

CHAPTER 1

INTRODUCTION

This chapter presents the introduction of the thesis. It consists of five points. The first point is the background of the research, it describes the reason why this research is important to conduct. The second point is the formulation of the problems consisting of several research questions. The third section is the operational definitions of theoretical studies. The fourth section explains the purposes of the research. While in the last section, it presents the use of the research.

A. Background

The rewards are not something new in education. Most of us remember smiley-face stickers, gold star charts, or chocolate. As Kohn (1999) stated, the basic strategy for raising students' motivation is to say some words, 'If you do this, you will get this' (as mentioned in Jakesova and Slezakova, 2016, p. 323). The statement above refers to the reward that the teacher gives to the students as one of the ways to boost the students' motivation. To get the positive school effect, some of the teachers use reward in boosting students' motivation which is expected to bring positive academic outcomes. For the reason that the students who are given the reward have a feeling of acknowledged and valued so the students become more confident than other students who do not get the reward yet become more enthusiastic. As Mansfield (2007) confirmed that receiving a reward made the students feel recognized, and it's an influence on the relationship between students and

teacher in academic engagement. It pushes them to keep up even improve the skills they are showing (Howlin, 2015).

This rewarding system is expected to emerge motivation which is not only from the students but also from the teacher as Lemos and Verisimo's (2013) call 'intrinsic and extrinsic motivation'. The motivation which is less may be caused by the students who are difficult to learn (lazy), students who do not understand the material, otherwise, they who do not like the lesson. Nevertheless, sometimes it may cause for the reason that there are some teachers in at some schools who even do not care about students' achievement, they just think that their duty is teaching and transferring the material to the students then leave the class. It means that the negative school effect has been linked to poor academic achievement (Mansfield, 2007). It has been found on students' emotions of "anger, frustration, and anxiety" (Anderman, 1999 as cited in Mansfield, 2007, p. 3). The students' failure caused by psychological factors can be overcome to the teacher's treatment such as by giving reward which aims to motivate and to encourage the students in learning. In this case, investigating the impact of giving reward on students is important to find out what types of reward should be given by the teacher and how it can be implemented in the teaching-learning process.

Related to a previous study by Howlin (2015) which is investigated the merits of using the reward system in the primary classroom, their role in modern education, and how to maximize their effectiveness. The result of his study is "rewards in the classroom to be an invaluable asset for teachers in

relation to students' motivation and classroom management. If it is used effectively, the potential shortcoming of the reward system can be avoided entirely, giving way for the positive influences to take effect" (p. 76). His research was emphasized on the role of reward in primary education. In this research, the researcher will investigate in the focus on students' perceptions with the different point of view about the reward given in the classroom, her research is conducted to find out the impact of giving reward on the students at secondary school.

B. Formulation of the problem

The researcher formulates the problem of the research as follows, what are the students' perception on the reward given by the teacher?

C. Operational Definitions

1. Reward : It is supportive things that the teacher used during the teaching-learning process to stimulate the students so as to raise the motivation of learning.
2. Students' perception : The students' point of view about the reward given by their teacher related to their experiences in the class.
3. EFL Context : The learning environment which its students have experienced in giving reward by the teacher.

D. Aims of the Research

This present study concerns on investigating the students' perceptions of the reward used by the teacher in boosting their motivation in the EFL context.

E. Uses of the Research**1. Theoretical**

This research is beneficial as references for the next researchers who will take students' perception on the teacher's reward on the EFL context.

2. Practical

The result of this research is to give the benefit for fostering the quality and variety of teaching and learning using the reward method.

3. Empirical

For the researcher, the result of this research will help the researcher knows what are the students' perception on the reward given by the teacher by doing what will be investigated by researchers.