

THE EFFECTS OF REWARDS ON STUDENTS' INTERESTS IN ENGLISH SUBJECT

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Abstract

The purpose of this study is to describe the effects of giving rewards to students. In this study the researcher focused on the effect of rewards on the curiosity of students in learning English. The data obtained in this study came from X PPLG 1 students and 3 English teachers in SMK N 1 Kandeman in the academic year of 2022/2023. Based on the results of the study, there was a positive effect of giving rewards to students. The majority of the students and the teachers accepted that this learning method had a positive impact on the students' interest in learning English at SMK N 1 Kandeman.

Keywords: *giving reward, method learning, interest*

INTRODUCTION

The development of the world of education is very fast, the presence of gadgets can increase student learning motivation and can facilitate the student learning process. But the lack of attention from the teacher causes student's interest in learning decrease because students are not interested in the learning method. This problem can be exacerbated in the education section because of a decline in human resources because education is an important thing to improve, with good human resources it can improve in all sectors such as a country's economy.

With the development of the global economy, English is a language that must be learned by students to prepare one of the soft skills to face competition with foreigners. In order to compete with foreign workers, Indonesian students have to master the foreign language like English. However, the interest to learn English is still low. Therefore some efforts must be done to increase students' interest in English.

Giving rewards to students is one of the ways to attract students' attention and interests in learning English. With the rewards given, students may feel happy and pleased when learning English. Thus the writer was interested to study the effect of rewards on the students' interests in learning English in SMK N 1 Kandeman. This study aimed to examine whether this method is relevant to use in the field of education. With this interest, the writer presented the study with the title of "The effect on students' interest in English subject" (A Descriptive Qualitative Research at SMK N 1 KANDEMAN in Academic year 2022/2023).

RESEARCH METHOD

The design of this study was descriptive qualitative research. Descriptive research focuses on describing situations and conditions in order to describe them in a study report (Arikunto, 2010). Qualitative research is research that is used to investigate, discover, describe, and explain quality from unexplained social influences measured or described through a quantitative research. Descriptive qualitative research is a method of investigating the state of groups of people in order to create objects such as paintings and photographs that describe the facts and phenomena under study in a systematic, factual and accurate way. Descriptive qualitative research methods are measurable, real, and highly accurate research methods because the result are very detailed and come in the form of fact based research reports. This method was utilized in this study to finding the abilities and difficulties experienced by students' in writing procedure text.

This study was conducted at SMK N 1 KANDEMAN in academic year 2022/2023. This research was conducted on 10 May 2023. In collecting data, researcher selected X PPLG 1 class of 33 students for the object of research and will be interview 3 English teachers to explain about experience at learning. Based on the title of this study "The effect on students' interest in English subject". The instrument used in this study, researcher brought learning with recount text material, as a trigger in learning, researcher used rewards as a trigger that focuses on building curiosity and interest in learning.

In collecting data, this research was conducted at SMK N 1 Kandeman with the object of research being X PPLG 1 students as many as 33 students and 3 English teachers. In the early stages of this research must prepare rewards as a learning method. The data collection process starts from the researcher starting the lesson by bringing recount material as a place to apply this method. Giving rewards starts from throwing questions spontaneously to students, who are correct in answering, and contribute a lot to learning. To complete the data of this study, the researcher gave some very revelant questionnaires to students for this method and told what they felt after trying this method during learning.

This research is quite interesting, because when interviewing 3 English teachers at SMK N 1 Kandeman who have already used this method, they think positively that this method can help them in their learning because rewards can be used as a trigger in their learning. Data Analysis Techniques The data analysis technique used in this research was descriptive qualitative. Descriptive qualitative analysis was carried out by describing the data based on the results of the analysis of students' exprience about rewads during learning and interviewed of 3 English Teacher SMK N 1 Kandeman.

FINDINGS AND DISCUSSION

This research was carried out on 10 May 2023 at SMK N 1 Kandeman. The research was conducted through interview. The research results were analyzed by researchers using a qualitative descriptive method. The researcher describe and present all the data collected in order to obtain general and comprehensive results.

1. Description SMK N 1 Kandeman

SMK N 1 Kandeman is a vocational school located in Batang Regency, Central Java Province.

SMK N 1 Kandeman uses the 2013 Curriculum in learning activities aimed at preparing Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative and affective and able to contribute to the life of society, nation, state and civilization. world.

2. Description of the Subject

The subjects in this study were grade X PPLG 1 students and 3 English teacher of SMK N 1 Kandeman. The number of students was 33 students.

3. Description of Research Result

Tabel 1
Students' Questionnaire

QUESTION	NAME	YES	NO
Do you think the reward method can be effective in increasing students' interest in learning English?	S1	v	
	S2	v	
	S3	v	
	S4	v	
	S5	v	
	S6	v	
	S7	v	
	S8	v	
	S9	v	
	S10	v	
	S11		

	S12	v	
	S13	v	
	S14	v	
	S15	v	
	S16	v	
	S17		v
	S18	v	
	S19	v	
	S20	v	
	S21	v	
	S22	v	
	S23	v	
	S24	v	
	S25	v	
	S26	v	
	S27	v	
	S28	v	
	S29	v	
	S30	v	
	S31	v	
	S32	v	
	S33	v	
Do you think the reward method has an impact on curiosity in learning?	S1	v	
	S2	v	
	S3	v	
	S4	v	
	S5	v	
	S6	v	
	S7	v	
	S8	v	
	S9	v	
	S10	v	
	S11	v	
	S12	v	
	S13	v	
	S14	v	
	S15	v	
	S16	v	
	S17	v	
	S18	v	
	S19	v	
	S20	v	
	S21	v	
	S22	v	
	S23	v	
	S24	v	
	S25	v	
	S26	v	

	S27	v	
	S28	v	
	S29	v	
	S30		v
	S31	v	
	S32	v	
	S33		v
Do you think reward is an influential factor that can make students interested in learning English?	S1	v	
	S2	v	
	S3	v	
	S4	v	
	S5	v	
	S6	v	
	S7	v	
	S8	v	
	S9	v	
	S10	v	
	S11		v
	S12	v	
	S13	v	
	S14		v
	S15		v
	S16		v
	S17	v	
	S18	v	
	S19	v	
	S20	v	
	S21	v	
	S22	v	
	S23	v	
	S24	v	
	S25	v	
	S26	v	
	S27	v	
	S28	v	
	S29	v	
	S30	v	
	S31	v	
	S32	v	
	S33	v	
Do you hope that rewarding in learning will continue?	S1	v	
	S2	v	
	S3	v	
	S4	v	
	S5	v	
	S6	v	
	S7	v	
	S8	v	

	S9	v	
	S10	v	
	S11		v
	S12	v	
	S13	v	
	S14	v	
	S15		v
	S16	v	
	S17	v	
	S18	v	
	S19	v	
	S20	v	
	S21	v	
	S22	v	
	S23		v
	S24	v	
	S25	v	
	S26	v	
	S27	v	
	S28	v	
	S29	v	
	S30	v	
	S31	v	
	S32	v	
	S33		v

In the table above based on researcher interviews with X PPLG 1 students, the majority agreed that the method of giving rewards can increase curiosity in learning and one of the factors that makes students interested in the lesson, however, there are some students who did not agree with this, because the rewards distributed are limited which makes all students not feel rewarded, as a result it will make these students not agree with the assumptions of the researcher.

Table 2 Student Interview

Researcher: "Do you think giving rewards can have an impact on learning?"
Student: "maybe in my opinion, but after I experienced how to give rewards there was one of my friends who just wanted to target the prize, but there must be a lot of benefits. it was very interesting, classmates became active and communicative because there was a question and answer session."

According to the results of one of the student X PPLG opinion interviews. He explained that in this method of giving rewards there was quite an effect, because there were prizes as a form of appreciation for students who were active or participated in learning, he also thought that in this method too there was a gap for negative effects, one example was making a friend just want the gift, but according to him there was also a positive effect as well, such as; make the class active, the atmosphere competitive and learning to be communicative because there was a question and answer session to answer the questions the teacher gives.

Interviews were conducted with English teachers at SMK N 1 Kandeman. This interview focused on the teacher's experience of this method. The results of the interview are presented as follows;

Table 3 Teachers' Questionnaire

QUESTION	NAME	YES	NO
Have you ever tried the reward method during your learning?	T1	v	
	T2	v	
	T3	v	
Do you think this method has an effect on your students' learning?	T1	v	
	T2	v	
	T3	v	
Does this method has a bad side in its application during learning?	T1	v	
	T2		v
	T3		v
do you still use giving reward as method in your learning?	T1		v
	T2		v
	T3	v	

Based on the table above, the researcher provided several questions that are more inclined to tell the experiences of English teachers at SMK N 1 Kandeman regarding the use of reward methods during learning, for the entire interview they agree that this method could help them in their learning, but it had several obstacles in this method, one of which is that they had to prepare the prize itself.

Table 4.2.4 Teachers Interview

<p>Researcher: "Have you ever used the reward method when teaching? Does the method have good impact for your subject? Is there a negative impact from giving this reward?"</p>
<p>Teacher: "I certainly have done it, all the teachers here must have done the same thing you did, but I myself very rarely do it for now because the reward comes from my own expenses for students, if for example there is a budget that is more than the school I will definitely do it every learning, of course, there are many positive effects than negative ones, for example, classes become active, students' interest in the material increases, and students felt appreciate, of course, moreover, I also sometimes hold drama staging practices for final practice exams, there is a reward for the best group for appreciation showing the best from other group. for negative side, most students are only after the reward, but in my opinion it's not a negative effect, in my opinion, yes because it's commonplace, because they know that if there is a reward to be given, of course they are competing to get the reward, maybe that's all according to me, because this method is very good to apply in schools, because it can increase curiosity about a lesson, respect teachers more, and give a sense of appreciation to students who are willing to try.'</p>

According to the results of the interview from the English teacher at SMK N 1 Kandeman, he shared his experience in the questioner session with the researcher. He explained that he had also used this method, and the results were good for his learning, according to him this method could also increase curiosity. Towards a lesson, more respect for teachers, and as an appreciation for students who wanted to try.

A total of 33 students participated in this research, consisting of 10 male students and 26 female students. In this study the rewards used were a cash of 40.000 in Rupiah. The cash was divided into 4 denominations randomly, there are 15.000 Rupiah, 10.000 Rupiah, 10.000 Rupiah, and Rp5.000 Rupiah. Of the several fractions, the researcher divided it into several sessions during learning, for example from the beginning of the introduction to continuing reading of the material and to stimulate interest in learning. The researcher gave the largest nominal amount for one student who could answer to stimulate at the beginning of learning.

The results of the early stages of giving reward had a great effect on students which made the atmosphere very competitive during learning. But the researcher tried to give a pause in giving rewards to see the next results, when the pause was given, the researcher continued the learning and rewarding gradually according to the predetermined time. In giving rewards it continued to the question and answer stage of the results of today learning to 2 students who were correct in answering with a random system, so students chose paper randomly amount of money that has been written on the piece of paper. In the final stage of giving rewards, the writer gave the last remaining money to the student who got the highest score as an appreciation for having answered the question well.

The researcher provided several questions using the Google Form that were relevant with the reward method and can provide conclusions on the learning method. The researcher did not forget to interview English teachers at SMK N 1 Kandeman to complete the supporting data in this study. The researcher interviewed 3 English teachers at SMK N 1 Kandeman. The researcher interviewed 3 teachers named Sigit Purnomo, Ety, and Tri Hersuci. The researcher gave several questions that were relevant to the title of this study. During the interview session with the teacher, the researcher was more focused on their experience in teaching, because it was impossible for a teacher to be left out. It is true that they admitted that they have used this method for learning, they agreed that this method could make students interested during learning. There were many benefits that can be drawn from this method, students be more interested in learning, respect the teacher more, pay more attention to the material and be more active in answering sudden questions or quizzes. But according to them there was also a negative side from using this method, including students only wanted the prize and their ego was high because they wanted to get a prize because it was competitive between friends.

Giving reward effectively has an impact in increasing students' interest in learning English, because rewards are one of the triggering tools in this study, because with rewards students are more excited if they can get rewards and focus more on learning. In giving reward can also make curiosity increase because students will always assume the teacher will give rewards continuously in every lesson, this is very positively applied because it can make them enthusiastic about learning. Conclusion of the effect of giving rewards is one of the factors that can affect students' interest in learning English, because rewards can be a trigger for students to stay active in class during learning.

CONCLUSION

This research was a qualitative descriptive to describe the benefits of giving rewards on students'. The data were obtained by conducting direct interviews English Teachers and Students X PPLG 1 SMK N 1 Kandeman academic year 2022/2023 who had tried this method, from the data obtained by researcher, this method clouded had an impact on students' curiosity about a lesson and increase interest in the lesson. In this study it was found that the method of giving rewards can help teachers in their learning, there are several benefits that can be taken from the effects of giving rewards to these students, including increasing students' curiosity and interest in learning English. In this method of giving rewards can be applied during learning by appreciating students who are active, answer correctly when given spontaneous questions, and contribute to learning.

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