

CHAPTER 1

INTRODUCTION

A. Background

In English language teaching, reward is one of the strategies used by the teacher to manage classroom. The study of investigating the rewards in language classroom has been investigated by Loi and Uyen (2016). It was found that rewards can motivate students at AELS language center to participate in classroom activities more dynamically (Loi & Uyen, 2016, p. 186). In addition, Sak, Sak, & Cicek (2016) found that Turkish's preschool teachers used rewards and punishment as necessary means to increase the frequency of positive behavior and to decrease the incidence of undersirable behavior (p. 60). Furthermore, Horner, 2009, (as cited in Kituyi, Musau & Thinguri, 2014) stated that "rewards are important both for encouragement of appropriate behavior and preventing the encouragement of inappropriate behavior" (pp. 463-464). Hence, rewards are used not only to motivate students in learning but also to encourage students' learning behavior.

Responding to the benefit of rewards, the researcher would like to investigate the impact of rewards on students' behavioral engagement. Based on the preliminary study, there is one of the English teachers in one of senior high schools who uses rewards in EFL context. Then, her students are interested in English learning process. She often gives praise or additional points to some students who have the ability in English such as answering questions and doing assignment on time. Occasionally, she gives tangible

rewards consisting of food such as candy and snack. She has the aims of giving rewards to students to encourage students to accomplish the assignment, answer the questions, give the example to their friends, and motivate them to learn English. Moreover, this study is relevant to the previous study which is conducted by Sak, Sak, & Cicek, (2016),” the persistence of reward and punishment in preschool school”. It involved preschool teacher. The results of the study revealed that Turkish’s preschool teachers used rewards and punishment as necessary means to increase the frequency of positive behavior and to decrease the incidence of undersirable behavior. Besides, the Turkish’s preschool teachers used concrete rewards than verbal rewards because it was not meaningful or attractive to preschool children (p. 60). Therefore, this study tries to fill the gap in investigating the impacts of rewards on students’ behavioral engagement in EFL context.

B. Formulation of the Problem

Based on the background of this study, the researcher proposes a question; what are the impacts of rewards on students’ behavioral engagement in EFL context?

C. Aim of the Research

This study aims to know impacts of rewards on students’ behavioral engagement in EFL context.

D. Operational Definitions

1. Reward in EFL context : It is a part of external motivation used in teaching learning process such as giving

prizes or medals to students as a means to assist students achieve learning goals and engage in learning.

2. Behavioral Engagement : It is students' involvement in learning and classroom activities such as following class rules, doing assignment on time, answering questions, concentrating, paying attention, being persistence, giving effort and contributing in their learning.

E. Uses of the Research

1. Theoretical Use

Theoretically, this study will support existing theories about impacts of giving rewards on students' behavioral engagement in EFL context.

2. Empirical Use

Empirically, this study will add valuable knowledge for researchers about giving reward in EFL context and its impacts on students' learning behaviour.

3. Practical Use

Practically, this study will provide English teachers the implementation of rewards to engage students behaviorally in EFL context.