

THE CORRELATION BETWEEN REWARDING STUDENTS AND THEIR ACHIEVEMENT IN ENGLISH LANGUAGE LEARNING

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Abstract

The aim of this research was to know the significant of correlation between rewarding students and their achievement and to figure out the contribution of rewards in students' achievement in English learning of Year - 10 students at MAN 1 Pontianak Academic Year 2018/2019. The population of this research was all of Year – 10 students of MAN 1 Pontianak in Academic Year 2018/2019. The participant of research which consisted of 34 students. The data of the reward were collected by using questionnaire and for the data of students' achievement collected by a written test. The data showed there is a high positive correlation between the two variables and considered as a significant correlation between rewarding students and their achievement in English learning (H_0 accepted). It means that the high scale of the rewards tend to be followed by the high scores of students' achievement in English learning, the writer positively recommends the teacher to reward the students as a variation in teaching and learning process.

Keywords: *Correlation, Rewarding, Students' Achievement.*

INTRODUCTION

Many teachers use rewards as one part of their school wide effort. It can be considered a beneficial situation on both sides, the teachers received the result from the student for instance, they have good score in English subject and the students were given some sort of reward for their actions. Motivation plays a significant role in the process of learning a language. Motivation is a basic and essential part of learning (Brewer & Burgess, 2005). Zolt & Dornyei (1998) stated that motivation is accepted as the important factors that influence the rate and success of second/foreign language (L2) learning. Language teachers cannot effectively teach a language if they did not understand the relationship between motivation and its effect on language acquisition. While the students have good score in English subject, they should be rewarded by the teachers as a form of valuing their hard-work. The students would keep motivated and improve themselves towards their academic qualifications.

Learning is the act, process of experience of gaining knowledge or skill. Knowledge or skill gained through schooling or study. According to Rossum & Hamer (2010) there are three definitions of learning: 1. Learning is shown by a change in behavior as a result of experience. 2. Learning is to observe, to read, to imitate, to try something themselves, to listen, to follow direction. 3. Learning is a change in performance as a result of practice. From those definitions about, the writer can conclude that learning is a change of behavior or performance by doing activities, such as reading, listening, and imitating to get knowledge, so the learners have to practice regularly of learning activities.

One of the outputs of learning is achievement. Achievement is important thing to measure how far our effort and skill can be reach (Alderman, 2004). It is as a result of our activity which we have done, especially in learning. To see the result, the students have to pass a test first. Tests are a

fact of life in today's world, test scores can be a useful indicator of student achievement. The students are success in learning if they have achievement, so learning achievement is important because it can determine students' success in learning with effort and skill.

There are many factors that influence students' learning achievement, such as, students' behavior in learning, teacher, teaching and learning process in the classroom, environment, etc. Teachers make assumption about what motives or facilitate achievement based on what students do in the classroom-their performance, their behavior, how they respond to teacher and classroom tasks, and so forth (Grant & Sleeter, 2007). For a teacher, students' motivation is important because motivation can serve as both an objective in itself and a means for furthering achievement of other educational objectives.

There must be something that the learner desires to achieve or do, being the target language the vehicle to attain it (Karadag, 2017). When students are given nothing but negative feedback, they were felt beaten down and lack any desire to put forth effort in the classroom. They know their efforts only be met with criticism. But when students are given positive feedback and are rewarded for a job well done, it's only natural for them to continue to work hard and do their very best. Even the slightest positive student recognition does wonders for the child's morale and enthusiasm about school work and their outlook on school. The performance and presentation of a number of learners in the context of second or foreign language learning is improved and superior than others. The reason is that they are better motivated.

Based on the writer's teaching experience in Senior High School at MAN 1 Pontianak, the writer teach to Year – 10. The writer found that most of the students has lower achievement when studied English. The writer asked the students to do

an assignment but with a special rule, for example the students who got higher score than the KKM (Minimum Criteria of Learning Mastery) got a reward from the teacher such as foods or snacks. The writer also used reward in English learning process to the students without selection. When a student gives an especially good answer or asks a thoughtful question, who bravely enough to come to the front of the class to present their work or to answer a question in the whiteboard got a reward from the teacher such as pats on the back, applause, verbal praise, reinforcement, or smiles. It can also used during class discussions to encourage everyone to participate. A reward system in the classroom would add to the positive atmosphere (Wright, 2000). The little rewards reinforce learning, but should not punish or embarrass students who did not got a reward on any particular day. It is clear that reward is a tricking motivation. It means that the students who being rewarded express attend carefully to the instruction and explanation from the teacher and be active in the classroom in learning process, so the teacher becomes easier to give the material. When students feel good once, it's easier to feel good the next time (Karadag, 2017). Even not many teacher realize reward as a tricking motivation, the writer assumed that rewards in the classroom can affects both learning and achievement of the students and it also help the teacher to manage the students in the classroom.

According to Wright (2000) there are three tests to determine if a reward was effective, the first test is the Acceptability Test. In this test, the teacher should answer the following questions, "Does the teacher approve of using the rewards with the students?" If the rewards passes this test, then it should move on to the Availability Test. In the Availability Test, the teacher should ask, "Is the reward typically available in a school setting? If not, can it be obtained with little inconvenience and at a cost affordable to staff or parents?". If the

rewards also passes this test, then it should move on to the final test, the Motivation Test. During the Motivation Test, the teacher only have one question to answer, "Does the students find the rewards to be motivating". If a reward passes all three of these tests, it should be successful in the classroom in reinforcing positive behavior.

In this research, the writer did the same treatment to the students that are the rewards (compliment and snack) as the writer did in the teaching experience above. The writer teaches the students by applying the reward and got their score from the examination, and then the writer gave the students a questionnaire to make the quantitative data of the reward. After the writer got the quantitative data of students' achievement and the reward, the writer wants to compare the data and to know the correlation from the data.

The term reward is broadly defined as a tool that teachers use to try and reinforce a desired behavior (Witzel & Mercer, 2003). The elements that determine the effectiveness of a reward are how it is delivered by the teacher and how it is perceived by the student. If a teacher delivers a reward for good behavior, the student must make the connection between the right behavior and the reward. If students think they were rewarded for a different behavior, then the given rewards were not effective, and the students were associatde getting a reward with the wrong behavior (Witzel & Mercer, 2003). So, teachers need to make sure that when giving rewards, students understand why they received them.

According to Kressler (2003), there are two different types of rewards to use to motivate behavior. The first one is tangible rewards. Tangible rewards are the items that can be hold, see or touch. Examples of tangible rewards include foods, toys, candy, stickers, and a ride on an amusement park ride or a trip to the movies. Students often respond positively when you offer tangible rewards for good behavior because it helps them focus their

effort and energy to receive the reward. The second one is intangible rewards. In conjunction with tangible rewards, provide continual intangible rewards to help students stay motivated and energized. Examples of intangible rewards include verbal praise, reinforcement, smiles, pats on the back, hugs, extra attention and special privileges. An effective system for encouraging students might incorporate special tangible rewards the students earns at specific times, with intangible rewards added continually to keep the students motivated and energized.

In this research, the writer used both tangible and intangible rewards such as: compliment and snack.

Rewards are also enjoyable. Armstrong (2007) claimed that there are some advantages of rewarding student: 1. Appropriate behavior. Students conform to appropriate behaviors when being rewarded. Following class rules, being kind to one another and keeping safety a priority are just a few of the positive behaviors to be displayed in the classroom through the gifting of rewards to the students. 2. Increased motivation. Students often give less than full effort when attempting class projects, assignments, class work and various tasks by giving reward to the students helped the teacher to manage them in the classroom. Students showed interest and raised their participation in the everyday classroom tasks, responsibilities and learning. 3. Joyful students. Encourage students to be productive in learning both at home and in school by offering rewards. Rewards tend to create a feeling of pride and achievement among students thus motivating them to be more productive in learning process. 4. Completed homework and project. By rewarding the students for completed projects and homework assignments, students were getting more spirit to complete the task. They are proud and also encouraged to achieve another successful result.

When talking about the advantages, there are also the disadvantages. 1.

Addiction. Students can become addicted to classroom rewards. This means they always want being rewarded when the teacher asked them to their task, assignment or other activities in the classroom. 2. Increased pressure. Students have to compete among them to get the rewards and it increased pressure between them because they got envy when other students got rewards.

Rewarding student is rewards given by teachers to students to motivate them and reinforce performance and behavior (Diedrich, 2010). Through a reward-based system, students showed interest and increased participation in everyday classroom activities and the result was students' great achievement. Moreover, great achievements during the study mean that the students were passed the learning process and have a good score. Harmer (1991) stated that there are many factors that influence students' learning achievement, such as, students' behavior in learning, teacher, teaching and learning process in the classroom, environment, etc. While a student managed to improve his achievement, it is such a wise decision to reward their hard-work. Teachers promised the students with the rewards for good behavior, completing assignments, turning in homework, their efforts or recognizing them for their accomplishments by providing rewards that they value.

Brophy (2004) claimed that reward is a great motivator. Rewards tend to create a feeling of pride and achievement among students and motivating them to be more active in the classroom. Rewards are often necessary when it comes to helping students achieve their academic goals. Poor student achievement is often attributed to a lack of motivation and rewards are given in an attempt to increase that vital student motivation.

METHOD

To answer the research problem, the writer conducts a correlational study. Coolidge (2013, p.211) argues "correlation

is a statistical method that determines the degree of relationship between two different variables". Iversen & Gergen (1997) refer variable to a characteristic, a trait, or an attribute that can take on two or more possible value. This means to study whether an increase or decrease in one variable corresponds to an increase or decrease in the other variable. The writer do not (or at least try not to) influence any variables but only measure them and look for relations (correlations) between some set of variables because correlations only describe the relationship, they do not prove cause and effect.

The research method is purely observational in nature and the researcher us merely examines the variables without any kind of manipulation. It is not to confuse with the cross sectional research as the nature and the scope of both these studies is entirely different. To determine the relationship between two variables, a correlational coefficient is used, which is denoted by "r". The range of correlational coefficient is between 1 and +1. The value tells two things about the nature of the relationship between two or more variables, the intensity and the direction.

A research requires the source of data called population. Creswell (2009, p.6) argues "a population is a group of individuals who have same characteristics". The population of this research is the Year – 10 students of MAN 1 Pontianak Academic Year 2018/2019. The total amount of Year – 10 students is 138. Creswell (2012, p.88) argues "a sample is a subgroup of the target population that the writer plans to study for generalizing about the target population". The writer wrote each class on pieces of paper, then the paper are rolled up and shuffled in the glass, then took 1 paper. Finally, the sample of this research is all of the students of class X IAI in MAN 1 Pontianak. The numbers of sample are 34 students. And the data were collected by using questionnaire and written test. Lavrakas (2008) stated that questionnaire basically is a set of

standardized questions, often called items, which follow a fixed scheme in order to collect individual data about one or more specific topics. And written test is a test that made based on the lesson plan to measure their achievement.

The collected data were computed by using Pearson Product Moment formula. The Pearson Product Moment Correlation (r) is a measure of association between two continuous variables. Correlation coefficient is also a numerical index of the degree of relationship between two variables that ranges in value from -1.00 (i.e a perfect negative relationship) through 0.00 (i.e a total absence of relationship) to +1.00 (i.e a perfect positive relationship). A correlation coefficient indicates both the direction (i.e positive or negative) and the strength (i.e the size of magnitude) of the relationship.

1. Positive correlation: If x and y have strong positive linear correlation, r is close to +1. An r value of exactly +1 indicates a perfect positive fit. Positive values indicate a relationship between x and y variables such that as value for x increase, values for y also increase.
2. Negative correlation: If x and y have a strong negative linear correlation, r is close to -1. An r value of exactly -1 indicates a perfect negative fit. Negative values indicate a relationship between x and y variables such that as value for x increase, values for y decrease.
3. No correlation: If x and y have no linear correlation, r is 0. After obtaining the r value, the t -test was computed. The t -test formula was used to measure the significance of the reward. And then the coefficient of determination was computed. Coefficient of determination is a number that stated or used to determine the contribution that given by the variable X to variable Y . The last step in data analysis is testing the hypothesis. Whether the goal of testing the hypothesis is to either accept or reject the null hypothesis. In this research the alternative hypothesis (H_a) is there is a significant correlation between rewarding students and their achievement in English language learning. And the null hypothesis

(H_0) is there is no significant correlation between rewarding students and their achievement in English language learning.

RESULTS AND DISCUSSION

Results

Based on the computation of the two variables, the reward (as X variable) and students' achievement (as Y variable), the writer got the result is 0.610 (it is between 0.41 – 0.60). According to simple interpretation above, the writer noticed that the correlation between X variable and Y variable is high correlation and it is considered there is significant correlation between rewarding students and their achievement in English learning. It means that the high scales of reward tend to be followed by the high scores of students' test. On the other hand, the low scales of the reward tend to be followed by the low scores of students' test. Based on the data that has been described, the alternative hypothesis is accepted and the null hypothesis is rejected. It can be seen from the result r_{xy} is 0.610 with the degree freedom is 32. The result of t_t on the degree significance 1% = 0.435. so r_{xy} is bigger than t_t or $r_{xy} > t_t = 0.610 > 0.435$. It means there is significant correlation between rewarding students and their achievement in English learning in MAN 1 Pontianak Academic Year 2018/2019.

Discussion

Reward correlates significantly on students' achievement in English learning. Supported by theory about the use of reward assisted students to put their effort when attempting the class projects or the assignments which stated by Kressler (2003) is proven. Rewards also help the teacher to manage the students in the class, they will show appropriate behavior and following the class rules when being rewarded. The most important one rewards can help enhance students' achievement, Karadag (2017) claimed a thing can be considered as a great factor if students showed their improvement outcomes. It's

related to the result of this research that the higher scale of the rewards tends to be followed by the high scores of students' achievement in English learning.

The students showed their great attention during teaching and learning process using reward. It could be seen when the writer gave the students a reward, all of the students motivately they can also get a reward. Most of them are tried to do their best to complete the task or to attempting class activities. Gitawaty (2010) studied about the correlation between the students' motivation and their achievement in English. She found that there is positive correlation between students' learning motivation and their achievement in English. The individuals who are intrinsically motivated do and practice the activities and works because they feel that those activities are enjoyable (Mahadi & Jafari, 2012). Therefore, rewards could lead to the students' addiction when being rewarded. Baranek (1996) found that the use of rewards in school undermine a students' developing intrinsic motivation, especially on students with disabilities. The writer eliminates the problem by explaining the students that rewards are for temporarily time and not always used in learning process. As the conclusion, the rewards can give the new atmosphere of learning English as a foreign language to the learners because it is motivated them to have great achievement. Gardner (1985) believes that with the intention of being motivated, the learner necessitates, requires, and needs to have something to anticipate, foresee, expect and long for, a reason, principle, or rationale having to do with aim or target.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the results and theoretical proved that the use of rewards was categorized as high positive correlation and significantly to students' achievement in English learning. Rewards can help the students to be more actively participated in

English learning process. The students become bravely to come into front of the class to answer their task or a question. Reward which helped the students' to got the good score, because the students put their effort when attempting the class projects or the assignments. Through the reward system, the students automatically tried their best to work well in English language learning. It could be concluded that, by using reward students' are tend to have great achievement. The higher scale of the rewards tend to be followed by the high scores of students' achievement in English learning. The students need reward to make them enjoyed the lesson and to be more confident, especially in English language learning process.

Suggestions

Referring to the conclusion presented above, the writer would like to deliver some suggestions to the teacher and the students. The teachers sometimes should give reward as a special treatment to the students beside giving a task or transferring knowledge. Teacher should be more creative in giving a lesson and using various strategies, in order the students can be more comfortable and more interested in learning English. The teacher can change the reward into another kind of reward, so they can be more active and better progress in learning English.

Lastly, The students who did not get the reward in the teaching learning process, always try your best when participated class activities because if you work well your score will also be good.

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