

CHAPTER II

LITERATURE REVIEW

2.1. Theoretical Framework

2.1.1. Reward system

The term “reward”, as defined by some education experts, refers to something that is given by teacher to students who have performed well in class. There are some reward types. Nerbovig and Klausmeier (1969) divide reward into two specific types: concrete and symbolic. Concrete rewards take the form of money, prizes, special privileges, et cetera, while symbolic rewards include favorable comments, praise, non-monetary awards, and letter grade. Therefore, Hamacheck (1990) states that reward can be separated into two main types: material and social reward. Material reward is a reward that can be touched or seen, for instance candy, token, star pin, grades or scores, or bonus point. It is used to encourage the students participation in class. Social reward is a reward that can be felt. According to Sparzo and Poteet (1989) it is any act by a teacher, such as smile, spoken words of praise or approval, a gesture, a hug, that follows students’ behavior and strengthens it in the sense that target behavior is more likely to occur again (Sparzo and Poteet, 1989).

Similar to Hamacheck, Dörnyei (2001) also have reward system theory: 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.

However, many public schools in New York and Washington give reward in the form of grade, token, toy, candy and praise to the students as motivation in learning. Guernsey (2009) states that the teachers in USA want to look at what happens over many years after giving reward and try to discern whether reward has an impact on high school graduation rates (Guernsey, 2009).

However, rewards are used to 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.

The purpose of giving reward is to support the behavior done before. By giving reward, the students are expected to repeat the desired behaviors. However, reward, especially material reward, cannot be used too much to motivate students, since it will cause them to depend on the reward every time they do the desired behaviors. Hamacheck (1990) argued that in case the students are preoccupied with rewards, they might not pay much attention to what they are supposed to be learning, and might not give appropriate value. When external rewards are used excessively, students come to rely on rewards or payoffs for the reason of their behaviors. They may stop performing well once the reward stop. Rothstein (1990) suggested that the rewards should be given initially. They are given in the beginning as a stimulus so

that the students will do the desired act. Once they have done it, the reward must be erased. In the light of this, Gage and Berliner (1984) suggest that conditioning procedure, such as using rewards, can still be used ethically in educational settings. Based on the statements above, it can be seen that the use of rewards in education is still important to get the motivational environment started.

2.1.2. Young Learners' Characteristics

Since the participant of this study is children in ages 7 years old who is included as the young learner, so it is important for the writer to see the young learners' characteristic. Teaching English for young learners at elementary school level is different from teaching English for high school students and adults. This must be well understood since young children have different characteristic in learning. Applying an appropriate approach will affect the students' attitude towards English lessons.

According to Halliwell (1992), young learners have some characteristics as follows:

1. Young learners are already very good at interpreting meaning without necessarily understanding the individual words. They are able to understand what is being said to them even before they understand the individual words. Intonations, gestures, facial expressions, actions and circumstances all help them to uncover what unknown words or phrases probably mean. Dealing with these characteristics, a teacher should not force them to understand every single English word that they learn or read.

2. Young learners already have a great skill in using limited language creatively in their early stages of their mother tongue development. Young learners excel at making a little language go along way. So, they are creative in both grammatical forms and the concepts. For example, if a young child is hungry and wants to eat, he just points at the food and says “Andy eat bread”. This simple sentence still can be understood by his mother that her son Andy wants to eat some bread.
3. Young learners frequently learn indirectly rather than directly. In their ages or at the primary school level the children’s capacity or conscious learning of forms and grammatical patterns are still relatively underdeveloped. They go through subconscious process or acquisition more than the direct learning. If their surroundings provide more exposure, it will help them to learn. For example, if a child’s parents use Bahasa Indonesia as an everyday language at home, the child may not find it difficult to learn Bahasa Indonesia in school because s/he gets enough exposure at home.
4. Young learners take great pleasure in finding and creating fun in the way that they do. Children’s world is always fun and they know exactly how to create fun. Therefore, playing word games should be more interesting to children compared to memorizing vocabulary items.
5. Young learners have a ready imagination. Children’s world is full of imagination and it is more than simply a matter of enjoyment. For example, after reading a story about a scary witch, a child may be scared to death when his friend tells

him that the witch will come and take his dead off because he imagines that the witch really exists.

Talking about young learners' characteristics, Clark (1990) stated that they still develop their first language. Their communication skill is still developing; for instance, they like to use body language. Young learners also learn more slowly than adult, since they are in the process of learning many things at the same time such as developing knowledge about world, awareness of concept, and developing the first language. Young learners are very egocentric; their world is concerned with their hobbies, habits, family, and school. Another young learners characteristic is that they get bored easily and need variation of activities and teaching techniques such as role-play, games, singing, etc. Moreover, young learners tend to forget something quickly and that is why repetition during teaching process is important.

2.1.3. Motivation

Motivation is an essential condition of learning. It becomes the most important factor as it can influence students' accomplishment in learning (Melton, 1984). Students who have higher motivation will have better learning than those who have low motivation. It is in line with the study which was done by Barton, Dielman, and Cattell (Kagan and Lang, 1978). They found among students of the same intellectual ability, those who are highly motivated obtain higher achievement test scores on basic skills than those with less motivation.

2.1.3.1. Definition of Motivation

There are many definitions from different experts to identify motivation, yet there is no single best definition recognized. Woolfolk (1995) defines motivation as something that energizes and directs behavior, whereas Gnagey (1981) points out motivation as the total of all the forces that causes a person to expend energy doing one thing rather than another, Brown (1994) states that motivation as the extent to which an individual make choices about (1) goals to pursue, and (2) the effort he will devote to that pursuit.

In education field, motivation is the influence of needs and preferences on students' behavior (Rothstein, 1990). It affects the direction which student takes, the activities which student chooses, and the intensity of a student's engagement in an activity. In other words, motivation explains why students behave in certain ways, persist in those ways, and change their ways (Owen, Forman & Moscow, 1981).

From those definitions stated above, it can be inferred that (1) motivation will lead someone to reach certain goal, and (2) motivation will be stimulated if there are other things that can arouse him/her.

2.1.3.2. Types of Motivation

There are two types of motivation that should be considered as good to create a motivational teaching and learning in a classroom; they are intrinsic motivation and extrinsic motivation.

Intrinsic motivation lies on the students' inner selves. For example, a student studies hard because of his awareness of how important studying is, or because he is very interested and curious about the subject. When the students are intrinsically motivated, they do not need incentives or punishment to make them learn since the learning itself is rewarding (Woolfolk, 1995). While Travers (1982) defines intrinsic motivation is about the students themselves demonstrate the desire to learn without the need for external encouragements.

According to Woolfolk (1995), extrinsic motivation comes to the students when they do something in order to pass the test, get certain certificates, please the teachers and their parents, and some other reason that has very little to do with the subject itself. They are not really interested in the study purely, but they care with the study for what they will gain. Hamacheck (1990) describes that extrinsic motivation is needed (1) to get students started in the first place, or (2) to start them down a track they might not exist. In other words, extrinsic motivation can be considered as the source of the intrinsic motivation.

From the statements above, we can see that both intrinsic and extrinsic motivations seem important. Moreover, according to Hamacheck (1990), intrinsic motivation and extrinsic motivation are important in the everyday acts of classroom work; extrinsic motivation gets things started when is lacking, and intrinsic motivation maintains the learning itself.

2.2. Related Studies

It is obvious that motivated students learn more and faster than those who lack of motivation. The motivated students' achievement will be higher than the lack ones'. Indeed, achievement cannot be separated from learning process (Rahayu, 2003).

Widiyatmika (2009) stated that related to learning English, there is a relationship between motivation on learning the language and its achievement. Similar to that, Setiawan (1997) also comes to a conclusion that there is sufficient and positive correlation between motivation on learning English and its achievement. He found that motivation on learning English contributed as much as 39.8 percent to his research subjects which is about English achievements.

Evans et al. (1989) suggested that external reinforcement such as reward should always be paired with social reinforcement and praise. Moreover, they argued that after the desired behavior has been established and performed consistently, presentation of the reinforcer can be delayed. It could even be completely erased to make students not rely on the reward whenever doing the desired behavior.

In selecting an appropriate pattern of reinforcement to be implemented in the classroom, the teacher needs to care of the individual young learners and their tendency as well as the whole class group considerations. The selection of different reinforcement frequencies and patterns related to individual needs, interests, behaviors and abilities are significant principles of the operant approach (Turney et al, 1973). Further they wrote that for any reinforcement to be effective it must be

managed in a situation where the young learners have an understanding of the contingent relationship of the reinforcement to their behavior and it should be in a form that they see meaningful.

Johnston, Susan, & Harris (1966) stated that teachers should give rewards to the students like smiles, proximity and spoken comments to develop the motor skills of a young learner. According to Reynolds and Risley (in Hargie, 1997), increasing the verbal responses of young learners can be done through the use of teacher's praise and attention, while Wahler and Cormier (1970) increased class participation through reinforcement procedures.

There are some components of reinforcement to encourage young learner's participation in class: (1) the teacher's comments of praise and encouragement used to reinforce young learners responses or behaviors are referred to as verbal reinforcement. (2) Gestural reinforcement refers to the teacher's use of smiles, nods, or pointing, as non-verbal responses to young learner's contributions to a lesson, performance, or behavior. (3) Token reinforcement refers to the teacher's use of any symbolic reinforcement contingent upon young learner's desired performance or behavior. Included are such tokens as teacher ticks, stars, points, written comments, card, or even plastic chips, toys, gifts, prizes, and food (Turney at al., 1973).

Some researchers reported that the use of reward in education fields is effective to encourage students' participation in class. It has been proved thorough oneresearch which was done by Lepper and Greene (1978) at a nursery-school. In the result, the children in the experiment who had been promised a gold star and red

ribbon, when they completed they drawings, spent only about half as much time drawings as they had at the time of the initial observation. Lai (1997) also applied reward to students in English classes. She started to give the students reward like candies, souvenirs, mark and offered the praise to them. In her findings, the students participated more actively when rewards are given immediately after the lessons, in other words, they would raise their hands to answer questions more excitedly.

Another research was held by Rahayu (2003). She initiated that point system, which was closely related to external motivation, is also been proven to be an effective way to give students' achievement. Moreover, she founded that during the implementation of point system, the students got opportunities to participate, the teaching and learning process went faster, the students studied English harder, and the class became active and conductive.

Based on the result of the studies, both types of motivation, intrinsic and extrinsic motivation have been proven to be an effective reinforcement in the classroom everyday activities. It also implies that the use of rewards in education fields is still applicable. By giving reward, the students are expected to have courage and confidence to raise their hands and to participate actively.