

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research questions, objective of study, significant of study, and definition of key terms.

A. Background of study

English is a vital language for individuals to learn in their native language, taking into account that English is a worldwide language. English is used to communicate with people all over the world because it is a foreign language. When someone applies for a job, for instance, English plays a significant role in our lives. One of the qualifications required is proficiency in English, or at least they can interact with others in English.

Taking into account similar suspicion, elementary schools give English to their understudies, despite the fact that the new public educational program does exclude it as the principal subject to be instructed. The best English programs are offered by private and public elementary schools. One approach is to provide classrooms with a setting that reflects the child's personality. Additionally, instructional strategies are designed to accommodate appropriate learning activities.

Learning process would be successful when the students have motivation to learn. Ekiz & Kulmetov (2016) argued that without motivation even adults with the most extraordinary skills cannot achieve long-term goals, and neither are suitable curricula and good teaching sufficiently on their own to guarantee student accomplishment. Accordingly, it must be possessed by all the students as a basis in doing their activities in

learning. Motivation refers to the desire or eagerness to do something in order to achieve certain goal. It is not only an intensive desire for learning and acquiring knowledge but also an inner cause that push students forward in learning with enthusiasm and willingness (Kong, 2009). Motivation can be described in many types and the main broad categories are intrinsic and extrinsic motivation. The students are motivated intrinsically when they perform or do something because they are interested on it. While, the students are motivated extrinsically when they perform or do something to obtain something else and it is often influenced by external incentives (i.e. rewards & punishments) (Hoffmann et al., 2009).

Intrinsic motivation was considered better than external motivation. Having an intrinsic motivation, the students are capable to keep their interest in learning in a long time. But in fact, not everyone is intrinsically motivated in any distinctive tasks, so it must be extrinsically stimulated. Brophy as cited in (Uyen, 2016) stated that if a learner is not intrinsically motivated to do well, using extrinsic motivators such as rewards or punishments can sometimes prod the students into action. Therefore, external motivation likes rewards are claimed as substantial motivational tools because it can create interest among the learners and also motivates them towards the learning.

The use of rewards in the classroom as “instructional reinforcement”, which is “the provision of verbal, symbolic, tangible or other rewards for desirable academic performance or effort at the classroom level.” Practice of reward during the time of teaching and learning process is crucial for creating interest in the students and motivating them towards the learning because it makes the classroom activities

interesting and increases the feeling of competition among the students (Kharel, 2012). The aims of rewards used by the educators are not only motivate the students in learning and do their homework well, but also work wonderful in improving students' desirable behavior in the classroom (Uyen, 2016). For instance, in individual classroom, the teacher use rewards, such as, toys, candy free time, praise, classroom currency, and even homework passes, to encourage academic proficiency and appropriate classroom behavior (Hoffmann, 2009). (Nelson,2010) claimed that the delivery of praise is another effective strategy for reinforcing learner performance and positive behaviors, as well as building learner's self-esteem. Self-Brown and Mathews as cited in (Drexler,2010) found a positive outcome when praise was used. They states that the students who exposed to positive verbal feedback set more learning goals opposed to the students who did not receive verbal feedback. Using rewards in educational settings have been a topic of debate for many years especially in motivation and education research. Some argued that external rewards give negative effect on the students' intrinsic motivation.

Akin college-age the students which finds that intrinsic motivation for a task decreased over time when money was given as a reward for a tasks that participants originally see themselves as intrinsically motivates to perform, whereas verbal reinforcement and positive feedback increased intrinsic motivation for the activity. However, Cameron and Pierce as cited in (Dexler, 2010) conducted a meta-analysis which found that intrinsic motivation was not negatively affected when extrinsic rewards were received. The results of their meta-analysis also indicated that rewards may increase motivation by increasing task interest.

Allah said in surah Az-Zalzalah 7-8:

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

فَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ خَيْرًا يَرَهُ ۗ وَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ شَرًّا يَرَهُ ۚ

Based on the verse above Allah taught that Islamic education uses “rewards” as part of the learning process in achieving educational goals, through learning in formal, informal and non-formal forms. This is because Islam itself teaches it through two main foundations, namely the AL-Qur’an and Hadith.

For students to be willing and motivated to participate in the activity, stimulation is necessary. Despite the fact that many teacher still employ traditional approaches to teaching English, such as the grammar translated approach, which does not encourage students to learn English with enthusiasm. One strategy for encouraging students, particularly younger students, to participate in their English education is through an engaging teaching method.

It is essential for early childhood educators to devote time to comprehending their students' thought processes. They should have the option to get on their understudies' ongoing advantages so they can utilize them to propel the youngsters.

The majority of educators agree that children need a friendly and supportive environment. However, recent research shows that some educators' attempts to create such an environment through the use of rewards can actually be counterproductive. Using a reward system can not only spur students to learn English and complete their

work, but it can also work well, in terms of more developed homeroom behavior. Children can be motivated by themselves, their teacher, their peers, or the activities and environment they are in. Different things motivate different children. Throughout the lesson, the teacher needs to try to keep all the children interested. Using multiple strategies and activities is the best approach. The method to make learning more meaningful and memorable is a reward system. Reward system is a strategy to make learning more meaningful and memorable.

The goal of using rewards is to help students get the lesson and a fun activity in the classroom that will keep them motivated and interested. The teacher should be able to use the rewards to help students learn English. The utilization of reward is appropriate to the trait of rudimentary understudies who have high interest. Some issues discussed above are the background of the researcher's interest in teaching-learning to young learners, and based on it, the researcher will investigate how rewards are used to motivate young learners; therefore this study is entitled "*The Use of Rewards by Elementary Teacher to Motivate Young Learners in Learning English*". Therefore, researchers need to collect data information and find out what type rewards are used by teacher and also find out how students respond after being rewarded by teacher in motivating students to learn the teaching and learning process.

B. Definition of Key Terms

To avoid common misunderstandings, the researcher must define the terms used in the research's title. These are the circumstances:

1. Reward

A reward is an appreciation given by the teacher to the students who can follow the lesson well and finishing the assignment on time. According to Horner (2009), reward refers to any contingent that may deliver a consequence such as an activity, event, or any object. Rewards are important to encourage good behavior and avoid bad behavior. In the educational context, Rewards are something to be given to anyone who participates in the learning process; by providing reward, students will be more active in English learning. Some students have considerable academic abilities, but because some problems like they are shy, quiet, or isolated in the class, they are often uninterested in learning English, so that their capacities are hidden. The reward can motivate them to always strive to be the best. Therefore, the reward is a very suitable strategy to apply in the learning process.

2. Motivation

According to Santrock in Istianti (2013), motivation is the process that energizes, directs, and sustains behavior. It means that motivation is the process in which pushes and shows students to do something and keep on the activity continuously. In a learning activity, it can be said that motivation is the main support to push the students to learn; therefore, the goal of learning is achieved.

Gardner in Tamimi (2009), states that students with higher levels of motivation will do better than the students with lower levels. The students who have motivation will learn seriously, and they have much energy to focus on learning activity. Students who have high motivation are better and more comfortable to achieve their goals than the students who have low motivation.

3. Young Learners

They identified young learners, with a primary focus on children between pre-school and primary school ages. Pinter (2011) as cited in (Nargis, 2017, p. 21) has divided Young English Learners into three groups. Groups main who started primary school at around three years of age, the second group is the group of children who started primary school around 5-7 years of age and finished it at around 11 or 12 years of age, although in certain countries it occurs around 13 years of age or 14 years, in the research of young learners referred to refers to ages under 12 years who learn English as their second language (L2) in early schools, for example grades one through grade six of elementary school.

C. Research Problem

Based on the research background, this research is addressed through the research question:

1. What types of rewards that the use teacher to motivate young learners in learning English?
2. How do the students respond when getting rewards by teacher?

D. Objectives of Study

1. To know what types of rewards that the use teacher to motivate to young learners in learning English.
2. To know how to students' responses when getting rewards by teacher.

E. Significance of Study

The finding of the study are expected to contribute theoretically and practically to the improvement of teaching and learning process. In addition, the findings can give teacher some valuable inputs and references to develop their teaching performances in the classroom. Moreover, the result of the study can provide valuable information for English teacher, especially for the teacher at the school which is investigated.

The study also important for students. It is expected that the students can more actively participate, not anxious to speak English, brave in answering teacher' question, and they are able to communicate in English well. Furthermore, the study can give contribution for the other researchers as their references in conducting further researcher.