

**STUDENT'S PERCEPTION OF REWARDS AS MOTIVATION FOR
LEARNING ENGLISH**

(Undergraduate Thesis)

By

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2013042026



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS
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ABSTRACT

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One of the most important components of learning is motivation, however many students lack motivation when learning English. Giving rewards to student's is one of the techniques that teacher use to extrinsically motivate them in order to increase their motivation. It is yet unknown whether students at SMK SWADHIPA 1 NATAR view rewards as a source of motivation for learning English. The purpose of this study is to ascertain how students view rewards as a means of motivating them to learn English. This study used a descriptive quantitative design. A total of 77 second-graders were selected to participate in the study. The data was gathered via questionnaire, where the variables X and Y were the students' perceptions of rewards and their motivation to learn English. Simple linear regression analysis were used to examine the data in order to determine how the students felt about rewards as a means of motivating them to learn English. Results indicated that rewards were positively viewed (3.31) with a significance value of $0.00 < 0.05$ as a means of motivating them to learn English. The research conclusions are followed by a number of recommendations for more investigation.

Keywords: Student's perception, conation, rewards, motivation, learning English

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LEARNING ENGLISH**

Muhammad Yusuf Ihsan Kurniawan

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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuansaya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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CURRICULUM VITAE

Muhammad Yusuf Ihsan Kurniawan was born in Liwa on Desember 29th, 2002. He is the first of two children from a married couple, Tri Hendro Prasetyo and Eka Susanti.

He began his education at TK Al-Hanif in 2007 then graduated in 2008 and continued to elementary level, SD Al-Azhar 1 Way Halim Bandar Lampung in 2008 and graduated in 2014. He went to MTSN 2 Bandar Lampung in 2014 and graduated in 2017 then ended up at SMAN 14 Bandar Lampung in 2017 then graduated in 2020. At the same year, he was accepted at the University of Lampung in the English Education study program through SBMPTN.

Throughout his college journey, he has been actively involved in various campus activities and organizations. As a member of the Society of English Education Department Students, he started contributing as secretary of Human Resources Development (HRD) before later becoming the head of Human Resources Development (HRD) and leading various activities around new English Department Students batch 2021 and 2022.

MOTTO

“I would rather die on my own path than put my shoes on others tracks, and

I’m glad to do it again.”

Muhammad Yusuf Ihsan Kurniawan

DEDICATION

I dedicate this research to myself in the hopes that it would help others.

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13. Lastly for Yusuf the researcher itself to always have a strong mind, physically and mentally that refuse to stop from this research and a dedication to finish what he started.

The researcher acknowledged that this research has issues and weaknesses that could be improve more. The researcher would like to hear any criticism and suggestion for this research and wish that this research could be beneficial to anyone.

Bandar Lampung, May 2024

The researcher,

A handwritten signature in black ink, consisting of stylized, overlapping loops and strokes, representing the name Muhammad Yusuf Ihsan Kurniawan.

Muhammad Yusuf Ihsan Kurniawan

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I. INTRODUCTION

This chapter contains formulations of the problem, which underlies the reason for conducting the research, research question, objective of the study, uses of the study, the scope of the study, and definition of terms. Each aspect of the chapter is then presented separately as follows:

1.1. Background

Many factors cause the low learning motivation of students. Teaching English requires appropriate management used by the teacher in the classroom. Most teachers still use conventional learning models. The position of the teacher is essential in increasing student motivation. The way the teacher transfers the knowledge to the students will influence the learning objectives because the teacher is directly involved with the students in the class (Dahlia, 2019). Students' success in learning also depends on how the teachers operate in their classrooms, their decisions, their actions, their interactions with students, their presentation skills, and the way they manage the group. So the teacher must find the right solution to increase the enthusiasm and motivation of students when the learning process takes place.

Rewards can play a role in motivating student's to learn English, but they should be used judiciously and in conjunction with other motivational

strategies. Effective language education involves creating an engaging and supportive learning environment that taps into student's intrinsic interests and fosters an effective language learning.

Many research have focused on the effects of how rewards might encourage student's in learning activities, and a lot of information on the usage of rewards has been recorded in the literature. When something is offered as rewards, the intention is to make the recipient more motivated to do action. When teachers promise rewards during class, it encourages their creativity and increases their learning efficiency (Cornwall, 2020).

On the other hand, not every student is likely to be more efficient at learning according to (Stecher, Brian M., et al. 2010) in their book even if a students in the bottom 10 percent of the class is offered a rewards for improving, the student might not know how to do better.

Motivating student's to learn English, or any language, is a complex process that involves various factors. Rewards are external motivational strategies that educators and parents often use to encourage language learning among student's. While they can be effective in certain situations, their application and impact should be understood within the broader context of language education.

The student's motivation in the English classroom on their perceptions of reward has remained unknown despite the early observation at SMK SWADHIPA 1 NATAR. It would be beneficial to do study on student's perception of rewards as motivation for learning English at SMK SWADHIPA 1 NATAR.

Therefore, the purpose of this study was to ascertain how student's perceptions of rewards affected their motivation to learn English at SMK SWADHIPA 1 NATAR. This study sought to ascertain if rewards could motivate student's to engage in learning and alter their behavior.

1.2. Research Question

In line with the background explained above, the researcher formulated a research question as the main problems.

What is the student's perception of rewards as motivation for learning English?

1.3. Objective of the research

In line with the formulations of the problem, the objectives of the study were:

To find out the student's perception of rewards as motivation for learning English.

1.4. Use of the research

The findings of the study were expected to be beneficial for both, theoretically and practically:

1. Theoretically, it can answer and support the theoretical assumption, as well as a reference for related research.
2. Practically, it might be beneficial for English teachers to use rewards as additional strategies in the learning activities.

1.5. Scope of the research

This study was carried out using a quantitative study. This study focused on student's perceptions of rewards on their motivation to learn English. Furthermore, this research focused on second year student's at SMK SWADHIPA 1 NATAR.

1.6. Definition of key terms

There some terms were used by the researcher to give the basic of the understanding related to the concept, the researcher defines as follows:

1. Rewards

Rewards typically refer to positive outcomes or benefits that individuals or entities receive as a result of their actions, behaviors, or achievements. Rewards can serve as incentives to encourage certain behaviors or motivate individuals to pursue specific goals (Slavin, 1991) rewards play a crucial role in psychology, motivation theory, education, economics, and various aspects of human behavior and decision-making, as they can

influence people's choices, actions, and overall well-being.

2. Perception

According to Robbins (2003) perception is the process taken by individual to govern and to interpret perception of sensory to give significance in their environment. Perception can be defined as our recognition and interpretation of sensory information. Perception also includes how we respond to the information.

3. Motivation

Motivation is considered as the effort that drives behavior according to VandenBos (2007) motivation refers to the driving force or reason behind an individual's actions, desires, and behaviors. It is the internal or external stimulus that prompts a person to take certain actions, set and pursue goals, and make an effort to achieve them.

II. LITERATURE REVIEW

This chapter described some theories that are discussed in the research, and it is linked to many things in the previous chapter. It consists of theoretical of rewards, student's motivation related to rewards, advantages and disadvantages of rewards, theoretical of perception, student's perception of rewards toward their motivation, theoretical of motivation and previous study for this research.

2.1. Rewards

Rewards typically refer to positive outcomes or benefits that individuals or entities receive as a result of their actions, behaviors, or achievements. Rewards can serve as incentives to encourage certain behaviors or motivate individuals to pursue specific goals. Rewards play a crucial role in psychology, motivation theory, education, economics, and various aspects of human behavior and decision-making, as they can influence people's choices, actions, and overall well-being. The type and effectiveness of rewards can vary depending on individual preferences, cultural factors, and the context in which they are used. Rewards is described as an action or behavior taken in response to a student's success in terms of participation, performance, and completion of activities (Slavin, 1991).

2.1.1. Types of Rewards

In the extant literature, certain sorts of rewards are mentioned. According to Ilegbusi (2013). rewards is divided into two categories, positive and negative reinforcement.

a. Positive reinforcement

Positive reinforcement is an intangible award of recognition, a sense of achievement, or a conscious satisfaction. For example, compliment from a teacher motivates students and informs them of how they are progressing and what they may need to focus on. It is the knowledge that the students do something right and get positive feedback from the teacher. When feedback is given, it should be delivered in a positive emotional tone, not with annoyance or frustration. Students need to feel safe in asking for assistance and it will make them more interested in learning. Positive reinforcement occur when the consequences of a behavior are immediately observed, and the chance of repetitive behavior increases. To strengthen student's behavior and improve repetitive good practice, the teacher must create a reward so that the good behavior continues to repeat with the desired results.

b. Negative reinforcement

Negative reinforcement is the frequency of a response increases because it is followed by the removal of an unpleasant stimulus. The

removal of an unpleasant stimulus can also strengthen behavior. This is known as negative reinforcement because it is the removal of an adverse stimulus. Negative reinforcement strengthen behavior because it stops or removes an unpleasant experience. For example, if the students do not do the work from the teacher, then students will not get a score. They will get additional assignments. But if students are able to complete the task then avoid getting additional assignments, this strengthens the behavior of completing the task.

2.1.2. Form of Rewards

According to Carton, 1996 as cited in Sidin (2021), the form of rewards are praise, symbolic reward, token reward and tangible and activity reward.

a. Praise

The most popular form of reward is a verbal praise offered to students by the teachers; it means applauding the student's when they act in a positive way. It shows that the teacher is satisfied with the achievement of the student's. The display of a behavior pattern, such as perseverance, compassion, courage, or general intelligence, could be that behavior. Praise may also be used to compliment academic achievement, sporting or group accomplishments. In offering praise, it would be better to offer it immediately, so the emotional impact of the action is still visible. In addition, with praise, be specific. The teacher

should let the student know the reason why those actions were admirable, then it would be meaningful for the student's. For example: you have been more diligent in learning, good job, well done. Beside that in the form of words of praise can also be in the form of signs or signs, for example: by showing the thumb, by tapping students' shoulders, applause and so on.

b. Symbolic Rewards

Symbolic rewards are rewards in the form of items reflecting an outstanding display of behavior or certain achievement. Gift is perhaps the most typical type of symbolic rewards given by the teacher like giving treats to students. Symbolic awards work similarly to praise the outstanding one in front of public displays of favor. The gift declares that the student has done something great. Unlike praise, symbolic awards have the potential to last longer than a single spoken word and can act as a reminder for student's to uphold their good standing since it will be displayed in certain period of time and can be seen by many other students.

c. Token Rewards

Tokens reflect a value tangible reward or a type of currency. Tokens can be exchanged for a prize provided by the teacher. Chips and point tallies are common tokens, and they can be kept either by the teacher or by the student's. A strict system for the allocation of points should

be in place, and then the ethical and reasonable prizes can be redeemed. For instance, prizes could be priced for the student's according to their value: a free homework pass could be worth 5 points, while leaving the class early privileges could cost 10 point or 2 points that cost for improving their scores.

d. Tangible and Activity Rewards

Tangible rewards and activity rewards are prizes that the teachers deliver directly to the student, with no the step of symbols or tokens in between. It is a positive behavior or accomplishment award for the student's with desirable achievement. The teacher would prepare physical things such as supplies for school or other physical objects. While intangible prizes are activity rewards that give more satisfaction on the student's, such as becoming a line leader or the teacher's assistant, being a team leader during activities or having certain privilege that singles out the student from others.

2.1.3. Function of Rewards

The use of rewards in the classroom situation helps teachers improve student motivation in learning. Reward provides information about one's abilities when related to real success or development, such as when an instructor commences students for learning new skills or gaining new knowledge (Kyriacou et al., 2008). Santrock (2011) points out that classroom rewards can be beneficial. Referring to the above argument,

when a teacher offers a reward, students can be correlated with behaving and acting in a feeling of pleasure after accomplishing from the teacher instruction. Typically, students are going to do something that constantly activates reward. Besides, rewards is intended to make student's do all they can to raise the score more faithfully. Rewards can be a successful way to inspire student's to do so which motivate the student's to become involved in learning.

2.1.4. Rewards in Education

According to Zoltan Dörnyei (2001) "Motivational Strategies in the Language Classroom" the role of rewards and grades in motivational techniques, highlighting the controversy surrounding them. While teachers commonly use rewards in education, motivational psychologists generally dislike them. Despite this, rewards, including grades, are widely employed in schools for various tasks from tangible items like sweets or praise to certificates and grades. Despite psychologists' reservations, grades, in particular, hold credibility among parents and college admission or personnel officers.

Definitions and application of rewards by teachers revealed some interesting differences. The most frequently reported theme in the definition of the term "reward" was the giving and receiving of something, whereas the second most reported theme was a reinforcement-related description of rewards. While the difference in these two themes

may appear trivial they may in fact play a significant role in how effectively rewards are implemented. The first theme reflects a single-time point notion of rewards while the second theme indicates the broader notion of how reinforcement may affect future behaviour. For teachers to be able to use rewards effectively they need to have an understanding that the consequences of behaviour are not static but rather effects that will subsequently increase or decrease the frequency of behaviour (Maag, 1999).

The use of rewards in education has been studied by Hoffmann, K. F., Huff, J. D., Patterson, A. S., & Nietfeld, J. L. (2009) the study examined how elementary school teachers define and use rewards in their classrooms and how various motivational constructs such as goal orientation, self-efficacy, and autonomy relate to teachers' use of rewards. Results revealed that all teachers in their sample use some form of rewards in their classrooms and the majority use some form of tangible rewards. Rewards were most frequently given for behaviour management, but there was a significant relationship between the use of rewards for behaviour and those given for academic achievement. Performance goal orientations for teaching were positively related to the use of tangible rewards and a higher degree of classroom control and negatively related to teacher self-efficacy.

2.1.5. Advantages and Disadvantages of Rewards

The advantages and disadvantages of rewarding students in education cannot be divorced from its advantages and disadvantages.

a. Advantages

Pebriani (2013) conducted a study on the application of rewards and penalties for motivating junior high school students to learn English in Bandung. The data were taken from interview, observation, and questionnaire. This study shows that the teachers' kinds of rewards in English learning were verbal and tangible rewards. This study also indicated that the student's responded positively to rewards when they were properly delivered. The result shows how rewards implemented correctly may raise students' motivation levels. In addition, the proper implementation may also improve both the student's discipline and the enthusiasm for learning English. This study suggests that the appropriate use of rewarding might be an alternate solution to enhance student motivation.

b. Disadvantages

Although many studies show that the use of rewards has shown lots of benefits in improving student's motivation and achievement, as study by Matera (2010) reminds us that the effects are just temporary, his study investigated the use of rewards and how these have impacted motivation of 25 6th grade students at elementary schools in Phoenix, Arizona. The study revealed that student's behavior changed or

returned back to its initial state when the teacher did not provide rewards anymore. Again, this study shows that the effects of rewards should be maintain with some follow up learning activities.

2.2. Perception

According to Robbins (2003) perception is the process taken by individual to govern and to interpret perception of sensory to give significance in their environment. Perception can be defined as our recognition and interpretation of sensory information. Perception also includes how we respond to the information. We can think of perception as a process where we take in sensory information from our environment and use that information in order to interact with our environment. Perception allows us to take the sensory information in and make it into something meaningful.

2.2.1. Conation

According to Hilgard (1980) perception can be classified into cognition, affection, and conation. The modern origin of the trilogy was in Germany in the period between Leibniz and Kant. Leibniz (1646-1716) wrote his major works between 1695 and 1716 . Conation perception relates to our intentions, desires, and motivations in response to sensory input and refers to forms of social communication in which one person tries to influence the mental and emotional state of another. For example: When you decide to approach or avoid a situation based on your feelings, preferences, or goals, it reflects conation perception. In

this research the students' perception of rewards as motivation in conative aspect is based on the students' interest and behavior in learning English.

2.2.2. Student's Perception of Rewards

A study was done by Hakim (2018) looking at several aspects of rewards practiced by teachers in Surakarta. In his research, the award was given because the student's had shown progress in their efforts by giving some interesting gifts, applause and expression and a high score to the student's. This study also shows that rewarding students helps with their English language learning and immediately receives positive feedback from them. Because of the rewards, the students have been more enthusiastic in learning. They found learning activities as fun, happy and exciting. They also looked more motivated and more diligent to study English.

2.3. Motivation

Motivation is considered as the effort that drives behavior according to VandenBos (2007). Motivation refers to the driving force or reason behind an individual's actions, desires, and behaviors. It is the internal or external stimulus that prompts a person to take certain actions, pursue goals, and make effort to achieve them. Motivation can be influenced by a variety of factors, including personal goals, values, needs, rewards, and external pressures.

2.3.1. Types of Motivation

According to Ryan & Deci (2000) motivation can be divided into two types, there are intrinsic motivation and extrinsic motivation that affect the individual.

a. Intrinsic Motivation

This type of motivation arises from within an individual. It is driven by personal interest, enjoyment, or a sense of satisfaction derived from performing a specific task or activity. People who are intrinsically motivated engage in activities because they find them inherently rewarding or fulfilling.

b. Extrinsic Motivation

Extrinsic motivation, on the other hand, comes from external sources such as rewards or social recognition. People who are extrinsically motivated are driven to achieve a goal or perform a task because they expect to receive some form of external benefit or avoid negative consequences.

2.4. Previous Studies

The first research by Afriyeni, C., & Zaim, M. (2023) *The Student's' Perception toward Reward and Punishment to Increase Their Motivation in Learning English*. The research was conducted at SMAN 12 Padang students using descriptive method through the four-point Likert scale questionnaires filled out by the students. The last instrument used by the researcher in collecting the data was interview with English teacher. The findings of this

research show that the students have positive perception toward punishment in learning English. The students' responses were based on the three indicators of perception, namely cognitive, affective, and conative. From these three indicators of perception, the findings show that the students have positive perception toward punishment in learning English.

After that a research was conducted by Kusumawati, M. D., Fauziddin, M., & Ananda, R. (2023) *The Impact of Reward and Punishment on the Extrinsic Motivation of Elementary School Student's*. This research was conducted at a state elementary school in Kumantan. The subjects in this study were the homeroom teachers IV and 3 students in class IV. Instead of taking all the components, the researcher only took samples based on the high, medium, and lowest levels of intelligence comprehensively and deeply. This type of research is qualitative with a descriptive approach. The main instrument in this study was the researcher himself, which means that the researcher went directly to the field to find information related to the focus of the research through observation, interviews, documentation, and field notes. The results of the research show that giving rewards and punishment can have a big influence on students' learning motivation. The teacher's strategy in increasing student motivation is to find out continuously how students should learn using interesting methods according to the situation and conditions of students which means that teachers are demanded to do this on an ongoing basis.

Another research from Delila, A. (2023). *Student's' Perceived Impact of Reward and Punishment on Their Motivation in Learning English*. The population of this research are all the students of SMP IT Luqmanul Hakim. There are 6 classes namely VII A, VII B, VIII A, VIII B, IX A, IX B total number of students are 95 students. The researcher adopted quantitative descriptive research, with a questionnaire as the instrument to collect data. According to the result, most students agreed that they became more active and motivated in learning if the teacher gives rewards in the classroom. Additionally, the students also agreed that they would be more responsible in learning if the teacher give punishments when they made a mistake. Rewards in form of both praise and gift have the same effect on students. Students are motivated to learn more enthusiastically and to work harder after they are given a reward from the teacher.

More research from Sinaga, D. (2022). *The effect of reward and punishment on student learning outcomes*. The research method used is a survey method with a quantitative approach. The population of this study was all students of the teaching and education faculties of the Indonesian Christian University, totaling 196 people his research concluded that there is a significant positive effect of giving rewards on learning outcomes to improve learning outcomes in the teaching and educational faculties of the Indonesian Christian University. It can be interpreted that giving rewards is very influential and very important in motivating them in their daily learning, Another thing is that rewards has a significant positive effect on learning outcomes to improve

learning outcomes in the teaching and educational faculties of the Indonesian Christian University.

The next research by Fuad, M., Suyanto, E., & Muhammad, U. (2021). *Can 'Reward and Punishment' Improve Student Motivation?*. Student's compete to get rewards from their teacher. This study used an experimental method. Two eleven classes were randomly selected as the experimental class and the control class. This experiment was carried out on Indonesian subjects in a public school in South Lampung, Indonesia. The research stages were (1) treatment of applying reward and punishment method in three meetings and (2) post-test by distributing motivation questionnaires at the end of each meeting. The result shows activities carried out in class make student's more actively involved, making the class livelier. Besides improving motivation, giving rewards can make the relationship between teachers and student's closer. Therefore, the rewards method is one solution for teachers to improve student motivation. Yet, the teacher's strategy in creating a conducive and fun classroom atmosphere remains the most important factor.

The last research by Saraswati, N. M. S. D., Ratminingsih, N. M., & Utami, I. A. (2020). *Student's' and Teachers' Perception on Reward in Online English Teaching Context*. This research investigated the quality of phenomenon about the implementation of reward in Bali Kiddy School and perception of the students and teacher about providing reward in online learning context using qualitative research. The subject of the research was the first grade

teachers and students of Bali Kiddy which was 116 people. There are four English teachers teaching in this grade and there were 112 students in this grade. To obtain the intended data, three methods were used, namely: observation, recording, and notetaking. In this study, the researcher utilized six instruments, namely: the researcher, observation sheet, interview guide, questionnaire, voice/video recorder and camera. The obtained data were analyzed qualitatively with Miles and Hubberman model. The result finds that the student's feel happy to get reward in learning. It is as trigger for them to be better in learning. The student's like to have reward frequently. They want to study harder if they got reward. They thought that the teacher will give the reward for those who is worthy to get it.

2.5. Theoretical Assumption

Based on the theories and previous studies that have been mentioned above the researcher believes that rewards is a beneficial strategy for teacher to motivate student's in learning English, but some concern matters that is need to address based on previous researches, researcher found differences in the results of each study because the implementation of punishment in the learning process. The distinction between the six earlier researches stimulates the researcher to conduct research solely on rewards. Rewards is described as an action or behavior taken in response to a student's success in terms of participation, performance, and completion of activities (Slavin, 1991). Considering the explanation above the researcher intends to investigate the student's perception of rewards as motivation for learning English.

2.6. Hypothesis

The researcher want to find out student's perception of rewards as motivation for learning English, therefore there will be two different outcomes that results in student's feels that rewards motivated them for learning English and student's feels that rewards unmotivated them for learning English.

- a. H₁: Student's feels that rewards motivated them for learning English.
- b. H₂: Student's feels that rewards unmotivated them for learning English.

1.

III. METHODOLOGY

This chapter discusses about research design, population and sample, instrument of the research, data collecting technique, and data analysis of student's perception of rewards as motivation for learning English.

3.1. Research Design

This research was conducted through a descriptive quantitative method. Descriptive quantitative research is a method used to examine a population or a specific sample which uses research instruments to collect the data and analyze the data by quantitative or statistical to describe and test specified hypothesis (Sugiyono, 2013). The descriptive quantitative method was chosen because this research aimed to investigate the student's perception of rewards as motivation for learning English.

In this study, the researcher conducted a survey research as it was appropriate for assessing thoughts, opinions, and feelings. Survey research is a method used to obtain data from certain natural (non-artificial) places, but researchers carry out treatments to collect the data, such as distributing questionnaires, tests, structured interviews and etc (Sugiyono 2013). Questionnaire consisting of 12 close-ended statements was distributed through google forms to the

participants in order to investigate the student's perception of rewards as motivation for learning English. After the data was obtained, the results of questionnaire from the participants were displayed descriptively to answer the research question.

3.2. Variables of the Study

The variables being studied in this research was two variables consist of one independent and one dependent variable as stated by Kothari (2004) in his research methodology book, if one variable depends upon or is a consequence of the other variable, it is termed as a dependent variable, and the variable that is antecedent to the dependent variable is termed as an independent variable. For instance, if we say that height depends upon age, then height is a dependent variable and age is an independent variable.

Further, if in addition to being dependent upon age, height also depends upon the individual's sex, then height is a dependent variable and age and sex are independent variables. Similarly, films and lectures are examples of independent variables, whereas behavioral changes, occurring as a result of the environmental manipulations, are examples of dependent variables.

a) Independent Variable (X)

The Independent variable of this study is student's perception of rewards.

b) Dependent Variable (Y)

The dependent variable of this study is student's learning motivation.

3.3. Population and Sample

3.3.1. Population

Population is the study's target that it intends to study or treat. In clinical research studies, it is often not appropriate or feasible to recruit the entire population of interest. Instead, investigators will recruit a sample from the population of interest to include in their study (Majid, 2018). The population of this study is the second-year student's at SMK SWADHIPA 1 NATAR academic year 2023/2024.

Table 3.1 Population

No.	Class	Total of student's
1	Akuntansi 1	25
2	Akuntansi 2	25
3	Multimedia	18
4	Tata Busana	9
Total		77

3.3.2. Sample

A sample is part of the number that meets the characteristics of the population (Sugiyono, 2013). If the subject is less than 100, it is advisable to take everyone so that the research is a population study; if the subject is more than 100, 10% -15%, 20% -25%, or more is taken (Arikunto, 2010).. The sample of this study is the second-year student's at SMK SWADHIPA 1 NATAR XI academic year 2023/2024 with 77 student's

since it's less than 100.

3.4. Research Instrument

The researcher use questionnaire as the research instrument in this study. According to Arikunto (2006) questionnaire refers to a set of written questions on a piece of paper in order for problems of study would be observed.

The questionnaire consists of 12 statements covering of rewards, perception and motivation that was adapted from Afriyeni & Zaim (2023) The Student's' Perception toward Reward and Punishment to Increase Their Motivation in Learning English. Le, L. H., & Commendation, S (2020). A comparative study investigating teachers' and students' perceptions of the factors affecting students' motivation to participate in English classes in Vietnamese high schools and M., Moh. Deni Irkhamil (2022) The students' perception of reward and punishment toward their motivation in English learning at MTsN 8 Kediri. Universitas Islam Negeri Maulana Malik Ibrahim.

The researcher used Likert Scale questionnaire where Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD). Likert Scale is one of methods that present original data which collected in scale and categories presented in quantitative.

Table 3.2 Questionnaire

Indicator	Form of Rewards	Statements
Conation	Praise	Q1. I feel more interested in learning English when the teacher gives compliments
		Q2. When I get compliments, I will try to be better in order to get more compliments
		Q3. The compliments from the teacher creates good interaction between teachers and students
	Symbolic	Q4. I feel more interested in learning English when the teacher gives gift in the learning process
		Q5. When I get gifts, I will try to be better in order to get more gifts
		Q6. I try to study English harder so I can get gifts from the teacher
	Token	Q7. Giving additional points makes me more active participating in learning English
		Q8. When my friend gets additional points, I want to follow what my friend did
		Q9. I try to study English harder so I can get

		additional points to improve my scores
	Tangible and activity	Q10. I become motivated to learning when the teacher asks me to help in front of the class
		Q11. I feel more confident in learning English when the teacher ask me to demonstrate instruction in front of the class
		Q12. I feel more enthusiastic to participate demonstrating the learning process in front of the class

3.5. Validity and Reliability of the Instruments

3.5.1. Validity

According to Kothari (2004) validity is the most critical criterion and indicates the degree to which an instrument measures what it is supposed to measure. Validity can also be thought of as utility. In other words, validity is the extent to which differences found with a measuring instrument reflect true differences among those being tested.

The researcher use content validity for this research. Content validity is the extent to which a measuring instrument provides sufficient analysis of the research study. If the instrument contains a representative sample of the universe, the content validity is good (Kothari, 2004).

The validity of the instrument was carried out using the SPSS 20 for Windows program. The validity value could be found using the product moment correlation formula from Pearson. An item is said to be valid if the value of each item or r count is positive and greater than r table. The result of the instrument validity was described below.

1. Comparison of the r value with r table value

- a. If r value $>$ r table = valid
- b. If r value $<$ r table = invalid

With $N = 77$ in significance at 5% on the r table distribution, then the value of r table is 0.224.

2. The significance (sig.)

- a. if the significance $<$ 0.05 = valid
- b. If the significance $>$ 0.05 = invalid

The following were the validity instrument results of the X variable (students' perception of rewards) with the above conditions:

Table 3.3 Validity Instrument Results

Item no.	r_{xy}	r_{table}	Sig.	Description
1	0.517	0.224	0.000	Valid
2	0.507	0.224	0.000	Valid
3	0.481	0.224	0.000	Valid

4	0.631	0.224	0.000	Valid
5	0.350	0.224	0.002	Valid
6	0.367	0.224	0.001	Valid
7	0.573	0.224	0.000	Valid
8	0.583	0.224	0.000	Valid
9	0.472	0.224	0.000	Valid
10	0.485	0.224	0.000	Valid
11	0.472	0.224	0.000	Valid
12	0.477	0.224	0.000	Valid

After testing the validity of the variable X (students' perception of rewards), which contains 12 items and has a r_{table} of 0.224, it was discovered that 12 items are valid.

3.5.2. Reliability

The reliability of the instrument is another important test of measurement. A measuring instrument is reliable if it provides consistent results. Reliable measuring instrument does contribute to validity, but a reliable instrument need not be a valid instrument. If a measuring instrument produces consistent results, it is considered dependable (Kothari, 2004). The range of reliability coefficients is 0.00 to 1.00, with greater values suggesting better levels of dependability (Kimberlin & Winterstein (2008). Cronbach's Alpha was used in SPSS version 20 to calculate the instrument's reliability. Cronbach's Alpha was calculated, and the findings

were compared to the recommended cut-off value of 0.6, indicating that the scales were trustworthy (Sujarweni, 2014).

The following were the reliability test results of the X variable (Student's Perception of Rewards) with the above conditions:

Table 3.4 Item Statistics

Q	Mean	Std. Deviation	N
Q1	3.68	0.471	77
Q2	3.18	0.702	77
Q3	3.39	0.652	77
Q4	3.06	0.675	77
Q5	3.68	0.549	77
Q6	3.27	0.577	77
Q7	3.35	0.580	77
Q8	3.16	0.727	77
Q9	3.21	0.749	77
Q10	3.19	0.650	77
Q11	3.31	0.591	77
Q12	3.35	0.791	77

Table 3.5 Reliability Results

Cronbach's Alpha	N of Items
0.714	12

Based on the table above, the reliability of the instrument variable X (Student's Perception of Rewards as Motivation For Learning English) obtained Cronbach's Alpha value of $0.714 > 0.6$ at a significant level $\alpha = 5\%$. Then the statement instrument was declared reliable. So, in test instrument data, the variable X is valid and reliable for the 12 items of the instrument. Then it can be used for data measurement in the context of data collection.

3.6. Data Collecting Technique

The data source of this study was a questionnaire. The researcher delivered the questionnaire to the student's chosen by population. This questionnaire instrument was held to get information about student's perception of rewards in learning English related to motivation. To assess the student's perception of reward as motivation for learning English, the student's needed to select one choice and mark it with a check in the questionnaire. In conducting the research, the researcher used some procedures or steps as follows:

- a) The researcher explained to the student's the aim of the questionnaire as well as how to complete it.
- b) The researcher informed the participant of the questionnaire's purpose and gave it to them.
- c) The study sample participant filled out the questionnaire on the google forms.

3.7. Data Analysis Technique

Data analysis is the process of gathering, modeling, and transforming data with useful information, suggesting conclusions, and supporting decision making (Maeleong, 2001). In this study, data were collected by using a close-ended questionnaire. Then, after collecting the data, it was analyzed by using the SPSS (Statistical Package for Social Science) program. In analyzing the data, the researcher used simple linear regression tests as the data analysis technique.

3.7.1. Descriptive Statistic Analysis

The descriptive statistics were used to answer the research question by describing all data from all variables, namely student's perceptions of rewards (X) and student's learning motivation (Y), in the form of percentages, frequency, mean, and standard deviation used the SPSS 20 program. The steps for examining the Likert scale item were as follows:

a. Determining the score of each response

The first step in assessing the Likert scale is to determine the score of each answer (Sugiyono, 2013). The researcher utilized a 4-point Likert scale ranging from 1 (Strongly Disagree) to 4 (Strongly Agree) to examine the student's perceptions of rewards as motivation for learning English. The table for the 4-point Likert scale in each instrument is as follows:

Table 3.6 Likert Scale

Student's perception of rewards as motivation	
Likert Scale	Score
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

b. Likert scale analysis

The original formulation of the Likert scale, as proposed by Likert himself, required that responses to the individual Likert items within the Likert scale be accumulated or aggregated prior to analysis. For example, a participant's response to a Likert scale with three individual Likert items, within the original definition, would be the sum or the average of their response to the three items (South, 2022).

Likert scale mean scoring: Attitude was then determined based on the argument that a mean score of 3 in Likert scale represents neutral attitude, mean score of less than 3 represents negative attitude and greater than 3 represents a positive attitude. According to Sack (2020) The range of interpreting the Likert scale mean score was given as follows: 1.00-2.00 (Negative attitude), 2.01-3.00 (Neutral attitude), and 3.01-4.0 (Positive attitude).

3.7.2. Simple Linear Regression Test

Regression analysis is a statistical method for determining the relationship between variables with a cause-and-effect relationship Uyanik & Guler (2013). It was used to see how independent variable affect a dependent variable.

comparing the significant value with the probability value of 0.05

a. if $\text{sig} < 0.05$, it means that the variable X has an effect on variable Y

b. if $\text{sig} > 0.05$, it means that variable X has no effect on variable Y

comparing tvalue with ttable

a. if $\text{tvalue} > \text{ttable}$, means variable X has an effect on variable Y

b. if $\text{tvalue} < \text{ttable}$, means variable X has no effect on variable Y

3.8. Hypothesis Test

A hypothesis test is conducted to find student's perception of rewards (X) as an independent variable from the learning motivation (Y) as the dependent variable. To get the coefficient of significance, hypotheses were tested using the SPSS 20 program based on the findings of a simple linear regression analysis test. The following are the criteria for decision-making based on hypothesis testing results:

A. If the value of $\text{sig} < 0.05$ or $\text{tvalue} > \text{ttable}$, then there is an effect of variable X on variable Y

B. If the value of $\text{sig} > 0.05$ or $\text{tvalue} < \text{ttable}$ then there is no effect of variable X on Variable Y

CHAPTER V. CONCLUSION AND SUGGESTION

This chapter will present two primary discussions based on the research findings described in the previous chapter: the first is a conclusion from this research, and the second is a recommendation for teachers, students, and other researchers who want to conduct relevant studies.

5.1. Conclusion

This research has summarized all the findings to find out the student's perception of rewards as motivation in learning English. The finding of the questionnaire had a positive response from the student's. According to the result, most student's agreed that they became more active and motivated in learning if the teacher gives rewards in the classroom. The hypothesis results indicated that rewards were positively viewed (3.31) with a significance value of $0.00 < 0.05$ as a means of motivating to learn English. Additionally, the best form of rewards to carried out in the class is praise and tangible activity to make student's more active and make the class livelier and to boost students confident and enthusiastic when learning English. Making rewards as additional strategies in learning English to increase student's motivation in learning English.

5.2. Suggestion

Based on the result of this research the researcher presents some suggestions for teachers and student's that may help in the learning process, particularly in student's perception of rewards as motivation for learning English and provide some ideas for improved teaching strategies. The researcher will also provide suggestions for future researchers who will conduct studies in the same field as the reference or comparison that the researchers may find valuable.

1. For the English teacher

The requirement for teachers to cultivate student's interests in learning English in order to obtain maximal learning outcomes, though in a variety of shapes and techniques, such as rewarding student's for being more engaged in the classroom and motivating student's themselves as it is already clear that rewards can increase student's learning motivation. It is expected for the teacher to use rewards focusing on praise and tangible activity forms as additional strategies to boost student's motivation in learning English to encourage the good behavior and livelier class activity.

2. For the students

Student's should be able to maintain their study motivation and avoid bad behavior in order to increase their understanding of the subject matter. Student's should understand the goal of using rewards as motivation for learning English, so that they continue to do their best not only to receive rewards from these behaviors, but also to attain the learning outcomes from the teaching learning activities.

3. For the future researchers

This study investigated the student's perception of rewards as motivation for learning English. With the data results, the researcher hopes that the study's findings can be used as a model for future studies with diverse populations, samples, methodologies, and instruments. The researcher suggested to conduct similar studies on this subject. Because this study is quantitative, other researchers can perform qualitative research on the subject and get more deep information about how is the student's perception of reward as motivation for learning English and issue on should punishment carried in the learning activities combine with rewards as well.

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