

EXPLORING STUDENTS' PERSPECTIVES ON STICKER REWARD IN ELT CLASSROOM AT SMK MUHAMMADIYAH BOJONG

Nanda Puspita Aprianingrum, Sarlita D. Matra

English Education Department, Faculty of Teacher Training and Education,
Pekalongan University

E-mail: nanda20pa@gmail.com

ABSTRAK

Sistem penghargaan sticker seringkali digunakan dalam pengajaran bahasa untuk membantu meningkatkan pencapaian akademis siswa, memotivasi kompetisi belajar, dan mengendalikan perilaku yang diharapkan di kelas bahasa Inggris. Penelitian ini mengkaji efektivitas dan perspektif siswa terhadap penggunaan penghargaan stiker di kelas Pengajaran Bahasa Inggris (ELT) di SMK Muhammadiyah Bojong. Penelitian ini bertujuan untuk memahami bagaimana penghargaan ini mempengaruhi motivasi, hasil belajar dan keterlibatan siswa. Dengan menggunakan pendekatan metode kualitatif dimana penelitian bersifat deskriptif dan cenderung menggunakan analisis data yang dikumpulkan melalui wawancara, kuesioner, dokumentasi dan observasi kelas. Penelitian ini juga menggunakan pendekatan deskriptif yaitu penelitian yang mendeskripsikan mengenai perspektif siswa terhadap penerapan penghargaan stiker oleh guru di kelas Pengajaran Bahasa Inggris. Temuan menunjukkan bahwa penghargaan stiker secara signifikan meningkatkan motivasi belajar dan partisipasi siswa, menciptakan lingkungan belajar yang lebih dinamis dan interaktif. Selain itu, siswa melaporkan merasa bangga dan meningkatnya kepercayaan diri ketika menerima stiker. Namun diketahui bahwasanya siswa kurang bisa merasakan manfaat penghargaan stiker dalam peningkatan hasil belajar mereka. Wawasan ini menunjukkan bahwa memasukkan penghargaan stiker di kelas ELT dapat menjadi strategi berharga untuk mendorong sikap positif siswa dan meningkatkan pengalaman pendidikan. Selain itu untuk mencapai hasil yang lebih komprehensif dalam menguasai bahasa Inggris, penting untuk mengintegrasikan penggunaan penghargaan stiker dengan berbagai strategi pengajaran lainnya yang dapat mendukung perkembangan semua keterampilan bahasa secara menyeluruh. Penelitian ini berkontribusi pada pemahaman yang lebih luas tentang strategi motivasi dalam setting pendidikan dan menawarkan implikasi praktis bagi guru yang ingin meningkatkan keterlibatan siswa.

Kata Kunci: ELT, Penghargaan sticker, Students' Perspectives

ABSTRACT

The sticker reward system is often used in language teaching to help enhance students' academic achievement, motivate learning competition, and manage expected behavior in English Language Teaching (ELT) classrooms. This study examines the effectiveness and students' perspectives on the use of sticker rewards in ELT classrooms at SMK Muhammadiyah Bojong. The research aims to understand how these rewards influence motivation, learning outcomes, and student engagement. Using a qualitative method approach, the research is descriptive and tends to use data analysis collected through interviews, questionnaires, documentation, and classroom observations. This study also employs a descriptive approach to describe students' perspectives on the implementation of sticker rewards by teachers in ELT classrooms. Findings indicate that sticker rewards significantly enhance learning motivation and student participation, creating a more dynamic and interactive learning environment. Additionally, students reported feeling proud and experiencing increased self-confidence upon receiving stickers. However, it was found that students could not fully perceive the benefits of sticker rewards in improving their learning outcomes. These insights suggest that incorporating sticker rewards in ELT classrooms can be a valuable strategy to encourage positive student attitudes and enhance the educational experience. Furthermore, to achieve more comprehensive results in mastering English, it is important to integrate the use of sticker rewards with various other teaching strategies that can support the development of all language skills holistically. This research contributes to a broader understanding of motivational strategies in educational settings and offers practical implications for teachers seeking to enhance student engagement.

Keywords: ELT, Sticker Reward, Students' Perspectives

INTRODUCTION

One of the expected goals in the world of education is to be able to create an active learning method where students not only receive information, but are also actively involved in understanding and applying knowledge. A reality In high schools like SMK Muhammadiyah Bojong, student interest in learning English wanes due to reliance on traditional methods such as lectures. This leads to passive learning where only a few participate actively in discussions, while others remain silent and distracted, hindering effective assessment of their understanding (Sanjaya, 2006). The dominant role of teachers in these activities often discourages students from actively developing their knowledge (Fadilah et al., 2013: 531).

Using rewards like stickers is a strategy to encourage positive behavior in classrooms. Teachers use them to reinforce good behavior and academic performance (Aypay, 2018), aiming to enhance engagement, motivate students, and support effective English language teaching. According to Ngalim Purwanto (2009), stickers make students feel valued and happy, especially when they actively participate by asking questions, answering, or presenting.

The following is a table of the frequency of student activity in class X PSPT 1 SMK Muhammadiyah Bojong during the implementation of the sticker reward:

Students' activeness	Frequency	Description
Very active	5 students	5 students received 15-20 stickers rewards.
Active	9 students	9 students received 5-14 stickers rewards.
Less active	3 students	3 students receive 1-4 stickers reward.

Table 1.1 Frequency of Student Activity

Based on the description above, the researcher realized that the sticker reward method has a significant impact on improving the quality of students' English learning, therefore, the researchers are very interested in researching and "Exploring Students' Perspectives on Sticker Reward in ELT Classroom at X PSPT 1 SMK Muhammadiyah Bojong".

RESEARCH METHOD

This study used qualitative research design to explore students' perspectives on sticker rewards. This research was done in Pekalongan, SMK Muhammadiyah Bojong. This study involved 18 students from Class X PSPT 1 at SMK Muhammadiyah Bojong and utilized both primary and secondary data sources. Primary data included questionnaires from all students and interviews with 9 student representatives selected through purposive sampling: 3 who received the most, least, and average sticker rewards. Secondary data was sourced from previous journals and documentation.

To obtain the intended data, the researcher used four methods namely interview, questionnaire, class observation and documentation. This research involved interviewing 9 students selected through purposive sampling. The interviews consisted of 8 open-ended questions exploring students' perspectives on sticker rewards. The researcher utilized a 20-question multiple-choice questionnaire. Documentation, including photos taken during field observations, supplemented data from observation, questionnaires, and interviews. Field observations were conducted at SMK Muhammadiyah Bojong, focusing on Class X PSPT 1 students during English lessons with sticker rewards, with results recorded for analysis.

The researcher utilized narrative data analysis, a qualitative research method described by Connelly & Clandinin (1995), focusing on how individuals construct meaning from experiences through stories. This approach analyzed Class X PSPT 1 students' opinions on sticker rewards in learning English, their impact on learning, and emotional responses.

RESULT AND DISCUSSION

This research outlines several points under study namely the implementation of sticker rewards, student acceptance of sticker reward implementation, and student perspectives on the implementation of sticker rewards by teachers in ELT classroom.

1. The Implementation of Giving Sticker Reward in ELT classroom

Based on the findings conducted by the researcher at SMK Muhammadiyah Bojong, which have been presented in the research findings, data were obtained from field observations, documentation, questionnaires, and interviews. The findings underscore that sticker rewards, implemented during class activities like apperception exercises, effectively enhance learning motivation, engagement, and student participation. M. Ngalim Purwanto views rewards as a means to educate students, fostering happiness through recognition of their actions. Edward L. Thorndike supports this by describing sticker rewards as positive consequences that reinforce desired behaviors. These perspectives suggest that sticker rewards can effectively promote desired behaviors among students when integrated thoughtfully with other behavior management strategies. The unique approach at SMK Muhammadiyah Bojong involves rewarding students for correct answers, asking insightful questions, and winning educational games, reinforcing a positive learning environment and fostering a strong teacher-student relationship based on recognition and care. As stated by Paul Haul (1995) that rewarding participants promptly upon achieving targets or winning games, highlighting the principle that rewards should align with students' actions to reinforce positive behavior and encourage ongoing efforts and excellence. The researcher concludes that rewards serve as recognition for students' achievements, particularly during the teaching and learning process. This recognition fosters happiness and a sense of appreciation among students for their efforts, motivating them to maintain good behavior and strive for ongoing academic success.

Based on interviews with 9 students who received varying amounts of stickers the teacher implements sticker rewards with a structured approach: starting with greeting and checking on students' well-being, introducing the day's material, and explaining it using a lecture format with a whiteboard and markers. After presenting, the teacher encourages questions; students receiving stickers for asking demonstrate bravery. Next, the teacher poses related questions, awarding stickers for correct answers. Lessons conclude with a game to engage students, where winning groups receive sticker rewards. Ensuring clarity, the teacher addresses any remaining questions with additional stickers. Finally, the lesson concludes with a closing greeting.

2. Students' Perspectives on Sticker Reward in ELT Classroom

The aspects investigated related to students' perspectives on sticker rewards in the ELT classroom are: first, regarding students' acceptance of sticker rewards, which explains how and what students feel about the sticker rewards that have been implemented. Then, the researcher examined the impact of sticker rewards on increasing learning motivation, learning outcomes and activeness during the teaching and learning process in the ELT classroom.

A. Student Acceptance of the Application of Reward Stickers in ELT Classroom

In this study, the researcher utilized interviews, documentation, and questionnaires to investigate students' perspectives on sticker rewards in the ELT classroom. Firstly, the study explored students' acceptance of sticker rewards, revealing that all 10th grade PSPT 1 students expressed happiness with the implementation. Interviews with 9 students confirmed their positive reception and understanding of how stickers were awarded based on active participation, questioning, and answering. Regardless of the quantity received, students grasped the concept and perceived stickers as teacher appreciation for their engagement. Many students felt that stickers enhanced classroom atmosphere by fostering motivation and creating a positive environment where their efforts were acknowledged and encouraged.

B. The Effect of Sticker Reward on Students

Based on interviews, documentation, observation, and student questionnaires, the study found that sticker rewards effectively increase students' learning motivation in the ELT classroom. The majority of students reported heightened motivation and a positive attitude towards learning due to the implementation of sticker rewards, which they viewed as a significant reason for attending school. However, some students receiving fewer stickers expressed occasional feelings of boredom and fatigue with the method.

According to Basra (2020), rewards in education serve to enhance student motivation by recognizing and reinforcing desired behaviors, creating a supportive learning environment where students feel valued and encouraged to excel. Regarding learning outcomes, although many students felt sticker rewards boosted their motivation to participate actively, they indicated mixed views on their impact on improving English proficiency. While some acknowledged occasional improvement, others did not perceive significant enhancements in their language skills, suggesting that sticker rewards alone may not fully address the complexities of language learning.

In terms of increasing student engagement, sticker rewards had varying effects. Some students relied heavily on stickers for motivation, while others remained active regardless of sticker rewards, indicating internal sources or alternative motivators. These findings emphasize the need for diverse approaches to foster student engagement and ensure all students feel supported in participating actively in their learning.

Overall, while sticker rewards effectively enhance student motivation and encourage active participation, integrating them with comprehensive teaching strategies is crucial for achieving broader and more consistent improvements in English language proficiency among students.

CONCLUSION

Based on the findings and discussions, there are 6 conclusions can be drawn concerning the research problems. First, regarding the distribution of sticker rewards in ELT classes for X PSPT 1, teachers give stickers to students if they are able to asking questions about unclear material, providing clear and correct answers, actively participating by raising hands and winning educational games. Second, the English teacher applies sticker rewards by: greeting students, delivering lessons using the whiteboard, inviting questions afterward, rewarding students who ask questions, posing related questions for students to answer on the whiteboard, rewarding correct answers, concluding with a vocabulary game, and ending the lesson with a closing greeting. Third, Most X PSPT 1 students enthusiastically embrace

sticker rewards, finding them highly motivating for active participation in ELT learning. Fourth, Most X PSPT 1 students believe sticker rewards significantly boost their learning motivation, viewing them as a key reason for attending school. Fifth, some student feel that sticker rewards do not notably enhance English learning outcomes. Students often prioritize earning stickers over understanding the material, leading to distractions and disregarding explanations. And the last one, most students find sticker rewards effective in encouraging active participation and task completion.

REFERENCES

- Akmal, Saiful., dan Evi Susanti. (2019). *Analisis Dampak Penggunaan Reward Dalam Pembelajaran PAI di SMA Muhammadiyah Aceh Singkil*. Jurnal Ilmiah DIDAKTIKA, 19(2), 159-177.
- Archana, S., dan K. Usha Rani. (2017). *Role of A Teacher in English Language Teaching (ELT)*. International Journal of Education, 7(1), 1-4.
- Astuti, Novi Dwi. (2019). *Upaya Meningkatkan Karakter Disiplin Siswa dengan Reward Sticker Picture di Kelas II*. Jurnal Pendidikan Guru Sekolah Dasar, 4(8), 1-11.
- Auliani, Fakhrah. (2023). *Persepsi Siswa Terhadap Pemberian Reward di Perputakaan SMA N 1 Krueng Barona Jaya Kabupaten Aceh Besar [skripsi]*. Banda Aceh: UIN Ar-Raniry.
- Auliyah, Khairul. (2022). *Implementasi Pemberian Reward Sticker dalam Membentuk Karakter Disiplin Siswa Sekolah Dasar Islam Surya Buana Malang [skripsi]*. Malang: UIN Maulana Malik Ibrahim.
- Basra. (2020). *Persepsi Siswa Terhadap Pemberian Reward dalam Pembentukan Kepercayaan Diri pada Siswa SMP Semayoen Nusantara di Aceh [skripsi]*. Aceh: Universitas Medan Area.
- Hayati, Miratul., dan Dian Rifadatul Wafa. (2021). *Penggunaan Reward Sticker Dalam Penanaman Sikap Disiplin Anak*. JECIES: Journal of Early Childhood Islamic Education Study, 2(2), 114-128.
- Khasanah, Lukluk Uswatun. (2019). *Implementasi Metode Reward dan Punishment Dalam Meningkatkan Kedisiplinan pada Anak Kelompok B2 di Paud Islam Terpadu Bakti Baitussalam Bantul Yogyakarta Tahun Ajaran 2018/2019 [skripsi]*. Yogyakarta: UIN Sunan Kalijaga Yogyakarta.
- Muamar, Irham. (2020). *Pengaruh Pemberian Reward Terhadap Motivasi Belajar Siswa pada Mata Pelajaran PAI di SMP Muhammadiyah Sekampung Lampung Timur [skripsi]*. Lampung: IAIN Metro.
- Muqit dkk. (2022). *Constructing Millenial Student Discipline Character Through Awarding Reward Sticker*. Journal Visipena, 13(1), 29-41.
- Parel dan Jain. (2008). *English Language Teaching (Methods, Tools, Techniques)*. Jaipur: Sunrise Publishers and Distributors.
- Raihan. (2019). *Penerapan Reward and Punishment dalam Peningkatan Prestasi Belajar Pendidikan Agama Islam Terhadap Siswa SMK di Kabupaten Pidie*. Dayah: Journal of Islamic Education, 2(1), 115-130.
- Rinekso, Fadli. (2021). *Implementasi Reward and Kinerja Guru di SDIT Al Muhsin Metro [skripsi]*. Lampung: UIN Raden Intan Lampung.
- Saraswati, N. M. S. D., N.M. Ratminingsih., dan I. G. A. L P. Utami. (2020). *Students' and Teachers' Perception on Reward in Online English Teaching Context*. Journal of Educational Research and Evaluation, 4(3), 307-314.

- Syaparuddin, S., Meldianus, M., dan Elihami, E. (2020). *Strategi Pembelajaran Aktif Dalam Meningkatkan Motivasi elajar PKn Peserta Didik*. Mahaguru: Jurnal Pendidikan Guru Sekolah Dasar, 20(4), 30-50.
- Syarifudin, S. W., dan Zulfah. (2020). *Analysis of Reward and Punishment in EFL Classroom*. Al-Ifah: Journal of Islamic Studies and Society, 1(2), 68-90.
- Wafa, Rifatul Dian. (2021). *Penggunaan Media Reward Sticker dalam Penanaman Disiplin Anak di TK Waladun Sholihun Kelurahan Rempoa Kecamatan Ciputat Timur [skripsi]*. Jakarta: UIN Syarif Hidayatullah.
- Yuanita, Dianis Izzatul. (2020). *Penerapan Strategi Pembelajaran Aktif Dalam Meningkatkan Motivasi Belajar Aswaja Siswa Di Madrasah*. Bidayatuna, 3(1), 145-163.