

CHAPTER I

INTRODUCTION

This chapter describes the introduction of the study. It consists of the background of the study, research question that covers the statement of the problem, aim of the study, the scope of the study, significances of the study, clarification of terms and organization of the paper.

1.1 Background of the Study

In Indonesia education setting, the level of students' motivation in English learning has become an issue since several findings on the field show that the appraisal report of English subject is considered the lowest compared to other lesson. It is also evidenced by the writer when she made the observation in one state junior high school for several months.

Parallel to the observation, the writer found some English teachers repeatedly asked the reason why learning English tended to be less lively, resulting in the majority of students were less motivated in learning English. Some experts agree that students who are less motivated in language learning tend to score lower grade than those with higher learning motivation (Child, 2007). In fact, currently teachers face this kind of situation where mostly the students have a low motivation in learning that impacts their understanding of the material and grade (Ilias et al., 2008). As the result, the main question arises: how the English teachers make the students more motivated in learning English and what kind of proper motivation that can arouse students' enthusiasm in learning language, especially English.

Many researchers have pointed out that good learning can be achieved properly when the students are well-motivated (Stipek, 1998; Dweck & Elliot, 1983). A study of motivation in the school context, both extrinsic and intrinsic have gained considerable attention (Guay, Boggiano, & Vallerand, 2001; Wong, Wiest, & Cusick, 2002; Vansteenkiste, Lens, & Deci, 2006). Nowadays, motivating students in learning is a challenging and frustrating task for the teachers because they should consider many things from students (Guendouze, 2011). Because of that, every school probably has different kinds of ways how to get or gain students'

motivation in learning a lesson. The term of motivation is often used by the teacher to assess the success and failure of the students (Dornyei, 2001).

Motivation in this research is defined as one of the key factors that promotes the success of learning of learners (Lucas, 2010). Through motivation, it may increase student's energy, students' engagement in academic task, and activity level (Pintrich et al., 1993; Harter, 1981). It directs students to reach the aims (Eccles & Wigfield, 1985), encourages initiation and persistence of the certain activity (Stipek, 1998), and also affects the individual's cognitive processes (Dweck & Elliot, 1983). At junior high school level, the students are expected to be able to understand the English language elements and skills (i.e. vocabulary, grammar, speaking, listening, reading, and writing). It is because English is included as one of the main subjects at school.

Considering the lack of students' motivation, Skinner (1938) stated that the most important element in learning is reinforcement. Positive reinforcement or reward strengthens a behavior by providing a consequence. It can be regarded as a stimulus. It promotes betterment students' attention in learning, including arousing, maintaining, and improving students' motivation, supporting positive behavior and regular attendance, directing the students' way of thinking toward the divergent. It facilitates students to develop their mind and self, and also may control and modify students' behavior which are less positive into the productive behavior (Arifin & Barnawi, 2012). The knowledge can be formed through the bond of stimulus-response. Applying positive reinforcement or giving reward while learning can be a bait for students to generate their motivation first.

Many studies regarding reward and motivation have been discussed. For instance, a study related to reward and intrinsic motivation for learning has been conducted by Jovanovic (2014). The aim of the study was to examine the correlation of rewards on intrinsic motivation and learning for children in general education. The result showed that there was an enhancement of children intrinsic motivation in learning through reward. Another study related to reward and penalty system that motivate students to work hard has been conducted by Ching (2012). The aim of the study was to explore the characteristics of system of rewards and sanctions in

schools. The result showed that school policies were often appeared as bad behavior rather than enhancing engagement and motivation to students in learning.

After looking several issues of rewards in motivating students in learning, the problem of students' motivations in Indonesia, and some of studies regarding reward and motivation and finding the gap, the writer wants to investigate that reward can be used as an alternative ways to enhance students' motivation in learning English. Therefore, this study is intended to describe junior high school students' motivation in learning English through the implementation of reward and to find out the students' responses toward the implementation itself.

1.2 Research Questions

This study is aimed to investigate the following problems.

1. To what extent were the students' motivation activated by the implementation of reward?
2. How did students respond to the rewards the teacher used in teaching English?

1.3 Aims of the Study

The aim of this study was formulated to describe the students' motivation in learning English through the implementation of reward and to find out the students' responses toward the implementation itself.

1.4 The Scope of the Study

This study was conducted to discover students' motivation in learning English through the implementation of reward and to find out the students' responses toward the rewards the teacher used in the classroom. This study was conducted in one of junior high schools in Bandung.

1.5 Significance of the Study

This study focused on the implementation of rewards in motivating students' learning English in the class. This study described the students' motivation in learning English through the implementation of reward and students' responses

toward the implementation itself. This study was expected to give information and contribution for teachers in two ways; theoretically and practically.

Through this study, it is intended to enrich the previous theories of implementing reward strategies in the classroom. As well as contributing to help the teacher in organizing teaching strategy to motivate students' motivation in learning English, exploring students perception about reward system and then it is also expected to help the teachers to identify some kinds of rewards which are influential and suitable for students to increase students' motivation in learning English. Moreover, this implementation is expected to bring an alternative ways for teachers in enhancing students' motivation in learning, especially students who are less motivated intrinsically.

1.6 Clarification of Terms

In order to provide a clear understanding of the research and avoid misinterpretation, here are some terms which include in this study, those are motivation and reward.

Motivation in education field refers to the underlying motives of behavior characterized by the willingness and volition (Guay et al., 2010, p. 712). It links to collaboration of effort and desire to reach an aim. Motivation is also closely associated with perceptions, interests, beliefs, values, and actions.

Motivation in this study refers to students' motivation in learning English which is expected to be enhanced by giving rewards from the teachers. Students' motivation can be seen through several aspects that appear when learning, such as the frequency of participation, confidence, positive body language, responsibility, achievement qualification, persistency, fortitude and tenacity (Makmun, 1996; Jones, 2009).

The reward is some kind of inducements which are given by the teachers to the students for positive behavior representing the teachers' appreciation (Deci, Koestner, & Ryan, 1999).

Reward in this study refers to a kind of appreciation, both verbal and visible object from the teacher to enhance motivation of students in learning English in the class.

1.7 Organization of the paper

This study divides into five chapters, which are the Introduction, Theoretical Foundation, Research Methodology, Findings and Discussions, Conclusion and Suggestion.

Chapter one is Introduction. This chapter describes the background of the study, research questions, aims of the study, the scope of the study, the significance of the study, clarification of terms and the organization of the paper.

Chapter two is the Literature Review. This chapter focuses on the relevant theoretical background to support the study. It covers the theoretical foundation which related to rewards strategies and students' motivation.

Chapter three is Research Methodology. This chapter covers the explanation of methodology that will be used in the study. It consists of formulation of the problem, research design of the study, site and participants, data collection, and data analysis.

Chapter four is Finding and Discussion. This chapter explores the result of the study that got from the data collection.

Chapter five is Conclusion and Suggestion. This chapter contains the conclusion of the study and some suggestion for teachers and also the next researchers.