

**The Effect of Reward toward Students' Motivation in learning English structure
at *Kampung Inggris Rafflesia Rejang Lebong***

Astin Utari

Ario Sukanda

Abstract

The aimed of this research was to find out the effect of reward toward students' motivation in Learning English structure at *Kampung Inggris Rafflesia Rejang Lebong*. It created in quantitative design as a quasi-experimental research. The population of this research was all senior high school graders (they were three classes) and two classes as the sample, the E1 as control class and E3 as experimental class. The techniques of data collecting were pre-test and post-test and supported by questionnaire. The results were taken from post-test that consist of five aspects, they were total score, highest score, lowest score, mean score, and standard deviation. Based on the final result of the five aspects above, the researchers found that reward gave effect for the students' motivation in learning English structure. It was also could be seen from the results of questionnaire, they felt enjoy, fun and enthusiasm during the teaching-learning were held.

Keywords: Reward, students' motivation, structure

Introduction

Grammar is the basic of english language where it is the place how to produce the sentence well. It usually takes into account the meaning and functions of sentences in the overall system of the language. It may or may not include the description of the sounds of a language (phonology, phonemics) and also morphology, semantic and syntax. Richard says that in generative transformational theory, grammar is the rules and lexicon, which describe the knowledge (competence) which a speaker has in his or her language. It is added his statement that The Grammar of language is the set of rules that govern its structures (Coghill,2003). Grammar determines words arranged to form meaningful units. So, that's why grammar is called as the fundamental of English Language.

More spesific instead of grammar is called structure. Structure told about a narrow cycle of grammar. Penny ur (2005) stated that grammar is sometimes defined as the words are put together to make correct sentences this, as we shall see presently an over-simplification, but it is a good starting point (and an easy way to explain the term to young learner). A specific instance of grammar is usually called

“structure”. Example of structures will be the past tense, noun plurals, the comparison of adjective, and so on. So, it is the theory of language and the study of the organization of the word into sentences.

Structure or grammar in learning English places the first position, because it focuses on the process to make students be able to recognize the rule, function and usage of the words. (Hakim: 2005) The importance of Grammar has been mentioned by Hakim as follows: First, basically, talking is making sentences. Second, it is be able to make a correct sentence and understandable one, it is certain that the learners understand several kinds of sentence forms used in conversation. Third, it is one of ways to comprehend several kinds of sentences used in conversation is by understanding 16 English tenses in verbal or nonverbal sentences. The last, it is for practical need in mastering conversation fast, the learners can focus on the learning process about kind of English tenses that is more frequently used in conversation.

Structure is the one of language subjects that has to be mastered in order for the students could be successful in learning English. It is because structure is the fundamental of English. Halliday (1994) states that in general, any unit, which is structured hangs together to form text. All grammatical unit such as sentences, clauses groups, words are internally ‘cohesive’ simple because they are structured. Furthermore, he adds that structure is, of course, a unifying relation. The parts of a sentence or a clause obviously ‘cohere’ with each other, by virtue of the structure. So, it can be concluded that structure is the study of sentence units that studies about how to make the coherence sentences by arranging word by word well.

In teaching English especially English structure, it certainly needs the teachers who are really capable to teach English. Based on the interview done by the researchers to the students in *Kampung Inggris* Rafflesia Rejang Lebong, the researchers have found that the English teachers use conventional technique in teaching. They just come in to the class, give the materials, and give exercises to students and also sometimes they give them homeworks. There is no interesting thing about the teaching for the students. The conventional method which is used in teaching English especially structure subject does not give the strong effect in increasing students’ motivation for learning. The researcher has found that the students’ motivation in learning structure is really low. Therefore, it can be

concluded that the conventional method did not give effect in increasing students' motivation.

Motivation is one of the important factors that influence English learning achievement. Maintaining a high level of motivation during a period of language learning is one of the best ways to make the whole process more successful. As each student is motivated in different ways, the teacher has to find the right balance of incentives to succeed and disincentives to fail, encouragement, and the right environment to learn. In Webster New World Dictionary, motivation is an affecting; a motive; an inciting. (Guralnick: 1984) A cognitive view of motivation includes factors, such as the need for exploration, activity, stimulation, new knowledge, and ego enhancement. Harmer (2001) stated that motivation is a state of a cognitive arousal which provokes a decision to act as a result of which there is sustained intellectual and/or physical effort so that the person can achieve some previously set a goal. Motivation is some kinds of internal drive which pushes someone to do things in order to achieve something.

Motivation is a crucial aspect in teaching learning process. Without motivation, students cannot do the best. Harmer (2008) said that the motivation that brings students to the task of learning English can be affected and influenced by the attitude of a number of people. It is worth considering what and who these are since they form of the world around students' feeling and engagement with the learning process. Yamin (2008) also stated Students are motivated to do a task are influenced by their intrinsic motivation and extrinsic motivation. Intrinsic motivation is an activity of initiated and continued learning, based on the appreciation of the need and encouragement that is absolutely related to the activation of learning. The importance factor in intrinsic motivation are enjoyment that shown when carrying out their duties without any compulsion. It comes from the individual self.

Related to motivation, Gabriel (2009) divided motivation into two fundamental categories. First is Intrinsic Motivation. It can be defined as an individuals' need to feel competency and pride in something. It is also known as internal motivation. Internal motivation is an intensive from inside to act something to reach the goal of someone. If it is bought in the process of learning, it can be defined as the students' intensive in keeping their will to learn continuously based on their needs. Second is Extrinsic Motivation. It is can be defined as performance

of an activity in order to attain some separate outcomes. This motivation is recognized as external motivation. It can be called as external motivation if the students reside in some factors outside the learning situation. For the example, the students want to get the high score, to degrees and etc.

Reward is an educational strategy which can be used to make the students feel happy in learning a language and also can be used to give motivation to the students for learning better. Teachers should use reward in order to maintain a positive learning environment and to promote appropriate classroom behaviors. Reward for the students should be real but it does not have to be something expensive. In this case, the teacher's creativity is really needed. So, the teacher can make something special for the students.

As Ilegbusi (2013) states in his journal, student will motivate for working hard in learning process to get the reward if they know that they will get a reward if they can complete their task. Reward that is used by the teacher to increase students' motivation can be something real and make them interest or the teacher can use verbal reward. This is also supported by Brown (2001), reward for student can be in every kind of things. Students' intrinsic motivation can be increased by giving some rewards in the learning process; it depends on how the ways of the teacher in using it. The teacher should use the external reward in the term of informing rather than controlling, so the students do not rely on the rewards to increase their motivation in learning English as foreign language.

According to Daniel T Willingham (2005), he stated that reward has 2 general types; they are tangible and intangible reward. The tangible reward is the reward that has forms, such as gift, a toy, sticker and etc. Whereas, the intangible reward is the verbal reward, such as praising, compliment, gesture, smiling and so on. It has the similar meaning as what is stated by Khon (1993), he says that reward has two types, the first is verbal reward that is known as praising and the second is nonverbal reward that is known as recognition. So, based on some points above, reward is divided in to two types, they are verbal (intangible) and nonverbal (tangible reward).

Additional explanation is explained by Nelson (2003) reward that has two types above has the function in the teaching – learning process (more specific in teaching – learning process of structure subject). Where, the reward as an external motivation pursues the intrinsic motivation of students. So, the students can realize

their weaknesses and they will overcome it as fast as possible in order for their motivation can be improved (indirect effect). Also, he adds in his journal that the reward had positive impact to increase students' curiosity in the learning, so they will learn seriously.

Method

This research is designed as quantitative research, especially as quasi experimental research. Experiment is process of examining the truth of the statistical hypothesis relating to some research method problem. Furthermore, this research used nonequivalent control class design. This research was conducted by using two groups, the experimental and the control groups. Pre-test and post-test were given to group. The treatments were conducted for twenty-two meetings including pre-test and post-test.

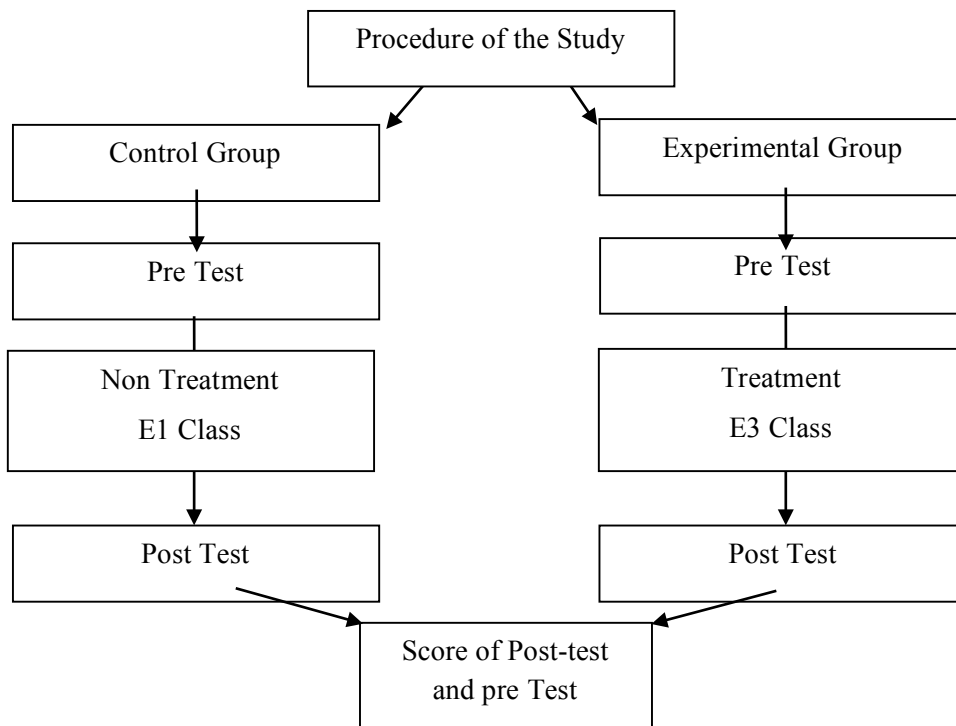
Table. 1
The design of treatment

X	T ₁	O	T ₂
Y	T ₁	-	T ₂

Where :

- X : Experiment class
- Y : Control class
- T₁ : Pre-test for the experimental class and control class
- T₂ : Post-test for the experimental class and control class
- O : Treatment for experiment class
- : Non treatment control class

The Framework of the procedure



The diagram above showed the way about this research was done involving the steps which the researcher organized to obtain the result. The steps in this study procedure which involved steps of experimental and control group can be seen such as some point below:

1. Procedure in experimental class
 - a. The learning was done in schooling time
 - b. Students were given the treatment in which they learn structure
 - c. The learning activities included these steps:
 - i. Teacher gave the material as well as possible (Reward was giving)
 - ii. Analysis the example (Reward was giving)
 - iii. Oral exercise directly (Reward was giving)
 - d. Teaching process was done every day for a week
2. Procedure in control class
 - a. The learning was done in schooling time
 - b. Students were given the treatment in which they learn structure
 - c. The learning activities included these steps:
 - i. Teacher gave the material as well as possible
 - ii. Analysis the example
 - iii. Oral exercise directly
 - d. Teaching process was done every day for a week

Participant and Data Collection

The, Population in this research involved the whole senior high school graders. They possessed several homogenous characteristics such as the same age, level, burden of learning, ability and etc. The population of this study is the Senior High Class of *Kampung Inggris Rafflesia Rejang Lebong* which is placed in First Batch and convenience sampling was used to select sample of study. Sample is a little part of the amount and characteristic of population. In this study the samples were E1 class and E3 Class. Both classes were consisted of 25 students.

Data Collecting

Pre-test was given to the classes, experiment class in XI Science 3 and Control class in XI Science 2. The form of test was questionnaire that was given to find out how far the influence of reward toward students' motivation given in teaching. The questions were consisted of 32 items of Linkert scale. There were 5 options (Very often, Often, Sometimes, Rare and Never) that were prepared by the researcher. The limited time for doing this instrument was 60 minutes.

This test was given after conducting the experiment to both of classes. This test had the function to measure how far the increasing achievement for both classes that were given different method in teaching. The question, time, form and the material inside were homogeneous. There was no difference between post-test and pre-test given. The researchers also gave questionnaire in terms to support the result of statistical data.

Data Analyses

In analyzing the data, the researcher relied on some points below. First, caculated mean Score, to acquire the mean score of pre-test and post-test in experimental class, the researcher used the formula below:

$$M_1 = \frac{\sum X}{N}$$

Where :

M_1 : Mean score of experimental class

$\sum X$: The Sum of student score in Experimental class

N : The amount of students at experimental class

In addition, in order to acquire the mean score of pre-test and post test result in the control class, the researcher also used the same formula as the following below:

$$M_2 = \frac{\sum Y}{N}$$

Where :

M_2 : Mean score of Control class

$\sum Y$: The Sum of student score in Control class

N : The amount of students at Control class

Second was standard deviation, in gaining the standard deviation of the scores in conducting the research at the experimental class, the researcher applied the formula below:

$$S_1 = \sqrt{\frac{\sum (X-X)^2}{N-1}}$$

Where :

S_1 : Standard deviation of experimental class

$\sum (X-X)^2$: Score of Experimental Class

N : The amount of student at experimental class

In addition, in order to acquire the standard deviation in the control class, the researcher used the formula below:

$$S_2 = \sqrt{\frac{\sum (Y-Y)^2}{N-1}}$$

Where :

S_2 : Standard deviation of experimental class

$\sum (Y-Y)^2$: Score of Control Class

N : The amount of student at experimental class

The last was hypothesis testing, in testing the hypothesis devised previously, the researcher used the statistical formula such the following below:

$$t = \sqrt{\frac{M_1 - M_2}{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

Where:

t : Value which statistical significance of mean difference will be judge

M_1 : Mean score of experiment class

M_2 : Mean score of control class

S_1 : Standard deviation of experiment class

S_2 : Standard deviation of control class

N_1 : Number of experiment class

N_2 : Number of control class

Al-lughah: Jurnal Bahasa

The data gathered from students' score are presented by using descriptive statistics. The result of writing achievement total was analyzed by using paired sample t-test to find out the effect of reward toward students' motivation in learning English structure. The questionnaire was distributed to find out student opinion about the material and learning activities.

Findings and Discussions

Descriptive statistic

The data gathered from the students based on pre test and post test were analyzed and presented in this part. The data from the experimental class (N=25) had any significant improvement.

The result that came from experimental which was taught by giving reward as follows: the mean score was increased from 5,27 to 7,67. In detail, the highest score which began from 6,25 to 9,31 was 3,06 point. The improvement score in the lowest score that came from 4,38 to 7 was 2,62 point and the mean score that started from 5,27 to 7,67 was 2,4 point.

So, the differences of the increase of total score for pre-test to post-test in both classes for total score was $5,37 < 60,91$, the highest score was $0,62 < 3,06$, the lowest score was $0 < 2,62$, and the mean score was $0,97 < 2,4$. The interesting point was there was no student who got the score under the standard score criteria. The standard score criteria was 7,00. It meant the reward had effect in increasing students' motivation of structure subject.

Statistical Analyses

To examine the effect of reward, the researcher analyzed some aspects that included in mean score, the highest score, lowest score and total score. They had the function to know how far the increasing of the score that was got by the student in post-test for both classes. Somehow the calculation was steadily needed because it could more certainly decide whether the effect existed or not. The data of the calculation can be viewed in the table below:

Table II
The comparison both groups

Name of class	Total score	Highest score	Lowest score	Mean score	Deviation Standard
Control	104,77	5,31	3,8	4,19	0,5
Experiment	192,72	9,31	7	7,67	0,61

Result of Questionnaire

The result of open-ended questionnaire was used to know students' opinion of using reward in learning English structure. Actually, it needed more specific data, because the almost all of students felt so bored in learning English, especially about structure. The result of questionnaire can be concluded as follows:

1. 25 students (100%) felt that English was the one of difficult subject. 18 students (72%) said they could not understand the English subject. 5 students (20%) said that they were so difficult in sentences arrangement. 2 students (8%) said English was so difficult in sentences elaboration.
2. 23 students (92%) students were so difficult in doing home work. 2 students (8%) said English task had a little difficult.
3. 23 students (92%) students felt English was not interesting. In the other hand, 2 students (8%) said English had its own challenge.
4. 20 students (80%) students felt bored in learning English. Whereas, 5 students (20%) the way in teaching English needed to be improved.
5. 23 students (92%) students were so difficult in understanding the point of English structure. 7 students (28%) felt English structure had need to be thought well to solve
6. 25 students (100%) felt that the conventional teaching was so boredom.
7. After giving reward, 25 students (100%) felt so happy in learning English.
8. After giving reward, 25 students (100%) were so active in answering some questions
9. After giving reward, 23 students (92%) students felt so energetic day by day. Others 7 students (8%) were so curious what will be happened next
10. After giving reward, 25 students (100%) got good score in every exercises.

Al-lughah: Jurnal Bahasa

All the students suggested that the teacher need to have something to pull students' willingness in teaching english. More over some of them asked to learn english four times in a week.

Discussion

Concerning with the condition of students' motivation in structure subject (the result of pre-test); it was proven by the data found out on the result of giving pre-test to students at control class. The entire students were given pre-test in the amount of 25 students. First, the reward had gaining their motivation in learning English. It can be seen from the significant different between pretest and post test and also the result of questionnaire. The students got good score in english, it is because of they have big motivation and spirit. They find something new of the teaching technique which pulls them to learn english (especially english stucture) more and more.

Iskandar (209) stated that in the learning process, motivation is known as learning motivation. The learning motivation is the motivation which is given by the lecturer to the students in the teaching-learning process by using all of physical activators inside of students' body that raise the learning activity for guaranteeing to reach the specific goal. The learning motivation has the important role in giving stimulus, spirit and delightness in the learning process. (Wrinkle, 1987) So, someone who has high motivation, he possesses many much energy to do the process of learning.

In the relation between reward to motivation, Brown (2008) said, he said that the most powerful rewards are those that are intrinsically motivated within the learner. Because the behavior stems from the needs, wants, or desires within oneself, the behavior itself is self-rewarding; therefore no externally administered reward is necessary. It is because the principle of reward touched them well, like Steward (2010) said that: the principle of reward must create a positive and natural reward experience, need to be intermittent and variable and the people need to be rewarded when their behavior approximates a desired target.

Finally, motivation is as activator and stimulant in the learning activity, motivation explains the goal of learning, motivation selects the direction of action, motivation is as internal or external factors in the learning, motivation determines the exertion in learning and motivation emerges achievement.

Conclusions

Based on the data of finding above, the researcher concludes that:

1. Students' motivation before conventional teaching and using reward (treatment) implemented to both of classes has the condition that is not good. This fact is proven the pre-test score that they got in finding.
2. Regarding the students' motivation after conventional teaching and using reward (treatment) implemented to both of classes, it is good because the students' motivation based on the score above increase. Somehow, the students' motivation after using reward (treatment) implemented in the experimental class improves bigger than in the control class that the treatment is not implemented. This condition is indicated by the score of post-test.
3. The rewards given by the researcher during the learning process walk effectively. The fact is represented by the result of "t" calculation. The researcher find that "t" calculation of test is 35,55 and the value of "t" table is 3, 669 (1%) and 2, 682 (5%). The researcher then compares both scores. The comparison represents that $35,55 > 3, 023$ or $35,55 > 2, 682$. These farmed numbers ascertain that hypothesis alternative is accepted and hypothesis null is rejected. In accordance to the data analysis, the result certainly proves that using reward in that in teaching during learning process is effective in improving students' motivation.

Suggestions

After the objectives of this research have completely been attained, the researcher now has suggestion for some sides which may have relatedness with this research. They are, Senior high school, the English teacher of senior high school number 1 curup utara, students of this senior high school, and other researchers.

1. For Senior school and English teachers.

The senior high school sometime should be able to make some rewards planning for their students, because reward could give high motivation for the students in the learning process. However the reward should be tangible reward, because intangible reward is not effective anymore for the students.

2. For the students at the senior high school.

In learning English especially in learning structure, the students need to get some rewards from the teacher. The rewards in this research focused on the tangible

Al-lughah: Jurnal Bahasa

reward, because intangible reward such as compliment, smile and thanking was really ordinary. So, it is not effective for the students. By learning English structure through this way, the students can improve themselves in gasping English structure material.

3. For other researchers.

The implementation of using reward in teaching can be sustained to conduct in other schools. Other researchers are expected to convey this treatment into the research in order for other schools can automatically be acquainted concerning with the effectiveness of using reward to improve students' motivation in learning English.

REFERENCES

- Arikunto, Suharsimi. 2006. *Metodologi Penelitian*. Retrieved on Sunday 29-07-2012.08.44 at http://lib.uin-malang.ac.id/thesis/chapter_iii/05410072_dyah-ika-rahman.ps
- Arikuntouh, Suharsimi. 2002. *Manajemen Pengajaran Secara Manusia*. Jakarta: Rhineka cipta. P. 117
- Brown, H. Douglas. 2000. *Teaching by Principles*. San Francisco, California: Longman. P. 20
- Bull, Victoria. 2008. *Oxford Learner's Pocket Dictionary*. Oxford University Press: New York
- Daniel, E, Callan. 2008. *Positive and Negative Word Modulating by Reward Anticipation*. Kyoto, Japan: National Institute of Information and Communication Technology.
- David Moore. 1996. *The Basic Practice of Statistics*. New York: Purdue University. P. 22
- Djamarah, Drs. Syaiful Bahri. 2011. *Psikologi Belajar*. Jakarta: Rhineka Cipta. P. 150
- Epstein, Robet and Jessika Rogers. *Panduan Lengkap Memotivasi*, (Yogyakarta: Pustaka Kendi, 2004). P. 189
- Gay, C. R. and Peter D. 2000. *Educational Research Competency for Analysis Application: an imprint of Practice Hall*. New Jersey: Columbus
- Ghufron, M. Nur & Rini Risnawati. *Teori-Teori Psikologi*. Jakarta: Ar Ruzz Media, 2010.
- Guralnik, David B. *Webster New World Dictionary of the American Language*. New York: Warner Books, 1984
- Hase, Dr Stewart. 2010. *Principle of Reward and Recognition Programs Journal*. Beyond the Break Ltd: Australia. P 1
- Irwanto. 1997. *Psikologi Umum*. Jakarta: Gramedia Pustaka Utama
- J, Brophy. 1983. *Conceptualizing Student Motivation. Educational Psychologist*. P 213
- Kasimran, Moh. 2008. *Teknik-teknik Analisa Item Test Hasil Belajar dan Cara-Cara Menghitung Validity dan Reliability*. Surabaya: Usaha Nasional
- Kasiram, Moh. 2008. *Teknik-teknik nanalisa Item Test Hasil Belajar dan Cara-cara menghitung validity dan reliability*. Usaha nasional: Surabaya
- Koshori, C. R. 2004. *Research Methodology Method and Technique*. New Age International Published: India
- M. Ngalm Purwanto, *Ilmu Pendidikan Toretis dan Praktis* (Bandung: Remaja Rosdakarya, 2006), hlm. 182
- M. Toha Anggoro, dkk. 2003. *Metode Penelitian*. Jakarta: Universitas Terbuka. P. 45
- Margono . 2007. *Metodologi Penelitian Pendidikn*. Jakarta: Rhineka Cipta

Al-lughah: Jurnal Bahasa

- Patel, Dr. M. F. and Praveen M. Jain. 2008. *English Language Teaching*. Sunrise: Jaipur, India. P. 41
- Paulsen, M. B. and Feldman, K.A. 1999. Student Motivation and Epistemological Beliefs Journal. *New Directions for Teaching and Learning*. P. 78
- Richards, Jack C, Platt, John and Weber, Heidi, 1985. *Longman Dictionary of Applied Linguistics*. England ,Longman House, Burnt Mill, Harlow
- Sardiman. 1992. *Interaksi dan Motivasi belajar mengajar*. Jakarta:Grafindo. P. 22
- Slameto. 2005. *Psikologi Pendidikan*. Jakarta: Rhineka Cipta. P. 54
- Sugiyono.2011. *Metode Penelitian Pendidikan*. Alfabeta: Bandung. P 117
- Suryabrata, Sumardi. 2001. *Psikologi Pendidikan*. Bandung: Rhineka Cipta. P. 21
- The result of interview with Mrs. Mery Partianingsih (The Lecturer of Educational Psychology Lecture). October, 29th, 2012
- Thursan Hakim. 2005. *Mengatasi Kegagalan dalam Berbcara Bahasa Inggris*. Jakarta : Puspaswara. P. 206
- U. S Department of agriculture. 2004. Center for science in public interest. www.cspinet.org/schoolfood/nutritionpolcy@cspnet.org. Posted on Sunday, March, 4th, 201
- Ur, Penny. 1996. *A Course in Learning Teaching Practice and Theory*. Cambridge University Press New York
- . 2006. *Grammar Practice Activities: A Practical Guide for Teacher*. New York: Cambridge University Press
- Uzer. Moh. Usman. 2004. *Menjadi Guru Professional (Being a Professional Teacher)*. Bandung: Remaja Rosdaarya
- W. Gulo. 2000. *Metodologi penelitian*. Jakarta: PT Grasindo. P. 56
- Wilson. Gabriel. 2009. *The Effects of External Rewards on Intrinsic Motivation Journal*. www.abcbodbuilding.com
- Wiryetni, S, N & Saunir, S. 2012. Using the Secret Partner Technique to Motivate Senior High School Students in Writing. *Journal of English Language Teaching*, 1 (2) Serie C