# THE STUDENTS' RESPONSE OF INTANGIBLE REWARDS IN MOTIVATING STUDENTS TO LEARN ENGLISH

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| ARTICLE INFO | ABSTRACT |
|---|---|
| | Intangible Reward refers to a class of rewards which have no material or monetary value but can keep the employee feeling recognized and motivated (Kharel, 2012). The objective of this research were to describe the types of intangible rewards were given by the teacher in motivating students and to describe the students' responses to the intangible reward in motivating students. The method of this research was descriptive qualitative method. The subject of this research was the eight grade of SMP Muhammadiyah 12 makassar. The sample of this research was class A that consisted of 20 students. The researcher also interviewed the teacher to gain more information about the effect of intangible rewards for students. The researcher used observation checklist and interview as instrument of collecting the data. Technique of data analysis consisted of data reduction, data display, and drawing conclusion /verification. The findings of the research showed that there were two types of rewards used by the teachers motivating students in learning English at the eight grade of SMP Muhammadiyah 12 Makassar. They were; praise/verbal reinforcement and written praise. Verbal praise consisted of good job, i like it, nice, excellent, very good, and written praise consisted of teacher gave grade,mark and positive comment on student's sheet. The researcher found that intangible rewards gave the positive effects for the students that were; reward created the class more interesting, increased the positive behavior or expected behavior of students in the classroom, made students feel happy and more active participate in class, it can increase the feeling of competition among students in the classroom, and it can encourage the students in completed their task and homework.<br><br> |

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## INTRODUCTION

Learning process would be successful when the students have motivation to learn. Motivation is key point to achieve the successful in this world, whether it related with occupation, education, or everything in this life (Asriati, 2018). Ekiz & Kulmetov (2016) argued that without motivation even adults with the most extraordinary skills cannot achieve long-term goals, and neither are suitable curricula and good teaching sufficiently on their own to guarantee student accomplishment. Accordingly, it must be possessed by all the students as a basis in doing their activities in learning. The students are motivated intrinsically when they perform or do something because they are interested on it. While, the students are motivated extrinsically when they perform or do something to obtain something else and it is often influenced by external incentives (i.e. rewards & punishments) (Hoffmann et al., 2009).

Motivation is one of the psychological aspects that affected the students in learning English. Having an intrinsic motivation, the students are capable to keep their interest in learning in a long time. But in fact, not everyone is intrinsically motivated in any distinctive tasks, so it must be extrinsically stimulated. Brophy as citied in Uyen (2016) stated that if a learner is not intrinsically motivated to do well, using extrinsic motivators such as rewards or punishments can sometimes prod the students into action.

Based on the researcher experienced in internship 3 at SMP Muhammadiyah 12 Makassar, the researcher found that there are some problem of the students in learning English as a reason that make researcher conducted this research.The first, the students lack of motivation in learning English because the teacher did not implemented an interesting way in the class room. The second, the students lack of focus in learning material because did not not any a good interaction between the teacher and the students. Therefore, it needed an interesting ways in teaching English through implementing rewards as a motivation used by teacher for the students in learning process. Intangible rewards are an award that given to someone for doing a great things so they get an appreciation such as verbal praise, written praise, grades, smiles, pats on the back, hugs, extra attention, special privilege. Intangible rewards can be one of the reasons for the students to improve their performance while learning.

Based on the background above, the researcher was interest to conduct this research under the title "The Students' Response of Intangible Rewards in Motivating Students to Learn English"

## RESEARCH METHOD

This research employed descriptive qualitative method research design. This research described the types of intangible rewards used by the teacher, and the students' responses towards rewards. To obtain the data, the researcher used direct observation method to see and described types of intangible rewards used by the teacher. In this pandemic, the teacher just applied online class application without any direct meeting. Therefore, to observe the teaching and learning process, the researcher used google classroom application and google

meet application. Next, the interview used through whatsapp application to gain more information about the students' responded towards intangible rewards. The researcher also interviewed the teacher to gain the information about the effects of intangible rewards that she felt when she implemented it in her classrooms.

The research conducted at SMP Muhammadiyah 12 Makassar. The participants of this research were a teacher and the students at eight grade consisted of two classes. Class VIII A consisted of 20 students. Class VIII B consisted of 21 students. The researcher chose class VIII A because the researcher know the teacher well from internship 3 and the teacher suggested the researcher to choose class VIII A as sample of this research.

The Instrument of the research were classroom online observation and interview. The nature of observation in this study was non-participant. In the observations, process, the observation checklist was used. It helped researcher to recheck the data easily in categorizing the types of intangible rewards were used. Then interview used open ended question in which that a question cannot be answered with a simple "yes" or "no" in order to get the broad answers from the participants (Doyle,2019.There were twenty students that interviewed. The researcher asked them four questions and per student got 10-15 minutes.

In collecting the data, the researcher communicated with the teacher at first to find the information about class schedule especially it is pandemic. After knowing it, the researcher attended the class through google classroom and google meet application and the researcher interviewed the teacher and the students through whatsapp application to get information related to their point of view about the effects of rewards.

In analyzing data from the observation and interview, the researcher used qualitative data analysis based on Miles & Huberman (1994) which consisted of three stages. They were data reduction, data display and conclusion drawing/verification. Data reduction refered to the process whereby the mass of qualitative data that researcher may obtain such as interview transcripts, observations notes and check list. In data display, focused to the data which is suitable to the research questions which have been formulated. The researcher made a good display of data in the descriptive form that very esssential to draw conclusions from the mass of data, and the last stage was conclusion drawing/verification when the researcher draw conclusion based on data display. This analysis allowed researcher to begin and to develop conclusions regarding the research problem.

## RESULT AND DISCUSSION

### Result

### The types of intangible rewards that were used by the teacher

Table 1. Table intangible rewards types that given by the teacher

| No | Types of Intangible Rewards | Intangible Rewards that were used |
|---|---|---|
| 1. | Verbal Praise | Good Job |
| | | Very Good |
| | | Excellent |
| | | Nice |
| | | I like it |
| 2. | Written Praise | The teacher gave grade on the students' sheet |
| | | The teacher gave positive comment on the students' sheet |
| | | The teacher gave mark on the students' sheet (smile symbol) |

At the first and second week of online class, the verbal praise that was said by the teacher were dominated by "very good" and good job". Then at third and fourth week, teacher said new verbal praises, they were "excellent", "nice" and "I like it". This things happended when teacher responded student's right answer and in other time, the teacher said "I like it" when seeing the students' behavior during the online class that they were very active in responding the teacher's question.

### The Students' responses towards the intangible reward used by the teacher

The researcher found at the online class through google meet application, all students that got some intangible rewards were more happy after getting rewards from the teacher so they were more enthusiastic in answering the teacher's question and very active until teacher closed the class. Intangible rewards made students more happy, enjoy and had big spirit to join learning and teaching online class.

### Discussion

Cotton (1988) mentioned two kinds of intangible rewards, they are 1) verbal praise, and 2) written praise. This theory is in line with the findings that researcher found during observation at SMP Muhammadiyah 12 Makassar.

### Verbal Praise

There were found praising and thanking to the students by using the phrases like good job and very good. In addition, followed by verbal praise, teacher also gave some suggestions to the students regarding their study. The researcher have taken all these suggestion, praises, and other phrases like good job, I like your answer as a form of rewards that helped the students in their learning. The class was being so relax and so enjoyful. Therefore, this finding is in line with theory proposed by Santrock (2010) that argued that one of the positive effects of rewards at the time of teaching learning process is it can create the class more interesting.

**Written Praise**

The written praise as the response from teacher toward students' assignment that made students knew their assignment have been checked and felt their work were respected and be more motivated to do the next task from teacher. The teacher always gave "grade and comments" for the student' assignment. Such us " well done, keep your good work". This is line with the theory from McClurg & Morris (2014) stated that giving marks (grade) got the students' attention and were rated highly by students both as motivators and as preferred rewards.

There are some students' responses toward reward used by the teacher, they were:

a) Reward could create the class more interesting .

b) Reward increased the positive behavior or expected behavior of students in the classroom.

c) Reward made students feel happy and more active participate in class.

**CONCLUSION**

Based on the research questions proposed in this research, there are two conclusions for this research.

1. Based on online classroom observation, the researcher found that there were two types of rewards used by the teachers motivating students in learning English at the eight grade of SMP Muhammadiyah 12 Makassar. They were; praise/verbal reinforcement and written praise.

2. Based on the teachers' interview regarding to the students' point of view about the effects of rewards in conducting English teaching and learning process, the positive effects of rewards that students felt were; 1) reward can create the class more interesting, 2) it can increase the positive behavior or expected behavior of students in the classroom, 3) it can make students feel happy and more active participate in class, 4) it can increase the feeling of competition among students in the classroom, 5) it can encourage the students in completed their task and homework. As the point, all the positive effects of rewards above can enhance the students' motivation in learning English. This research may give contribute for the students motivation in learning English, make rewards as a driver in developing their intrinsic motivation in order to achive the goals of education, and may this research gave information for the teacher about intangible rewards that can motivate the students to learn english, so its expected that the students can more active in learning process.

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