CHAPTER I

INTRODUCTION

This chapter reveals the background of the study, research question, research purposes, research significance, research scope, conceptual framework, and previous studies.

A. Research Background

Recognizing the importance of English as an international language and the language of science, the Indonesian government has made English a required subject from junior high school through university. Whether they like it or not, students must spend three years in junior high or high school (Zaim, 2017; Suroso et al., 2021). In third-grade junior high school, English is required with four hours of instruction per week (Permendikbud No. 58 Tahun 2014). Learning English as a foreign language remains a significant challenge for certain students in Indonesia, particularly those in junior high school.

Despite the number of hours of instruction, some students believe that English is difficult. Some students' reluctance to enhance their English skills stems from the belief that learning English is challenging. The challenge resulting in students' low participation and motivation is that students feel that English learning is challenging, English is unnecessary, and English could become more attractive. It is imperative that students exert greater diligence in order to enhance their proficiency in English. They have no desire to enhance their English language proficiency. A significant number of student's experience feeling bored when presented with instructional materials by their English teacher. It diminishes their learning outcome.

The worsening situation is attributed to the necessity of fostering an enjoyable environment within the classroom. The teacher consistently employs a repetitive instructional approach. Students must listen to the teacher's instructions, such as responding to inquiries in LKS (Lembar Kerja Siswa) or transcribing from the teacher's notes on the whiteboard. These activities render the process of learning English unstimulating, resulting in a sense of boredom. Consequently, students

Require additional rewards to acquire proficiency in the English language. Subsequently, people perceive English as a complex discipline and undervalue their aptitude to acquire further knowledge. It is necessary to provide them with encouragement and motivation in order to facilitate their acquisition of the English language.

Other researchers uncovered some characteristics of Indonesian learners. Indonesian students are culturally reticent, reserved, and quiet in class (Exley, 2005). They do not, even if the teacher has invited them to participate in class activities, still need to. The English-learning motivation of Indonesian students is pragmatic in the sense that it is based on their immediate requirements (Bradford, 2007). The relationship between student participation in English learning and motivation is essential to the learning process. Student participation includes all forms of their involvement in class, such as speaking, listening, discussing, and doing assignments.

Meanwhile, motivation is an intrinsic aspect that stimulates students to acquire knowledge and enhance their skills in the English language. According to Slavin (2003), one of the most significant parts of the English learning process is motivation, which functions as a person's effort as a whip to do something or an activator in an individual to complete things. When students actively participate in English classes, they have more opportunities to use the language in real contexts. They can practice speaking, listening, and interacting with English in real situations. This helps them improve their language skills significantly.

Additionally, active participation allows students to feel more involved in their learning. They feel part of the process and see immediate results from their efforts. This contributes to increasing student motivation. When students see that their participation positively impacts their language skills, they feel motivated to continue participating and try harder. This motivation comes from a sense of accomplishment and self-confidence that grows with active participation. In other words, high student participation can create an environment where sustained motivation can develop.

Conversely, high motivation can also encourage student participation. Highly motivated students have a strong intrinsic drive to participate in English learning. Thus, the Self-Determination Theory (SDT), pioneered by Deci and Ryan (1985) is fundamental in understanding individual motivation. It focuses on intrinsic motivation, which originates internally rather than from external influences, and is divided into three dimensions: intrinsic motivation, extrinsic motivation, and amotivation. SDT underscores three psychological needs competence, autonomy, and relatedness that shape intrinsic motivation. Competence involves feeling proficient in tasks, autonomy entails control over actions, and relatedness emphasizes social connections.

Students often learn what they need or desire to learn but struggle to learn what they lack motivation for. An issue arises from the fact that a significant proportion of students lack the necessary desire to engage in the study of English. Because some students believe English to be difficult, they are easily bored and unmotivated to learn. They also needed help comprehending the teacher's lessons. Motivation is a crucial component of the learning process, not only while learning a language but also when learning other disciplines. If teachers or parents can urge their students to learn anything, this can spark their desire.

Dornyei (1998) emphasizes the importance of motivation by claiming that it is the main factor that prompts learners to start learning a second language. The motivation subsequently serves as the primary reason for learners to persist in the difficult learning process, enabling them to attain long-term objectives if adequately motivated. Students who are highly motivated to learn to have a right and positive attitude toward their studies exert considerable effort to understand English with a clear objective and desire and receive a higher grade. Motivation is fundamental to language learning, and no teacher could ignore student motivation.

One way to improve students' motivation is by giving a reward; a reward is a component of strengthening reinforcement. Students learn through reinforcement or admiration, which drives them to enhance their hobbies or studies. A reward is a type of recognition that a teacher provides to students who have successfully

finished a task. Harmer (2007) defines reward as stimuli for students with appropriate performance. Dornyei (2001) defines tangible rewards as physical items or opportunities that can be given as prizes, awards, or forms of recognition, including instructor awards. Tangible rewards are the most explicit, immediate, and flexible approaches for addressing the aspect of motivation related to value. Concrete incentives encompass rewards such as awards and extra points (Brophy, 2004).

Some researchers have utilized past research regarding the usage of reward methods. Aksa's (2018) study aimed to assess the effects of prizes on students' motivation to learn English and the impact of incorporating rewards in English instruction on the motivation of students to learn the language. Based on the data and the study's discussion, the researcher determined that prizes had a highly beneficial impact on students' motivation to learn English. If the teacher provided rewards and enhanced their motivation, the students exhibited enthusiasm and an intense interest in studying English. In contrast, Tsang and Zhang (2022) examine the difficulties, benefits, and necessity of providing tangible rewards to young Chinese pupils. It suggests that most Chinese educators agree with using tangible rewards with young students but highlight the importance of applying tangible rewards appropriately.

Previous studies compared extrinsic and intrinsic rewards in lower-level students and used two research instruments, but this study focuses on third-grade teacher perceptions of rewards in the teaching learning process and considers using a *star sticker* by teachers as an indicator of whether rewards impact student motivation and uses two instruments. This research will employ symbolic rewards in terms of *star sticker*s. Based on the previous explanation, the researcher formulates this research entitled "**The Teacher's Perception on the Implementation of Rewards to Motivate Students in English Learning at a Junior High School in Bandung**".

B. Research Questions

There are two questions in this research:

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?

C. Research Purposes

The study intends to achieve the following objectives based on the research question:

1. To find out teacher perceptions toward the implementation of giving rewards during the teaching learning process.
2. To find out the impact of rewards on students' motivation in learning English.

D. Research Significances

The study's findings are expected to be both theoretically and practically applicable.

1. Theoretically

The research findings provide an answer to the question posed during the formulation of the research problem. In addition, this study contributes to the field of education by demonstrating how the influence of offering a student a reward can motivate them to improve their English skills and achieve academic success.

2. Practically

- The students: This research result can provide information about the English learning motivation of students and when they realized the importance of reinforcing learning activities.
- The teacher: The study's findings can be used to evaluate students' motivation to learn English. As a result, they will be experts at learning English.
- Other researchers: To provide additional information for other researchers' experiences pursuing additional research in the related field.

E. Research Scope

The study is limited to the third-grade students' extrinsic motivation in junior high school. There are several methods for providing extrinsic motivation, such as praise, gifts, respect, and an appreciation gesture. The objective of giving this reward is to enhance the motivation of junior high school students to acquire English proficiency.

F. Conceptual Framework

This study examines the utilization of rewards to enhance students' motivation in English language acquisition. The conceptual framework is outlined in the flow chart provided below:
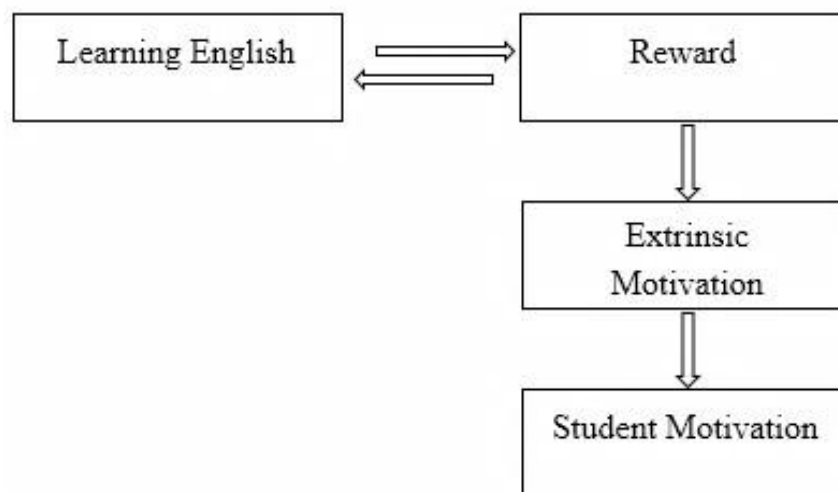

Figure 1. 1 The Scheme of Conceptual Framework

This study examines the impact of rewards on students' motivation to acquire proficiency in the English language. Motivation is a fundamental driving force in education. It influences how students engage with learning, persevere through challenges, and achieve academic success. Understanding the intricate relationship between reward and motivation in education is crucial for teachers and researchers.

According to Ryan and Deci (2000), being motivated refers to being pushed or forced towards a particular objective or goal. When someone lacks

the motivation to accomplish anything, it indicates a state of being unmotivated. Conversely, when someone feels inspired to do something, it signifies that they are motivated. Hence, every individual requires motivation to engage in any activity. There are various methods to enhance students' motivation, including the utilization of games, diverse methodologies, and media.

The Self-Determination Theory (SDT), formulated by Deci and Ryan (2000), focuses on the notion of motivation and categorizes it into three primary forms: intrinsic, extrinsic, and motivation. Intrinsic motivation is the most natural type of motivation, where individuals participate in an activity because they find it inherently interesting, entertaining, or personally rewarding. Extrinsic motivation, in contrast, arises from external stimuli such as rewards, punishments, or recognition. Demotivation characterizes a state of complete lack of motivation.

However, extrinsic rewards, often perceived as external motivators, can influence a student's motivation. SDT acknowledges the existence of external rewards but underscores the importance of their implementation. When extrinsic rewards are administered in ways that respect an individual's autonomy and competence, they can support and enhance extrinsic motivation. For example, symbolic reward is a form of extrinsic reward that can positively reinforce extrinsic motivation.

This is one method used by teachers to encourage student learning. The self-determination theory offers a comprehensive framework for comprehending the complex processes of reward and motivation in the field of education. It underscores the importance of nurturing intrinsic motivation while recognizing the potential impact of extrinsic rewards. By integrating SDT principles into educational practices, educators can create environments that inspire and sustain students' intrinsic motivation, ultimately enhancing their learning experiences and achievements.

Moreover, this research studies teachers' perceptions of using symbolic rewards such as *star sticker*s as reinforcement during the learning process to

increase student motivation. Robbins (2003) defines perception as a cognitive process involving the reception of sensory input through organs, followed by analytical, synthetic, and evaluative cognitive processes to extract significance and understanding. Robbins distinguishes perception into two main types: positive and negative perceptions. Positive perception occurs when individuals optimistically evaluate something, aligning with predetermined criteria or personal expectations. Positive evaluations arise from satisfaction with the objects and are shaped by the individual's knowledge and encounters with these objects.

Conversely, negative perception occurs when individuals possess unpleasant opinions that diverge from established standards or regulations. Sources of negative perception encompass dissatisfaction with objects and a lack of personal knowledge and experience, collectively contributing to the formation of adverse opinions. Therefore, Positive and negative opinions will invariably impact an individual's behavior. The individual's articulation of their understanding of the seen subject also influences whether the perception is favorable or unfavorable.

To sum up, the conceptual framework that has been described offers a strong foundation for this research project to address the research questions that have been developed. The framework serves as a blueprint for establishing reward systems that teachers employ to stimulate students' motivation to acquire English language skills. The teacher will use *star sticker* points as symbolic rewards, and the researcher will observe how the students respond to the educator's rewards and what the teacher's perception is according to the reward applied during the learning process. Based on the types of perception of Robbin (2003), and the well-established Self-Determination Theory (SDT) of Ryan and Deci (1985). This framework enables researchers to ensure that their research study is methodologically solid and can contribute substantially to the field of knowledge.

G. Previous Studies

Several researchers have delved into the impact of rewards on student motivation, contributing valuable insights to the field of education. For instance, Tsang and Zhang (2022) examine the difficulties, benefits, and necessity of providing tangible rewards to young Chinese pupils. While teachers generally support their use, they emphasize the need for careful implementation. The researcher identify key factors influencing reward effectiveness, such as types, student ages, and timing, and offer practical suggestions, including avoiding overuse, diversifying rewards, and ensuring fairness. It suggests that most Chinese teachers agree with using tangible rewards with young students but highlight the importance of applying tangible rewards appropriately.

According to Kharel (2012), the purpose of his thesis is to investigate the practice of reward in the teaching of English to speakers of other languages (TESOL) classrooms by secondary level English teachers and its effectiveness in the TESOL context of Nepal. Participants included ten male teachers and 100 students (50 boys and 50 girls) from private schools in Tulsipur Municipality's Dang District. Observation and interviews were used to collect the data. The results indicate that the use of incentives positively affects the teaching-learning process.

Similarly, Fadila (2015) embarked on a thesis project to investigate the various types of rewards teachers employ to motivate students, along with the students' responses to these rewards. This study involved one EFL teacher and first-grade students from Cilegon Junior High School, and data were gathered through observations and interviews. The results revealed that the English teacher utilized both tangible and intangible rewards, and when administered effectively, these rewards evoked positive responses from the students.

Furthermore, Citra (2018) aimed to assess the impact of rewards and punishments on students' self-assurance in English speaking. The study demonstrated the effectiveness of using rewards and punishments to boost students' self-confidence. The questionnaire results, with a mean score of 2.65, indicated

favorable student responses to the rewards and punishments method, signifying a significant improvement in their self-confidence levels following its implementation. These researchers' work collectively underscores the significance of understanding how rewards can effectively enhance student motivation and engagement in the educational field.

Based on the previous research above, they have focused on the effect of tangible and intangible rewards using two data collection techniques. This study focused on symbolic rewards through *star sticker*s teachers use during the learning process. It sought to determine if extrinsic motivation (reward) impacts student motivation in learning English and used two data instrument techniques (interview and questionnaire) to find out the result of the study more specifically.