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APPENDICES

Observation Sheet

1. Place: SIL 3, English Department, Hasanuddin University
2. Course: Listening & Speaking
3. Date/time: November 3, 2021/10.50-12.20

No.	Indicator	Description
1.	Students' interest and attention to the lesson before being given the reward	The students have low attention, some of them are chatting with their friends and whispering to their friend.
2.	Reward from the lecturer	"Good!" to Rahmat when he's answering the lecturer's question The lecturer said "I like that!" to Rahmat when he said he prefer talk in English. "Very good handwriting! It's visible and readable!" to Aulia & Naya when they write their assignments in the whiteboard.
3.	Students' reaction to the reward	Rahmat likes the reward and makes him want to learn English more. Aulia and Naya feels happy about the reward.
4.	Students' interest and attention to the lesson after being given the reward	They're willingly to be more active in the classroom and more relaxed to learn. They answer lecturer's question without feeling shy.

Observation Sheet

1. Place: SIL 3, English Department, Hasanuddin University
2. Course: Listening & Speaking
3. Date/time: 10 November 2021/10.50-12.20

No.	Indicator	Description
1.	Students' interest and attention to the lesson before being given the reward	The class is quite noisy. Students are talking to each other quietly.
2.	Reward from the lecturer	"Good! It means you are paying attention" To Fathurrahman, after he answered the lecturer's question
3.	Students' reaction to the reward	Fathur likes the reward and feels more enthusiastic to learn English.
4.	Students' interest and attention to the lesson after being given the reward	It's quite good, but there're still few students talking to each other.

Observation Sheet

1. Place: SIL 3, English Department, Hasanuddin University
2. Course: Listening & Speaking
3. Date/time: 24 November 2021/10.50-12.20

No.	Indicator	Description
1.	Students' interest and attention to the lesson before being given the reward	Sometimes they are quiet, but sometimes they are whispering to each other.
2.	Reward from the lecturer	<p>The class is doing Speech in front of the class as the assignments. Here're the lecturer rewards to the students:</p> <p style="text-align: center;">“Good” to Maudy</p> <p>“Nice. Very good, very clear and on point” to Budi</p> <p>“Very good example of speech” to Zulaikah</p> <p>“Thank you for the nice sharing, it's good” to Eben</p> <p style="text-align: center;">“That's good” to Febidensy</p> <p>“Very good for mentioning some points. It must be quite challenging for you to explain. Good Fitri” to Fitri</p>
3.	Students' reaction to the reward	All of them feeling positive about the reward and willing to learn more after it.
4.	Students' interest and attention to the lesson after being given the reward	The classmates paying more attention to the other students who are giving speech.

Interviews

Interviewee: A

Q: When your lecturer told you “Very good handwriting! It’s visible and readable”, what is your opinion about it? Is it good or not? Why?

A: I think it’s good because the lecturer gives me a positive compliment and it makes me happy

Q: Do you think you can be motivated to learn by the reward? Why?

A: Yes, I think by getting a reward or a compliment can make me more excited to learn because a compliment is hard to get

Q: What kind of reward that’ll make you feel motivated to learn?

A: I guess the reward that going to motivate more to study more is when the lecturer gives us reward such as extra points.

■ Kinds of rewards ■ Effect of rewards

Interviewee: B

Q: When your lecturer told you “Good” and “I like that” after you said u prefer talk in English, what is your opinion about it? Is it good or not? Why?

A: I think it’s good for me because it makes me want to study more about English language and encourage me to English language as much as possible.

Q: Do you think you can be motivated to learn by the reward? Why?

A: First of all, you get a reward when you do something good. And then when you get the reward, yourself will be like “You can do it again” because you know you can get the reward. I think I also tend get motivated to learn by the reward.

Q: What kind of reward that’ll make you feel motivated to learn?

A: For the reward in the class, I think the reward that motivate me the most is “Good job” and then “You can do it”, also maybe “I’m expecting more from you” and some sort of like that.

■ Kinds of rewards ■ Effect of rewards

Interviewee: C

Q: When your lecturer told you "Very good handwriting! It's visible and readable", what is your opinion about it? Is it good or not? Why?

A: I think that is a very nice word to hear because I think it is a compliment given to me and I am very happy for such a compliment.

Q: Do you think you can be motivated to learn by the reward? Why?

A: I think I'm very motivated because I think if I get compliment like that, I'll get excited and be able to grow even better

Q: What kind of reward that'll make you feel motivated to learn?

A: The compliment I hope for is when I speak in English, then I'm praised that my pronunciation is so good and clear. It'll make me try better so my pronunciation will improve

■ Kinds of rewards ■ Effect of rewards

Interviewee: D

Q: When your lecturer told you "Good! It means u are paying attention" after you answer her question, what is your opinion about it? Is it good or not? Why?

A: I think those words are good because it'll make me more enthusiasm in learning.

Q: Do you think you can be motivated to learn by the reward? Why?

A: Yes, of course. Because I feel more motivated in learning after being given reward like praises by my teacher or my lecturer.

Q: What kind of reward that'll make you feel motivated to learn?

A: For me, praise from the lecturer is enough to motivate me in learning because as long as I feel happy, it'll make me more motivated in learning.

■ Kinds of rewards ■ Effect of rewards

Interviewee: E

Q: When your lecturer told you "Good" after you answer your lecturer's question in the classroom, what is your opinion about it? Is it good or not? Why?

A: I think it's good because when the lecturer says "Good" after we answer a question, it makes me happy and excited to answer their question again.

Q: Do you think you can be motivated to learn by the reward? Why?

A: Yes, of course. It really motivates me to learn more after getting a compliment from the lecturer

Q: What kind of reward that'll make you feel motivated to learn?

A: I guess, extra score will be a good reward for me or all of the students.

■ Kinds of rewards ■ Effect of rewards

Interviewee: F

Q: When your lecturer told you "Very good, very clear. On point" after you finish your speech in the class, what is your opinion about it? Is it good or not? Why?

A: So, my opinion about these rewards that my lecturer told me "Very good, very clear and on point", I think I agree with most of it. I agree with "Very clear and on point" because I think my speech about further learning is really to the point and very clear. But I really disagree with the "Very good" because I think my performance is lacking on time management, because as you may recall, I still have 14 seconds remaining on my speech. So, I think that is my only weakness in public speaking is time management. So, that is my opinion about those rewards.

Q: Do you think you can be motivated to learn by the reward? Why?

A: Of course, those rewards can motivate me to learn even more. Because rewards such as "Very good" it makes me self-aware that my speech is not that good. As you know it is lacking on time management but it can motivate me to learn even more, to control the time that has been given to me. Like for example, maybe taking a slower pace on my speech and etc.

Q: What kind of reward that will make you feel motivated to learn?

A: So, I think the kind of reward that I expected to get from my lecturer when I achieve something in the classroom is to get noticed by them. And probably the other kind of rewards is maybe a candy bar, because who does not like a candy bar, right?

■ Kinds of rewards ■ Effect of rewards

Interviewee: G

Q: When your lecturer told you "Very good example of speech" after you finish your speech in the class, what is your opinion about it? Is it good or not? Why?

A: For me, being praised by the lecturer and saying very good example of speech is a compliment for us. And this compliment will make us even more enthusiastic when we are in the class. And, for me, we can be an example to other friends who is still scared to speak up in the class.

Q: Do you think you can be motivated to learn by the reward? Why?

A: Of course, yes. Because the reward can drive me to be more enthusiastic and confident at class.

Q: What kind of reward that will make you feel motivated to learn?

A: For me, I don't really need a reward when I achieve something in the class. It is enough just to be appreciated for what we have done in the class. I just want my other friends to be excited about what I am doing. Because I am sure, out there including my own class as well, still a bit stiff when talking in class.

■ Kinds of rewards ■ Effect of rewards

Interviewee: H

Q: When your lecturer told you “It's good that you're having a regular phase in speech”, “That's good. Very good” and “Thank you for the nice sharing, it's good” after you finish your speech in the class, what is your opinion about it? Is it good or not? Why?

A: I think when my lecturer said those words, **it makes me feel really happy about it**. Because that means my lecturer give me a compliment about the way I speak and by saying that, it clearly helps to create a friendly atmosphere in the class. And also, from my point of view, when my lecturer said that words **it really boosted my confident level** because I am not that confident when it comes to giving an opinion. So, I think those words were really good for me because **it makes me feel better and also boosted my confidence**.

Q: Do you think you can be motivated to learn by the reward? Why?

A: Of course. Because when I receive those reward from the lecturer, **it really boosted up my confident level** and **that makes the class even more enjoyable** than before. So, **it can motivate me to learn** more just by those rewards

Q: What kind of reward that will make you feel motivated to learn?

A: I think the reward that will make me more motivated to learn is a compliment and there is also a reward that I really expected to get when achieve something in the classroom. The reason behind this, compliment makes me really happy even though getting a gift is also good. But, getting a compliment really gives me a valuable lesson that I should not doubt on myself and become more confident with myself. Because all this time I am always telling myself that I can't do it. But after receiving those compliments, it makes me realize that I can do better than this and that taught me to become a better person.

Interviewee: I

Q: When your lecturer told you "That's good" after you finish your speech in the class, what is your opinion about it? Is it good or not? Why?

A: In my opinion, the gift of praise given by the lecturer "That's good" is a positive thing and quite memorable for me. Because I had absolutely no idea that after I made an impromptu speech it would get an appreciation that make me feel better. Although the reward is a small thing, it has a big impact on me.

Q: Do you think you can be motivated to learn by the reward? Why?

A: I guess, yes. But the reward for me more towards increasing confidence and to develop myself.

Q: What kind of reward that will make you feel motivated to learn?

A: For me, rewards in the form of compliments are enough to increase my motivation to study harder. And I never expected to get a reward in class both verbal and non-verbal, but I think all students will feel happy and more motivated to learn with the rewards given for an achievement

■ Kinds of rewards ■ Effect of rewards

Interviewee: J

Q: When your lecturer told you “Very good for mentioning some points. It must be quite challenging for you to explain. Good Fitri” after you finish your speech in the class, what is your opinion about it? Is it good or not? Why?

A: I think those words is good because if my lecturer says good on my speech in the classroom it means I have indeed something good. I think that sounds good.

Q: Do you think you can be motivated to learn by the reward? Why?

A: Yes, I do. Because when lecturer give reward to their students it will make the students happy and want to get reward again and again. That’s why for students, those reward can be motivation to learn and always do the best thing in the classroom.

Q: What kind of reward that will make you feel motivated to learn?

A: I think enough when my lecturer gives me reward like say “Good” for all of my achievement in the class, but the most important my score, must high too than before.

■ Kinds of rewards ■ Effect of rewards

Interviewee: Lecturer A

Q: Do you often give rewards to the students?

A: Oh, yes, I do. That is so important.

Q: What kind of rewards you give to the students?

A: If they answer the question correctly, I always say "Good", "Very good", "You did a good job" for example, "Do exercises", for example "Oh, you did a good job" like that

Q: What is the purpose of giving rewards to the students?

A: The purpose? Oh, to motivate them. And then they can feel they are... what you called them... they are... when you do something good in the class or you answer my question correctly, then I say "Very good question", how do you feel?

Q: I feel happy, want to do it again

A: So, you will be more motivated in the class. That is the purpose, I think. Because I appreciate you feel... you students... you will... the students think that they are appreciated by the lecturer. And then because they feel they are appreciated, what they do are appreciated, so they feel happy, they feel motivated. They will be more... they will work hard in the class because they be like "Oh, the teacher appreciates my accent" So at the end, they will motivate themselves to learn more.

Q: Is there any requirement to give the student rewards?

A: Requirement? Ya. I reward them when... As I just mentioned, if they answer the question correctly and then... ya. What's your question again?

Q: Is there any requirement to give the student rewards?

A: Aaah, the requirement is when they answer question correctly or when they do assignments correctly. Because rewards is positive, so if you do something

positive, you are rewarded. So, the teacher should be aware of that, you know, that is important to me.

Q: Do you think there is any differences in students' behavior after being given the reward?

A: I think so, I think so. Ya. I strongly believe that a reward will motivate them to learn more.

Q: In your opinion, is there any big behavior changes after those rewards?

A: So far, yes, yes. **I notice my students they will learn more than before.**

■ Kinds of rewards **■** Effect of rewards

Interviewee: Lecturer B

Q: Do you often give rewards to the students?

A: Yes, almost in every session.

Q: What kind of rewards you give to the students?

A: So, the first of course the verbal reward that I directly give them every time they contribute to the learning processes, for example if they ask question I will say for example “Oh, that is a very interesting questions”, “That is a very good questions” or for example if they respond to my questions or to their friend’s questions, of course I will, well at least I will say “Oh, that is very good respond”, “Thank you very much for your respond to my question or to your friend’s question”. Also, if for the example they are performing activities like presentation or group discussion, I usually give supporting comments to encourage them in performing their activities.

Q: What is the purpose of giving rewards to the students?

A: I think the first one is to encourage them because there is a theory that when you give reward to people, then they will feel that they are respected. In many cases, feeling of being respected will improve people’s internal motivation to do better.

Q: Is there any requirement to give the student rewards?

A: I think basically... well, we need to divided into two. For the learning processes, I think every contribution should be rewarded. Well, sometimes students make silly questions, sometimes. But we cannot tell them that it is actually... that they actually cannot answer that kind of question, because when they are willing to give questions, it means that they want to involved, they are paying attention. So, no matter how simple or how “silly” (in quotation mark) their question is, or their statement we need to show them our respect because every contribution will be beneficial for everybody in the classroom. And

especially, if you give reward to students for anything that they are contributing in the learning processes, it will improve and strengthen their self-confidence and hopefully it will encourage them to learn more before they come into the classroom. And also, we need to... what is it... encourage them to share what they had learn, because sharing what we have read, what we have watch, what we have listen will... what is it... will be beneficial for other student also. Because they can learn from each other. Imagine that we are sat in the class of 30 students, 2 students who are reading a lot outside of the classroom if they share then they can give positive impact to another 28 students. And, if we show our respect to these 2 students, then it will encourage probably another 3 students for the next meeting or something like that.

Q: Do you think there is any differences in students' behavior after being given the reward?

A: I think directly or indirectly, yes. Because at least, when they have contributed something and we say something good to them as a reward, at least **we can see they are happy**, they... what is it... **it seems that they are proud of themselves, they are smiles and their friends also sometimes looks smiling on the zoom** ya. And sometimes when I offer opportunity to ask questions, **if one student have given a question and I responded them well, then the other students will start giving questions also**. So, I think that is double impact. And psychologically also, well, we realize that sometimes students as a part of family at home, probably their parents or their siblings are too busy with their own affairs, with their own businesses, and sometimes probably they don't really have quality time to share and to give reward. The parents don't have too much time to talk, to discuss something and to give reward to the children. Well, when the teacher give feedback to student in the classroom that will feel emptiness probably in terms of that everybody actually need to be rewarded in any kind, whether it is verbal non-verbal or in the form of written... what is it... ya reward. Like, for example if I give, example 90, then I give notes like "Good job", "Your arguments is so strong

and it is very interesting” it is also something more to the students as the additional of the score.

■ Kinds of rewards ■ Effect of rewards

Interviewee: Lecturer C

Q: Do you often give rewards to the students?

A: What kind of reward?

Q: They can be verbal rewards or such a gift.

A: I see, mostly I give a verbal reward.

Q: What kind of rewards you give the students?

A: Verbal rewards, like a praise such as a "Well done", "Good job", "You are doing great". Mostly I give verbal rewards.

Q: Why you give the students rewards?

A: So, I give my students in a kind of verbal report, because I believe that by giving a reward, any kind of reward that will encourage them to lift up their spirit in their learning process, make them better, like that. To give them motivation.

Q: What is the purpose of giving reward to the students?

A: The purpose is to give them spirit, to at least they are sprightly in coming to the class and then because I believe that when a student, they feel comfortable, they feel enjoy in the class with the situation, with the environment, it will affect in their learning process, I think. And it will result good to them.

Q: Is there any requirement to give the student rewards?

A: Requirement... no. There's no particular requirement as long as they do the activity based on the instruction, they can elaborate on their own way, but in a positive way. So, I think that is enough for me, that show that they are able to interpret the instruction well to input their idea, process it, everything.

Q: Do you think there is any differences in students' behavior after being given the reward?

A: I am not sure actually, because when I give them praise and then the next meeting, for example, I don't put more attention to the student that I previously praise. So, I just make it that way. I am not really sure if there is any particular effect on them, but... so... if the situation like this, so... for example I praise Harun today, and then in the next meeting he will keep answering, responding to me, can we said that is a kind of improvement based on the reward?

Q: Yes.

A: So, yea, I can say that. Because in every meeting, like **mostly the students... more students keep involving, actively involved in the learning activities.**

■ Kinds of rewards **■** Effect of rewards