

CHAPTER I

INTRODUCTION

This chapter discuss the background for conducting this study, research questions, aims of the study, scope of the study, significance of the study, research methodology which includes the research design, population and the sample, instruments, data collection, and data analysis, clarification of terms, and organization of the paper.

1.1 Background of the Study

Mastering English, as foreign language, provides a wide opportunity for an individual to raise his/her standard living in today's society (Bouguerne, 2011). It is very important for us as our *weapon* to participate in the wider world of work in the international relationship. This reality makes many Indonesian parents encourage their children to learn English. They believe that mastering English will give benefit for their children in the future.

Students' engagement becomes a crucial thing in learning process. The linkage between students' engagement and their academic achievement is undeniable (Lim, 1992; Wudong, 1994; Zhou, 1991 as cited in Tsou, 2005). Studies have shown that students' academic achievement seems to be higher when they participate actively in class than that of those who are passive in class.

Students' engagement occurs when students are motivated so they learn actively in class. When students participate more in class means that they have a great motivation to learn. To achieve successful learning, motivation becomes an essential element that requires consideration when developing, monitoring, and assessing instructional effectiveness (Bouguerne, 2011). Motivation as the essence of language teaching is important because of the stark realities of learning English

for most of students (Rost, 2006). Harmer (2001) proposed that without motivation teacher will almost certainly fail to make the necessary effort.

There are some ways to increase students' motivation; one of them is by giving a reward to the students. Brown (2000) said that the most powerful rewards are those that can motivate learners intrinsically.

Okolo(1995: 279) believes that students who are motivated to learn are those who pay attention to the teacher and maintain interest in academic activities, volunteer answers in class, ask for guidance when needed, persist in trying to solve problems themselves, complete activities above and beyond those required for a grade, and take risks in order to improve their own skills or knowledge. Therefore, to achieve successful learning, motivation becomes an essential element that requires consideration when developing, monitoring, and assessing instructional effectiveness (Bouguerne, 2011).

Reward is considered as something given in exchange for good behavior or good work. Giving reward is not only by giving thing to students, but can also by praising students' effort. Bouguerne (2011) argue that praise is one of form of reward that can be given verbally or written for accomplishing a particular task.

Based on the facts above, the researcher would like to conduct a study of junior high school students that focus on teacher's praises and students' engagement in EFL classroom. This study is conducted to the previous study by Burnett and Mandel (2010). Their study is focused on the use of praise and feedback in the primary classroom.

1.2 Research Question

The issues to be discussed in this paper can be summarized in the following research questions:

1. In what ways does the teacher give praise to the students?
2. How praise influence students engagement?

1.3 Aims of the Study

Given the above research question, the aims of this study are as follows:

1. To investigate how the teacher give praise to the students.
2. To analyze students' engagement towards the use of praise in classroom.

1.4 Scope of the Study

External reward is divided into four types; tangible, praise, informational, and controlling reward. However, the focus of this study is on praise. In addition, students' engagement also becomes the focus of the study. It can be seen through students' attitude toward the task given by their teacher and also students' interaction with the teacher.

1.5 Significance of the Study

The result of this study is expected to give theoretical and practical benefit for many people. For teachers, this study is expected to enrich their teaching strategies so that they can create an active learning during the teaching process and develop their teaching performance in the classroom. Besides that, the result of this study can provide valuable information for English teacher, especially for the teacher at the school which is investigated. In addition, the study can give contribution as references for further researchers who conduct a study on the use of rewards.

1.6 Research Methodology

According to Emilia (2009) there are several aspects that have to be considered such as setting, participant, method, data collection, and data analysis.

1.6.1 Research Design

This study uses qualitative approach to answer the research questions, regarding the main aim of this study. According to Creswell (2007) qualitative approach is conducted to study a group or population because there is a problem

or issue needs to be explored. The issue to be explored in this research are teacher praises and students' engagement.

1.6.2 Subject of the Research

This study is conducted at one of junior high school in Bandung. The samples of this research are English teacher of EFL classroom and seventh grade students of junior high school.

1.6.3 Instruments

The instrument used in this study is classroom observation. The data obtained from that instruments will be analyzed and interpreted according to related literature.

1.6.4 Data collection

In order to collect the data, this study use classroom observation. The classroom observation will be done three times. The classroom observation is aimed to find out how the teacher give praise to the students and its effect on students' engagement.

1.6.5 Data Analysis

The data obtained from classroom observation and interview are analyzed and interpreted according to related literature. The recorded data from classroom observation is used to make a description of students engagement based on the praise given by the teacher. According to Bassey (1999) classroom observation is aimed to explore significant features of the issue and later interpreted what is observed.

1.7 Clarification of Terms

There are some terms that related to this study:

1. Reward

According to Tracey (1999) reward mean the poitive thing that an individual has done well. The reward used in this paper is praise.

2. Praise

Praise in oxford dictionary is something to express admiration or approval about the achievement of a person or thing. Based on Lepper and Henderlong (2002), praise must not be administered without an obvious order or plan. Praise in this study is given by the teacher to the students when they participate actively in the classroom.

3. Students' engagement

Students' engagement refers to combination of students' time on task and their willingness to participate in activities.

4. Motivation

The definition of motivation based on oxford dictionary is an enthusiasm for doing something. At its most basic level, according to Harmer (2001) motivation is an internal drive which pushes someone to do something to achieve the goal. He also state that extrinsic motivation as the part of motivation, is came from outside factors.

1.8 Organization of the Paper

This paper is presented into five chapters, as follows:

1. Chapter 1: Introduction

This chapter comprises the background of the study, research questions, aims of the study, scope of the study, significance of the study, research methodology which includes the research design, subject of the research, instruments, data collection, and data analysis, clarification of terms, and organization of the paper.

2. Chapter 2: Theoretical Foundation

This chapter provides the theoretical foundation which is relevant with the present study.

3. Chapter 3: Research Methodology

This chapter elaborates the method used in this study. It consists of method of research, stages of research, subject of research, technique of data collection, and technique of data analysis.

4. Chapter 4: Findings and Discussion

This chapter presents the findings of the study and analysis those findings in discussion clearly.

5. Chapter 5: Conclusions and Suggestions

This chapter presents the conclusion and several suggestion of the study based on the analysis in chapter four.