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JENIS REWARD DALAM PENGAJARAN BAHASA INGGRIS DI SMA

The Type Of Reward In Teaching English At Senior High School

Almubarak[1*]
Siska[2]
Rika Afriyanti[3]

*[123] Universitas PGRI Sumatra Barat, Padang, Sumatra barat, Indonesia

elmubarak52@gmail.com

Abstrak

Tujuan dari penelitian ini adalah untuk mengidentifikasi jenis penghargaan yang digunakan guru dalam pembelajaran bahasa Inggris di SMA Kartika 1-5 Padang. Partisipan dalam penelitian ini adalah guru bahasa Inggris di SMA Kartika 1-5 Padang yang menggunakan reward sebagai strategi pengajaran bahasa Inggris. Dalam penelitian ini, peneliti mengumpulkan data menggunakan daftar periksa observasi, catatan lapangan, dan video. Peneliti merekam atau memvideokan kegiatan pembelajaran yang dilakukan. Setelah itu peneliti akan meminta peserta untuk mengisi lembar observasi yang telah disiapkan oleh peneliti. Berdasarkan data di atas, peneliti menyimpulkan bahwa hanya dua tipe reward yang digunakan oleh guru bahasa Inggris di SMA Kartika 1-5 Padang yaitu social reward dan reward token, namun cara penerapan dan waktu penerapan yang dilakukan oleh masing-masing guru berbeda.

Kata Kunci:
Penghargaan
Tipe Penghargaan

Keywords:
Reward
Type of Reward

Abstract

The purpose of this study is to identify the types of rewards used by teachers in learning English at SMA Kartika 1-5 Padang. The participants in this study were English teachers at SMA Kartika 1-5 Padang who used rewards as a strategy for teaching English. In this study, researchers collected data using observation checklists, field notes, and videos. Researchers record or video the learning activities carried out. After that the researcher will ask the participants to fill out the observation sheets that have been prepared by the researcher. Based on the data above, the researcher concluded that only two types of rewards were used by English teachers at SMA Kartika 1-5 Padang, namely social rewards and reward tokens, but the method of application and the timing of implementation by each teacher were different.

INTRODUCTION

There are various ways that teachers use in achieving educational goals and one of them is giving rewards to students. Giving rewards is one way that teachers use to get students interested in learning English. Many students were initially passive in learning but with the rewards given students did not show much change and even became more active in learning than before. Rewards are interesting objects or events that are given as a consequence of certain behaviors. Based on these problems, researchers can conclude that teachers have a very important role for students to succeed in learning so that a teacher must know all aspects so that the teaching and learning process runs well.

Giving rewards to students is one of the ways that teachers do so that students can follow the lesson well and can complete the tasks that have been given. The rewards given by the teacher aims to maintain a positive student learning environment and this also aims to encourage class behavior as expected. In line with research by Sri et al., 2020 which states that by giving rawards to students for their efforts in doing something, students will be more active in working on subsequent assignments. Each form of this raward aims to create an active and interactive learning process in learning. Giving rewards by teachers in an effort to increase students' willingness to learn can make students more comfortable and happy because every effort made will be rewarded in the form of rawards.

Definition

Reward is a very versatile award and can be applied to almost any teaching to create a fun learning environment for lessons to be well delivered. In Irawati and Fauzia's research, 2016 it was stated that rewards are a form of educational strategy that can be used by teachers so that students become happy in learning languages. This explains that the feeling of pleasure that students feel when the teacher gives rewards as a form of appreciation for the hard work of students illustrates the teacher's success in creating a positive learning environment. It is from this positive learning environment that students' desire to learn will emerge.

In addition, the form of reward is also determined by the type or form of achievement achieved and to whom the reward is given. Reward is a method used to reward someone for doing the right thing, so that the person receiving the raward is more enthusiastic about doing the right thing. Rewards aim to increase student productivity in formal and non-formal learning activities. Giving rewards is expected to build a positive relationship between teachers and students. Practically, reward can be interpreted as an act of appreciation or benefit. In line with research by Muhammad, Edi et al., 2021, explained that giving rewards is a way that can be used to reward someone for doing the right thing, where the person who receives the reward will be more enthusiastic about doing something else that is right. Actually reward is also a reward given as a form of appreciation for something good.

Giving rewards is a form of result of the effort given when a behavior leads to the desired result. In this research by Sesmita and Reflinda, 2021, explained that it is important for English teachers to describe the rewards given in the learning process because prizes are a factor that influences student learning outcomes. It can be interpreted that rewards have a great influence in creating a good learning environment. Feelings of pleasure and comfort in a good classroom environment can be used by the teacher to convey learning material.

Type of Reward

There are many types of rewards that teachers can use. In research conducted by Shirley and Jonathan (2013), there are four types of rewards that teachers can use in the teaching process. First, social rewards involve pleasurable interactions with other people, adults or friends. That is, social rewards can be given when students interact with other people or friends in class. Then, social rewards can help teachers find out student motivation. Also, it is used to determine suitable reward for students For example; The teacher gives praise, applause and opportunities to students during the interaction process in class. The form of social reward itself is in the form of direct praise such as a good job, applause, the opportunity to sit with friends or show good work to your favorite teacher. Second, activity rewards involve opportunities for enjoyable activities. For example the teacher gives game activities, asks students to clean the blackboard, gives interesting topics and asks students to choose free topics to discuss together. The teacher can set free choice intervals between parts of the teaching session. Third, Token rewards are given points for remembering to follow class routines. For example, teachers give direct prizes to students such as stars, points, grades, check marks, badges and achievement cards for student achievements in the learning process. Usually token rewards can be in the form of added value for students who can complete assignments given by the teacher, where this additional value can affect the final grade of student reports. Finally, material rewards are gifts or award of any kind. Teacher. use this reward with tangible goods in giving gifts. Material gifts include all kinds of consumables such as candy, knick-knacks, toys and so on. it can be

concluded that material rewards are a real form of gift given by the teacher.

Next, Cohen et al (2010) in their research explained four types of rewards that teachers can use. First, social imbalance is social contact and pleasant interaction with other people. That is, social rewards have scope in student interactions with other people. For an example of the social reward itself, when students show good work in class, teachers can use social awards for students in the form of direct praise which is given when students are able to show good work in class. Second, token prizes are the awarding of points and certificates. That is, the teacher gives points and certificates for student achievement in class. The certificate is useful as a teacher's appreciation of student performance in class. Also provide rewards in the form of points to students as an increase in their ability to learn. Third, material imbalance is providing goods that are tangible and usable. That is, the teacher rewards students by providing usable tools and useful materials. This reward can make students feel happy during learning activities in class. Fourth, reward activities are opportunities to have fun in class. Teachers can use many activities in the classroom such as providing several games that are appropriate to the material being studied. These activities can occur in the classroom if students feel happy and comfortable. So that the teaching and learning process will run well.

Furthermore, Sri et all (2020) explain that five types of rewards. The first part is praise, praise is included in the type of verbal reinforcement. Verbal reinforcement itself is used by a teachers to say good words in maintaining student behavior in class. Examples of using praise in the teaching and learning process in class are, it's good, very good, good pronunciation. The second part is a symbolic reward, a symbolic prize can be in the form of a gold star sticker given by the teacher to students. for the symbolic reward itself it seems that there is no significant material value but it may be valuable for the person who receives it. The third part is the token reward, giving token rewards in the form of points or additional value to students turns out to have a very effective influence in building the desired student behavior in learning. In giving points to student work the teacher can do this in a way, if students choose passive students only get grades from written tests. However, if students are active in class, student scores are not only obtained from written test scores, but student activity in class can increase student final scores. The fourth part is tangible rewards, one type of real reward given by the teacher. Such tangible gifts include food, toys, or school-related items (pencils, notebooks, etc.). The fifth part is activity reward, activity reward is activity in the form of a game or play time which can be a very significant element in students' lives as they grow up which involves opportunities for fun activities. For example, the teacher provides an activity in the form of a game, provides an interesting topic and asks students to choose a free topic. Where all these activities aim to make students happier and learning activities feel fun.

METHODOLOGI

The researcher used descriptive research. The participants in this study were English teachers at SMA Kartika 1-5 Padang who used rewards as a strategy for teaching English. . In this study, what researchers will use in collecting data are observation checklists, field notes, and videos if allowed by the teacher to record. The researcher to record or video the learning activities to be carried out. The participants to fill out the observation sheets that have been prepared by the researcher. researchers collected data using field note techniques. After all the data needed in this study has been collected, the researcher analyzed the data on the use of rewards in teaching English in high school. There are four steps in

analyzing data: reading/memoing, describing, classifying, and interpreting.

FINDING AND DISCUSSION

The findings of this research can be discussed. From the data above, after the researcher observed an English teacher at SMA Kartika 1-5 Padang, researchers found that English teachers at SMA Kartika 1-5 Padang only focused on two types of rewards when teaching English such as social reward and reward token. Basically, the type of reward used by the two teachers in SMA Kartika 1-5 Padang uses the same reward type, but each teacher has a different way in the application of rewards. In the social reward type, the teacher gives praise like "very good, smiling, and good job" to students who have completed their assignments well. In addition to praise, applause is also included in the social reward that is often given by. The second type of reward is a reward token. The two teachers in SMA Kartika 1-5 have a different way when giving reward tokens to students. The first teacher gives special points or grades to ten students who are able to do the assignments that have been given. The second teacher invites students to write down what values students want in the value book, and this reward also applies only to ten students who are able to do the assignments that have been given.

Based on observations. The researchers have never found that the teacher uses activity rewards and material rewards to students in class. The reason the teacher does not use reward activities is because there is not enough time to do prize activities. And the teacher does not use reward material for students because this type of reward will pay money.

Based on the data above, the researchers concluded that from the existing reward type, only two types of rewards were used by English teachers in SMA Kartika 1-5 Padang. Although the type of reward used by teachers in SMA Kartika 1-5 is the same, but the way the application and time of application carried out by each teacher is different. Although not all types of rewards are used by English teachers in Kartika 1-5 Padang High School, it can be said that there are several reward types used by English teachers in Kertika 1-5 Padang High School when teaching in class. The two types of rewards used by English teachers in SMA Kartika 1-5 Padang are social rewards and reward tokens.

CONCLUSION

This research is to describe what types of rewards are given by the teacher in class during English learning at SMA Kartika 1-5 Padang. This study conducted qualitative research where researchers needed to analyze, observe and describe what types of rewards were given by teachers in the class at SMA Kartika 1 -5 Padang. The participants in this study were English teachers who taught in class X and XI SMA Kartika 1-5 Padang. In searching for data, researchers used observation as an instrument in the form of checklist observations and field notes. Based on the results of this instrument, the researcher used an observation checklist to collect data and the researcher found that the participants used two types of rewards such as social rewards and token rewards when teaching English. In this study, researchers found that teachers only used these two types of rewards when teaching English at SMA Kartika 1-5 Padang. Furthermore, the instrument that the researcher uses is in the form of field notes, the researcher uses the instrument to obtain additional data that is not contained in the observation checklist that the researcher has prepared beforehand. Field notes that researchers do are useful as additional information that researchers need related to this research. Then from the results of the field notes used by the researcher, it is known that the teacher also gives rewards to students who can complete the assignments given by the teacher well, get the opportunity to leave class early and can do other activities outside the classroom (rest or go home when it's almost time to go home. The rewards given by the teacher can make students excited in learning English, this is evidenced by the many students who are scrambling to get their turn to appear in front of the class to complete the assignments given by the teacher. It can be concluded, from the four types of rewards that have been explained by experts. There are only two types of rewards used by teachers at SMA Kartika 1-5 Padang, namely social

rewards and token rewards. The reason teachers only use these two types of rewards is because these two types of rewards do not require much time and do not require a lot of expenditure. Even though the teacher only gave two types of rewards, the students remained enthusiastic and had the will to learn English. From this it can also be said that teaching English at SMA Kartika 1-5 Padang has been going well.

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