

## Chapter 1

### INTRODUCTION

This chapter consists of the background of the study, the statements of the problems, the aims, the scope, and the significance of the research, and the research method in brief. The clarification of terms is also included to avoid some misunderstandings, and at the end, the structure of the paper is presented.

#### 1.1 Backgrounds

The term “motivation” is frequently used by the teachers to describe the success or failure of the learners (Dornyei, 2001). It is also applied for language teachers who teach foreign or second language. Many aspects can determine the success or the failure in learning the language. Gardner & Lambert (1960) found two factors that were equally related to second-language achievement. The first is an intellectual or aptitude factor, and the second is a motivational factor. Gardner (1985) and Scarcella & Oxford (1992) as cited in Lucas (2010, p.3) also stated that “Motivation is an important factor in learning a second and foreign language“.

Ryan & Deci (2000), who discovered the self-determination theory, classified the motivation into intrinsic and extrinsic motivation. The students are motivated intrinsically when they do something because they are interested in doing it. On the other hand, they are motivated extrinsically when they do something based on some separable consequences such as rewards or punishments. Having an intrinsic motivation, the students are able to keep their interest in learning in a long term. However, not everyone is intrinsically motivated in any particular tasks, so that extrinsic motivation has an important role in motivating the students.

Extrinsic motivation, such as rewards and punishments, may enhance intrinsic motivation (Cameron & Pierce, 1984, stated in Dev,

1997). However, it also may undermine intrinsic motivation (Deci, et al, 1999). It depends on how the teacher delivers the implementation of extrinsic motivation. Skinner, as stated in Cameron (2001), who identified different types of reinforces, explained that positive reinforces (rewards) are consequences that increase the probability of a given behavior they made contingent on, whereas negative reinforces (sanctions/punishments) are consequences that increase the probability of a given behavior by removing / reducing some negative external stimulus.

During the researcher conducted teaching practicum in one of Junior High Schools in Bandung, most of the students seemed to be less motivated intrinsically. Most of them thought English as a difficult subject. They did not follow the lesson well especially when the teacher explained about the grammar, they found it difficult to remember the vocabularies, and they were discouraged to speak. Thus, they had no interest in learning and had quite low motivation in learning.

In the case of less motivated intrinsically, the students may be more extrinsically motivated. The researcher tried to give extrinsic motivation, where rewards and punishments strategies became one of the alternatives to motivate the students. This is in line with Good & Brophy (2008) who state that if school activities are inherently boring and unrewarding, the teacher must rely on extrinsic rewards and punishments with a view to forcing students to engage in these unpleasant tasks.

The previous research about rewards and punishment method was conducted in French and Arabic Language learning activities. Therefore, this research was conducted to find out how rewards and punishments implemented in English classroom learning activities toward students' motivation improvement in Junior High School level. This research focused on what kinds of rewards and punishments that the teacher implemented and what responses that the students gave to rewards and punishments strategies that were implemented by the teacher.

## **1.2 Statement of the Problems**

The problems investigation is focused on the following:

- 1) What kinds of rewards and punishments does the teacher use in motivating the students?
- 2) What are students' responses toward the implementation of rewards and punishments strategies?

## **1.3 The Aims of the Study**

According to the research questions mentioned above, the purposes of this research are focused on the followings:

- 1) The kinds of rewards and punishments used by the teacher in motivating the students
- 2) Students' responses toward rewards and punishments that were implemented by the teacher

## **1.4 The Scope of the Study**

The research was conducted in Junior High School level. There were two foci in this research. The first one is identifying the kinds of rewards and punishments that were implemented by the teacher in the classroom learning activities in order to motivate the student. Furthermore, the second one is finding out the students' responses through the rewards and punishments given by the teacher.

## **1.5 The Significance of the Study**

This research is expected to give contributions for teachers of English in Junior High School in both theoretical and practical side.

Theoretically, this research is conducted to give some suggestions in rewards and punishments strategies that may be implemented and they can be used as additional sources for the related research.

Practically, this research will help the teachers in arranging the strategy toward students' motivation in learning activities, especially

through rewards and punishments strategies. It is expected to give some inputs in choosing the rewards and punishments, which are appropriate and effective for the students that lead to increase students' motivation. It is especially when the students are less motivated intrinsically.

## **1.6 Research Method**

The research employs a descriptive qualitative research method that attempts to describe the implementation of rewards and punishments in improving students' motivation. The participants of this research were the teacher and the students of a class in one Junior High School. The data were collected by doing interviews, conducting observations, and distributing questionnaire with open-ended questions. The data gathered were transcribed, categorized, and analyzed systematically to answer the research questions.

Further elaboration on the research method will be discussed in chapter III.

## **1.7 Definition of Key Terms**

Some terms below are clarified to avoid misunderstanding:

### 1) Motivation

In this research, motivation refers to combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language (Gardner, 1985)

### 2) Extrinsic Motivation

Extrinsic motivation in this research is a motivation where the students engage in learning "purely for the sake of attaining a reward or for avoiding some punishment" (Dev, 1997, p.13).

### 3) Intrinsic Motivation

Intrinsic motivation in this research is a motivation where the students engage themselves in learning out of curiosity, interest, or enjoyment, or to achieve their own intellectual and personal goals (Dev, 1997).

4) Reward

Reward in this research is some kinds of incentives that are given to the students for certain positive behavior as the teacher's appreciation (Deci, Koestner, & Ryan, 2000)

5) Punishment

Punishment in this research is consequences that are received for the reduction of students' negative behavior to be disciplined (Maag, 2001)

## 1.8 Organization of the Paper

The paper is organized into five chapters consisting of background of the research, theoretical foundation, research methodology, findings and discussion of the research and the last is conclusions. The followings are explanation in details on each chapter.

Chapter I contains of background of the study, statements of the problem, the aims of the study, the scope of the study, significance of the study, clarification of terms, and the organization of the paper.

Chapter II provides the literature review of the research. Theoretical frameworks that are relevant to the rewards and punishments strategies and students' motivation are provided.

Chapter III consists of research methodology, including the formulation of the problem, research design of the study, site and participants, data collection, and data analysis.

Chapter IV presents the findings and discussions that described the data, which has been analyzed.

The last is chapter V that concludes the result of the study and gives some suggestions for the next research.