CHAPTER I

INTRODUCTION

1.1 Background of the study

For many years, English has been the first foreign language which is taught at schools all over the countries such as in Indonesia, Malay, and Singapore. In Indonesian educational system, the curriculum of basic education contains some required subjects called national content subjects such as religious education, Indonesian language, mathematics, science, social knowledge, arts, and sports; and local content subjects such as local language and English (Depdikbud RI, 1994). Nowadays, the curriculum used in Indonesia is based on Law No. 20 year 2003 on National Education System. This curriculum has been applied in every school in Indonesia. Today, English should be taught in elementary school as the local content subject. This lesson has to be learned by all students in the elementary school from the first grade till the sixth grade. In this case, the aim of having English as a local content subject is to develop students' abilities to understand oral and written message and simple idiomatic expressions (Suyanto & Sulistyo, 2001).

In the process of teaching and learning English in the school, teachers seem play significant role. According to Byrne (1992) and Brown (2001) teachers hold the significant roles as: controller, conductor, monitor, stimulator or motivator, and resource in creating an interactive atmosphere in the classroom. Controller here means that the teacher should be able to determine what students do, when

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they should speak, and what language form they should use. Teachers also like a conductor of an orchestra in order to keep the process of teaching and learning flow smoothly and effectively. In managing the classroom, teacher must act as the monitor who always pays attention to students' behaviors. When knowing that the students have very low motivation, the teacher has to find many kinds of possible strategies to arouse the students' desire to learn, here teacher acts as motivator or stimulator. And the last is teacher as resource in creating an interactive atmosphere in the classroom so that the students may take initiative to come to you. This encourages the teachers have to be aware of what goes in the classroom, what happens to the students, what problems they may have, and try to find ways to solve their problem (Allwright and Bailey, 1991).

Further, in the teaching and learning process, there are some common problems faced by teacher in the classroom such as students' bad behavior, unhealthy environment, out of touch policy makers, and many other problems. However, teachers have to be aware with the lack of students' active participations in English classes. This is one of the most significant problem faced by English teacher in elementary school. Teachers are required to play the role as stimulator or motivator to promote students' motivation in order to make the students learn English well in the classroom. According to Woolfolk (1995), teachers should build students' motivation to learn English well especially for those who have less interest toward English. It is very important for teachers to pay special attention in students' motivation for learning English. From this point of views, it can be captured that whenever students are motivated to learn, they

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may learn seriously and try to get the most of it. The motivation to learn means that students work towards the learning goals (Woolfolk, 1995).

However, Motivation,comes to students in many ways. Based on Self Determination Theory (SDT) by Deci and Ryan (2000), the different types of motivation based on the different reasons or goals which increase an action. The most basic distinction is between intrinsic motivation, which refers to doing something because it is inherently interesting or enjoyable, and extrinsic motivation, which refers to doing something because it leads to a separable outcome. Harmer (2007) also says that motivation is separated into two main types: extrinsic motivation which is concerned with factors outside the classroom, and intrinsic motivation which is concerned with what takes place inside the classroom.

Self Deteremination Theory is a kind of theory that embracing the assumption that all individuals have natural, innate, and constructive tendencies to develop an ever more elaborated and unified sense of self (Deci and Ryan, 2002). Here, Deci and Ryan (2002) propose the theory to distinguish between different types of motivation based on the different reasons or goals that give to rise to an action.

In order to motivate students to participate actively in class, teachers in the elementary schools can integrate reward as a source of extrinsic motivation. It is given to students after they have done certain desired behaviors. The purpose of giving the rewards is to support the behavior done before. When children are fully motivated, they will feel that they should do the best in studying the lesson. For many parents and educators, the use of extrinsic rewards is justified in the basis

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that these can gradually be phased out as the maturing student increasingly recognize the value of the activity as an end in itself (Elliot, Hufton, Willis, and Illushin, 2005). Moreover, extrinsic motivation is an important issue for educators who cannot always rely on intrinsic motivation to foster learning (Deci and Ryan, 2000).

However, Hamacheck (1990) stated that there are two main types of reward: material and social reward. Material reward is a reward that can be touched or seen, for example candy, token, star pins, grades or scores, or bonus point, etc, while social reward is a reward that can be felt. According to Sparzo and Poteet (1989), social reward is any act by the teacher, such as smile, spoken words of praise or approval, a gesture, and a hug that follows students' behavior and strengthens it in the sense that the target behavior is more likely to occur again.

Similar to Hamacheck, Dörnyei (2001) also have reward system theory which is material rewards; special privileges, opportunities and bonus; awards and other recognitions; and teacher rewards. Special privileges, opportunities and bonus here are such as choosing activities or stories, extra play time, use of special equipment or facilities. Awards and other recognitions are such as honor rolls, notice board displays, and gold stars. While teacher rewards here are such as special attention, personalized relationship, and special times spent together.

Another opinion comes from Thomson (1984). He stated some advantages of using rewards in terms of motivation in learning: (1) they create pleasurable associations to repeat the desired act, (2) they generate interest and enthusiasms, and the last is that (3) they develop high moral. However, rewards are used to

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encourage the students to participate actively in their English classes. Being given rewards every time they participate, the students who have been shy, reluctant and who have discourage to participate are expected to change to be more active, brave and to have self-initiative to participate actively.

Further, we can see that nowadays, the use of rewards in education seems still effective and applicable. It means that rewards are applicable to be used in the classroom. By giving rewards, the students are expected to have courage and confidence to raise their hands and to participate actively. The use of rewards as extrinsic motivation is sometimes needed and it has been found to increase intrinsic motivation (Hamacheck, 1990). From those point of view it can be seen that reward is a kind of positive reinforcement to the students to strengthen their behavior in the future.

Some people have conducted research about reward system. Indrawati (2009) did a study about reward system. Regarding with the rewards used, she found that the teacher used some rewards such as point, sticker, and praises. However, the kind of rewards mostly used by the teacher in the English classes was sticker and point. From this study, the writer wants to focus on how the English teacher uses rewards system to motivate students and make them participate actively in their English classes. Further, the students have more willingness in practicing English inside the classroom.

This study aims to find out how reward system is given in English classes of 2nd grade students at SD Muhammadiyah 16 Surabaya. The reason why the writer chooses SD Muhammadiyah 16 Surabaya is because this school is one of school

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that is known as a good school to have a teaching and learning system. However, this school is also well-known as the creative school among elementary schools in East Java. It is shown that this school is good in both academic and non academic aspects. Further, this school is categorized as an Islamic school and has a good quality in their school's achievement.

1.2 Statement of the problem

Based on background of the study, this study tries to answer the questions:

1. What types of rewards system that is used by English teacher in the 2nd grade students at SD Muhammadiyah 16 Surabaya?

1.3 Objective of the study

The objective of this study is to find out the types of rewards that is used by the English teacher of the second grade students at SD Muhammadiyah 16 Surabaya. The writer will use a descriptive qualitative since this research includes collecting qualitative data in order to answer questions concerning the current condition.

1.4 Significance of the study

The result of this study is expected to give contribution to the theory of reward system. It can also give more knowledge to teachers about the implementation of reward system in elementary school English classes. Moreover, it can also give valuable information for English teachers in elementary school

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who want to improve their teaching techniques in their classes. For the researchers who are taking English education major, the study is expected as a useful reference to conduct further studies in reward system.

1.5 Definitions of Key Terms

To avoid misconceptions of the key terms used in this study, they are defined as follows:

1. Motivation is what energizes and directs our activities towards chosen goals (Gage, 1995).

2. Reward is an attractive object or event supplied as a consequence of a behavior (Woolfolk, 1995).

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