ABSTRACT

Suparman, Rizel Aulina. 2024: Teacher's Perception on the Implementation of Rewards to Motivate Students in English Learning at a Junior High School in Bandung. A Paper. English Education Department, Faculty of Tarbiyah and Lecturer Training, UIN Sunan Gunung Djati Bandung.

This study was conducted to discover the implementation of rewards as reinforcement in an English learning environment. By understanding teachers' perceptions and students' responses, the research aims to fill a gap and provide valuable insights to help teachers adapt teaching methods to diverse learning needs and goals. The study addresses two key research questions: 1) What is the teacher's perception toward the implementation of giving rewards during the teaching learning process? 2) What kinds of impact do rewards have on students' motivation in learning English?

This study employed a theoretical framework derived from Robbin (2003) and Self-Determination Theory (SDT) of Ryan and Deci (2000) to address the research question. This research adopted a qualitative method with a case study design, which is well-suited for examining the implementation of rewards to motivate students in English at a junior high school in Bandung. The study interviewed an English teacher and distributed a questionnaire to 27 ninth-grade students. Interviews and questionnaires were conducted to collect information about teacher perceptions and student responses to reward implementation.

The interview and questionnaire results indicated that implementing Rewards is a powerful strategy for boosting motivation in English language learning. From teacher perception, rewards in English language learning have been found to impact student motivation significantly. Rewards foster appreciation and encourage conversation and proactive learning. The study also found that rewards significantly improve students' motivation and competence in learning English. Rewards also enhance intrinsic motivation, as students who feel acknowledged and accomplished develop an emotional attachment to the course content. Thus, rewards serve as a driving force in English learning.

The study discovered that rewards are an effective technique for motivating students to learn English. They encourage appreciation, generate conversation, and create a lively learning environment. The study also discovered that students' responses to rewards were largely positive, owing to Deci and Ryan's Self-Determination Theory. Rewards improve competence, relatedness, and autonomy while increasing intrinsic motivation. Overall, this study showed that rewards are a motivator and recognition tool for boosting the effectiveness of English language learning, as well as social engagement, autonomy, and intrinsic motivation.

Keywords: *Reward, Motivation, English Learning*