THE ANALYSIS OF THE IMPACT OF REWARDS ON STUDENTS' MOTIVATION IN LEARNING ENGLISH: A STUDY AT ENGLISH DEPARTMENT HASANUDDIN UNIVERSITY BATCH 2021

A THESIS

Submitted to the Faculty of Cultural Sciences Hasanuddin University

as Partial Requirements to Obtain Bachelor Degree in

English Literature Study Program

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ENGLISH LITERATURE STUDY PROGRAM

FACULTY OF CULTURAL SCIENCES

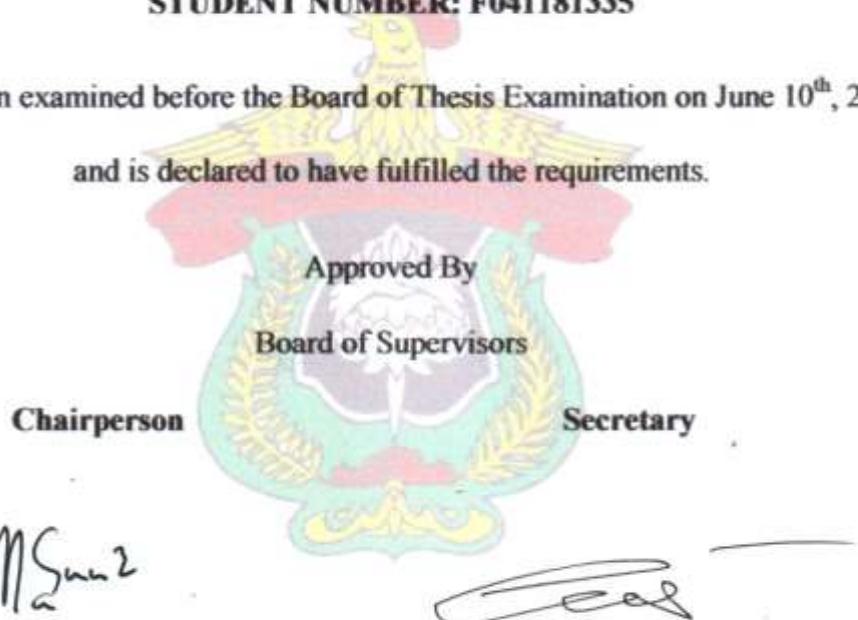**HASANUDDIN UNIVERSITY**

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THESIS

THE ANALYSIS OF THE IMPACT OF REWARDS ON STUDENTS'

MOTIVATION IN LEARNING ENGLISH: A STUDY AT ENGLISH

DEPARTMENT HASANUDDIN UNIVERSITY BATCH 2021

BY

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It has been examined before the Board of Thesis Examination on June 10th, 2022

and is declared to have fulfilled the requirements.

Approved By

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<u>AGREEMENT</u>

On Friday, June 10th 2022, the Bord of Thesis Examination has kindly approved a thesis by Nurfadhilah Ayu Syahrani (F041181335) entitled, The Analysis of The Impact of Rewards on Students' Motivation in Learning English: A Study at English Department Hasanuddin University Batch 2021 submitted in fulfilment of one of the requirements to obtain Sarjana Sastra (S.S) Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, 10th June 2022

Board of Thesis Examination

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DECLARATION

The Thesis by NURFADHILAH AYU SYAHRANI (F041181335) entitled, The

Analysis of The Impact of Rewards on Students' Motivation in Learning English:

A Study at English Department Hasanuddin University Batch 2021 has been

revised as advised during examination on 10th June 2022 and approved by the

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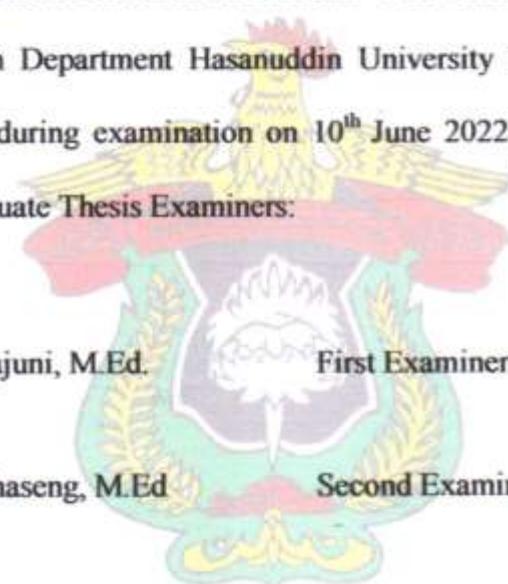
1. Dra. Marleny Rajuni, M.Ed.   First Examiner   (...............)

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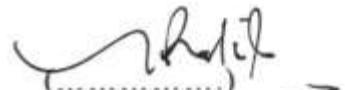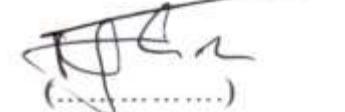
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Yang Menyatakan,

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APPROVAL FORM

With reference to the letter of the dean of Faculty of Cultural Sciences Hasanuddin University No. 1649/UN4.9.1/KEP/2021 regarding supervision, we hereby confirm to approve the undergraduate thesis draft by **Nurfadhilah Ayu Syahrani** (F041181335) to be examined at the English Department of Faculty of Cultural Sciences.

Makassar, 17 Maret, 2022

Approved by

First Supervisor   Second Supervisor

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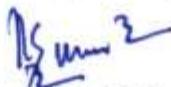NIP. 196311031988112001   NIP. 196012311986011071

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ABSTRAK

Nurfadhilah Ayu Syahrani, 2022, The Analysis of The Impact of Rewards on Students' Motivation on Learning English: A Study at English Department Hasanuddin University Batch 2021 (dibimbing oleh **Nasmilah** dan **Abidin Pammu**.)

Penelitian ini bertujuan untuk mengidentifikasi jenis penghargaan yang bisa membuat para mahasiswa termotivasi untuk belajar dan bagaimana pengaruh penghargaan tersebut terhadap motivasi belajar mahasiswa.

Dalam menganalisis data, penulis menggunakan metode pendekatan kualitatif. Penulis berhasil mengumpulkan 40 mahasiswa Sastra Inggris Universitas Hasanuddin Angkatan 2021 yang sudah pernah diberi reward dan 3 dosen Sastra Inggris Universitas Hasanuddin yang memberikan reward sebagai partisipan dalam penelitian ini. Data dikumpulkan dengan melakukan observasi, wawancara semi terstruktur dan open-ended kuesioner melalui Google Form.

Hasil penelitian menunjukkan bahwa: 1) mayoritas mahasiswa merasa termotivasi untuk belajar setelah mendapatkan pujian verbal di dalam kelas. Mahasiswa juga mengharapkan hadiah (seperti makanan atau buku) dan nilai tambahan dari dosen untuk memotivasi mereka; 2) para mahasiswa mendapatkan pengaruh positif dari penghargaan yang diberikan seperti merasa terdorong dan bersemangat ingin belajar lebih banyak tentang bahasa Inggris. Para mahasiswa juga mendapatkan kepercayaan diri mereka di kelas dan ingin mengembangkan diri mereka lebih banyak.

Keywords: pengaruh, penghargaan, motivasi

ABSTRACT

Nurfadhilah Ayu Syahrani, 2022, The Analysis of The Impact of Rewards on Students' Motivation on Learning English: A Study at English Department Hasanuddin University Batch 2021 (supervised by **Nasmilah** and **Abidin Pammu**.)

The objectives of this research were to identify the types of rewards that could motivate students to learn and how these rewards affected student learning motivation.

In analyzing the data, the writer used qualitative approach. The writer has succeeded in gathering 40 English Department Hasanuddin University batch 2021 students who have been rewarded and 3 English Department Hasanuddin University lecturers who have given rewards as participants in this research. Data were collected through observations, semi-structured interviews and open-ended questionnaires via Google Form.

The findings of this research showed that: 1) the majority of students felt motivated to learn after receiving verbal praise in the classroom. Students also expected gifts (such as food or book) and extra points from the lecturer to motivate them; 2) students got positive effects from the rewards given, such as feeling motivated and excited to learn more about English. The students also gain confidence in class and want to develop themselves more.

Keyword: impact, rewards, motivation

CHAPTER I

INTRODUCTION

A. Background

Education is one of the most critical aspects of human life to carry out a group of people's knowledge, skills, and habits. It is a basic need for every human being now. A person can provide benefits for himself and other people with a good education. It is also a factor in shaping human personality and thinking. Education is passed down from one generation to the next through teaching or research. It cannot be denied that with education, humans are able to discover and achieve many things. There are so many things we can explore in this world, and education gives us opportunities to find lots of things. In this era of globalization, one indicator to build the country is by improving the education of its people. Therefore, everyone has the right to get and accept an education.

In education, motivation is one of the keys that support student learning performance. From the point of view of social psychology, Gardner & Lambert (1952) classified motivation into two parts, namely integrative motivation and instrumental motivation. Integrated motivation is the motivation used to participate in the social environment in which the target language is used and to encourage a person to learn by understanding the culture and community of the speaker. Instrumental motivation, on the other

hand, is motivation that encourages someone to learn for the benefit or the goal of what they have learned, such as work or promotion.

Motivation is a process that gives enthusiasm, direction, and persistence to students in learning (Rahmawati, 2016). Students will engage more, and learning activities will be more successful if the students have motivation. Many factors can influence learning motivation, such as students' physical and psychological condition, the school environment, and lecturers' teaching methods. Students also often get motivation from themselves, such as a strong desire and urge to achieve something, it is called intrinsic motivation. And another motivation is encouragement from outside, such as support from parents or environmental conditions that make students feel motivated to learn, it is called extrinsic motivation.

The lecturer will indeed find different motivations in learning activities with different students. Some students have great motivation to learn, and some are less in learning due to a lack of motivation. Students' motivation also often changes. In this situation, the lecturer's ability to understand the students is needed to create a learning concept that can adjust students' characters. The motivation that the lecturer can give is extrinsic, but it is possible that students can accumulate the extrinsic motivation into a form of intrinsic motivation.

If the teaching method tends to be plain, like lecturing, and does not appreciate students, it could cause low motivation to learn. This can make

students feel bored quickly to the point where they are lazy to attend class. Loss of motivation in the classroom can also cause students to lose focus, refuse to pay attention to learning material, and chat with friends. As a result, students do not understand the material being taught.

There are many factors that can affect students' motivation. Giving rewards is something lecturers can do to boost student extrinsic or instrumental motivation. The purpose of giving rewards to the students is to get students' attention and make students more active in the learning activity, control students' disruptive behavior, raise and maintain motivation. The sparks of students' enthusiasm to be active in class can be triggered by giving encouragement, appreciating positive things done by students, or giving small gifts.

B. Identification of The Problem

From the background above, the writer found some problem faced by students in learning, as follow:

1. There are some students who have lack of motivation to learn.
2. The lecturers' teaching method is tedious and lack of reward, and there has been no significant increase in the number of students' who engage in the classroom activity.
3. Some students are passive in the class and lazy to attend class.
4. Students feel bored in the class then lose focus.
5. Students refuse to pay attention and chat with their friends.

The writer decided to analyze why the rewards given from the lecturer to students can be the solution to those problems above.

C. Scope of The Problem

This research will be limited in the following matters:

1. This research focuses to find out and revealing the rewards that make students feel motivated.
2. This research will also focus on the effect of rewards on students' motivation in English Department batch 2021 at Hasanuddin University.

D. Research Question

Based on the points mentioned above, the research questions of this study are:

1. What kind of rewards that can affect students' motivation in learning English?

2. How does the reward affect the students' motivation in learning English?

E. Objectives of The Study

1. To find out the kinds of reward that can increase students' learning motivation.
2. To find out the effect of reward that motivate students to learn.

F. Significance of The Study

After finishing this research, the writer hopes to give contributions and benefits both academic and practical benefit as follows:

1. Academicals benefit: The writer hopes this research will contribute for certain science field and the teacher who want to abroad their teaching method.

2. Practical benefit: The writer hopes to help other researcher for their research in studying how to motivate the students to improve the learning outcomes.

CHAPTER II

LITERATURE REVIEW

A. Previous Study

The writer tries to support her research by seeking out related research that deals with rewards and students' motivation. Based on the other researches, the writer found some similarities and differences in each of the research. Below are the previous studies:

In her study, Aljena et al. (2020) found the effect of reward on the learning motivation of fifth-grade students of 033 elementary school in Tarakan. One hundred eight students were being used as the sample. They used questionnaires, unstructured interviews, and documentation to collect the data and used linear regression analysis to analyze the data. The research data analysis result showed a vital influence between students' learning motivation and rewards. The data showed 31,3% of students' learning motivation was affected by the rewards meanwhile other 68,7% agreed that adequate facilities to learn, using illustration to create an interesting situation in class, and creating a pleasant environment to study by establishing a relationship with the students would affect the students' learning motivation.

On the other side, Saputri (2017) aimed at students in the first grade of MIM Pekalongan and the effect of rewards on them. The sample used was 18 students, it is IB class. Saputri conducted this research twice for one group, the

first one was before the reward was given, and the second one was after the reward was given. The data was collected during a learning activity using an observation paper and questionnaire consisting of 15 multiple choice questions about the reward. The teacher's rewards in class are smiles and nods, thumbs up, applause, praise, and award stars. The reward was related to students' enthusiasm for learning. The result showed that out of 18 students, 100% agreed that their motivation was boosted after the rewards. Students could pay attention to lessons and participate actively in class.

Imawan (2016) tried to find out the English Education Department of University Muhammadiyah Yogyakarta (EED UMY) students' opinion about the implemented rewards and punishments on students' motivation. The method he used to collect the data was a qualitative approach, and he took four students that received both rewards and punishment as a sample of this research. The rewards given are a gift, praise, and extra points. It has been found that rewards and punishments could affect students' motivation. The students felt enthusiastic about learning after being given a reward, they became more interested in a specific subject. Moreover, the students desired to perform better to get the reward from their lecturer again. Meanwhile, punishment would decrease some students' motivation, and the student would not repeat their mistakes after the punishment. The punishment did not have a significant impact to affect students' motivation.

These researchers above share a common goal: they wanted to learn about the impact of rewards on students. Moreover, those researchers finally found out that the rewards could affect students' motivation.

The writer is also seeking the research's differences. In Saputri (2017), the researcher experimented in the classroom and focused on giving stars as a reward. Aljena et al. (2020) researched rewards by a few aspects of giving rewards, such as social rewards (Award, certificate, symbols, gifts, and achievement board) and psychic rewards (Praise, compliment, and congratulation). Both of these researches did not apply punishment. Meanwhile, Imawan (2016) is looking for the effect of rewards and punishment based on students' perceptions.

Those three reviewed studies have found a correlation between this study and the same field of interest: reward. Nevertheless, this study will examine deeper what kind of rewards can motivate the student and how those rewards can motivate the students.

B. Theoretical Background

1. Reward

Reward is a theory that was developed from the behaviorism theory. Thorndike introduced reward in his observation of trial-and-error as the primary basis of reinforcement (push, support). If reinforcement is included in learning, reward and punishment are necessary. The teacher is assigned to control the stimulus and the learning environment in order to keep students in

line with the desired objectives. Teachers can also provide giving gifts to students who have been able to show significant changes, and punishment is given to students who have not been able to show any change (Budiman, 2017).

In education, rewards are used as an award for good results or achievements, which pleases students. A reward is a learning method intended as a motivation for children. In Merriam-webster dictionary, reward means "something that is given in return for good or evil done or received or that is offered or given for some service or attainment" and "a stimulus (such as food) that is administered to an organism and serves to reinforce the desired response".

Formulated on the definition above, it can be concluded that a reward is something or a gift that is given to the students by the teacher to appreciate students' positive action.

A. Types of Rewards

1. Tangible Rewards

Tangible rewards are objects that can be touched, such as money, food, or material objects. As stated by Dornyei (2001) quoted by Cahya et al. (2018), material gifts, opportunities, awards, and other recognition is something that can be seen and felt by the students, can be called rewards.

2. Intangible Rewards

Intangible reward is a gift in non-material form or non-tangible value in order to make someone feel seen and recognized after doing a great job, such as verbal praise, written praise, thumbs up and extra points.

There are also 4 types of rewards based on Djamarah (2008)'s opinion. They are:

1. Praise

Praise is one of the most accessible rewards to give because it can be in the form of words, such as good, very good, and so on. Not only in the form of words, but praise can also be in the form of a sign or movement, for example, by showing the thumb, patting the student's shoulder, clapping, and many more.

2. Tribute/Respect

There are two kinds in the form of respect, the first is in the form of inauguration. The children who get the honor are announced in front of their classmates, including the whole school, or maybe in front of their parents. The second respect is in the form of giving the power to do something, for example, the student who gets the highest score when working on the practice questions is selected as the leader of the discussion group, or the student who gets the highest score is free from one daily examination.

3. Gift

Gift is a reward in the form of goods. The gift can be in the form of school supplies, such as pencils, rulers, books, erasers, and many more. Rewards in the form of gifts are also called material rewards.

4. Award

Rewards in the form of an award are also known as symbolic rewards. The award is not valued in terms of the price and usefulness of the goods but as a sign of appreciation which is graded in terms of the impression or value of its use.

B. The Purpose of Giving Rewards

Purwanto (2006) explained that the purpose of giving rewards is to educate children so that they can feel happy because their actions or work get awards. In addition, giving rewards can also increase the willingness of students to improve or enhance their achievements. The teacher aims to form a stronger student's will by giving rewards.

Developed on some of these descriptions, it can be concluded that the purpose of giving rewards is to increase students' learning motivation and to maintain positive and productive behavior.

C. Requirements in Giving Rewards

Afifah (2017) provides several conditions that lecturers must consider in providing rewards, there are:

1. Teachers must know their students well and reward them appropriately
2. Rewards given will not cause jealousy or envy by the other students.
3. Must be careful in giving rewards, do not give them too often.
4. Do not promise the students rewards before they reach an achievement.
5. The teacher must be careful not to let the reward turn into a wage for students.

2. Motivation

Motivation is one of the factors that will determine the effectiveness of learning. A student will learn well if there is a motivating factor, called learning motivation. Students will study seriously if they have high learning motivation.

In the Cambridge dictionary, motivation can be interpreted as "enthusiasm for doing something" "or willingness to do something or something that causes such willingness". Meanwhile in the Merriam-webster dictionary, motivation is "a motivating force, stimulus, or influence".

Armstrong (2006) stated that motivation is some aspect that can affect someone's action to move and behave in certain ways. Purwanto (2021) said motivation is the driving force of a conscious effort to influence a person's

behavior so that students will do something to achieve specific results or goals.

Acquired the opinions above, it can be concluded that motivation drives us to do or not do something. Motivation can be defined as anything that becomes the reason or purpose for doing something. Motivation can be defined as something that motivates people to take action.

A. Types of Motivation

As believed by Armstrong (2006), the types of learning motivation are divided into two types, there are:

1. Intrinsic Motivation

Intrinsic motivation comes from the people themselves and is not created by external reason. It comes from responsibility, autonomy (freedom to act), the willingness to develop skills and abilities, interesting and challenging work, and opportunities to achieve. When someone feels motivated from the inside, they will fulfill their job with enjoyment and without pressure.

So basically, intrinsic motivation is the urge to achieve a goal, the urge to learn, and it grows within someone.

2. Extrinsic Motivation

Extrinsic motivation comes from the external factors given by the other people, for example, parents' expectations, incentives, salary, or praise and promotion. It also comes from punishments such as disciplinary action, withholding pay, or criticism.

In teaching and learning activities, extrinsic motivation is important. Because it is most likely that the student's situation is dynamic, changing and maybe there are other components in the teaching and learning process that are less attractive to students, motivation is needed.

B. Factors That Affect Learning Motivation

Motivation is strongly influenced by several factors. According to Rifa'i and Anni, quoted by Wulandari (2018), there are six factors influence learning motivation, including:

1. Attitude/Manner

Attitudes have a strong influence because they help students feel their world and provide direction for their behavior in explaining the world. Every teacher must be able to ensure that their attitude will influence children's learning motivation at the beginning of learning. At the beginning of each lesson, students generally make judgments about the teacher, the subject, the learning situation, and their personal expectations for success in the class.

2. Needs

Needs act as internal forces that drive a person to achieve goals. The stronger a person feels the need, the greater the chance of overcoming the feelings in fulfilling their needs. It is relatable with learning motivation because if students need or have the will to learn something, they tend to be highly motivated. Therefore, teachers can grow learning motivation based on the needs felt by students.

3. Stimulus

Stimulus is a change in perception or experience with the environment that makes people feel active. The correlation with learning motivation lies in the implementation of stimulating learning. If this learning process can stimulate students to learn, then students will be motivated to learn.

4. Affection

The concept of affection relates to the emotional experience of anxiety, concern, and ownership of individuals or groups at learning. Affection can be intrinsic motivation. If students feel positive when learning, the emotions can encourage students to study hard, in other words, they can motivate students to learn.

5. Competence

Competency theory assumes that students naturally strive to interact with their environment effectively. It is related to learning motivation because the students are intrinsically motivated to dominate the environment and do tasks successfully in order to be satisfied.

6. Reinforcements

Reinforcement is an event that maintains or increases the possibility of a response. This can be adapted to learning motivation in effective reinforcement, such as an appreciation for student work, praise, social

rewards, and attention. It will lead to improvements in student learning processes.

As believed by Fachmi (2021), the factors that affect learning motivation are divided into six types, as follows:

1. **Goals**

Goals are also called aspirations, are targeted to achieve. Target is defined as a set goal in an activity that has meaning for somebody.

2. **Ability to Learn**

In learning, various abilities are needed. This ability includes several psychic aspects that exist in students, for example, observation, memory, thinking, and fantasy.

3. **Students' Condition**

Students are human beings who have psychophysics. So, the student's motivation can be related to physical and psychological conditions.

4. **Environmental Condition**

Environmental conditions are elements that come from outside the student. The student environment in general is family, school, and community environments. The teacher must manage the class, create a fun learning atmosphere, and attractively present themselves in order to help students to be motivated in learning.

5. Dynamic elements in learning

Dynamic elements in learning are elements that exist in the learning process: unstable, sometimes intense, weak, and even missing altogether. For example, the emotional state of students, passion for learning.

6. The teacher's efforts to teach students

How the teacher prepares themselves in teaching students, starting from mastery of the material, how to present it, catch students' attention and evaluate the students.

As stated by Yusuf quoted by Rahmawati (2016) learning motivation can arise due to internal and external factors:

1. Internal Factors

a. Physical factors

Physical factors are factors that affect the body and appearance of the individual. Physical factors include nutrition, health, and physical functions, especially the five senses.

b. Psychological factors

Psychological factors are intrinsic factors related to the aspects that encourage or prohibit student learning activities. This factor concerns the spiritual condition of students.

2. External Factors

a. Social factors

Social factors are the factors that come from the people around the student environment. Social factors include teachers, counselors, peers, parents, neighbors, and others.

b. Non-social factors

Non-social factors come from the circumstances or physical conditions around students. Non-social factors include air conditions (hot or cold weather), time (morning, afternoon, or evening), place (quiet, noisy, or the quality of the school to study), and learning facilities (infrastructure).

C. Theoretical Framework

The main theory that the writer uses is Skinner's theory of operant conditioning. According to Skinner (Asyari, 2020), actions that can be enhanced tend to be repeated, and actions that cannot be enhanced tend to disappear and erased. He considers that there are consequences for every action that has been made, rewards for right actions, punishments for wrong ones. Skinner used the name operant conditioning for processes performed by humans in a particular environment to control the subject's behavior by providing certain reinforcements. In this particular situation, there are two types of reinforcement: positive reinforcement, which strengthens the stimulus-response relationship it can be gift, behavior (smile, applause, thumbs up) and award (extra score), and negative reinforcement, which can

weaken the response such as no reward, give additional assignments and exhibits disapproving behavior (shakes head, disappointed face etc.)