

CHAPTER II

THEORETICAL BACKGROUND

This chapter presents the theoretical background of the thesis. There are some explanations about the reward in EFL learning in this research. The main points of this chapter are the benefit of giving a reward, the classification of reward and the implementation of the reward. Each point of this chapter describes some definition of the discussions which are supported by some theories from the expert

A. Theoretical studies

1. Reward in EFL learning

In reality, many of the tasks which the teachers want their students to perform and comprehend are not interesting or enjoyable. That is why knowing about the extrinsic motivation, in this case, reward, becomes an essential strategy for successful teaching-learning process. Along with Wright (1987, p. 17) rewards here refer to kinds of incentives to support the students in increasing their interest and creatively change their knowledge to be better (cited in Loi and Uyen, 2016). Reward, however, refers to “anything that promotes a behavior being repeated in the future” (Burton et al., 2003, p. 242).

This reward system has been focused by some researchers in the previous studies because of its relation to the behaviorism (sack et al., 2016). The finding of Cap and Mares (2001) showed that reward in its utilization in education has better results than based on punishment.

2. The benefit of giving rewards

Connecting to the previous explanation, there are some benefits which will appear when giving rewards. The rewards encourage learning, include students' knowledge and environment which is positive bringing them to the joy and satisfaction (Jakesova and Slezakova, 2016). Bouguerne (2011) added that rewards stimulate a change in feelings such as pleasure and the consequential positive emotion. These feelings are powerful enough to generate a successful supporting impact on target behavior (Bouguerne, 2011). It denotes that extrinsic motivation (reward) is able to facilitate even enhance the intrinsic motivation because the action allows the joy and satisfaction (positive emotions) of the basic psychological need for competence. The college newsletter (2017, p. 1) reported four ranges of rewards to:

- a. Recognise the value of students' achievements, progress, effort, service and leadership
- b. Give positive encouragement to students to succeed and to contribute
- c. Enhance student/teacher relationships
- d. Improve a student's sense of self-confidence and worth

It can be inferred that motivation is the general aim which leads the students to be successful in their own environment. Whatever the rewards given by the teacher, the process of pursuing the reward may the students to learn something, such as better study skills or higher self-confidence that will lead to changed behavior, even after the reward disappears (Wallace, 2009 as cited in CEP, 2012). It means that the

students have their own interest in engaging the rewards to boost their motivation in the learning process.

3. The classification of rewards

Every teacher has different types of reward to be given depends on the students need or certain consideration of the teacher. Many teachers exploit incentives in the form of points for finishing a task, obtaining a good grade, or behaving in a befitting way (Bouguerne, 2011). The other researchers bombard the unmotivated students in especially with stickers for good behavior, treats for completing assignments, and lunches for turning in homework (Seoane and Smink, 1991). The previous program at George Washington University has used non-cash rewards, such as Pizza Hut certificates or McDonald's *Happy Meals* to reward good grades (Elliott, 2007; Wallace, 2009 as cited in CEP, 2012). From all of the rewards given by the teacher, gift and grade became the most effective rewards (Shreeve et al., 2002), but praise, free time, and certificate also became the other most effective rewards for some students that help them to develop more confidence in their abilities (Bouguerne, 2011).

To encourage students' success in the learning environment, it can be through punishment too. As Jovanovic & Matejevic, (2014) and Shreeve et al. (2002) claimed that remove the students from class, lose the students free time at break or referral point can be some choices to increase their motivation. On the contrary, it can be through reward for instance, giving praise, such as by giving applause or saying 'good', real object (gift) such as thing or food, free time, certificate, or grade (Jovanovic & Matejevic, 2014 and Shreeve et al., 2002).

Whatever kinds of rewards given by the teacher, it should be appropriate to the students' need themselves.

4. The Implementation of Reward

The same program might have a completely different outcome too when implemented depends on the school and the students themselves. Whether it is in a large or smaller school, an elementary or high school, an urban or rural school, or a school with different percentages children of low-income or minority or, it might not (CEP, 2012). The point which must be underlined is “the tasks being rewarded should be challenging enough to maintain students' interests, but not so challenging that they could undermine students' feelings of competence” (CEP, 2012, p. 9). Mercant (2007) attached that a reward system to be ideally motivational, the reward should satisfy a number of criteria: it should have value, should be large enough to have some impact, should be understandable, be timely, the effect should be durable, and should also be cost efficient (as cited in Adhiambo, 2013). As a consequence, the rewards are able to acquire goal orientation when its presentation and behavior as well as preparation and execution are appropriate and when the particular action and the reward are connected regularly.

B. Study of the Relevant Research

The research is relevant to the study written by Howlin (2015) which discussed the advantages of using rewards in relation to the students' motivation and the academic environment. Howlin concluded that the benefits of using them are clear. They were able to encourage the students to improve upon their behavior at the prospect of greater rewards. This reward

system helps to develop good 'habits of mind' that he said has led to success in school and life. Merits believe that rewards are the vital asset to the classroom, but the students should not be always rewarded with everything especially in the simple task. The rewards can be the praise, certificate or medal, foods, grade, or free time. If used effectively, the potential weaknesses of reward can be avoided, and the positive influences would be more visible.