

THE INFLUENCE OF TANGIBLE REWARDS TO STUDENT'S MOTIVATION IN 4TH GRADE SDN SINARGALIH 1 CIRANJANG STUDENTS

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Abstract

This study focused on the influence of tangible rewards to students' motivation on the learning process. The objective of this research is to describe how tangible reward can improve students' motivation. This research used descriptive qualitative as a research design. The data of this research were obtained from interview to the teacher who teaches in 4th-grade students' of SDN Sinargalih 1 Ciranjang. The interview was conducted twice. The result of the research would be described in the form of words. The result of the interview, the teacher had tried to apply tangible reward to improve students' motivation. The teacher was quite good when used the tangible reward to improve the students' motivation. Meanwhile, the result from teacher interview also showed that the students' had better motivation from the first meeting to the next meeting. They tried to more active in the process of learning, although some of the students' are still passive and had less of motivation. Then the result of an interview given to the teacher showed a positive effect. Tangible reward made the students participate actively. It is viewed by the students when the teacher gives some tests to get the reward. The students try to answer teacher question and had no fear to make mistakes.

Keywords: *Motivation, Tangible Reward*

INTRODUCTION

As a creature social, language is one of important aspect for everyone. Language can be used as a communication tool between one to other people. Everybody has known, that learn about language can be started from a child. Because, young learners are the first steps to developing the abilities of someone, not except the ability to learn about language. According to Halliwell as cited in Su, (2016:95), children love to speak and interact with each other. What is important when working with the children is finding the balance between providing language through controlled and guided activities and at the same time let them enjoy the natural talk.

Beside learn about first language or mother tongue, in this modern era, everyone should be learning about another language, especially the language that uses in many countries. One of that is English. In the United Kingdom, United States, Australia, English is the first language. In India, Singapore, Malaysia, English is the second language, and many countries use English

as the foreign language. In Brazil, China, Italy, Japan, Poland, Russia, Saudi Arabia, South Korea, Spain, Turkey, Vietnam, and many more.

In Indonesia, English that includes a first and prominent foreign language. Because of that, English is one of a subject that must require the curriculum. Most of the students in Indonesia think that English is easy and fun. Nevertheless, not little bit think that learn English is difficult. Therefore many causes that students in Indonesia think learn English is difficult, such as the students habit communicate by using mother tongue, condition of school can't support students to speak by using English, environment, lack of motivation, teacher explain the material to student using mother tongue and less uses English, the schedule of English is can't make students have the enthusiasm to learn, and many more.

One of the causes, why students in Indonesia think that learn English, is difficult is lack of motivation. According Brophy, (2004:3) Motivation is a theoretical and hypothetical construct used to explain why someone is doing what they are doing. Harmer, (2007:51) argues motivation is some kind of internal drive which pushes someone to do something that brings students to the task of learning can be affected and influenced.

Stix & Hrbek, (2006:18) states the teacher is Motivators that can get the students focus on taking action and help make enjoyable the process of learning. Based on the experience of the researcher, most of the teachers in Indonesia just teach about the materials, not motivate the students. Many teachers in Indonesia a method to teach is, how the material is delivered to the students, not how to motivate the students that interested and have the enthusiasm for an activity of the teaching-learning process.

Based on the reason above, the researcher, try to use a method to rise up the student's motivation in the teaching-learning process. That method is rewarding, especially tangible rewards.

Rewards are the type of an honor that given by the teacher to students who had finished the task that well and right. Harmer, (2007:49) defines awards is stimulus where students responsible for the performance is correct. Brophy, (2004:153) defines awards that used by teachers to maximizing the student's enjoyment and interest to teaching-learning activity. Brophy, (2004:158) add rewards defined into two kinds, that is tangible rewards and intangible rewards. According to Dörnyei, (2001:127) the tangible reward is the rewards that student able to see and feel, such as material rewards, opportunities, awards and other recognition, and teacher award. Brophy, (2004:154) states tangible rewards are the simplest, most direct and most adaptable strategies for addressing the value aspect of motivation. Some example of tangible rewards such as prizes, extra score.

Based on the explanation above, the writer concludes that tangible rewards are the simplest and most direct reward that students can see and feel it.

Intangible rewards the type of honor that given by the teacher in verbal ways. Brophy, (2004:158). Some example of intangible rewards such as the teachers says "congratulations, good job, great, awesome, thank you, etc."

Based on the explanation above the researcher interested in conducting a research entitled "The influence of tangible rewards to student's motivation in English learning"

The general objective of this study is improving the student's motivation. Especially its aims: To describe the effectiveness of tangible rewards to improve the student's motivation.

The limitation of the research is many Primary schools don't insert the English language into a curriculum, but they insert the English language into the extracurricular program.

In this research, the writer hopes it can give benefits. They are practical, theoretical, and pedagogical.

Theoretical

According to this research, the writer hopes will be one of the references for another researcher who will conduct the same object with different perspectives.

Practical

By the result of this research, the students can realize that reward can improving motivation in an important thing in a language and encourage them to be active in learning, so they can increase their ability in learning not only theoretically but also practically or communicatively.

Pedagogical

For the teachers, the benefits of this research are can be developing the learning quality and they can implement this method in their class to create an interesting, engaging, and enjoyable condition of the class.

THEORITICAL FOUNDATION

Young learner's theory

Characteristics of young learners

According to Slattery & Willis, (2001:5) there are the characteristics of young learner: The first is learning to read and write in L1, second is developing as thinkers, third is understand the difference between the real and the imaginary, fourth is can plan and organize how best to carry out an activity, fifth is can work with others and learn from others, and the last is can be reliable and take responsibility for class activities and routines.

Young learners. Lynne, (2001:2-8)

Vygotsky

Vygotsky's theories currently noted the focus on the social, and modern developments are often labeled 'sociocultural theory', he did not neglect the individual or individual cognitive developments. The child's first language in the second year of life is held to generate a fundamentals shift in cognitive development. Vygotsky distinguishes the outward talk and what is happening in the child's mind.

The distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers.

Piaget

Piaget's theories Concern was with how young children function in the world that surrounds them and how this influence their mental development. The child is seen as continually interacting with them around, the environment can be presented form solving problem.

According to Piagetian theories, there are the results of activity young learner: assimilation and accommodation. Assimilation is happening when an action takes place without any change to the child. Accommodation involves the child adjusting to features of the environment in some way.

Bruner

Language is the most important tool for cognitive growth, and how to use language to mediate the world for children and help them to solve the problem especially for an adult. Bruner has

provided format and routine is a further useful idea for language teaching in notions. Routines students come to class can provide opportunities for language development.

METHOD

In this research, the writer used qualitative research design to obtain the data. Komorowska, (1993:8) argues that in qualitative research, the investigator identifies a research problem based on trends in the field or on the need to explain why something occurs. Creswell, (2012:13) defines that is, describing a trend means that the research problem can be answered best by a study in which the researcher seeks to establish the overall tendency of responses from individuals and to note how this tendency varies among people. Creswell, (2012:16) a qualitative research study is needed to explore this phenomenon from the perspective of distance education students. According to Creswell, (2012:12) qualitative research design to Grounded theory method, Ethnography method, Narrative method.

The research method of this study, the researchers used narrative research method. According to Creswell, (2009:173) narrative research method is qualitative procedures in which researchers describe the lives of individuals, collect and tell stories about these individuals' lives, and write narratives about their experiences.

According to Creswell, (2012:625) Population is a group of individuals who comprise the same characteristics. The sample of this research is the English teacher in SDN Sirnagalih 1 Ciranjang fourth grades.

In this research, the researcher used interview techniques to get the data. According to Creswell, (2012:217) interview occurs when researchers ask one or more participants general, open-ended questions and record their answers. Creswell, (2009:123) also states interview in qualitative research has advantages and disadvantages.

DISCUSSION

The researcher divided the data into three parts. The first part the result of teacher interview before using reward, the second part the result of teacher interview after using the reward. Then the third part is the analysis of the research.

Before using Reward

The first interview, the researcher asks 10 main questions and many other questions about reward, motivation, and relationship between reward and motivation in the teaching-learning process.

Based on the question that researcher given to the teacher, the teacher explained that motivation of fourth grade SDN Sinargalih 1 Ciranjang students' is pretty high in the begin of each semester, and will be increased to be more higher if supported with a good method of teaching and facility from the school. Then the teacher continues to tell, that the student's motivation is not stable but disposed to down in a row of time and at the end of the semester the student's motivation have the lowest level.

It happened because, in the process of teaching-learning, the teacher doesn't use creative, attractive, variation method to deliver the material for the students'. Beside it, the teacher also doesn't a much-giving appreciation for the students' performance. If the teacher giving appreciations, the teacher only said: "thank you, great, congratulation" or other words of praise. At the begin implementation that words is effective to raise the students' motivation for learning, but it's not for a long time. That method only effective in the beginning of the

semester, and it will go down at the end of the semester. Actually, the head of school had given a suggestion for the teacher in order that giving the real of rewards for performance of students', to make their motivation is still quite high in the begin until the end of the semester. Nevertheless, most of the teachers are feel objection to often give a rewards to the students, because the teachers think if the rewards are often given by the teacher, the students will always expect to get a gift or rewards for the students' performance, and it will make the students not focus on the material, but focus on "what is gift that teacher give for today?". Beside it, the teachers feel objection to often give rewards to the students because it will need much of cost to buy something for the students as a reward for good performance. Whereas the teacher salary is can't be fulfilled.

Based on the explanation above, the researcher interested to know the teacher's knowledge about rewards that able to give for the students' appreciation.

Based on the question that was given by the researcher and the answered that explained by the teacher, the researcher concludes that the teachers are doesn't much know kinds of reward that able to use for raise students' motivation. The teacher only knows that rewards are only giving a gift such as candies, pen, pencil, and other. Nevertheless the teacher doesn't know that utterance "thank you, good, great, congratulation, and many other words", and giving extra points are some type of rewards.

Then the teacher continues to explain the reason why the teacher does not to use reward in the teaching-learning process. The teacher thinks that reward can't change the condition of learning to be more attractive and change the passive students' to be active students', because the teacher predict that students which get the reward only students had level of brain is more than other, but the students that had level of brain is standard or less than other will not be getting the reward, and it will make the students feel inferior and will make more and less of motivation to learn.

If the students are active than before, the teacher argues that reward is not changing the condition of learning to be more effective but will make the learning condition to be not good and the students will more difficult for controlled because all of the students are the race each other to get the rewards that teacher gives.

Because of that, the teacher is more not to use reward as a students' motivation. The teacher has chosen to use utterance "thank you, congratulations", more than it, the teacher only deliver the material of lesson based on the RPP or lesson plan.

Based on the result of teachers interview explanation above, the researcher giving suggest for the teacher to more often giving a reward to increase students motivation in learning and it still stable until the end of the semester.

The researcher also explained the kinds of rewards that teacher can be used to motivate the students to learn especially English. Besides giving utterance "thank you" and giving some gift, the teacher also can an extra score as rewards. The result of the first observation after the interview the teacher is they lack use reward to motivate the student. Teacher perception that reward cannot improve score and motivation students, so many teachers don't apply reward in teaching learning process because of the teacher more useful intangible than tangible reward.

After using Reward

The second interview, the researcher asks 5 main questions about the relationship between reward & motivation and the influence of tangible reward in teaching learning process of SDN Sirnagalih 1.

From the questions that the researcher asked the teacher in the second interview session, the teacher gave several different statements with the first interview session.

The teacher explains that there are significant changes to students before and after real tangible. The teacher relates that before using reward there are a little students follow the action to participate in the learning process there are some students who have more intellectual level than other, but when the teacher gives the learning material along with giving tangible reward, the students participation level becomes higher and the students who participate in more pursuit activities. In other words, when teachers use rewards as additional motivation, the student's condition becomes more active in the learning process. In addition, the teacher suggests that gift reward is not only at the time of learning English, but on some other subjects as well. Then the result is quite satisfactory, in addition to the level of increasing student activeness; there is also an increase in terms of attendance of students to come to school.

Therefore, the teacher concludes that rewards can not only be used to transform passive students into being active, but also to turn students into more eager to go to school.

The teacher revealed that the increase of students in academic aspect. With the increasing level of student activeness in the learning process, then automatically the value of the student becomes increased. With the increase in terms of liveliness as well as students' thinking patterns become more open, so that no more students are afraid to advance to the front of the class because they are fear wrong.

At the end of the second interview session, the researcher asked about the type of reward that has been used so that there is a change of attitude and behavior and other academic value.

The teacher revealed that the type of reward used is an added value for students who are able to answer questions, and the value is accumulated to get prizes in the form of stationery, as well as the accumulated value accumulated to be the value of report cards at the end of the semester. The teacher reveals that by using the in-class reward at each meeting, it becomes a motivation for the students.

The result of the observation after the interview the teacher is trying to use reward especially tangible reward for motivation student. Teacher gives other perception about the reward; the teacher said that reward is one of the effective methods because reward can improve motivation, score, activity in the class, etc. Reward makes the most of student changing to be better, such as many passive students be active students and lazy students to be more diligent.

Analysis of the research

From the results of interviews conducted by researchers, researchers found that.

Student motivation in learning progressively increases when teachers use tangible reward in the learning process.

Students become active to participate in the teaching and learning process when teachers use tangible rewards.

Students become more open to express opinions and do not feel afraid to make mistakes when teachers use tangible rewards in recognition of their efforts.

The use of tangible reward in the learning process can improve students' ability academically.

The use of tangible reward in the learning process can change the attitude of passive students become active and lazy students become diligent.

CONCLUSION AND SUGGESTION

Conclusion

The use of real rewards proves to be effective in improving students' motivation in learning, especially learning English. It can be seen from the description in discussion column. Where there are teachers explaining the change of attitudes of students who were initially passive to be active, students who often did not attend to be always present, the increase in terms of academic to be better.

Suggestions

Based on the result of this research, the writer has the recommendation as follows:

The teacher is able to use tangible rewards as effective ways to raise the motivation of students' in English learning.

The teacher should be more creative and attractive to motivate the students', especially to young learners in English learning.

English teacher should know to select the types of rewards, not only to use one types of reward to make the motivation of students' in learning is high still.

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