

CHAPTER IV

FINDINGS AND DISCUSSION

At this chapter, researcher tried to present clear description of the findings and discussion. Findings explained how to take the data and answer the research question. Discussion explained about comparing the result and theory.

A. Findings

1. The types of rewards used by teacher to motivate young learners in learning English

Teacher strategy in using reward to motivate young learners in learning English to increase motivation in learning, students require a lot of support from various groups such as, teacher, parents, friends, and yourself were

Based on observation were carried out in two meetings, the first observation teacher discussed about asking personal information, teacher started lesson with explaining material, writing about asking personal information and responding personal information, after that the teacher gave example how the pronounce about asking and responding personal information then students repeated what teacher said, looking for the meaning of the word that teacher wrote in the whiteboard as well as teacher gave assignment to students. If they could answer the question with knowing the meaning, they got reward and reward was given by teacher:

a. Praise

Researcher found that the teacher gave applause to students when the students could answer question. Here, teacher gave assignment to the student about material that learned when students succeed answer the question, teacher wrote some question in the whiteboard then teacher commanded student to reply who dared writing on the whiteboard in front of the class. Some students wrote answer the question who make by teacher and they got praise as well as applause from teacher and classmate even teacher clapped students shoulders when the they dared writing on the whiteboard in front of the class.

The second observation teacher discussed about reading comprehension, teacher started lesson with giving a clue to students about daily activity after that explained material, then teacher read a text about daily activity and required the students to repeat teacher said after that the teacher asked to student, *what did you know meaning of this a text?* teacher command students to look for meaning the text, next to teacher gave assignment to answer the question in their book. If they could answer the question correctly as well as knowing the meaning what they read, they got reward and reward was given by teacher:

b. Symbolic reward

Students had to answer the question in their book correctly and find out meaning of the text. Here, students dared writing their answer in front of the class they got candy by teacher as reward even praise and applause by teacher.

Based on the result observation above, the researcher could conclude that the teacher gave reward to the young learners when they could answer question and write their answer in front of the class, praise and symbolic reward were presented by teacher. Giving reward to students in ordered to develop their motivation and increase learning outcome as well as students felt enjoying in learning English.

Then based on interview with English teacher:

“English teacher said that to Increase learners' interest in studying could be achieved in a variety of methods, such as by providing an incentive, which I did in order for learners who excel to receive a reward. For what purpose? To be more motivated in learning with the hoping that learners could learn better and motivated. Reward was ever given by teacher to the student, for example teacher gave you some questions to those who could answer could be a plus and an extra round of applause in appreciation brave and genuine answer. Applause, gave candy, particularly from classmates, could be used to motivate students to complete their study and reward was given to students in learning process of English if good baseball ever, but candy has ever given and a good speech continued to elicit applause as she just mentioned that for a buddy who could respond it frequently, the purpose of giving reward to the students to align with the indications and learning objectives. A prize could drive people to learn. English teacher faced the students who have different learning motivation, at first, the children had to be coerced into learning. To compensate for this, a dedicated child, I gave rewards, such as showing appreciation with applause and a plus. I also provided discipline and a harsh attitude to youngsters who were lazy or who did not finish their homework.

This would also help them develop their discipline”

The English teacher expected from applying reward to students can increase their motivation in learning attempting to give out prizes because this is an English lesson, so it was not just theory, but it was hoped that children would be able to practice it in everyday life. As a result, students did not only understand the theory but could also put it into practice. For instance, being able to speak with others in English and teacher saw who's motivated and not motivated in the process of learning English in class were children who were motivated could be seen being active in class while learning. Everyday values could also serve as a guideline. Teacher did not usually hand out prizes at every meeting. But only when it was truly necessary, and if pupils were always praised so that they were excited about studying, the students who are eligible to receive reward that was teacher gave this incentive to students who were industrious, achievers, and children who need to be motivated to be more engaged in their study. Aside from that, they prefer the lesson. English teacher usually give as reward to students to encourage youngsters to enjoy English lessons, rewards were offered in the form of phrases such as "amazing", "good job", applause, and greetings. However, the most basic incentive given was good value or extra value”

Based on the result of interview above, the researcher could conclude that teacher used reward to motivate young learners in learning English which teacher gave applause or praise to young learners in order to they could be more interested in learning and increase their motivation, teacher used rewards offering praise such as, amazing, good job, well done, applause and giving candy for being active in class

while learning.

2. The students respond when getting rewards by teacher

The second of research question which was about students respond when they are getting reward by teacher to motivate young learners in learning English. from interview researcher found that almost students had respond the same when they got reward.

The first interview that the students respond when getting rewards:

The young learner responded that the student liked in learning English and making the student like English lesson because she thought English is cool if we can speak English, we can communicate with native speaker. Sometimes the student had difficult in learning process because the teacher spoke very fast until young learner felt difficult to understand and sometimes teacher gave reward such as good job, amazing, well done, and applause but he never gave reward thing, if it's for a gift I am a little motivated because I am so thrilled when I get applause when I respond well. Students feel more motivated and disciplined and they want to listen when the teacher explains. My motivation in learning English, When we travel outside of the country or where we don't know where we are, we can read the writing and finally know where we are, and later we can also ask people who use it English will be good later" and what inspires me is that I truly want to speak English as well as my teacher gave motivation such as do not waste time so that the future will be bright and always diligent for your study when time is running out.

The second interview that the students respond when getting rewards:

The young learner responded that the student liked in learning English and making the student like English lesson because if you want to go abroad you can speak English and if you go anywhere you can use English, sometimes the student had difficult in learning process because they do not understand, sometimes teacher gave reward such as saying good, well done and applause but a thing never become a reward but reward is given by teacher making student more motivation because young learners are more active in learning and discipline. My motivation in learning that I enjoy it and later on, if you want to travel overseas, you can inquire where it is. My teacher has ever given motivation like study hard and do not lazy.

The third interview that the students respond when getting rewards:

The young learner responded that the student liked in learning English and making the student like English lesson because you wish to travel abroad, you can speak English and you can utilize English wherever you go. Sometimes students have difficulty learning because they do not comprehend. sometimes teacher gave reward but haven't given the thing yet, but if you think it's good and applaud it, it's done. Reward is given by teacher making student more motivation because young learners are little motivated when they get applause and respond well, my motivation in learning English that is remind my parents. My teacher has ever given motivation to me.

The fourth interview that the students respond when getting rewards:

The young learner responded that the student liked in learning English and making the student like English lesson because English is international language, Students have difficulty learning because of understanding difficult material. Sometimes teacher gave reward such as saying good, well done and applause but a thing never become a reward. Reward is given by teacher making young learners more motivation and spirit in learning English as well as motivation for myself, if you want to be smart you have to be passionate about learning. My teacher has usually given motivation when the lesson takes place like study harder, don't be lazy that is all.

The fifth interview that the students respond when getting rewards:

The young learner responded that the student liked learning English and making the student like English lesson because teacher is fun until students felt comfortable learning, Students have difficulty learning because of understanding difficult material. Sometimes teacher gave reward praise and applause. The student is more motivated because teacher gave reward making me spirit in learning English and my motivation in learning English is the student wants to speak like native speaker it is so cool. My teacher gives motivation, if you want to be success person do not lazy but study hard.

The sixth interview that the students respond when getting rewards:

The young learner responded that the student liked in learning English and making the student like English lesson because English is international language.

Students have difficulty learning English because students do not know vocabulary and meaning, sometimes teacher just gives praise or applause to student can answer question and motivated because of reward by teacher. Motivation for myself because student wants to go abroad. My teacher gives motivation study hard until you make a dream come true.

The seventh interview that the students respond when getting rewards:

The young learner responded that the student is not bad and making student like learning English because learning is pleasing. Students have difficulty learning English because students do not understand material and meaning, sometimes teacher gives praise or applause as a reward, student is more motivated because reward make me spirit in learning English, my motivation student wants to go whole the world. My teacher gives motivation, be diligent and never give up to make dream come true.

The eight interview that the students respond when getting reward:

The young learner responded that the student is not really like in learning English and making student like learning English because the teacher is very pleasure but student does not like memorize vocabulary. I have difficult because I do not understand material or meaning, sometimes teacher gives praise applause to student can answer question. Student is motivated because the teacher can lift the spirit student in learning English as well as my motivation that is student want to go to abroad. Motivation is given by teacher study hard and do not be lazy.

The ninth interview that the students respond when getting reward:

The young learner responded that the student is not really like learning English and making student like learning English because teacher is pleasure but student does not know and understand learning English. I have difficult learning English because student does not know English and understand meaning or material, sometimes praise and applause are given reward by teacher. Student is a little motivated because of does not like learning English and my motivation, I just want to go to another country as well as teacher says do not be lazy if you want to be success person.

The tenth interview that the students respond when getting reward:

The young learner responded that the student like learning English and making I like learning English because teacher can make student enjoy in learning English but I have difficult because I do not understand when teacher explain so fast. Sometimes reward is given by teacher applause and praising. Student is more motivated because I want to master English language and go to another country and my motivation wanted to master of English. Motivation was given by teacher, do not be afraid to try new thing and study hard make your dream come true.

Based on the result of interview about students respond when getting rewards by teacher to motivate young learners in learning English. All of the students gave responding that they felt motivated when getting reward by teacher because reward could make students more interested in learning English and increase their spirit. Here, teacher gave reward to student such as praising or applause. If the students

could answer question, they got reward by teacher like teacher said *Good, Well done, Amazing* even teacher appreciated their answer with giving applause. It was simple reward but it had big impact for the students because students gave good response when they got reward by teacher, reward could motivate students to be more diligent in learning English.

A. Discussion

After the data obtained by researcher through observation, and interview. Data were presented through the discussion of the findings. Which it was response of research questions and theory study discussed earlier. This was discussed with findings of researcher over a field that was based on the research motivated and reward to the students.

1. The t used the rewards by teacher to motivate young learners in learning English at SDN Tanjung Lalak Selatan

Reward system, according to Horner (2009), refer to any contingently that may deliver a consequence such as an activity, event, or any object that may be associated with an increase in the future likelihood of a defined behaviour in a similar situation.

Shoimin (2014: 157) states that "Reward as an educational tool is given when a child does something good, has managed to reach a certain stage of development, or achieving a target". In that sense, the notion of reward has a wide scope covering all areas. Especially in the field of education, rewards have their own understanding. Hamalik (2011: 120) argued that "Reward affect the motivation to learn, but must be

wary of not to reward be a substitute learning goals". Sardiman in his book entitled *Interaction and Teaching Motivation* (2011: 92) states that "reward is a form to foster motivation in school activities". "Reward is a way to move or awaken student's learning motivation".

Palupi (2016) defines that reward as a form of appreciation to maximize learning in class for students. So that learning is more effective and efficient by paying attention to the level of character and ability of students to achieve their potential, the role of a teacher is not only as a tutor but also to pay attention to the level of intense student conditions. According to Syarifuddin (2020), the reward is a strategy in education that aims to make students feel comfortable and happy learning a language. In addition, the reward is a tool to encourage students to have better learning motivation. Thus, learning can run effectively, and the teacher has class management. In learning, students are flexible based on the nature of the teacher so that in this context, students and teacher have unity.

There are some kinds of rewards that can be used in the learning process including, Sidin (2021) argues that the types of rewards in learning are:

a. Praise

This rewarding form is the type most used by teaching staff. This type of reward can be verbal praise given to the students being led by a teacher. Besides that, it can be in the form of applause when the students being taught can take responsible and positive action. Giving this applause shows that the teacher gives a very

satisfying response to the efforts of his students. Thus, the students being taught will get a positive emotional impact. For example, such as *bravo, amazing, good job*.

b. Symbolic Reward

This award focuses on goods as a reward for student attitudes and behaviour that amazed teacher at an achievement. Students who achieve pride will be called golden children or gold stars in educational institutions. In addition, academic circles usually do not only give appreciation to goods. Some even make posters and bulletins. This reward aims to make students proud of what is offered and continue developing their talents. The difference between verbal and symbolic rewards lies in the period because verbal rewards only last a few times. It is different from symbolic ones, which have a long and memorable period.

c. Reward Token

This type of award reflects real rewards in the form of money or non-cash tokens so that students can exchange them at any time. Generally, this form of reward is given directly by the principal or homeroom teacher as a form of extraordinary appreciation for students who excel in a tight competition. For example, such as form of noncash money.

d. Tangible and Activity Reward

This type of reward is usually delivered directly by the teacher to the student without going through an intermediary, either a symbol or token bonus, to achieve teacher satisfaction with his students. For example, becoming a line leader or the

teacher's assistant, being a team leader during activities, or having a certain privilege that distinguishes the student from others.

The result showed that the researcher could conclude that the teacher gave reward to the young learners when they could answer question and write their answer in front of the class, praise and symbolic reward were presented by teacher. Giving reward to students in ordered to develop their motivation and increase learning outcome as well as students felt enjoying in learning English and teacher gave applause or praise and candy as symbolic reward to young learners in order to they could be more interested in learning and increase their motivation because teacher used rewards offering praise such as, amazing, good job, well done, applause and giving candy for being active in class while learning. So from the result it can be deduced that the teacher used type of praise and symbolic reward as the reward to motivate young learners in learning English.

1. The students respond when getting rewards by teacher

Based on the result of interview about students respond when getting rewards by teacher to motivate young learners in learning English. Understudies' reaction is an intuitive correspondence that permits developmental evaluation by empowering the instructor to suggest conversation starters and get understudies answer right away. As per Suherdi (2010), that the understudies' reaction is activities from the understudies during connection process in the study hall. In this review, understudy reactions mean understudies activity toward English educating and educational experience in class. In this examination understudies' reaction is characterized as

understudies response toward growing experience has done, particularly model of learning utilized by the educator and all of the students gave responding that they felt motivated when getting reward by teacher because reward could make students more interested in learning English and increase their spirit. Here, teacher gave reward to student such as praising or applause. If the students could answer question, they got reward by teacher like teacher said *Good, Well done, Amazing* even teacher appreciated their answer with giving applause.

One of the good benefits of reward were student motivation to grow and develop optimally. Furthermore, motivation was highly important in the learning process, since someone who was not motivated to study would not be able to conduct learning activities. Motivation could originate from within as well as from without, which is known as extrinsic motivation. Extrinsic motivation is motivation that results from an external stimulus. Extrinsic motivation can also be defined as incentive generated outside of the action itself, such as encouragement from parents and teacher in the form of presents, praise, and appreciate. It was simple reward but it had big impact for the students because students gave good response when they got reward by teacher, reward could motivate students to be more diligent and confident in learning English.