Students' Perceptions on The Teacher's Rewards on The EFL Context

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Informasi Artikel	Abstrak
	Penelitian ini bertujuan untuk menginvestigasi persepsi siswa terhadap penggunaan *reward* yang diberikan oleh guru dalam belajar Bahasa Inggris. Penelitian dilakukan di salah satu Sekolah Menengah Pertama di Tasikmalaya. Penelitian ini menggunakan metode deskriptif *case study*. Teknik pengumpulan data berupa wawancara kepada 3 orang siswa, yang pertama siswa yang selalu mendapatkan *reward,* yang kedua kadang-kadang mendapatkan *reward,* dan yang ketiga tidak pernah mendapatkan *reward.* Kemudian, data dianalisis berdasarkan teori dari Braun dan Clarke (2016). Hasil penelitian menunjukkan, dengan memberikan *reward* oleh guru di kelas mendorong siswa lebih antusias, percaya diri, dan membuat mereka merasa dihargai. Selain itu *reward* juga meningkatkan hubungan antara guru dan siswa di kelas.
	Abstract
	This study aims to investigate students' perceptions of the use of rewards given by teachers in learning English. The study was conducted in one of the Junior High Schools in Tasikmalaya. This study uses a descriptive case study method. The data collection technique was in the form of interviews with 3 students, the first student who always gets rewards, the second who sometimes gets rewards, and the third who never gets rewards. Then, the data was analyzed based on the theory of Braun and Clarke (2016). The results of the study showed that giving rewards by teachers in class encourages students to be more enthusiastic, confident, and makes them feel appreciated. In addition, rewards also improve the relationship between teachers and students in the classroom.

1. Introduction

The rewards are not something new in education. Most of us remember smiley-face stickers, gold star charts, or chocolate. As Kohn (1999) stated, the basic strategy for raising students' motivation is to say some words, 'If you do this, you will get this'(Jakešová & Slezáková, 2016). The statement above refers to the reward that the teacher gives to the students as one of the ways to boost the students' motivation. To get the positive school effect, some of the teachers use reward in boosting students' motivation which is expected to bring positive academic outcomes. For the reason that the students who are given the reward have a feeling of acknowledged and valued so the students become more confident than other students who do not get the reward yet become more enthusiastic. As (Mansfield, 2007) confirmed that receiving a reward made the students feel recognized, and it's an influence on the relationship between students and teacher in academic engagement. It pushes them to keep up even improve the skills they are showing. (Howlin, 2015).

This rewarding system is expected to emerge motivation which is not only from the students but also from the teacher as (Lemos & Veríssimo, 2014) call 'intrinsic and extrinsic motivation'. The motivation which is less may be caused by the students who are difficult to learn (lazy), students who do not understand the material, otherwise, they who do not like the lesson. Nevertheless, sometimes it may

cause for the reason that there are some teachers in at some schools who even do not care about students' achievement, they just think that their duty is teaching and transferring the material to the students then leave the class. It means that the negative school effect has been linked to poor academic achievement (Mansfield, 2007) It has been found on students' emotions of "anger, frustration, and anxiety" (Anderman, 1999 as cited in Mansfield, 2007,p.3). The students' failure caused by psychological factors can be overcome to the teacher's treatment such as by giving reward which aims to motivate and to encourage the students in learning. In this case, investigating the impact of giving reward on students is important to find out what types of reward should be given by the teacher and how it can be implemented in the teaching-learning process.

Related to a previous study by Howlin (2015) which is investigated the merits of using the reward system in the primary classroom, their role in modern education, and how to maximize their effectiveness. The results of his study is "rewards in the classroom to be an invaluable asset for teachers in relation to students' motivation and classroom management. If it used effectively, the potential shortcoming of the reward system can be avoided entirely, giving way for the positive influences to take effect" (p.76). His research was emphasized on the role of reward in primary education.

In this research, the researcher will investigate in the focus on students' perceptions with the different point of view about the reward given in the classroom, her research is conducted to find out the impact of giving reward on the students at secondary school.

1.1 Reward in EFL Learning

In reality, many of the tasks which the teachers want their students to perform and comprehend are not interesting or enjoyable. That is why knowing about the extrinsic motivation, in this case, reward, becomes an essential strategy for successful teaching-learning process. Along with Wright (1987, p. 17) rewards here refer to kinds of incentives to support the students in increasing their interest and creatively change their knowledge to be better (cited in Loi & Uyen, 2016). Reward, however, refers to "anything that promotes a behavior being repeated in the future" (Burton et al, 2003, p.242)

This reward system has been focused by some researchers in the previous studies because of its relation to the behaviorism (Sak, Ikbal Tuba Sahin and Sak, Ramzan and Cicek, 2016). The finding of Cap and Mares (2001) showed that reward in its utilization in education has better results than based on punishment.

1.2 The Benefit of Giving Rewards

Connecting to the previous explanation, there are some benefits which will appear when giving rewards. The rewards encourage learning, include students' knowledge and environment which is positive bringing them to the joy and satisfaction (Jakešová & Slezáková, 2016). Bouguerne (2011) added that rewards stimulate a change in feelings such as pleasure and the consequential positive emotion. These feelings are powerful enough to generate a successful supporting impact on target behavior (Bouguerne, 2011). It denotes that extrinsic motivation (reward) is able to facilitate even enhance the intrinsic motivation because the action allows the joy and satisfaction (positive emotions) of the basic psychological need for competence. (The & Estley, The College newsletter, 2018, p.1) reported four ranges of rewards to:

a. Recognise the value of students' achievements, progress, effort, service and leadership

b. Give positive encouragement to students to succeed and to contribute

      c. Enhance student/teacher relationships

      d. Improve a student's sense of self-confidence and worth

It can be inferred that motivation is the general aim which leads the students to be successful in their own environment. Whatever the rewards given by the teacher, the process of pursuing the reward may the students to learn something, such as better study skills or higher self-confidence that will lead to changed behavior, even after the reward disappear (Wallace, 2009 as cited in CEP,2012). It means that the students have their own interest in engaging the rewards to boost their motivation in the learning process.

1.3   The Classification of Rewards

Every teacher has different types of reward to be given depends on the students need or certain consideration of the teacher. Many teachers exploit incentives in the form of points for finishing a task, obtaining a good grade, or behaving in a befitting way (Bouguerne, 2011). The other researchers bombard the unmotivated students in especially with stickers for good behavior, treats for completing assignments, and lunches for turning in homework (Seoanne and Smink,1991). The previous program at George Washington university has used non-cash rewards, such as Pizza Hut certificates or McDonald's Happy Meals to reward good grades (Elliott, 2007;Wallace,2009 as cited in CEP, 2012). From all of the rewards given by the teacher, gift and grade became the most effective rewards (Shreeve et al., 2002), but praise, free time, and certificate also became the other most effective rewards for some students that help them to develop more confidence in their abilities (Bouguerne, 2011).

To encourage students' success in the learning environment, it can be through punishment too. As (Jovanovic & Matejevic, 2014) and (Shreeve et al., 2002) claimed that remove the students from class, lose the students free time at break or referral point can be some choices to increase their motivation. On the contrary, it can be through reward for instance, giving praise, such as by giving applause or saying 'good', real object (gift) such as thing or food, free time, certificate, or grade (Jovanovic & Matejevic, 2014), and (Shreeve et al., 2002). Whatever kinds of rewards given by the teacher, it should be appropriate to the students' need themselves.

1.4   The Implementation of Rewards

The same program might have a completely different outcome too when implemented depends on the school and the students themselves. Whether it is in a large or smaller school, an elementary or high school, an urban or rural school, or a school with different percentages children of low-income or minority or, it might not (Usher, 2012). The point which must be underlined is "the tasks being rewarded should be challenging enough to maintain students' interests, but not so challenging that they could undermine students' feelings of competence" (*Student Motivation — An Overlooked Piece Of*, n.d, p. 9). Merchant (2007) attached that a reward system to be ideally motivational, the reward should satisfy a number of criteria: it should have value, should be large enough to have some impact, should be understandable, be timely, the effect should be durable, and should also be cost efficient (as cited in Adhiambo, 2016). As a consequence, the rewards are able to acquire goal orientation when its presentation and behavior as well as preparation and execution are appropriate and when the particular action and the reward are connected regularly.

1.5   Study of the Relevant Research

The research is relevant to the study written by Howlin (2015) which discussed the advantages of using rewards in relation to the students' motivation and the academic environment. Howlin concluded that the benefits of using them are clear. They were able to encourage the students improve upon their behavior at the prospect of greater rewards. This reward system helps to develop good 'habits of mind' that he said has led to success in school and life. Merits believe that rewards are the vital asset to the classroom, but the students should not be always rewarded with everything especially in the simple task. The rewards can be praise, certificate or medal, foods, grade, or free time. If used effectively, the potential weaknesses of reward can be avoided, and the positive influences would be more visible.

2.   Methodology

A descriptive case study was the research method chosen for this study. Case study was a system that is used to describe the interesting phenomenon in a set of events. "Case study method allows the investigator to retain the holistic and meaningful characteristic of real life-events such an individual life cycle, organizational and managerial processes, neighborhood change, international relation, and the maturation of industries" (Yin, 2011 p.2). The case study investigates the real-life situation and retains the characteristics of them. In a case study, the researcher investigates real life events or based on the phenomena. The researcher believes that this design helped her to investigate the students' perception on the teacher's reward on the EFL context. The researcher collected the huge sample which would be qualitatively interpreted.

2.1   Source of the Data, data collection and procedures

The sourced of the data can be obtained from the subject or participant of the research. The source of the data can be defined as the subject of the research which processes such information necessary to answer the research problem (Arikunto, 2013, P.172). This research focused on the three students purposively in one of the junior high schools in Tasikmalaya. The researcher chose a student who always gets rewarded, the student who sometimes gets rewarded, and the student who never gets rewarded in order to get richer data. The following table is expected to provide clear information on the participating students.

Name (initial)	Age	Sex	Grade	Languange Dominant
AS (P1)	14	Female	8	Sundanese
DY (P2)	14	Female	8	Sundanese
IH (P3)	14	Female	8	Sundanese

The data of this study were collected from participants of the interview using a video recorder. It focuses followed up a semi-structured interview to know more about their perspectives about the responses of the reward related to their experiences. As the references in interviewing the participants, the researcher uses the concept of (The & Estley, The College newsletter, 2018, p.1):

a) Recognize the value of students' achievements, progress, effort, service and leadership within the college

b) Give positive encouragement to students to succeed and to contribute

c) Enhance student/teacher relationships within the college

d) Improve a student's sense of self-confidence and worth.

2.2   The technique of Analysing the Data

The technique of analyzing the data for this research used thematic analysis (Braun & Clarke, n.d.). There are six phase in the process of analyzing the data :

a. Familiarizing Data

The data in this research is interview result transcription. In this phase, the data was read and re-read to take notes or mark ideas to get the initial codes.

Table 2.2 Example of Familiarizing Data

Part		Utterances	Initial Codes
R	:	What do you think if during the lesson the teacher gives a reward?	
P2	:	Bagus, karena itu membuat saya lebih semangat dalam belajar	*Being Enthusiast in learning*

b. Generating Initial Codes

After familiarizing the data by taking notes or marking ideas, the initial code was given for what is interesting in interview result transcription. The initial code was matched up with the idea or the notes that have been marked. Then, it was highlighted to make the code easy to differ with the other codes. Thus, giving the initial code was a way to search the themes. Here is the process of generating initial codes:

Table 2.3 Generating Initial Codes

	Being diligent to learn
	Being enthusiast in learning
	Being motivated
	Giving positive effect on English learning progress
	Changing feeling
	Feeling happy
	Feeling respected
	Increasing participation
	Answering teacher's question
	Having close relationship
	Increasing self confidence
	Doing Assignment

c. Searching for themes

After generating the data into the initial code, the appropriate theme had been searched. In this phase, the researcher collated codes into several themes. There were many codes related to the themes which were determined by the researcher. The researcher related one code to the other codes from the same theme. The themes can be seen from the data below:

Table 2.4 Searching for themes

Codes	Themes
Being diligent to learn	
Being enthusiast in learning	
Being motivated	Encouraging Students'Enthusuasm
Giving positive effect on English Learning Progress	
Feeling Happy	
Changing Feeling	Changing Feeling
Feeling respected	Getting respected
Increasing participation	
Answering Teacher's question	Increasing paricipation
Doing assignment	
Having close relationship	Building Close relationship
Increasing self-confidence	Increasing self-confidence

d. Reviewing themes

The themes were reviewed to avoid the misplacing of the theme in relating codes. In this phase, there were two codes deleted. There were "giving a positive effect on English learning progress" and "changing feeling". They were deleted because they were general. Those codes could be represented by another code. The reviewing themes can be seen from the table below :

Table 2.4 Reviewing Themes

Codes	Themes	Reviewed Themes
Being diligent to learn	Encouraging students' Enthusiasm	Encouraging Student's Enthusiasm
Being enthusiast in learning		
Being motivated		
Feeling Happy		
Giving positive effect on English Learning Progress		-
Changing Feeling	Changing Feeling	-
Feeling respected	Getting Respected	Getting Respected
Increasing participation	Increasing Participation	Increasing participation
Answering Teacher's question		
Doing assignment		
Having close relationship	Building close relationship	Building Close relationship
Increasing self-confidence	Increasing self-confidence	Increasing self confidence

e. Defining and Naming Themes

After the theme has been appropriate, it was defined and named. It was aimed to make the theme interesting to read. This phase is the final construction of each theme to define and name the data from the supporting material which was got from observation. Here the

researcher re-contextualized the data more closely to the theme. The defined themes can be seen from the table below:

Themes	Defined Themes
Encouraging Students' Enthusiasm	Reward Encourages Students' Enthusiasm
Getting Respected	Reward makes students respected
Increasing Participation	Reward increases participation
Building Close Relationship	Reward builds close relationship with the teacher
Increasing Self-Confidence	Reward increases self-confidence

f. Producing a report

This is the final phase of analyzing the data. The researchers make a conclusion of the result.

3. Steps of the research

To make the research systematic and well planned, the writer develops the research steps as well-organized as possible. As stated by Fraenkel, at al. (2012),

The steps involved in conducting a qualitative research study are not distinct as they are in quantitative research; they often overlap and are sometimes even conducted concurrently. Every qualitative study has distinct starting and ending point. However, it begins the researcher identifies the phenomenon he or she wishes to study, and it ends when the researcher draws his or her final conclusion (p.429).

Based on the theory above, there are some steps in conducting this research, as follows :

1. Formulating the problems and the aims of the research;
2. Selecting the data sources;
3. Collecting the data
4. Analyzing the data;
5. Making the conclusion;
6. Reporting the research result.

4. Findings and Discussion

After analyzing the data through thematic analysis, it was found five themes. There are a) Encouraging students' enthusiasm, b) Improving students' respected, c) Increasing students' participation, d) Building a close relationship, e) Improving self-confidence

a) Encouraging Students' Enthusiasm

Students' enthusiasm in learning English is important for achieving the goal of learning. Based on the finding of this research through an interview with the students at elementary school dealing with the students' perceptions toward reward given by the teacher, it was found that reward can encourage students' enthusiasm. The data can be seen from the following excerpt:

Table 1. Reward encourages students' enthusiasm

Excerp 1 May, 14th 2019	
R : What do you think if during the lesson the teacher gives a reward ?	

| P2 | : | *bagus, karena itu membuat saya lebih semangat dalam belajar.* (good, because it can make me more enthusiastic in learning) |

The participant perceived that reward made him more enthusiastic in learning English. His enthusiast was shown because his teacher always gives him compliments and additional grade. The participant perceived that his enthusiast was increased because she wanted to get that additional grade in English lesson. This finding was supported by Wright (1987, p. 17) who stated that rewards can support the students in increasing their interest and creatively change their knowledge to be better (cited in Loi & Uyen, 2016). Therefore, reward gave a good impact on the students motivation to study.

b) Improving Students' Respect

Being respected by the teacher is the students' expectation in the learning process with their teacher. By giving a reward from the teacher, the students felt respected. The data can be seen from the following excerpt:

Table 2. Improving Students' Respect

Excerp 2:May, 16th 2019		
R	:	Is with the reward, your achievements do you feel appreciated?
P1	:	*Iya,.* (Yes)
R	:	*Why you feel appreciated if you get the reward?*
P1	:	*Sebab guruna tos menghargai dina setiap pendapat atanapi menghargai hasil kerja siswa* (because,the teacher has been appreciative of every opinion and student's work)

The participant stated that his achievement is respected through reward. The participant explained that the achievements respected is his opinion and the students' work. It means that his effort to involve in the learning process was not ignored, they get encouragement from the teacher in the form of reward. This finding is in line with (The & Estley, The College newsletter, 2018, p.1) who reported, "rewards to recognise the value of students' achievements, progress, effort, service, and leadership." Thus, rewards can make the students do and achieve as a form of teacher's recognizing to respect them

c) Increasing Students' participation

Participation in the teaching and learning process is important for the students in achieving the goal of learning and high competencies. Based on the research, participation of the students was increased through rewards given. The data can be seen from the following excerpt:

Table 3. Reward Increases Participations

Excerpt 3 May 15th 2019		
R	:	Whether with the reward, you want to continue to participate in the class?
P1	:	*Iya.* (Yes)
R	:	What kind of participation?
P1	:	*Menjawab pertanyaan guru* (to answer the teacher's question)

The participants were asked by the researcher whether reward can encourage the students to keep participation in the classroom. The participants stated yes. It means that they support that reward can increase their participation in the classroom. In addition, they explained that participation showed by

them is in the form of answering teachers' questions. It is supported by (The & Estley, The College newsletter, 2018, p.1) reported that "rewards give positive encouragement to students to succeed and to contribute." Therefore, the reward can increase students' participation.

d) Building a Close Relationship

Social relationship with each other should be built by the students to engage in the classroom. By using rewards, the students can build their close 21 relationship with the teacher. The data can be seen from the following excerpt:

Table 4. Reward builds a close relationship with the teacher

Excerpt 3 May 15th 2019		
R	:	How your relationship with your teacher after getting the reward?
P	:	*Jadi merasa lebih dekat (*to feel closer)

The participants perceived that relationship with the teacher after being given a reward by their teacher is changed. The students felt closer to the teacher. It is because the reward can break the gap between the teacher and the student. (The & Estley, The College newsletter, 2018, p.1) reported that "rewards to enhance students/teacher relationship." Therefore, the reward can build a close relationship with the teacher.

e) Improving Self Confident

Self-confidence is important for the students to engage teaching and learning process. Based on the research, the students perceived that reward can increase self-confidence. The data can be seen from the following excerpt:

Table 5. Reward Increases Self-Confidence

Excerpt 3 May 15th 2019		
R	:	How is your confidence after getting a reward?
P	:	*Saya akan lebih percaya diri* (I'll be more confident)

The participants were asked by the researcher whether they have more self-confidence or no in learning process after being given reward by the teacher. They stated that they would be more confident. It means that a 22 reward can increase self-confidence. Through reward, the participants were braver to ask or answer the question from the teacher. This finding was supported by (The & Estley, The College newsletter, 2018, p.1) reported, "Rewards are to improve a student's sense of self-confidence and worth." Therefore, rewards are beneficial for improving their self-confidence.

Conclusion

Giving reward in teaching English in EFL Classroom is a beneficial thing. Realizing that English can be a difficult lesson for the students, the teacher can use the reward as a form of students' encouragement in achieving the goal of teaching and learning process. By giving a reward, the students perceived that reward can encourage students' enthusiasm, participation, and high self-confidence. In addition, the reward was perceived to make the students feeling respected and building a close

relationship with the teacher. Therefore, the reward can give a change for the students in their motivation or attitude. As the impact, they can get a better result in following the teaching and learning process.

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