rewarded students' work, it will increase students motivation and grades. Reward is one way for teachers to give appreciation to their students who successfully carry out the tasks they give in the form of praisenor gifts. Teachers can give reward in a variety of ways, consisting of praise, present,or prizes to students based on their activities, which the teacher then responds to by offering the reward (Rosyid, 2018).

Nazaruddin (2016) in Hakim (2018) rewarding students' during teaching activities has several benefits. Firstly, students will feel delighted while studying, and will indirectly strive to the best. Second, there will be a positive interaction between teacher and students', creating comfortable learning environment. Third, rewards encourage students' to be more eager in understanding and mastering the material. Finally, they help improve students' skills and abilities. The purpose of the reward is to encourage students to work harder in order to improve their grades.

Several studies on teachers' reward in increasing motivation have been conducted by previous researcher. Sari et al (2021) investigated reward and punishment given by the teacher to motivate students in learning English at UPT SMP Negeri 2 Baranti. This study used descriptive qualitative. The result shows from the interview the kinds of reward that used by teacher to motivate the students in learning English were praise, respect, and sign of appreciation also the obstacle faced by the teacher in motivation students used reward sometimes teacher made mistakes in giving rewards to students causing students protest.

Furthermore, Delila (2023) investigated students' perceived impact of reward and punishment on their motivation in learning English. This quantitative research was conducted at SMP IT Luqmanul Hakim and the population were 95 students. The result shows that students agreed that they become more active and motivated in learning if the teacher gives reward in classroom. The kind of reward are such as praise and gift.

Additionally, Safrida (2020) investigated the effects of reward and punishment toward students' motivation in learning English. This research applied mixed method, qualitative and quantitative and take conducted at SMAN 1 Indrapuri. The results indicates that there are some rewards and punishments used by teacher. The kind of reward are (1) verbal rewards, (2) symbolic rewards, (3) token rewards, and (4) tangible and activity rewards. Most students agreed that they become more active in learning if the teacher give rewards.

Rewards are method for using behavior to improve outcomes (Woolflok, 2009). This means that the students' activities when judged by appropriate are followed by strengthening. As a result the students is more likely to repeat this behavior. Steven (2003) finding that providing rewards increases sttudents' motivation to engage in class, thereby promoting prositive behavior in the classroom. Skinner and Belmont (1993) also findings that teacher behaviors and the used of rewards have a substansial impact on student engagement and motivation across the school year. Ryan and Deci (2000) stated that comprehending the balance between intrinsic and extrinsic motivation is essential for enhancing student engagement and facilitating self-determination. Effective motivational strategies emphasize the use of recognition and praise over exclusive reliance on extrinsic rewards, thereby cultivating a more engaging and enriching learning environment (Brophy, 2004).

Based on the research above, it was found that there are several positive impacts of using the reward in increasing student motivation in learning. The difference between this research and the previous research is the place, time,

location and sources. In this research, the researcher wants to know what are teachers' rewards in increasing EFL students' motivation.

B. Research Question

This present study aims to answer the following research question :

“What are teachers' rewards in increasing EFL students' motivation?”.

C. Research Aim

Based on the problem of the study, the purpose of this study is to found out teachers' rewards in increasing EFL students' motivation.

D. Significance of Study

1. Theoretically, it can assist and strengthen earlier research, as well as serve as a reference for future researchers who want to undertake relevant investigations.
2. Practically, it may be advantageous for English teachers to devise an effective method assisting students in learning English, particularly by using reward in the learning activity.

E. Research Terminologies

1. Reward

Reward are a form of positive reinforcement. Teachers usually give extra marks to students who are able to do the task as a reward. Reward are not necessarily in the form of stuff or material, even reward can also be used as

motivation for student. Rewards can also take the form of raising student who are considered successful in conducting a assignment. The use of reward in the teaching-learning process is certainly considered to be able to encourage student to be able to study even harder. Student will be increasingly motivate to do even better (Kusyairy, 2018).

2. Motivation

Motivation is an important part of a person's personality, and it is possible that everyone may want to learn something new. According to Hong and Ganapathy (2017), motivation is a process that cannot be directly observed but may be deduced from actions such as effort and perseverance. and verbalization. Motivation is crucial for people since it may be the driving force.

