



The Students' Perception on Reward Toward Their Motivation in English Learning

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Abstract This research was aimed to find out students' perceptions on reward toward their motivation in learning English. This research used qualitative research with descriptive method. The subjects of this study were students of class X IPA and The English teacher at MAS Ponpes NU Paringgonan Padang Lawas. Questionnaires and interviews were used to collect data. The results of this study is from the five kinds of reward in English learning at MAS Ponpes NU Paringgonan Padang Lawas teacher often uses four types: Giving number or value, Giving gift, Rewarding/attention, and Praise but the most dominant one is Giving a number or value.

Keywords: Perception; Reward; Motivation; Extrinsic; Intrinsic.

Abstrak Penelitian ini bertujuan untuk mengetahui persepsi siswa mengenai reward terhadap motivasi mereka dalam belajar bahasa Inggris. Penelitian ini menggunakan penelitian kualitatif dengan metode deskriptif. Subjek penelitian ini adalah siswa kelas X IPA dan guru bahasa Inggris di MAS Ponpes NU Paringgonan Padang Lawas. Kuesioner dan wawancara digunakan untuk mengumpulkan data. Hasil penelitian ini adalah dari lima macam reward dalam pembelajaran bahasa Inggris di MAS Ponpes NU Paringgonan Padang Lawas guru sering menggunakan empat jenis yaitu: Memberi angka atau nilai, Memberi hadiah, Menghargai/perhatian, dan Pujian namun yang paling dominan adalah Memberi angka atau nilai.

Kata Kunci: Pemahaman; Penghargaan; Motivasi; Ekstrinsik; Instrinsik.

INTRODUCTION

Motivation is explained as a person's tendency to do increased in order to produce one or more results. motivation as a phenomenon involved in simulating actions towards certain goals that previously had little or no movement at all towards certain goals. Motivation is an effort to enlarge or hold a movement to achieve certain goals. The greater a person's motivation to achieve the goal, the greater the chance for the success of the goal. Vinde added that apart from desire there is still important thing to support the achievement of students' goals in increasing motivation in English learning , namely interaction patterns (Vinde 2022).

Motivation plays a vital role in every sphere of life and various phases of activities. Our success and achievement in life depends on motivation. It is, in one form or other always present at the root of all human activities. Motivation is said to be the heart of learning golden road to learning and potent factor in learning, as all learning is motivated learning.

Adequate motivation results in promoting reflection, attention, interest and effort in the students and hence promotes learning. Motivation has become a central construct in both educational and psychological research and plays a significant role in several theories of human development and learning. Motivation is the reason why people behave the way they do. Motivated behavior is energized, directed and sustained. Motivation is concerned with the inculcation and stimulation of learner's interest in the learning activities.

A person will succeed in learning, if in himself there is a desire to learn. This is the first principle and law in educational and teaching activities. This desire or drive to learn is called motivation. So education and teaching will be very difficult to achieve their goals optimally without any motivation or encouragement in each individual who has a relationship with educational activities.

More specifically, if people mention the intended learning motivation, of course, everything that is intended to encourage or encourage people who carried out learning activities to become more active in learning to obtain better achievements. Motivation can arise from outside as well as from within the individual himself. Motivation that comes from outside the individual is given by motivators such as parents, teachers, counselors, ustadz/ustadzah, close people,

and others. While motivation that originates or arises in a person, can be caused by someone having the desire to be able to achieve something (goals) and so on.

Many people incorrectly view motivation as a personal trait, that is, some have it and others do not. motivation is the result of the interaction of individual and the situation. It is a move towards set goals. It is a force that energizes behavior of individuals. It is an art of inculcating stimulating interest in different activities in the students. Motivation can be defined as an inspiration that propels someone into an action. Motivation is a process by which the learner's internal energies are directed toward various goal objects in his/her environment. An individual may be highly motivated to perform well in a task and completely unmotivated in another. It means that when people are motivated, they will work tirelessly to achieve their aspirations.

Sardiman argued that motivation can also be said to be a series of efforts to provide certain conditions, so that a person wants and wants to do something, and if he does not like it, then he will try to eliminate or avoid the feeling of dislike (Hanafy 2014). So that motivation can be stimulated by external stimuli, but it grows from within a person. In learning activities, motivation can be said to be the overall driving force in students that gives rise to learning activities, which ensures the continuity of learning activities and which gives to the direction of learning activities, so that the desired goals of the learning subject can be achieved.

Alizadeh said that, motivation refers to the combination of attempt plus desire to obtain the objective of learning the language plus desirable attitudes towards learning the language (Alizadeh 2016). That is, motivation to learn a second language refers to the extent to which the individual works or tries to learn the language because of a desire to do so and the contentment experienced in this task. Effort alone does not indicate motivation. The motivated person spends effort towards the aim, but the person expending effort is not inevitably motivated. Furthermore, Songbatumis argued that low students' motivation to attend class is one of the internal factors of education players that leads to problems in formal education (Mumary Songbatumis 2017).

Motivation provides learners with an aim and direction to follow. Therefore, it has a key role in language learning. Due to the lack of enough motivation, some difficulties may happen for learners. Without desire to learn, it is very difficult for

learners to gain effective learning. By paying attention to the importance of language will help learners improve their motivation to learn even if they do not have enough intrinsic motivation. It can be stated that teachers should be aware of significance of motivation in learners' language learning and through some changes they can help learners increase their motivation. Purnama et.al contend that the primary component of learning is motivation. Without a desire to learn, the process of learning is difficult to succeed in (Purmama et.al 2021). Chen and Yeung (2015) contend that students' Interest and self-efficacy affect motivation level.

One of the aspects that can increase student's motivation is Reward. According to Syarifuddin and Zulfah (2020) reward is learning technique that can increase student interest in learning languages. However, if the application is not carried out objectively, it will cause a significant problem, such as jealousy between students in learning. Meanwhile, the appropriate method used by the teacher was a reward strategy, which made students more confident in learning and even made students more interactive in learning (Andriani 2021). However, the previous theories have different opinions in using reward strategy to increase motivation to learn English in the classroom. The first study had a negative view of the reward strategy. Meanwhile, the second study positively views reward as increasing student motivation.

METHOD

The method used in this research is qualitative research. According to Yilmaz, qualitative research centers on constructivism and is predicated on the idea that reality is dynamic (Yilmaz 2013). This research uses descriptive method. Descriptive method is a method which describes the status of people, an object, a set of conditions, a system of thought or class events in the present time naturally.

This research was conducted in MAS Ponpes NU Paringgonan Padang Lawas. This school is located at Jl. Sibuhuan Aek godang KM 7, Subdistrict of Ulu Barumon, Padang Lawas Regency, province of North Sumatera, from January until April 2024.

RESULT AND DISCUSSION

The researcher presented research findings and discussed them. This research was conducted to investigate problems related to the student's perception of rewards toward their motivation in English learning at the tenth grader of MAS Ponpes NU Paringgonan Padang Lawas and the kinds of rewards in English learning.

1. The students' perception on Reward for increasing their motivation

The first research problem relates to students' perceptions of reward toward their motivation in English learning, a questionnaire consisting of 5 Indicators each indicator contains 3 questions, and the questions amounted to 15 questions to obtain data from students' perceptions. Then, the data were divided into five Scales: strongly agree, agree, neutral, disagree, and strongly disagree.

Based of the results of findings it can be concluded that the most dominant one is Giving a number or value. Here are the answers from SA Strongly agree (36.6%), and A Agree (46.6), N Neutral (6.4%), DA Disagree (7.8%) and for SDA strongly disagree (3%).

The results total of the Questionnaire for each indicator is shown on Table below:

Table 1. The Data Result

No	Indicator	(SA)	(A)	(N)	(D)	(SDA)
1	Giving number or value	54%	46%	-	-	-
2	Giving gift	33%	67%	-	-	-
3	Rewarding/attention	23.6%	25%	8.3%	30.6%	12.6%
4	Praise	36%	39%	19.3%	5.8%	-
5	Body movement	27.6%	65.3%	4.3%	3%	-

2. The most dominant reward Given by the Teacher

Based on the research findings above, the students' perception of reward toward the Questionnaire showed that their perception of reward toward their motivation is in a good response and has a positive influence on English learning. It can be seen from the percentage of each indicator as follows:

Table 2. The Data Result

Number of Indicator	Students' Perception		
	Positive	Neutral	Negative
1. Giving a Number or Value	100%	-	-
2. Giving Gift	100%	-	-
3. Rewarding/Attention	48.6%	8.3%	42%
4. Praise	76%	19.3%	5.8%
5. Body Movement	92%	4.3%	3%

Based of the results above it can be concluded that the most dominant one is Giving a number or value. Here are the answers from SA Strongly agree (36.6%), and A Agree (46.6), N Neutral (6.4%), DA Disagree (7.8%) and for SDA strongly disagree (3%).

3. The students' perception of the most dominant Reward toward their motivation in English learning

After the questionnaire, the researcher continued the interview with students. The results of interviews with students provided a fairly in-depth explanation. Based on the results of the interviews, the researchers found that there were several kinds of opinions and explanations given by the students in the interview section. There were 8 questions that the researcher created to get in-depth answers from the respondents of this study about the students' perceptions on reward in English learning, the eight questions were divided in two sections 1) The students' perception on reward toward their motivation in English learning, and 2) Interview with the English teacher.

In this stage, the researcher conducted the data collection process by interviewing eight students of class X IPA and the English teacher. The students were interviewed regarding the rewards often used in learning English at MAS Ponpes NU Paringgonan Padang Lawas. In this section, the researcher presented the interview data using a transcript model to confirm and strengthen to students' perception of rewards and their motivation in English learning.

a. Students' Perception on Reward Toward Their Motivation

From the statements above the researcher has found the result of interview with the students in the class, the first statement is shown that majority of students stated they are very interesting in English learning when the reward is applied in the class and they said it can increase their spirit in learning

because reward makes them more active and give them more motivation to be high in learning and some students feel happy and enjoy for using this learning technique in the class.

b. Interview with the English teacher

For this indicator the researcher focused to interview the English teacher at MAS Ponpes NU Paringgonan Padang Lawas, and it contains of two questions. The first statement is related to what is teacher's opinion when teaching English is carried out using reward in the classroom. For this statement the teacher gave her opinion in interview, that she stated using reward in learning in the class is a good technique and comfortable because of it could be easy to handle the students in order their interesting in learning is more active and using reward could arise the spirit to students even to teacher for their achievement to reach in someday.

The second statement, she answered that almost all the kinds of reward ever to applied in teaching in the class like of course every learning in the class the teacher must be applied in giving the value or number as a reward and she said she sometimes gives a learning tools like pencil, book or eraser meanwhile for food is not common either she gives to the students such as candies and chocolate.

In this section, the researcher has discussed the results of Questionnaire and Interview at class X IPA. This discussion related to the research problem students' perception of reward toward their motivation in English learning, and the kinds of reward. If the application of reward is carried out in the classroom well, classroom learning can increase students' motivation in learning English and make students interactive. A reward is a tool to increase the stimulus and response of students in participating in learning so that students' motivation and attractiveness can be focused on the teacher's explanation.

Based on research findings, about the students' perception on reward toward their motivation in English learning at the tenth grader of MAS Ponpes NU Paringgonan Padang Lawas, shows that their perception of reward toward their motivation is in a good responses and has a positive influence in English learning, this result has similarity with previous research done by Phungphai supported this study on high school students in Sakhon province Bangkok, showing that reward

affect students' good positive emotions and responses, enjoyment, and relaxation in learning English (Phungphai and Boonmoh 2021).

Based on the results shown from respondents' answers to the questionnaire of each statement, no statements were answered by respondents because they disagreed above 17%. The results of the questionnaire also showed that almost 80% of respondents even more agreed that learning English using reward is easy and improve their spirit not so difficult, It similarity from the research by Indrawati et al. the effect of reward can increase student enthusiasm, motivation in learning English, and discipline in learning (Indrawati et al. 2021). This factor makes students happy and comfortable in learning English. and also needs to be developed and improved in order to get maximum results. So here is the answer of second question what is the dominant one of reward toward their motivation, so the researcher has found that the most dominant one of reward is Giving a number or value.

CONCLUSION

Students' perception on reward in English learning at MAS Ponpes NU Paringgonan Padang Lawas, showed that the kinds of reward that teacher used in the classroom, it could be seen from the explanation in previous chapter the first indicator is Giving a number or value. Based of the results above it can be concluded that the dominant one is Giving number or value. Here are the answers from SA Strongly agree (36.6%), and A Agree (46.6), N Neutral (6.4%), DA Disagree (7.8%) and for SDA strongly disagree (3%).

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