

**STUDENTS' PERCEPTION OF TEACHERS' REWARDS IN TEACHING  
ENGLISH AT THE FIRST GRADE OF SMP NEGERI 1  
SUNGGUMINASA  
( A Descriptive Research)**



**A THESIS**

*Submitted to the Faculty of Teacher Training and Educational Makassar  
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## MOTTO

*Jangan jadikan suatu rintangan/masalah ,  
menjadi penghambat langkahmu.*

*Don't make an obstacle,  
to be obstruction on your action.*

## ABSTRACT

*Ina Jinoddin, 2018.* Students' Perception of Teachers' Rewards in Teaching English at the First Grade of SMP Negeri 1 Sungguminasa (A Descriptive Research). Under the Thesis of English Education Department, the Faculty of Teacher Training and Education, University Muhammadiyah of Makassar. Counselor: Hj. Andi Tenri Ampa and Andi Asry Jumiaty.

This research aimed to find out kinds of rewards are given by teachers in teaching English and to find out students' perception towards the teachers' rewards in teaching English. The data were conducted from October 2018 from 40 students of the first grade at SMP Negeri 1 Sungguminasa.

This research used a descriptive qualitative method, the instruments used were observation and interview. The observation was used to observe the English teachers of the first grade and then interview was distributed to 40 students of the first grade at SMP Negeri 1 Sungguminasa.

The findings of the research showed that there were four kinds of rewards were given by the teacher one, those were: raise a thumb, smile, gave value, and praise (saying "that's right) and the teacher two also gave four kinds rewards in teaching English those were: Applause, rewards by approaching, nods and also praise (write "very good"). the results of the students' interview showed that mostly the students gave positive perception and agreed toward the teachers' rewards in teaching English, they were happy, they felt easy to understand the lesson, motivated to learn, being polite, diligent doing assignment. Whereas, some students were unhappy in learning English and got difficulties to understand the lesson, because they thought that learning English was difficult.

**Keywords:** Perception, Rewards, Students' Perception, Teachers Rewards, Teaching English

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This thesis entitled “Students’ Perceptions of Teachers’ Rewards in Teaching English at the First Grade of SMP Negeri 1 Sungguminasa (A Descriptive Research) is presented to faculty of teacher training and education as one of the requirement for graduate at English Department.

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## CHAPTER 1

### INTRODUCTION

#### A. Background

Teaching English is done in various countries as second or foreign language or even both. In this globalization era, it is very important to learn English because it becomes one of requirements to get a good job. Learning English is vital skills that will help children achieve their full potential in the future. Realizing the importance of English encourage every country to apply English as one of import aspect to be taught at the school.

But the fact that some of students are not interest to learn English it is caused by some obstacles that they face. Those are lack of motivation that makes them lazy to learn English and afraid of learning English. In other hand, they didn't recognize how important English is. Besides, facilitating the students with good method and media, the teachers also should facilitate the students by motivation to encourage students in learning English. One of the ways to motivate students in learning English is by rewards system.

Rewards can make students have motivation to learn and make them do something good repeatedly. Rewards become one of important things in teaching and learning process especially as external factor which can affect and guiding students doing something good. Using rewards system in the classroom can motivate and encourage the children in learning process. Beside to motivate the students, rewards also has aim to make the students



work hard to reaching achievement in education or to improve their achievement that already they get.

Rewards are an education tool which is fun for students and it is easy to be implementing by teachers. The purpose of teachers to give Reward to students are that students become more aggressive efforts to improve or enhance the achievements that have been achieved, in other words it will make them become a better students and make them study harder. But most of students in school, especially in junior high school not interesting, feel bored and not pay attention the lesson which is delivered by teachers. It is because the teachers only focuses on the material to be submitted to students, they do not give an appreciation before entering the material so that students are not interested and make them not understand the material submitted.

To know the reality of teachers rewards given when teaching English good to be implement, we can see through students' perception. Students' Perceptions can be describe of students enjoy or not studying by teachers' rewards given when teaching English. Students' who are enjoy and feel happy to follow the lesson to teachers when delivering the material means that rewards system used by teachers are suitable with students', but when the students' are not interest and not feel happy to follow the lesson when teacher delivering the material means that the rewards system used by teachers not suitable for the students'.

There are some previous researchers about teacher reward one of them (Kelly D. Davis: 2006) in his journal "an investigation of the effectiveness of

rewards and punishment in promoting discipline in preschool” found that the use of rewards on preschoolers by both parents and teachers influences discipline by encouraging respect for school rules. Rewards also encourage class attendance by preschoolers thus generally; rewards promote good behavior and students’ attitude more positive. Meanwhile, Yuan Kong, (2009) in his journal “A brief Discussion on motivation and ways to motivate students in English language learning” state that giving reward appropriately are effective methods as outward power to stimulate students in English Learning Basis of extrinsic motivation theory.

From the explanation before, it could be stated that both researchers discussed about rewards. They focus to find out the effectiveness of rewards in English learning. Meanwhile in this research, researcher more focuses to find out the kinds of teachers rewards in teaching English and the students perception of teachers rewards in teaching English. Therefore, researcher is interested doing a research to analyze the students’ perception of teachers’ rewards in teaching English at the first grade of SMP Negeri 1 Sungguminasa.

## **B. Problem statement**

Based on the background, the following research questions are formulated:

1. What kinds of rewards are given by teachers in teaching English?
2. How is the students' perception towards the teachers' rewards in teaching English

## **C. Objective Of the Research**

Based on the problem statements above this research aimed to find out kinds of rewards given by teachers in teaching English and to find out how the students' perception towards the teachers rewards in teaching English.

## **D. Significance Of the Research**

1. For teachers

The result of the research is expected to be meaningful input for the teaching English device that can give the teachers some valuable inputs and references to develop their teaching performance in the classroom.

2. For students

Meaningful for students in learning English language, giving motivation to the students in learn English and can improve students' achievement.

3. For the next researchers

It is also expected to be valuable reference for either the university, those who will do another research relating to this case or the writers for the English teaching development in future.

### **E. Scope of the Research**

This research focus on describing the kinds of rewards are given by the teachers in teaching English and the students' perception towards the teachers' rewards in teaching English at the first Grade of SMP Negeri 1 Sungguminasa.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Concept of Perception**

A perception is defined variously by different expert as Chee (2002), his state “the reception of stimuli that can be influenced by an individual’s mental awareness, past experience, knowledge, motivation and social interactions. The perceptions of individual eventually give rise to an individual’s attitudes.” Meanwhile, Slameto (2010:102) also state that perception is the process to input message or information to human brain perception that continuously make relation with the environment. This relation is done by the five senses those are sense of sight, sense of smell, and sense of touch.

From the definition above, the perception can be defined perception as the process of receiving, differentiating, and giving meaning to the stimulus received by the sense device, so that it can give conclusions and interpret to the particular object observed.

Besides, Ahen, JA (2009), mentioned that perception is a process where one will form an impression about someone or something. Perception is constructed as a result of individual observation towards certain things or events occur around them which will produce certainly perception. Perception involved more process of thinking as a result of the information received from the sensory system regards certainly things or events. It output process

where the judgments of beliefs were produced by an individual and it influenced the way they think and feel.

According to Leavitt (2002), found that the definition of perception in the narrow sense is right, how to see something. While generally perception is opinion and how to define something.

Based on the explanation above, our perception about something is a personal interpretation of information from our own perspective. How we look the situations, places, and things around us affect how we see the world and it influences the conclusion and decisions we make. The students' perceptions are shape from what they see and what they feel.

According to Smith (2008) many individuals perceive learning as how they learned. As time change, so do people. Children now are facing struggles never faced by children before. As they experience change, so do their perceptions of education and the way they perceive education to benefit them. If they are presented with information believed to be important, but they cannot relate it to their personal lives, then we lose them. Understanding learning as if effects each individual is imperative. We are losing too many of our youth to society, while they try to make it on their own.

In addition, Santroct (2005) sensation happened before brain interprets the received information from the sensory organs. All creatures have sensory organs, for instance, human. They have eyes, ears, skin, nose, and tongue to receive stimuli to feel the sensation. If one of the sensory organs has limited

function or even worse, cannot work at all, the other sensory organs' ability will increase.

By those definitions, it can be concluded that perceptions is a concept of how a person selects, organize and interpret information inputs and experiences that exist through the five senses and then interpret them to create a whole picture, which is around it.

Another psychologist, Altman (1985:85), describe perception as the way stimuli are selected and grouped so that they can be meaningfully interpreted. It is a person's view of reality. This definition means that the process of gaining perception starts as a person has chosen stimuli, defined as forms of physical energy that strikes sensory receptor. These perceptions will bring the stimuli which have been in the form of a message to the brain. Thus, the brain will turn this message to be a feeling. The process does not stop here; the brain continuous to interpret the feeling into perceptions.

In oxford Advanced Learners' Dictionary (Hornby, 1995:859), perception is defined as a way of seeing, understanding, or interpreting something. In Collins Co-build English Dictionary for Advances Learners (Sinclair, 2001:1142), perception is the way you think about it or the impression you have of it. More to the point, Altman, Valenzi (19985:85) state that perception is way stimuli are selected and grouped by a person so that they can be meaningfully interpreted. In other words, a perception is person's view of reality.

Based on both definitions, the researcher might come to a conclusion that each person has different point of view when he/she is experiencing an occasion or observing an object. These points of view might direct further influence on their thought and feeling about what they have seen and experienced and lead to an occurrence of any dissimilar responses and changes in behavior or attitudes.

Although the stimuli received from each individual's senses are the same, each individual has different ways of evaluating. In line with the above opinion is also expressed by other experts as well as according to Robert (1997), indicators of perception there are two kinds, namely:

1) Absorbs

The stimulus that is outside the individual is absorbed through the senses, enter the brain, gets place. There is an analytical process, classified and organized with individual experiences that have been previously owned. Hence the absorbs in individually different from each other event if the same absorbs stimulus is the same

2) Understand

Understand namely indicator of perception as a result of classification process and organization. This stage occurs in a psychic process. The results of analysis in the form of understanding. Understanding is also subjective, different for each individual.

Meanwhile according to Walgito (1990) perceptual indicators there are three kinds:



1) Absorption of stimuli or object from outside the individual

Stimulate or object is absorbed or accepted by the five senses, both sight, hearing, touch, smell, and tasting individually or together. From the results or absorption or acceptance by the sensor devices will get a picture, response or impression in the brain. The description may be singular or plural, depending on the subject or perception observed. Inside the brain are collected images or impression, both old and newly formed. Obviously whether the picture depends on whether or not the excitement, the sensitivity of the senses apparatus and the time, has just or has been a long time.

2) Understanding

After there are images or impressions in the brain, then the picture is organized, classified, compared, interpreted, so that the form of understanding. The process of understanding is very unique and fast. The notion that is formed depends also on the old images that have been owned by the previous individual (called apperception).

3) Assessment or evaluation

After the form of understanding, there was an assessment of the individual. The individual compares the newly acquired understanding to the subjective criteria or norms of the individual. Individual assessment is different even though the object is the same. Therefore perception is individual.

Based on explanation above, indicators are signs or characteristics that indicate students have been able to meet the applicable competency standards. The comparison of the two indicator perception above are the first opinion the perception can exist when there are the absorbs and understand of the students. And the second opinions consolidate the three indicator perception before they are absorption or acceptance, understanding and assessment or evaluation.

There are two types of the students' perception according to Schunk and Meece (2009), they are:

1. Outcome expectations

Outcome expectations are beliefs about anticipated outcome of actions. People select actions they believe will be successful and attend to models who they think will teach them valued skills. Outcome expectations sustain behaviors over long periods when people believe their actions will eventually produce desired outcomes.

2. Perceived self-efficacy

Perceived self-efficacy refers to judgments of one's capabilities to organize and implement actions necessary to attain designated performance levels. Self-efficacy can influence choice of activities, effort expended, and persistence.

Based on the explanation above, one's perception affect their act toward something. In this case, the students' perceptions have an impact on their

academic attitudes, behavior and learning. In this research, the perception will be served to know how students' view of their teachers rewards in teaching and learning process.

There are three types of perception according to Robbin (1995) there are three types of perception as follows:

1) Person perception

Person perception refers to those processes, by which we come to know and think about other, their characteristic, qualities, and inner state. We construct image of others in ways that serve to stabilize, make predictable, and render our manageable view of the social world to the extent to which we attribute stable traits and enduring disposition to the others people. We feel that we are better able to understand their future actions and we use these nations to guide our interaction with them.

2). Social perception

Social perception means that trying to understand people whether they are professional athletes, political, leaders, criminal, defendants, entertainer, or loved and closer to home is not easy task. Perception does not occur in vacuum instead we bring to bear prior knowledge that we have structure and stored in our heads for the processing for new information about individuals. Social life dictates that we be do something more than creatures of the moment. Sustained patterns of interaction of social relationship require us to retain information, as the situation require. Without memory we should react to every event as if it

we unique, and if we did not remember the fact, we should be in capable of thinking of reasoning.

### 3. Perception of situation

Social psycholinguistics views a situation as all the social factors that influence a persons' experience or behavior at a given time, and given a place. It is an interaction of time and space whit in which we act in specific ways. The situational contest in which stimuli occur has consequences for their interpretation. Any one of multiple words may emerge. Depending on which stimuli we register. The linkage we make among these stimuli in our interpretation of the stimuli.

Based on explanation above, can conclude that person perception is all about the information we gather when we meet another person. Person perception is also related to the context effect, this all about how the environment around us influences how we perceive others. Where, social perceptions deals with how people think about and make sense of other people, how they form impressions, draw conclusion, and try to explain other people's behavior.

During the shaping of perceptions, an individual might be influenced by some factors which possibly obstruct his/her perceptions. The perceptual mechanism is basically affected by two factors, namely the internal and external

a. Internal factors: among the internal factors are:

1. Need and desires: basically the perception of relatively satisfied people differs significantly from those of frustrated individuals. In the words Rao and Narayana (op cit:341) “people at different levels of needs and desires perceive the same thing differently.” Furthermore, the expectations, motivations and desires of people also shape their perception of other and situations around them.
  2. Personality: individual characteristic behavior is another strong influence on what you perceive about that individual. “It is a trite say that optimistic people perceive the things in favorable terms, pessimistic beings in negative terms.” According to Rao and Narayana (op cit:341), between the optimist and the pessimist exist a category of people who are capable of perceiving others “accurately and objectively.”
  3. Experience: combined with knowledge, experience has a perpetual impact on the perception of an individual. “Succesfull experiences enhance and boost the perception ability and lead to accuracy in perception of a person where as failure erodes self-confidence.”
- b. External factor: listed under this sub-head are:
1. Size: perceptual stimulus of larger sizes has higher chances of being perceived. This is due to the fact that the factor of size is commonly associated with dominance and others to standing out for selection. A straight-forward example is that a full. Page advert catches more attention than those less than a page.

2. Intensity: this factor has to do with promoting the chances of a stimuli being selected. For example, some of the strategies that foster intensity are underlining or bolding or italicizing words in a written text. “The greater the intensity of a stimulus, the more likely it will be noticed.”
3. Status: the status of a person being perceived exerts a lot of influences on perception. Within an organization, highly placed officers expectedly influence employees than persons who occupy lower rings of the organization hierarchy. Contrast: stimulus that share common features with the environment are less likely to qualify for selection by the perceiver compared to those that contrast sharply with the environment. For example, a person that spots riotous colors or dress like father Christmas in June would certainly attract more attention than those that put up normal appearance.

These factors make individual perceptions differ from one another and will affect individuals in perceiving an object, stimulus, even though the object is actually the same. The perception of a person or group can be far different from the perception of other people or groups even if the same situation. Differences in perception can be traced to their individual differences, such as differences in personality, differences in attitudes or difference in motivation. Basically the process of formation of this perception occurs in a person, but the perception is also influenced by experience, learning, and knowledge.

In addition, Warga (1983:210-213) provide the factors influencing perceptions which the researcher find them almost the same. They are as follows:

#### 1. Stereotyping

Stereotyping can influence perception because of an individual's restricted amount of information about what he has experienced and observed. This restricted amount of information may be derived from books and mass media or from past experiences that provide inputs of generalize conclusion. For instance, when some people are asked to group sorts of occupations based on prestige, they will categorize that the prestigious jobs are doctors, and managers, people assume that these job have high payment. While, being teachers is not considered to be a high-status jobs as it is common and they assume that the payment is not high.

Stereotyping is a kind of judgment. People will tend to say that working within an office is more prestigious than working outside an office. However, not all people have this kind of judgment since each person has different point of view to stereotyping.

#### 2. Selection of stimuli

People will have different perceptions because they tend to select certain stimuli and filter out other stimuli which are considered destructive. For example, there is a girl who is watching a film with a friend of hers. Suddenly one of them tries to grab her friend's attention by asking another interesting topic that does not have any relation with the

film. If it is successful, watching a film will be turned to be a chatting. Thus, perceptions that are being shaped during watching a film will be changed.

### 3. Self- Concept

The way how an individual sees and feels about him/herself is called self concept. An individual may think that he/she is intelligent, qualified, low profile, and patient. This belief on his/her qualification may take an important role as it affects how an individual perceives what he/she is facing. For example, if someone who is participating in a competition, such as a science competition, thinks that he is confident enough to say that he is a qualified contestant, he might perceive that he will play well and win the competition.

### 4. Situation

Situation cannot be separated from perception since the habits familiar with an individual and expectation desired by an individual affects his/her perception. For instance, a woman who has never been taking care of children might find some difficulties in doing so when she has children within a marriage. Thus, she should adjust herself in the situation, if she wants to overcome the difficulties.



## 5. Needs

Need influence perceptions. If an individual finds needs of what he has experienced and observed, he must shape positive perception in his mind. For instance, there is a person expecting to be able to speak English as he wants to be a television broadcaster. Yet, he lacks capability in English. Then, he enrolls one of the English courses available to reach his need to be able to speak English. Consequently, he should shape positive perceptions on English. Besides, he should try to ignore his lack of capability in English so that he can fulfill his need then reach his goal.

## 6. Emotion

Emotion has significant influence on perception as strong emotion tends to block out stimuli. It means that when an individual is angry, he tends to send away the situation that is opposite to his emotion. An individual cannot feel two emotions at a time. Thus, the dominant one will exist.

Gaining perception of peer feedback cannot be apart from these influencing internal and external factors. Students have their own views of stereotyping, self-concept, needs, and emotion as their internal factors. Whereas, the situation, such as limited time and destructive noise around, also puts a great effect on their perception. Hence, it will create selection of stimuli.

## **B. Concept of Rewards**

There are a lot of definitions of rewards. Skinner (2005) state that as matter of fact giving rewards in an implementation from “reinforcement theory” by. Related to the educational field, Skinner’s theory works on the premise that if a reinforced is delivered after a certain behavior is performed then the strength of the behavior is increased.

Meanwhile (Tracy, B: 2013) state that a rewards can be formed in physical or abstract thing that is given to an individual or group for a service. A rewards is given for a positive thing that someone has done well. For example, working particularly hard, getting a good grade on a test or an exam or getting something that someone has lost. Rewards are given for one of two reasons: a) Outstanding performance of assigned duties and tasks, b) Unique contributions to the organization either job-related or non job-related.

According to the reinforcement theory, rewards serve as reinforcement to increase the possibilities of desired behaviors. In terms of education, rewards are used by the teacher to improve students’ castor and promote academic achievement (Tracy, B: 2013).

Besides that, Slameto (2010:171) rewards is an award given by the teacher to the students as appreciation because the student has been well behaved and has successfully performed the task given by the teacher well it can make students diligent doing assignment and can be polite. And other claim that any negative effect associated with the use of are also at work to counteract their effectiveness. According to the findings, the reward can

increase not only performance, but also a student's intrinsic motivation when they are used properly (Cameron, 2001).

In addition, Purwanto (2014: 182) rewards is a tool to educated students, so that students will happy because their attitude or their work is getting appreciation. Besides that, the students will happy because the teacher is caring to the students and it will make teaching and learning process become fun and effective. In line with that Hamalik (2009: 184) said that rewards have a goal to generate or develop interest, these rewards are tool to arouse interest in learning and can increase the student understanding in learning. The purpose of rewarding in learning is that a person will receive an award after learning well and will do his own learning outside the classroom.

Based on some opinions above, it can be concluded that the rewards are all things in the form of a pleasant appreciation of feelings given to students because it has been behaving well, get results or have successfully performed the tasks that have been given to the teacher well so that students are always motivated to repeat his actions again. Expected from the provision of the rewards arises the desire of the child to further the spirit of learning that grows from their self.

In other hand, giving reward is very meaningful for students especially their motivation to study, to give a new spirit to do the activities will be given, Appreciate the work of students, To form a professional soul who works will get services, Increase the competitiveness of students, and

encourage students achievement. Rewards also can affect students' attitude in the future.

When teachers give rewards to the students, the teacher should know whether or not students' academic achievement or attitude is proper to get rewards. Teacher cannot give rewards suddenly. If the teacher gives rewards without consider students' academic achievement or attitude, rewards system will not have any effect for the students and the reward has no education factor. The teacher can gives the rewards for the students when the students doing good attitude or when they are reaching academic achievement. According to Conora, Howlin (2015:72) the following good attitudes that should be rewarded are:

1. Students keep their desk neat and tidy
2. Students being prepared for the next lesson
3. Students helping their friends
4. Students offer help to the teacher

The students should also get rewards when they reach academic achievement, such as:

1. Doing all their homework well
2. Having all their work done
3. Answering all question well
4. Got good test result
5. Win the competition
6. Got highest in class

Rewards basically falls into two categories; extrinsic and intrinsic rewards.

Shanks (2007:30) note that extrinsic rewards are ‘a host of external things that teachers can provide that may serve as incentives for students to increase productivity’. These include money, number/value, bonuses, praise, applause etc.

a. Extrinsic rewards

There are five types of extrinsic rewards which can be summarized as healthy relationship, meaningful work, competence, progress, and choice.

b. Intrinsic rewards

Intrinsic rewards are internal to the individual and are in many ways less tangible. In fact, they are highly subjective, in that they represent how the individual perceives and feels about work and its value. Intrinsic rewards are inherent in the content of the job itself’ and include ‘motivational characteristics such as skill variety, skill and feedback’ as well as students’ participation in decision making and role clarity.

In addition, According to Dornyei (2001:27) “extrinsic motivation involves performing of behavior as a mean to an end, that is, to receive some extrinsic rewards (e.g. good grade) or to avoid punishments. Extrinsic motivation is said to be unproductive for the future. Many times teachers use extrinsic motivation in the classroom. It may be productive for class; but the students will continue to have problem with motivation

in the future. When a child completes a task or behavior based on rewards, there is no permanent change. The child will only repeat the action again for other rewards. Grades are probably the most positive example of extrinsic motivation. Many students are driven by grades for higher education and future jobs. When rewards such as candy and toys are used to gain students motivation it can be considered bribery”.

Researches into rewards as motivation tend support two schools of thoughts with regards to extrinsic and intrinsic rewards. One school of thought argues that extrinsic rewards are more powerful and effective in attaining students’ motivation, performance and commitment. And other school of thought argues that intrinsic rewards are best suited for motivating students.

Rewards should be presented for outstanding individual or group achievement or for superior performance. According to Usman, MU (2000-80), there are two types of rewards:

1. Verbal rewards (praise)
  - a. Words: good, excellent.
  - b. Sentence: good job, very good I am happy with your job

Praise it is refers to the very brief feedback from the teacher in response to correct answer, such as: “OK, good!”, “That’s right”, “Yes, an excellent answer!”. Furthermore, Yuqin & Yanfen (2010) in their journal said that praising is like acknowledgment or comment. Some kinds of comment are given by the teacher sometimes to

encourage the students providing answer, and sometimes to let others notice what is given by the students, and sometimes to encourage other as well. Examples of comments are: “Very good, everyone, have you notice that she has told us a very moving story?” I appreciate you giving us a good presentation.

## 2. Nonverbal rewards

### a. Rewards in the form of body movements:

1) Smile, people smile very often in various conditions. Smile when they are happy or sad, when they are distressed or relieved. In almost all culture, smile is always valued as high attitude and politeness. (Hess, 2002). Further, elaborated numerous previous researches and came up with conclusion that smiling the teacher is perceived as pleasant, sincere, sociable, honest, happy and competent. Smile to students can make them felt happy and not afraid to do something.

2) Nods

3) Raise a thumb

4) Applause

b. Rewards by approaching, the teacher approaches students to show attention. This can be done by the teacher standing beside the students, walking towards the students, sitting near a students or group of students. The teacher can think about how long she is near

the students, because if it takes long time it will create a bad atmosphere in the class.

- c. Rewards by touch, the teacher can express approval and appreciation for students by pats on back or shaking his hand.
- d. Rewards in the form of symbols or object. Rewards symbol can be in the form of a letter of service, value, certificate, trophies, plaques etc. while rewards objects such as picture cards, school equipment and other.
- e. Fun activities. Teacher can use activities or tasks that are liked by students, for example, a student who shows progress in music lessons is appointed to be a school leader or allowed to use musical instruments during free hours.
- f. Rewards by paying respect. The rewards in the form of respect are also divided in two types, the first is a form of coronation, and namely the child who gets honors is announced and displayed before the parents of students and Second respect in the form of giving power to do something.
- g. Rewards by not giving full attention. Given to students who provide imperfect answers, for example if the students only give an answer is good but still needs to be improved. That way the students know the answer is not entirely wrong and he can be encouraged to perfect it.

Based on the various kinds of rewards above, therefore the teachers can choose relevant reward for students suitable to the situation and



condition of students. Furthermore there are also the advantages give rewards for students according Usman, MU (2000:81).

1. Increase student attention in learning
2. Stimulate and increase learning motivation.
3. Increase learning activities and reproduce productive behavior.

So that the intent and purpose of the rewards is that students rewards becomes more active in learning and can improving skills. Addition, Brophy J (2014) effect of reward might be considered with respect to immediate task effort or performance, changes in attitudes toward the task (e.g. finding it interesting). Hence the importance of rewards can be visualized through positive changes in effort or performance, perceptive towards assigned activities.

Meanwhile, according to Sardiman (20012:89), following are some kinds of rewards:

- a) giving number or value

Number acts as a symbol of learning process. In this case the number is a bonus or additional score for the student score for the students who do exercise well. For example is when students do the job well, the teacher gives a bonus value to the student. Indirectly it can motivate other students to do the task too, in order to get a bonus value. In addition to the achievement motivation value bonus indirectly also can improve student achievement.

- b) giving gift

Gift can also be said as achievement motivation. Some of students feel happy and proud if they are rewarded for their good performance or good grades in school by their teachers and parents.

c) giving praise

Praise can be words and also be in writing like: good, nice, very good, you are smart and other. Praise here is a form of reinforcement positive motivation achievement so that the praise must be right. With the right praise will foster a pleasant atmosphere and enhance the passion of learning as well as will awaken the students' self-esteem so that student achievement increases.

d) giving respect

All things done by students should be appreciated so that students do not feel his actions are in vain. Awards that can be given to students can be a charter, a trophy or a certificate.

Beside kinds of rewards, there is also the way to giving rewards to the students. According to Purwanto (2014:183) there are the ways to giving rewards to the students which will educated them, those are:

1. Teacher nods the head as the sign of happiness and approve students' answer.
2. Teacher praises the student's work. For example the teacher says or write that student's writing is good

3. Teacher gives a task for students. For example, the students already finished doing task number one which is easy for them then the teacher gives the task which is more difficult.
4. Rewards that is given to all of the students in the class. For example the students in the class are enthusiast when teaching and learning process then the teacher tells a story for them.
5. Rewards that given to the students might fun stuff and useful for the students. For example pencil, book, or candy. But when teacher gives fun staff to the students, teacher should be careful and wise so that the students will not think that the reward is a fee for them.

There are strategies that can be used in rewarding in the students. For example, Brophy J (2004) offers a general guideline in giving rewards to students, as follow:

1. Offer rewards as incents for meeting performance standard on low level tasks or skills that require a great deal of practice and repetition rather than as primary incentives to do the great things (such as reading, interest based research projects, participating in volunteer projects, etc.).
2. Rewards can act as motivators only for those students who believe that they have a chance to earn the rewards. For example, if the teacher offers a neatest paper, the sloppiest child in the class is unlikely to try to win the award.

3. Rewards are only effective when students value the reward. For example, if students don't care about grades, then using grades as a reward for good performance does not serve as an extrinsic motivation for child.
4. Rewards are most effective when they are delivered in ways that provide students with informative feedback about their performance. Explain learning, performance and improvement and use the incentives as markers for mastering key concepts or improving skills, rather than as the entire point of doing the work.

### C. Conceptual Framework

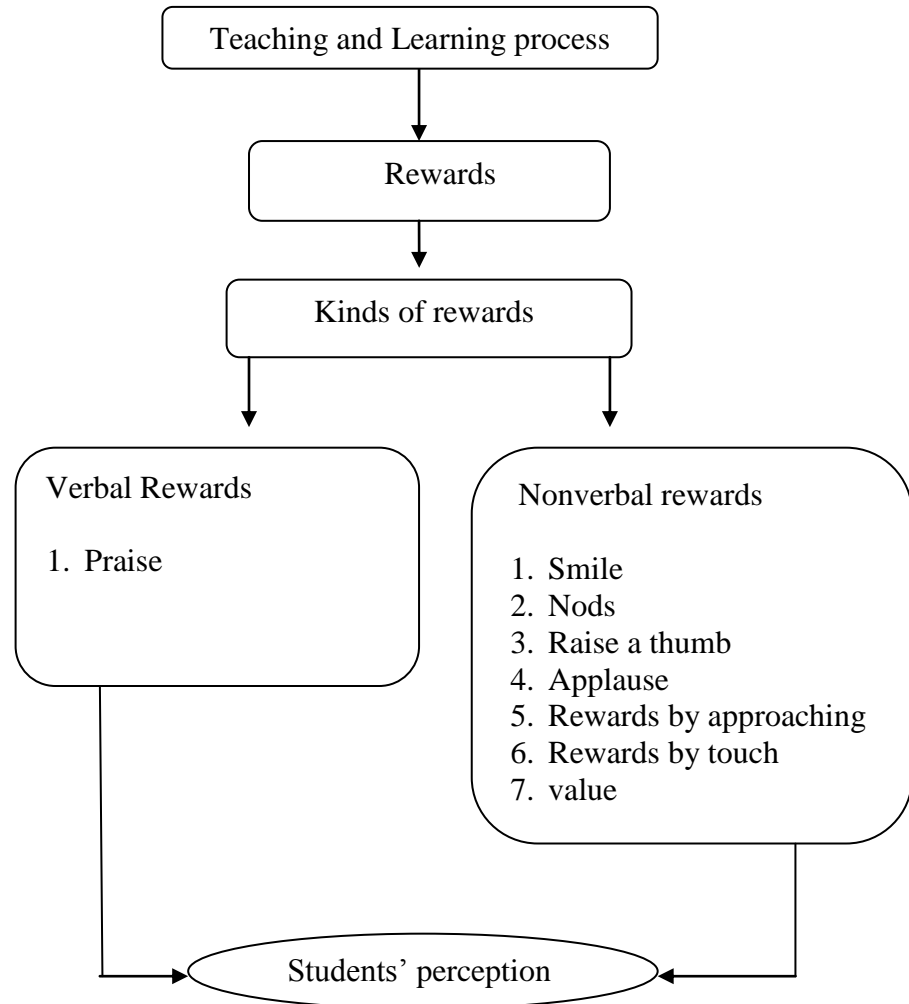


Figure1. Conceptual framework

The conceptual frameworks above describe the research conducted by the researcher. This research is descriptive qualitative method which describes about students' perception of teachers' rewards in teaching English. Then researcher will be focusing on kinds of rewards such as in verbal rewards there is praise and in nonverbal rewards there are smile, Nods, Raise a thumb, Applause, Rewards by approaching, Rewards by touch and value were given by the teachers in teaching

English and it refers to get respond of students by teachers' rewards in teaching and learning process. The students' perception can be used as a turning point to effect on the process and the strategic of implementation the system rewards by the teachers in teaching English.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

The method of this research was descriptive qualitative method. Descriptive qualitative method means a method which has purpose to describe by using facts with relation between interpretation and data, not only to look for the truth but also to look for the understanding of the observation. In this research descriptive qualitative used to find out kinds of teachers' rewards in teaching English and students' perception of teachers' rewards in teaching English.

#### **B. Subject of the Research**

This researcher was conducted in the first grade of SMP Negeri 1 Sungguminasa in academic year of 2017-2018. The subject of this research would be observed by the researcher was teachers and students. The researcher observed first grade with two English teachers who teaching in the first grade and 40 students from two different classes taught by the teachers. The students were selected based on the recommendation from the teachers of each class who consider the informant as the good students in the classroom who might be the representatives of the class.

#### **C. Research instrument**

There were two instruments of this research those were observation and interview guide to collect data.

##### **1. Observation**

The researcher used this observation to find out kinds of rewards were given by teachers in teaching English in the classroom. The researcher gave code to the observation sheet if seen teachers gave rewards in teaching English.

## 2. Interview

Interview is simply tool for collecting and recording information about a particular issue of interest which was to know students' perception of teachers' rewards in teaching English.

### **D. Procedure of collecting Data**

In collecting the data, the researcher did the steps as follows:

#### 1. Observation

- a) The observations conducted at SMPN 1 Sungguminasa.
- b) The researcher prepared the observation sheet.
- c) The researcher met the English teachers and tells them what the objectives of the research.
- d) The researcher went to that class.
- e) And then research observed the English teachers in teaching and learning process used video record as documentation and as evidence in research to collect data.
- f) While recording it, the researcher filled in the observation sheet.
- g) Observed did in three times in order to find the data related to English teachers rewards given to the students.



h) The research observed the kinds of rewards given by the English teachers during in the classroom.

## 2. Interview

a) The researcher prepared some questions that would be asking to selected students. The researcher also prepared recorder to record their answer.

b) The researcher gave the explanation to the students about the purpose of the interview.

c) The researcher asking and talking in a friendly way based on the questions that have been prepared.

d) The researcher recorded their answer.

## **E. Data analysis**

To analyze the interview and classroom observation data, the researcher used interactive model analysis. Miles and Huberman (1992) defined there were four concurrent verification flow of activity in the model: data collection, data reduction, data display, and data conclusion drawing and verification

### 1. Data Collection

The researcher collected the data by observing the teaching and learning process and interviewing students as information to gain more supporting data. All the observation classroom and recording data were collected and then the researcher analyze the kinds of teachers' rewards in teaching English by made a description of the observation base on the real

fact and the researcher wrote the transcription of the recording from the students' interview.

## 2. Data reduction

In this step, the researcher selected data obtained at the time of research regarding the kinds of teachers' rewards in teaching English and students perception of teachers' rewards in teaching English, and then the researcher would make summary from main points arranging and categorizing data base on it classification.

## 3. Data Display

In this step, the researcher would describe and discusses the finding of the researcher in the form systematically. Therefore, it is easy to be analyzed. Display the data means to present data into organization.

## 4. Conclusion drawing and verification

The last step, the researcher would make conclusion and suggestion based on the data analysis.

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

#### A. Findings

##### 1. Kinds of the Teachers' Rewards in Teaching English

Based on the observation in teaching and learning process, there were the differences rewards given between the teacher one and the teacher two in teaching and learning process. For the teacher one, she gave rewards raise a thumb, smile, gave value and praise (saying that's right) and for the teacher two, she gave rewards applause, praise (writing "very good") nods, rewards by approaching.

##### a. Rewards of the teacher one in teaching English.

##### 1) Raise a thumb

Raise a thumb means a thumb raising movement to student who has done good deeds such as answering questions correctly. Based on the observation the teacher one gave raise a thumb as a reward given because the student have done good activities. In teaching and learning process, the teacher one gave raise a thumb because student braved to appear in front of their friends and the student correctly answer the questions given by the teacher on the writing board. Raise a thumb was given to the student so that student felts happy because the results of their work have been appreciated by the teacher and the student further enhances the results of his work or his achievements and other friends will be challenged to learn so that

like his friends who have been given rewards such as being given raise a thumb.

#### 2) Smile

Most of people smile to show happiness and pleasure, that smile comes from a sense of happiness or intentional because of something that makes him smile. Based on observation in teaching and learning process, the teacher one smile to students because the teacher one was happy to see students who were enthusiastic and focused to answer the questions given by the teacher.

#### 3) Gave value

Based on the observation, the teacher one gave the students score based on the students results of conducting the exercises. For the students who conducted correct answer in multiple choice exercises, the teacher one gave 1 score. But, the students who answer wrong answer in multiple choice exercises, the teacher one gave none scores. Then, the teacher one gave the students score for essay exercises even though the students didn't answer in appropriate answer as a teacher reward for the students' result.

#### 4) Praise

Praise is one of form of rewards that are easily given by the teacher to the students who are able do a good job. Based on the observation, the teacher one gave praise in the form of word was saying "that's right" to students who have dared to ask about the

assignment given by the teacher one and the questions is accordance with the assignment given by the teacher one. By giving praise, the students felt happy and more enthusiastic doing the task.

*b.* Rewards of the teacher two in teaching English

1). Applause

Applause is primarily a form of ovation by the act of clapping or striking the palms of the hands together, in order to create noise. Audiences usually give applause after a performance such as a musical concert, speech, or play, as a sign of enjoyment. Based on the observation in teaching and learning process, the teacher two gave applause and also asks other students gave applause to the student who had braved to tell the name of the day even though it was inappropriate. The teacher two gave applause so that the student felt happy of what has been done and other students were also braved to appear in front of their friends.

2. Praise

Based on the observation in teaching and learning process, teacher two gave praise in the form of writing was “very good” in the students note book because the students answers all the questions correctly and that made the students felt happy and were more serious in doing the assignment.

3). Nods

Based on the observation in teaching and learning, the teacher two nods to students who have dared to do something told by the teacher. The teacher two nods to students which indicate that the teacher two agreed to students who have done something right and students who were intended to be more eager to answer questions.

#### 4). Reward by approaching

Based on the observation in teaching and learning process, the teacher two approached the students when the students really do the work and brave to ask the teacher. The teacher two walking towards the students and standing beside the students. By approaching the students felt cared by the teacher and more eager to do the task.

## 2. Students' perception of teachers' rewards in teaching English

### a. Students' understanding about rewards

Based on the results of interviews mostly the students know and understand what are meant by rewards. It can be shown in the statements from extract below:

***Extract 9***

*S9: rewards are an activity have been done by someone and then got a reward such as trophy.*

***Extract 10***

*S21: rewards are something that is given by the teachers such raise a*

*thumb and gifts.*

As for their views on rewards the researcher found that rewards are something that were given by the teachers, and other to someone for their work and achievement such as prizes, charter , raise a thumb and applause. Most of the students have been received rewards in the form of prizes, certificates, rise a thumb, and applause because of the achievements or work that has been achieved such as successfully participating in a race, answering questions correctly and having done good deeds.

b. Students were happy in learning English

Based on the results of interviews rewards were given by the teachers in the classroom make the students happy in teaching and learning English. It can be shown in statements from extract as follow:

***Extract 1***

*S4: happy because it can add to our learning interest to learn English.*

***Extract 2***

*S34: yes, very happy because the rewards can be used to enter high school.*

***Extract 3***

*S5: actually didn't, because I don't know English but I want to study.*

***Extract 4***

*S2: stated "didn't because English was very difficult.*

Based on the statement above, mostly the students felt happy and there were also students felt very happy when given rewards in learning English. Rewards given by the teachers as a motivation for students and made the students happy in learn English and by giving rewards can increase students interested in learning English. Meanwhile in the statement from S5 and S2 stated that they unhappy to study English because they thought English language is difficult for them but they wanted try to like study English it can be shown in the statements.

c. Students can easier to understand the lesson in learning English

Based on the results of interviews, mostly the students were easy to understand the lessons with the rewards were given by the teachers in teaching and learning process. It can be shown in the statement from extract above:

***Extract 11***

*S4: can understand English lesson because with us were rewarded by the teacher, we add interest by the teacher in learning and enthusiasm for learning.*

***Extract 12***

*S10: help understand the lesson because made us motivated to study.*



***Extract 13***

*S25: can understand the lesson well, because for me the rewards were very good and made me easier to understand the lesson.*

***Extract 14***

*S32: yes, because it motivate me learn English well because it was gave raise a thumb by the teacher who was a pride and wanted to be more active in learning and make me easy to understand the lesson because of that encouragement.*

Based on the statement above, the researcher found that by giving these rewards can help students understand the lesson because it can increase interested in learning, students learning spirit and they felt happy so they were easier to understand the English lesson. And also by giving rewards they were more challenged to study harder to be able to the mountain the rewards that have been obtained and want to get more rewards. Beside that there some students got difficulties to understand the lesson but they just enjoy because they thought learning English was difficulties.

c. Students were motivated to learn English

Based on the results of interviews, the students were motivated in learning English if given rewards by the teachers. It can be shown in the statement from the extract above:

***Extract 15***

*S8: yes, because the teachers gave rewards so we can understand*

*English lesson, we can motivated to enthusiasm to learn it.*

**Extract 16**

*S27: yes, after we were given rewards by the teacher we must continue to learn in order to get more of the rewards we got”.*

**Extract 18**

*S33: yes, because the rewards very good to motivated myself in English learning”.*

**Extract 19**

*S32: motivated to learn because gave raise a thumb by the teacher and feels challenged to learn and can also make it easier to understand English lessons”.*

Based on the statement above, the researcher found that the students were motivated to study harder and be more active in learning English because the rewards is an encouragement for them to learn English seriously so that they can maintain the rewards that have been achieved and wanted to further improve their achievements to get more rewards. Giving rewards in learning process were very important to motivated students. By motivating the students, their interested to study hard and can be more active in learning so that achievement increases.

d. Students were polite

Based on the results of interviews, rewards given by the teachers made the students polite. It can be shown in the statements from extract below:

**Extract 20**

*S3: Yes, because as a reply to the teacher who has given the rewards.*

**Extract 21**

*S22: I am polite because from there we will be judged.*

**Extract 22**

*S34: Yes, because if we are polite then people will know and appreciate us more.*

**Extract 23**

*S38: yes, teacher applause because I was on time yah I was happy and would behave like that again and polite”*

Based on the statement above, the researcher found that being polite is an obligation for every student to the teachers, parents, friends and other. Besides that rewarding is also one of the important things as an encouragement for every student to always be polite. When students were rewarded, they felt proud and felt trusted by the teachers that they have behaved politely, they would always be polite so that the rewards they have achieved can be maintained.

e. Students were diligent in doing assignments

Based on the results of the interviews, the students can be diligent and more active in carrying out tasks with the rewards were given by the teachers. It can be shown in the statements from extract below:

**Extract 24**

*S6: yes, because I felt proud to have been given rewards and I felt very happy from there I want to study harder to get more rewards.*

***Extract 25***

*S28: Yes because it was given rewards that made us work harder on the task and more spirit to learn English.*

***Extract 26***

*S38: yes, because I diligent work on assignments so that I can rewarded like additional value and my friends can be motivated with me.*

Based on the statement above the researcher found that, doing assignment is one of the obligation and responsibilities for each student to get good value. Besides those giving rewards were encouraging students to be more diligent in carrying out tasks and also one of the motivations for the students to be more diligent and more active in doing assignments in order to obtain satisfactory value.

f. Benefit for students of teachers' rewards in teaching English

Based on the results of interviews, there were many benefits of giving rewards by the teachers in teaching English. It can be shown in the statement from extract below:

***Extract 5***

*S9: the benefits of rewards were making me felt proud and enjoy learning English.*

***Extract 6***

*S13: the advantages of giving rewards to make better added trying to*

*be smart.*

***Extract 7***

*S29: giving rewards can also pleased students and pleased or boast their parents of the achievements.*

***Extract 8***

*S23: rewarding can make them always study every day.*

Based on the statement above, some students said that the benefits of giving rewards were making them more active in learning English and increase students motivation to be more diligent in learning, with these rewards can provide solutions to students to faced even more difficult lessons. Some of the students also said that giving rewards by the teachers can make them smarter in English and polite in learning. Besides, some students said that giving rewards also made it easier for the students to know and understand lessons and to encourage them to learn more, felt happy about the lesson.

g. Students' opinion of teachers' rewards in teaching English

From the results of students interviews, giving rewards by teachers were very helpful for the students in learning English. Mostly of the students agreed toward the teachers' rewards in teaching English.

It can be shown in the statement below:

***Extract 27***

*S26: rewards given by English teachers were very good because they will motivate themselves to study harder to get more*

*appropriate rewards.*

**Extract 28**

*S28: rewards given by English teacher make me happy because the teacher gave us rewards with gifts and applause.*

**Extract 29**

*S22: my opinion very good because very pleasant and entertained.*

**Extract 30**

*S4: good, because the teacher gave rewards in class, especially English language, students will be more active in learning English because they make students happy and motivated to learn English.*

Based on the extract statement, the researcher found that giving rewards in learning English were good because it can make them felt happy and like with giving a gift and applause because the achievements that have been achieved in learning were valued by the teachers. And also a pride for them because they have received rewards for their achievement so they have the desire and determination to always be more active in the learning process to get more rewards. Besides, giving rewards in learning were very enjoyable so students felt entertained in learning English and also they better understand the lesson and will be more diligent in learning English. From students' opinions, it can be said that giving rewards in learning English were

very important to help students in learning English because it can motivate them to improve their learning achievement.

## **B. Discussions**

### **1. Kinds of the Teachers' Rewards in teaching English**

#### a. Rewards of the teacher one in teaching English

##### 1). Raise a thumb

Raise a thumb is categorized as nonverbal rewards. The teacher one gave to the student in learning English as an appreciation of the student who have achieved well it was the student braved to appear in front of their friends and correctly answer the questions. From this appreciation can have a positive impact on students as students were more enthusiastic and more motivated to do something good and other students are interested in doing a good job. Based on researcher findings, the teacher one gave raise a thumb as an appreciation to student who have the confidence to appear in front of their friends and successfully answer the questions correctly so that the student felt happy and more enthusiastic in learning. And other students were more enthusiastic and motivated to be more successful than their friends. It can be seen in the statement from *the S32 stated "motivated to learn because gave raise a thumb by the teacher and feels challenged to learn and can also make it easier to understand English lessons"*.

This appreciation was very helpful for students in the learning process because by giving raise a thumb students felt the spirit of learning and that the work was valued by the teacher. And if students were excited about the learning process, they will pay more attention to the material described by the teacher and make it easier for them to understand the material. Besides that, they will be more active in the classroom so that the teaching and learning process in the classroom becomes better.

## 2) Smile

Smile is also categorized as nonverbal reward which is has an important role during the class activity. A smile made students felt comfortable during teaching and learning. It was because a smile was sign of immediately and cared between teacher and students. Enjoyable smile released from a dear and close person showing affection and intimate. Therefore, teacher smiled and eye closed made students looked relaxed and enjoyed the smile because there was a sense of close, intimate, care, and affection from the teacher.

Besides, a smile also was a sign of mood. Good mood showed a happy face with an appropriate smile. When the teacher was happy and in good mood, the students would approach the teacher. The students also had no reluctance in communicating with the teacher such as asking more guidance, asking questions, or participating in class activities. Based on the observation in



classroom the teacher one smile in a good mood was happy to see the students who were enthusiastic and focused to answer the questions. It supported by Hess (2002) stated “smiling the teacher is perceived as pleasant, sincere, sociable, honest, happy and competent. Smile to students can make them felt happy and not afraid to do something”.

### 3) Gave value

Value is also categorized as nonverbal rewards. Based on the researcher finding, giving value by the teacher in teaching English made the student happy and the students were motivated to do a good assignment. These related to the kinds of rewards which stated by Sardimant (2002). One of them gave value, the teacher gives value to the student indirectly it can motivate other students to more diligent do the task, in order to get a bonus value. In addition to the achievement motivation value bonus indirectly also can improve student achievement. It means that the students were happy and motivated if the teacher gave a value in teaching English. This also can be shown from statement of *the S24 who stated: “Study harder to get good value”*. It means that by giving value to the students make them more study harder.

### 4) Praise

Praise is to express something positive about someone sincerely and honestly. Praise is categorized as verbal rewards that

make people who hear it flattered, so it can also motivate people to praise. Based on the researcher finding, the teacher one gave praise in the form of words “that’s right” to student because the student successfully ask the questions about assignment correctly. When the teacher gave praise to the students they felt happy and more enthusiastic in learning English and when the students enthusiastic in classroom made teaching and learning process running well.

These also related with the kinds of rewards which stated by Sardimant (2002). Praise here is a form of reinforcement positive motivation achievement so that the praise must be right. With the right praise will foster a pleasant atmosphere and enhance the passion of learning as well as will awaken the students’ self-esteem so that student achievement increased.

b. Rewards of the teacher two in teaching English

1). Applause

Applause is categorized as nonverbal rewards. Based on the data obtained from the observation, the teacher two gave applause as appreciation for the student because the students had braved to tell the name of the day even though it was appropriate. It made the student happy and some of the students were happy if the teacher gave applause those making them more active in the learning process. It can seem statement from *the S22 stated*

*“giving rewards with gift and applause by English teacher make me happy.*

Giving applause has a positive impact on the students in the learning process especially for their performance. By giving applause, the student felt that their performance was valued by the teacher and they always want to repeat the activity even they will further improve their skills in the class to get more rewards. And other students will be motivated to improve their appearance so they can be like friends who have been rewarded.

## 2). Nods

Nods also categorized as nonverbal rewards. Based on the data obtained from the observation in teaching and learning process, the teacher two nods for student in teaching English process but in the learning process the teacher didn't carelessly not to students. The teacher two nods to the student who answered the question correctly.

The nod indicates that the teacher two agrees to the student answer and the student felts happy because he felts his performance was valued by the teacher two. And other students also felt challenged to appear like friends who have answered the questions correctly. When the students were excited in class, the teacher nod was very helpful to students in improving their skill in the learning process.

### 3) Praise

Praise is to express something positive about someone sincerely and honestly. Praise is something that makes people who hear it flattered. Based on the researcher findings, the teacher two gave praise in the form of writing “very good” to students’ note book because the students successfully doing assignment. The teacher two gave praise to the students as a form of appreciation because the students succeeds in doing assignments correctly and notes neatly. This appreciation make the students more enthusiastic doing assignments because they felt proud that their work is given reward.

The statement above supported by Sardiman (2012) “Praise can be in writing like “very good” Praise here is a form of reinforcement positive motivation achievement so that the praise must be right. With the right praise will foster a pleasant atmosphere and enhance the passion of learning as well as will awaken the students’ self-esteem so that student achievement increases.

### 4) Rewards by approaching

Based on the data obtained from the observation, the teacher two approached the students when the students really do the assignment and brave to ask the teacher. The teacher two approaching the students as reinforcements and to show attention

for students so that the students to be more enthusiastic to do assignment and increase students attention in the learning process. Reinforcement was a response to a behavior that can increase the students of a repeat of the behavior. As psychologically everyone expects an appreciation of an effort that results in it. Through the rewards they got, the students would feel that the result of their actions was appreciated and therefore will be a driver to try to improve their achievements or do their best in their activities. It is related with the Usman, MU (2000) who stated that approaching categorized as nonverbal rewards.

In other hands, reinforcement as a positive response aims to maintain and enhance positive actions that students do in their learning activities so that students will be motivated to improve the achievements they have achieved. In teaching and learning process the teacher approaching to students who really worked on the assignment given by the teacher so students feel more excited to do the assignments.

## **2. Students' perception of teachers' rewards in teaching English**

### **a. Students' understand about rewards**

Based on the researcher findings, the students understanding about the rewards mostly the students gave an explanation about rewards. It can be shown in the statement from S9 and S21 stated

that rewards are an activity have been done by someone and then got a reward such as trophy and also rewards are something that is given by the teachers such raise a thumb and gifts.

Based on their statement, the researcher found that the students gave explanation of rewards. Rewards are something that given by the teachers, to someone for their work and achievement such as prizes, applause, gift, value, charter, trophy, raise a thumb and applause. And also there were also students stated that rewards are we have done an activity that gets a reward like applause.

These related with the indicator of perception which stated by Walgito (1990) one of those is understanding where, images or impressions in the brain, then the picture is organized, classified, compared, interpreted, so that the form of understanding. It means that by the meaning of rewards stated the students can understand what the rewards means.

b. Students were happy in learning English

Based on the results of students' interview, mostly the students were happy in learning process by given rewards from the teachers. this can be shown from some of the students stated that they were happy when the teachers gave rewards, it can be shown in the statement *the S4 stated "happy because it can increase interest in learning and more like to learn English"* and also *the S8 Stated "yes happy, because it was a matter of pride because I like the lesson and*

*we get rewards for feeling like that lesson". In addition S22 stated "giving rewards with gift and applause by English teacher makes me happy.*

Based on their statement above, by giving rewards were important for students in teaching and learning English. It was because can helpful the students to increase motivation in learning and their happiness in the learning process. When the students felt happy in learning English, their enthusiasm and can increases their attention in learning English.

These related with the indicator of perception which stated by Walgito (1990) Where Stimulate or accepted by the five senses, both sight, hearing, touch, smell, and tasting individually or together. The description may be singular or plural, depending on the subject or perception observed. It means that the students agree about the teachers' rewards in teaching English because they were happy and enjoyable in teaching and learning process. It also supported statement by Purwanto (2014) stated "Reward is a tool to educated students, so that students will happy because their attitude or their work is getting appreciation"

Whereas, there two students unhappy to study English. It can be shown in the statements from the S5 and S2 who stated: "I unhappy in learning English because English language was

difficult". It means that the students didn't agree the teachers' rewards in teaching English.

c. Students can easier to understand the lesson in learning English

Based on the researcher findings, by giving rewards from the teachers mostly the students can easier to understand the lesson in teaching and learning process. It can be shown in the statements from the S4 and S10 stated that by giving rewards from the teachers to be encouragement them increased attention in the lesson when the students pay attention in learning they can easier to understand the lesson. In addition statements of the S32 and S25 by giving rewards like raise a thumb can made them motivated and want to be more active in learning if they motivated to active in learning it can made the felt easy to understand the lesson. Giving rewards by the teachers in teaching English was very helpful for the students to understand the lesson because the rewards made the students happy in the learning English. When the students happy and enjoyed the lesson they were easy to understand the lesson.

These also related with the indicator of perception which stated by Walgito (1990). Where Stimulate or object is absorbed or accepted. Inside the brain are collected images or impression, both old and newly formed. It means that the students can receive teachers' rewards in teaching English because they were easier to understand the lesson in teaching and learning process. It also



supported by Usman, MU (2000) statement the advantage give rewards for students increase students attention in learning by pay attention so that the students can easy to understand the lesson. In contrary, some students got difficulties to understand the material they just enjoyed the lesson it can be show in the statement of S7 stated "*just enjoy*". It means that the students gave negative perception.

d. Students were motivated to learn English

Based on the research findings, by giving rewards students were motivated in the learning process. It can be shown in the statement from the S8, 27, 33, 32 stated that the motivated to learn because gave rewards like raise a thumb by the teacher make them felt enthusiast to study harder and they want continue to learn in order to get more of the rewards we got. Based on their statements, giving rewards in learning process were very important to motivated students. By motivating the students, their interested to study hard and can be more active in learning so that achievement increases. The students were motivated to be more active in learning process because they were rewarded and want to maintain the rewards and even want to get more rewards so that they want to improve their learning achievements.

Motivation is one's direction to behavior or what causes a person wants to repeat a behavior, a set of force that acts behind the

motives an individual motivation may be inspired by other or events. Motivation has been considered as one the most important reasons that inspire a person to doing good activity rewarding is something important to encourage students' motivation in learning and with given rewards the students felt more enthusiastic in learning to get more rewards.

These related with warga (1983) Stated that Need influent perceptions. If an individual finds needs of what he has experienced and observed, he must shape positive perception in his mind. It means that the students can receive teachers' rewards in teaching English because they were interested and motivated to study harder. By giving rewards can motivate the students were more eager to learn English. It also supported by Usman, MU (2000) statement the advantages give rewards for students can increased leaning motivation.

e. Students being polite

Based on the research findings, by giving rewards mostly the students would be polite. It was from the S3, S22, S34, S38 stated that they being polite because they the teacher gave applause made the students happy, and always would behave like that again in other hand they being polite because they replay to the teachers who has given rewards.

Based on their statement, by giving rewards the students being polite because the rewards is an encouragement for students to always be polite to the teacher in English learning. In this case teaching English by giving rewards for students they always want to behave well because they want to maintain the rewards that have been obtained before. The rewards given by the teachers are an appreciation for the students for doing something good.

These related to the factor affecting perception which state by Rao and Narayana “individual characteristic behavior is another strong influence on what you perceive about that individual. With the rewards that students got can influence their actions, they will be polite. It means that the students can receive the teachers’ rewards in teaching English because they will be polite. It also supported statement by Slameto (2010) rewards is an award given by the teacher to the students as appreciation because the student has been well behaved and has successfully performed the task given by the teacher well it can make students diligent doing assignment and can be polite.

f. Students were diligent in doing assignments

Assignment is a task or piece of work allocated to someone as part of a job or course of study. Based on the researcher findings,

mostly the students were diligent in doing assignment. It was from the S6, S28 stated that they diligent doing assignment because they felt proud to have been given reward and make them felt happy so that they want to study harder and work hard on the assignments to get more rewards

Based on their statement, besides doing assignment is one of the obligation and responsibilities for each students and the rewards were given by the teacher becomes one of important thing can encouraging and motivated students to diligently doing assignment and improve their skill in doing assignment. The teacher additional value for the students who diligent doing assignment made the students felt proud because their effort is not in vain and always want to do a good activities. And the S38 stated by given additional value make them diligent doing assignments and also can motivated other friends to diligent doing assignments.

These related with warga (1983) Statement that Need influent perceptions. If an individual finds needs of what he has experienced and observed, he must shape positive perception in his mind. It means that the students can receive the teacher's rewards in teaching English because they were interested to more diligent in doing the assignment. It also supported the statement by Slameto (2010:171) rewards is an award given by the teacher to the students as appreciation because the student has been well behaved and has

successfully performed the task given by the teacher well it can make students diligent doing assignment and can be polite.

g. Benefit for students of teachers' rewards in teaching English

Based on the results of the interviews, the rewards given by the teachers in teaching English have some advantage for students. Some of the students state that by the rewards giving by teachers make them motivated to study harder and more diligent to do the assignment. It can be show in the statements the S9, the S26, and the S29: *the S9 stated "the benefits of rewards are making me felt proud and enjoy in learning English". S26 stated "Can motivate to study and also can achieve goals". And S29 Stated "can boast parents because got rewards and study harder to got rewards"*. Based on the statement, giving rewards by the teachers in teaching English have positive impact on students. Some of these benefits it can be said that the provision of rewards was very important to help students in learning. Because by giving rewards the students felt enjoy in learning, motivated to learn and study harder to get rewards. This the same with the theory from Usman, MU (2000) that the benefits give rewards for the students, can increase attention in learning, increase learning motivation and also can reproduce productive behavior.

These also related with the indicator of perception by Walgito (1990) Stated "Where Stimulate or object is absorbed or accepted. Inside the brain are collected images or impression, both old and

newly formed". It means that the students agree about teachers' rewards in teaching English. It means that the students can receive teachers' rewards in teaching English.

h. Students' opinion of teacher rewards in teaching English

Based on data from the interview the researcher found mostly students' agreed toward rewards given by English teachers in the teaching process. The findings of the research showed that mostly the students gave a positive response. It was from S26,28,S4 S22 stated that rewards given by the teachers in teaching English were good because does were very helpful them in the learning process and also some advantages for them like can make the student happy and enjoyed the learning, more diligent to study and can motivated students. And some of the students also said that giving rewards in learning English was very good because it can motivate them to study harder. And also can motivate other students who were lazy to learn to be more active in learning and they competed to improve their achievements.

The researcher found that the students agreed toward the teachers' rewards in teaching English because some students stated given rewards by the teacher was good it can be seen from S4 agreed of teachers' rewards in teaching English because can make the students more active, make the students happy and motivated to learn English. The researcher also found some students stated

teachers' rewards in teaching English very good it was students' answer that represent the S22, S26 stated the teachers' rewards in teaching English very good because can motivated them to study harder to get more appropriated rewards and rewards given by the teachers very pleasant and entertained.

These related with the indicator of perception which stated Robert (1997) is Absorbs: the stimulus that is outside the individual is absorbs through the senses, enter the brain, and got a place. There is an analytical process, classified and organized with individual experiences that have been previously owned. It means that the students agreed of teachers' rewards in teaching English it can be seen from their opinion who stated giving rewards by English in teaching English is very good because can help them in learning English.

## **BAB V**

### **DISCUSSION AND SUGGESTION**

#### **A. Conclusions**

Based on the finding and discussion in the previous chapter, the researcher would make a conclusion by showing the result of the observation and interview towards the students' perception

1. There were four kinds of rewards were given by the teacher one those were: raise a thumb, smile, gave value, and praise (saying "that's right) and the teacher two also gave four rewards in teaching and learning process those were: applause, rewards by approaching, nods and also praise (write "very good").
2. Based on the students' interview, mostly the students gave positive perception and agree toward the teachers' rewards in teaching English, they were happy, they felt easy to understand the lesson, motivated to learn, being polite, diligent to doing assignment. Whereas, some students unhappy in learning English and got difficulties to understand the lesson, because they thought that learning English was difficult.



## **B. Suggestions**

From the findings presented earlier in chapter four, there are some suggestions that can be taken as a consideration for English teachers towards the teachers' rewards given in teaching English.

1. The teachers should be give rewards as reinforcement to improve students' motivation in learning English and the teachers must choose the rewards that appropriate with the students' achievement in the learning process. The teachers must provide kinds of rewards that can give positive effect for students such as encourage and motivated students to improve their performance.
2. For the next researcher, will be develop and continue the result of this research using other methods so that this research becomes more developed.

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Appendix 1

Observation sheet used to know teachers' rewards in teaching English

Name: Teacher one

No	Rewards	Yes	NO
1	<p>Verbal Rewards</p> <ul style="list-style-type: none"> <li>• Saying very good</li> <li>• Saying that's right</li> <li>• Writing very good</li> <li>• Writing good job</li> </ul> <p>Nonverbal Rewards</p> <p>a. Rewards in the form of body movements:</p> <ul style="list-style-type: none"> <li>▪ Giving applause</li> <li>▪ smile</li> <li>▪ Rise a thumb</li> <li>▪ Nods</li> </ul> <p>b. Rewards by touch</p> <ul style="list-style-type: none"> <li>▪ Pats on the back</li> </ul> <p>c. Rewards in the form of symbols and object</p> <ul style="list-style-type: none"> <li>▪ value</li> <li>▪ certificate</li> <li>▪ picture cards</li> <li>▪ school equipment (pen, pencil, book)</li> </ul> <p>d. rewards by approaching</p> <p>e. fun activities</p> <p>f. Rewards by paying respect</p>		

Appendix 1

Observation sheet used to know teachers' rewards in teaching English

Name: Teacher two

No	Rewards	Yes	NO
1	<p>Verbal Rewards</p> <ul style="list-style-type: none"> <li>• Saying very good</li> <li>• Saying that's right</li> <li>• Writing very good</li> <li>• Writing good job</li> </ul> <p>Nonverbal Rewards</p> <p>g. Rewards in the form of body movements:</p> <ul style="list-style-type: none"> <li>▪ Giving applause</li> </ul> <p>2.</p> <ul style="list-style-type: none"> <li>▪ smile</li> <li>▪ Rise a thumb</li> <li>▪ Nods</li> </ul> <p>h. Rewards by touch</p> <ul style="list-style-type: none"> <li>▪ Pats on the back</li> </ul> <p>i. Rewards in the form of symbols and object</p> <ul style="list-style-type: none"> <li>▪ value</li> <li>▪ certificate</li> <li>▪ picture cards</li> <li>▪ school equipment (pen, pencil, book)</li> </ul> <p>j. rewards by approaching</p> <p>k. fun activities</p> <p>l. Rewards by paying respect</p>		

## Appendix 2

### Questions of interview

Interview is use to know students perception of teacher rewards in teaching English

1. Apakah kamu tahu apa itu penghargaan?

Jawaban:

2. apakah kamu pernah diberi penghargaan oleh guru, penghargaan seperti apakah itu?

Jawaban:

3. Kapan kamu diberi penghargaan oleh guru?

Jawaban:

4. Apakah kamu senang belajar bahasa inggris jika diberikan penghargaan oleh guru? kenapa?

Jawaban:

5. Apakah dengan pemberian penghargaan dapat membantu kamu memahami pelajaran atau hanya sekedar membuat kamu menikmati pembelajaran bahasa inggris? kenapa?

Jawaban:

6. Apakah kamu lebih aktif , lebih giat belajar, lebih termotivasi untuk belajar bahasa inggris jika guru memberikan penghargaan? Kenapa?

Jawaban:



7. Dengan adanya penghargaan yang diberikan oleh guru apakah kamu akan bersikap sopan? Kenapa?

Jawaban:

8. Jika kamu diberikan penghargaan oleh guru apakah kamu lebih rajin mengerjakan tugas? Kenapa?

Jawaban:

9. Apa manfaat bagi anda jika guru memberikan reward dalam pembelajaran bahasa inggris?

Jawaban:

10. Bagaimana pendapat kamu tentang pemberian penghargaan oleh guru dalam pembelajaran bahasa inggris?

Jawaban:

Walgito (1990)

### Appendix 3: transcript of students' interview

Name: S 1

Kelas: VII G

- Researcher : Apakah kamu tahu apa itu penghargaan?  
Student : penghargaan adalah sesuatu yang diberikan dari seseorang atas kesuksesan atas prestasi, contoh nya sebuah hadiah atau  
researcher : Apakah kamu pernah diberi penghargaan oleh guru? Penghargaan seperti apa itu?  
Student : pernah ee berupa piagam.  
Researcher : Kapan kamu diberi penghargaan oleh guru?  
Student : eee.... karena berprestasi.  
Researcher : Apakah kamu senang belajar bahasa inggris jika diberi penghargaan oleh guru? Kenapa?  
Student : senang karena bisa mendapat penghargaan.  
Researcher : Apakah dengan adanya penghargaan dapat membantu kamu memahami pelajaran atau hanya sekedar membuat kamu menikmati pembelajaran bahasa inggris? Kenapa?  
Student : eee.... menambah ee pengetahuan untuk menambah rasa semangat untuk lebih giat belajar lagi.  
Researcher : Apakah kamu akan lebih aktif, lebih giat belajar, lebih termotivasi untuk belajar bahasa inggris jika guru memberikan penghargaan? Kenapa?  
Student : iyya karena dengan adanya penghargaan kita akan lebih semangat untuk belajar.  
Researcher : Dengan adanya penghargaan yang diberikan oleh guru apakah kamu akan bersikap sopan? Kenapa?  
Student : iyya karena kita akan dihargai oleh orang lain dan kita akan di puji karena atas penghargaan kita.  
researcher : Jika diberi penghargaan oleh guru apakah kamu lebih rajin mengerjakan tugas? Kenapa?  
Student : iyya karenaaa penghagaan adalah suatu dorongan untuk lebih ee lebih semangat untuk belajar mengerjakan tugas.  
Researcher : Apa manfaat bagi anda jika guru memberikan penghargaan dalam pembelajaran bahasa inggris?  
Student : eee... memberi motivasi dan dorongan untuk lebih semangat belajar dan Eee... member rasa senang kepada pelajaran tersebut.  
Researcher : Bagaimana pendapat kamu tentang pemberian penghargaan oleh guru dalam pembelajaran bahasa inggris?  
Student : kalo pendapat saya bagus karena bisa memotivasi siswa-siswa dan eee dapat memberikan rasa yang rasa cinta terhadap pelajaran pelajaran bahasa inggris.

Name : S 2  
Class : VII G

Researcher : Apakah kamu tahu apa itu penghargaan?  
Students : iya, penghargaan itu yang diberikan kepada guru misalnya diberikanki

tepuk tangan, itu ji kak qtau

Researcher : Apakah kamu pernah diberi penghargaan oleh guru? Penghargaan seperti apa itu?

Student : pernah, diberikan penghargaan menulis dipapan, tepuk tangan ehh itu ji kak.

Researcher : Kapan kamu diberi penghargaan oleh guru?

Students : kulupai, ohh iya ihh astagirullah al-adzim ehh karena ehh pernah

menulis dipapan eh menjelaskan dipapan

Researcher : Apakah kamu senang belajar bahasa inggris jika diberi penghargaan oleh guru? Kenapa?

Students : nda terlalu, karena bahasa inggris itu sangat susah, nda terlalu hahahha

Researcher : Apakah dengan adanya penghargaan dapat membantu kamu memahami

pembelajaran pelajaran atau hanya sekedar membuat kamu menikmati bahasa inggris? Kenapa?

Student : membantu, iye karena kalau kita bisa menjelaskan bisa memahami.

Researcher : Apakah kamu akan lebih aktif, lebih giat belajar, lebih termotivasi untuk belajar bahasa inggris jika guru memberikan penghargaan? Kenapa?

Student : begitu, termotivika, termotivasi yah karena bisa lebih giat belajar.

Researcher : Dengan adanya penghargaan yang diberikan oleh guru apakah kamu akan bersikap sopan? Kenapa?

Student : iye, deh kenapa karena ehh karena bisa ii

Researcher : Jika diberi penghargaan oleh guru apakah kamu lebih rajin mengerjakan

tugas? Kenapa?

Students : iye, karena harus lebih giat ehh mengerjakan tugas karena kalau tidak

giatki mengerjakankan tugas jadi anak boloski

Researcher : Apa manfaat bagi anda jika guru memberikan penghargaan dalam pembelajaran bahasa inggris?

Student : apa itu reward kak, manfaatnya ehh lebih pintarki lagi lebih apa bahasanya

Researcher : Bagaimana pendapat kamu tentang pemberian penghargaan oleh guru dalam pembelajaran bahasa inggris?

Student : ehh pendapatku bagus karena, karena kita bisa ehhh pintar, ehh bisa bisa apa bisa itu ji kak.

Name: Student 3

Class : VII G

Researcher : Apakah kamu tahu apa itu penghargaan?

Students : tau, seperti hadiah ehhh ucapan begitu kayak bagus begitu kayak diberi nilai

Researcher : Apakah kamu pernah diberi penghargaan oleh guru? Penghargaan seperti apa itu?

Student : pernah ka, kayak ucapan kak kayak nilai bagus, kayak bagus dii

Researcher : Kapan kamu diberi penghargaan oleh guru?

Student : ehh kelas enam, belajar ehh

Researcher : Apakah kamu senang belajar bahasa inggris jika diberi penghargaan oleh guru? Kenapa?

Student : iya kak, karena bahagia karena dikasi hadiah

Researcher : Apakah dengan adanya penghargaan dapat membantu kamu memahami pelajaran atau hanya sekedar membuat kamu menikmati pembelajaran bahasa inggris? Kenapa?

Student : apa.? Memahami kak, karena dipenghargaan kak

Researcher : Apakah kamu akan lebih aktif, lebih giat belajar, lebih termotivasi untuk belajar bahasa inggris jika guru memberikan penghargaan? Kenapa?

Student : lebih giat kak, karena sebagai ucapan terima kasih.

Researcher : Dengan adanya penghargaan yang diberikan oleh guru apakah kamu akan bersikap sopan? Kenapa?

Student : iya kak, karena telah diberi penghargaan oleh guru dan sebagian dari ucapan terimakasih

Researcher : Jika diberi penghargaan oleh guru apakah kamu lebih rajin mengerjakan tugas? Kenapa?

Student : iya kak, karena diberi penghargaan.

Researcher : Apa manfaat bagi anda jika guru memberikan penghargaan dalam pembelajaran bahasa inggris?

Student : lebihh giat belajar, sopan dalam pelajaran.

Researcher : Bagaimana pendapat kamu tentang pemberian penghargaan oleh guru dalam pembelajaran bahasa inggris?

Student : ehh bagus karena itu bisa membuat kita lebih giat belajar.

Name: S 4  
Class : VII A

Researcher : Apakah kamu tahu apa itu penghargaan?

Student : yaitu sebuah apresiasi yang diberikan oleh seseorang contohnya seperti tepuk tangan dan jempol oleh guru.

Researcher : Apakah kamu pernah diberi penghargaan oleh guru? Penghargaan seperti apa itu?

Student : pernah tepuk tangan.

Researcher : Kapan kamu diberi penghargaan oleh guru?  
 Student : eem menjawab soal  
 Researcher : Apakah kamu senang belajar bahasa inggris jika diberi penghargaan oleh guru? Kenapa?  
 Student : senang karena bisa menambah minat belajar kita, bisa menambah minat belajar kita untuk untuk suka lebih sopan mempelajari bahasa inggris.  
 Researcher : Apakah dengan adanya penghargaan dapat membantu kamu memahami pelajaran atau hanya sekedar membuat kamu menikmati pembelajaran bahasa inggris? Kenapa?  
 Student : dapat memahami pelajaran bahasa inggris karena dengan kita diberi penghargaan oleh guru kita tambah minat belajar dan semangat belajar  
 Researcher : Apakah kamu akan lebih aktif, lebih giat belajar, lebih termotivasi untuk belajar bahasa inggris jika guru memberikan penghargaan? Kenapa?  
 Student : lebih apa tadi pertanyaannya, lebih giat belajar karena jika kita diberi penghargaan oleh guru kita kita akan bermotivasi untuk untuk ee berminat untuk  
 Researcher : Dengan adanya penghargaan yang diberikan oleh guru apakah kamu akan bersikap sopan? Kenapa?  
 Student : sopan eeee  
 Researcher : Jika diberi penghargaan oleh guru apakah kamu lebih rajin mengerjakan tugas? Kenapa?  
 Student : rajin karean ketika kita diberi penghargaan kita akan mempertahankan penghargaan itu sehingga kita akan lebih sering mengerjakan tugas dirumah.  
 Researcher : Apa manfaat bagi anda jika guru memberikan penghargaan dalam pembelajaran bahasa inggris?  
 Student : manfaat, kita akan lebih giat karena kita senang ketika kita diberi penghargaan oleh guru.

Researcher : Bagaimana pendapat kamu tentang pemberian penghargaan oleh guru

dalam pembelajaran bahasa inggris?

Student : ee.... bagus karena jika kita jika guru memberikan penghargaan ee dalam

kelas terutama bahasa inggris siswa-siswa pasti akan lebih giat belajar

untuk ber ee untuk belajar bahasa inggris karena ee membuat siswa

senang dan bermotivasi belajar bahasa inggris.

Name: S 5

Class : VII G

Researcher : Apakah kamu tahu apa itu penghargaan?

Student : hadiah ehh hadiah sebagai anu sebagai rasa terima kasih

Researcher : Apakah kamu pernah diberi penghargaan oleh guru? Penghargaan seperti

apa itu?

Student : pernah satu kali, ehhh bisa nilai bisa dalam bentuk anu dalam bentuk

nilai sama itu ji kayaknya. Iye.

Researcher : Kapan kamu diberi penghargaan oleh guru?

Student : pernah karena saya tolong ibu guru saya waktu sd toh.

Researcher : Apakah kamu senang belajar bahasa inggris jika diberi penghargaan oleh

guru? Kenapa?

Student : sebetulnya tidak kah agak tidak tau bahasa inggris, mauja belajar iya

Researcher : Apakah dengan adanya penghargaan dapat membantu kamu memahami

pelajaran atau hanya sekedar membuat kamu menikmati pembelajaran

bahasa inggris? Kenapa?

Student : bisa iya, bisa kalau kita mau betul-betul dalam anu karena hadiah itu kita

mau untuk bersungguh-sungguh belajar.

Researcher : Apakah kamu akan lebih aktif, lebih giat belajar, lebih termotivasi untuk

belajar bahasa inggris jika guru memberikan penghargaan? Kenapa?

Student : maksudnya,? Kayaknya kalau orangnya mau belajar dia pasti aktif toh

kalau  
 hatinya tidak  
 mau tetap tidak mau.  
 Researcher : Dengan adanya penghargaan yang diberikan oleh guru apakah kamu akan bersikap sopan? Kenapa?  
 Student : iye, kita bisa berterimakasih kepada guru kan kita sudah diberi penghargaan jadi harus kita juga sopan yah karena itu sebagai rasa terimakasih kita.  
 Researcher : Jika diberi penghargaan oleh guru apakah kamu lebih rajin mengerjakan tugas? Kenapa?  
 Student : iye, karena dengan ehh karena dengan penghargaan itu kita jadi termotivasi untuk belajar.  
 Researcher : Apa manfaat bagi anda jika guru memberikan penghargaan dalam pembelajaran bahasa inggris?  
 Student : termotivasi untuk rajin belajar, menggunakan penghargaan itu untuk ehh pelajaran berikutnya yang lebih susah toh kayak diberi anu untuk belajar kita pake solusi itu untuk belajar yang pelajaran lebih susah lagi.  
 Researcher : Bagaimana pendapat kamu tentang pemberian penghargaan oleh guru dalam pembelajaran bahasa inggris?  
 Student : penghargaan, sebetulnya bagus karena kalau orang muridnya kreteria rajin kalau dia sudah diberikan penghargaan sudah diberikan penghargaan pasti termotivasi untuk lebih jauh lagi mau belajar, tapi kalau kreterianya malas biar dikasi apa mobil kayaknya itu kalau hatinya tidak mau belajar tetap ji tidak mau ji.

Name: Student 7



Kelas: VII G

Researcher : Apakah kamu tahu apa itu penghargaan?  
Student : penghargaan itu adalah suatuuu yang diberi oleh guru kayak piala, hadiah.

Researcher : Apakah kamu pernah diberi penghargaan oleh guru? Penghargaan seperti apa itu?

Student : tidak pernah.

Researcher : Kapan kamu diberi penghargaan oleh guru?

Student :

Researcher : Apakah kamu senang belajar bahasa inggris jika diberi penghargaan oleh guru? Kenapa?

Student : senang, karena diberikan penghargaan

Researcher : Apakah dengan adanya penghargaan dapat membantu kamu memahami

pelajaran atau hanya sekedar membuat kamu menikmati pembelajaran

bahasa inggris? Kenapa?

Student : hanya sekedar menikmati, iye... karenaa

Researcher : Apakah kamu akan lebih aktif, lebih giat belajar, lebih termotivasi untuk

belajar bahasa inggris jika guru memberikan penghargaan? Kenapa?

Student : ehh lebih aktif ehh aaa mencapai level yang lebih lagi

Researcher : Dengan adanya penghargaan yang diberikan oleh guru apakah kamu

akan bersikap sopan? Kenapa?

Student : sopan, hormai gurumu, hormai yang lebih tua kayak saya umurku dua

belas tahun dan dia umurnya lebih dari dua puluh tahun jadi kita harus

hormati.

Researcher : Jika diberi penghargaan oleh guru apakah kamu lebih rajin mengerjakan

tugas? Kenapa?

Student : giat sekali, untuk mendapat mendapat nilai nilai yang bagus.

Researcher : Apa manfaat bagi anda jika guru memberikan penghargaan dalam

pembelajaran bahasa inggris?

Students : manfaatnyaaa untukk untuk untuk lebih giat lagi lebih giat sekali  
belajarnya supaya tidak tidak untuk bolos bolos lagi.  
Researcher : Bagaimana pendapat kamu tentang pemberian penghargaan oleh guru dalam pembelajaran bahasa inggris?  
Student : sangat bagus, dan juga sangat bagus karena guru guru itu sangat baik karena kita harus menghargai guru.

Name: S 8  
Class: VII G

Researcher : Apakah kamu tahu apa itu penghargaan?  
Student : eeeem... penghargaan adalah sesuatu yang didapatkan seseorang setelah berusaha. Piala, medali, piagam.  
Researcher : Apakah kamu pernah diberi penghargaan oleh guru? Penghargaan seperti apa itu?  
Student :  
Researcher : Kapan kamu diberi penghargaan oleh guru?  
Student : ee ketika ranking ketika mengikuti oesm.  
Researcher : Apakah kamu senang belajar bahasa inggris jika diberi penghargaan oleh guru? Kenapa?  
Student : iyya senang, karena suatu kebanggaan sendiri karena sudah menyukai suatu pelajaran dan kita mendapatkan penghargaan karena merasa suka pelajaran itu  
researcher : Apakah dengan adanya penghargaan dapat membantu kamu memahami pelajaran atau hanya sekedar membuat kamu menikmati pembelajaran bahasa inggris? Kenapa?  
Student : eem bisa membantu membantu untuk dan lebih menyukai bahasa inggris.  
Researcher : Apakah kamu akan lebih aktif, lebih giat belajar, lebih termotivasi untuk belajar bahasa inggris jika guru memberikan penghargaan? Kenapa?  
Student : iyya karena ketika guru memberikan penghargaan bisa kita memahami

bahasa inggris kita termotivasi untuk bersemangat mempelajarinya.

Researcher : Dengan adanya penghargaan yang diberikan oleh guru apakah kamu

akan bersikap sopan? Kenapa?

Student : iyye, karena bersikap sopan itu kepada guru itu wajib bagi setiap murid.

Researcher : Jika diberi penghargaan oleh guru apakah kamu lebih rajin mengerjakan

tugas? Kenapa?

Student : iyya karena mengerjakan tugas itu wajib.

Researcher : Apa manfaat bagi anda jika guru memberikan penghargaan dalam

pembelajaran bahasa inggris?

Student : akan lebih bersemangat dan

Researcher : Bagaimana pendapat kamu tentang pemberian penghargaan oleh guru

dalam pembelajaran bahasa inggris?

Student : bagus karena memberikan semangat kepada murid-murid dan memiliki

–murid kemampuan dibidang bahasa inggris dan membuat murid

bersemangat untuk mempelajari.

Name: Student 6

Class : VII G

Researcher : Apakah kamu tahu apa itu penghargaan?

Student : penghargaan adalah eh eh misal nya eh apa kita telah mengikuti suatu

Aktivitas yang mendapatkan suatu penghargaan maka kita akan diberikan

sebuah penghargaan misal nya seperti piala.

Researcher : Apakah kamu pernah diberi penghargaan oleh guru?

Penghargaan seperti

apa itu?

Student : pernah, ehh misalnya diberi tepuk tangang karena telah melakukan ehh  
telah menjawab jawaban yang benar.

Researcher : Kapan kamu diberi penghargaan oleh guru?

Student : sewaktu sd, waktu kerja waktu mengerjakan soal dipapan.

Researcher : Apakah kamu senang belajar bahasa inggris jika diberi penghargaan oleh guru? Kenapa?

Student : iya, karena haa jangki dulu, karena supaya kalau diberikan ki penghargaan pasti lebih mauki giat belajar.

Researcher : Apakah dengan adanya penghargaan dapat membantu kamu memahami pelajaran atau hanya sekedar membuat kamu menikmati pembelajaran bahasa inggris? Kenapa?

Student : dapat apa tadi contohnya, dapat memahami, karena ehhi karena toh kalau misalna sudahmaki dikasi penghargaan banggamiki baru pasti kita mau bilang ihh harus ka ini lebih giat belajar supaya dapatka lagi penghargaan.

Researcher : Apakah kamu akan lebih aktif, lebih giat belajar, lebih termotivasi untuk belajar bahasa inggris jika guru memberikan penghargaan? Kenapa?

Student : iya, karena kalau lebih eheee karena kalo lebih maksudnya bagaimana, iye karena kalo misalnya kan sudahmaki ini dikasi kayak gimana dih pasti befikirki lagi bilang ihh hampir ji sama jawabannya dengan yang.

Resaecher : Dengan adanya penghargaan yang diberikan oleh guru apakah kamu akan bersikap sopan? Kenapa?

Student : iya, karena karena haruski sopan kepada siapapun meskipun ehh siapapun biar lagi itu adekta pasti dihargai, disayang

Researcher : Jika diberi penghargaan oleh guru apakah kamu lebih rajin mengerjakan

tugas? Kenapa?

Student : iya, karena ehhe apa dii karena bangga karena bangga sudah bisa

Sudah dikasi penghargaan eh waktu sudah dikasi penghargaan

Pasti kayak eh senang sekalimaka mauka juga lebih giat belajar lagi

supaya lebih banyak kudapat penghargaan.

Researcher : Apa manfaat bagi anda jika guru memberikan penghargaan dalam

pembelajaran bahasa inggris?

Student : bisa eh bisa mendapatkan suatu pengaaa penagalama baru eh bisaki

bisaki termotivasi.

Researcher : Bagaimana pendapat kamu tentang pemberian penghargaan oleh guru

dalam pembelajaran bahasa inggris?

Student : aeee, bagus karena karena apa dii karena kalo nakasiki penghargaan

pasti bahagiaki kayak merasa senang.

Name: S 10  
Class: VII G

Researcher : Apakah kamu tahu apa itu penghargaan?  
Student : tidak.  
Researcher : Apakah kamu pernah diberi penghargaan oleh guru?  
Penghargaan seperti  
apa itu?  
Student : ee pernah ee diberi hadiah  
Researcher : Kapan kamu diberi penghargaan oleh guru?  
Student : eee.... bikin puisi  
Researcher : Apakah kamu senang belajar bahasa inggris jika diberi  
penghargaan oleh  
guru? Kenapa?  
Student : eeem iyya karena guru memberi kita semangat kayak gitu  
karena diberi  
penghargaan.  
Researcher : Apakah dengan adanya penghargaan dapat membantu  
kamu memahami  
pelajaran atau hanya sekedar membuat kamu menikmati  
pembelajaran  
bahasa inggris? Kenapa?  
Student : ee.... membantu memahami pelajaran karena membuat  
kita termotivasi  
belajar.  
Researcher : Apakah kamu akan lebih aktif, lebih giat belajar, lebih  
termotivasi untuk  
belajar bahasa inggris jika guru memberikan  
penghargaan? Kenapa?

Student : eee... lebih giat karena iyya  
 Researcher : Dengan adanya penghargaan yang diberikan oleh guru apakah kamu akan bersikap sopan? Kenapa?  
 Student : iyya karena guru telah memberikan kita penghargaan.  
 Researcher : Jika diberi penghargaan oleh guru apakah kamu lebih rajin mengerjakan tugas? Kenapa?  
 Student : iyyaa eee  
 Researcher : Apa manfaat bagi anda jika guru memberikan penghargaan dalam pembelajaran bahasa inggris?  
 Student : ee kita termotivasi belajar bahasa inggris, eee lebih giat belajar ee memahami bahasa inggris.  
 Researcher : Bagaimana pendapat kamu tentang pemberian penghargaan oleh guru dalam pembelajaran bahasa inggris?  
 Student : eee.... bagus karena memotivasi siswa untuk lebih belajar.

Name: Student 9  
 Class: VII G

Researcher : Apakah kamu tahu apa itu penghargaan?  
 Student : ihh deemma kayak misalnya to naik ki diatas menjawab terus benarki jawaban ta kayak dikasi ki hadiah tepuk tangan.  
 Researcher : Apakah kamu pernah diberi penghargaan oleh guru? Penghargaan seperti apa itu?  
 Student : Jawaban: pernah tapi jarang, menjawab soal dipapan, tepuk tangan sama anu kayak good job begitu begitu.  
 Researcher : Kapan kamu diberi penghargaan oleh guru?

Student : nda kuingat mi, ohh menjawab pertanyaan  
Researcher : Apakah kamu senang belajar bahasa inggris jika diberi penghargaan oleh guru? Kenapa?  
Student : senang, karena kayak merasa bangga.  
Researcher : Apakah dengan adanya penghargaan dapat membantu kamu memahami pelajaran atau hanya sekedar membuat kamu menikmati pembelajaran bahasa inggris? Kenapa?  
Student : agak agak memahami yaahh karena karena cara menjelaskannya sangat bagus.  
Researcher : Apakah kamu akan lebih aktif, lebih giat belajar, lebih termotivasi untuk belajar bahasa inggris jika guru memberikan penghargaan? Kenapa?  
Student : mungkin, yah karena bisa jadi iya bisa jadi tidak.  
Researcher : Dengan adanya penghargaan yang diberikan oleh guru apakah kamu akan bersikap sopan? Kenapa?  
Student : iya, karena pada dasarnya kita lebih sopan kepada yang lebih tua.  
Researcher : Jika diberi penghargaan oleh guru apakah kamu lebih rajin mengerjakan tugas? Kenapa?  
Student : iya, karenaaa agar menjadi pintar  
Researcher : Apa manfaat bagi anda jika guru memberikan penghargaan dalam pembelajaran bahasa inggris?  
Student : merasa bangga, senang.  
Researcher : Bagaimana pendapat kamu tentang pemberian penghargaan oleh guru Dalam pembelajaran bahasa inggris?  
Student : sangat bagus, karena dapat memotivasi yang lain agar dapat menjadi juara.



Name : S11  
Class : VII A

Researcher : Apakah kamu tahu apa itu penghargaan?  
Student : penghargaan adalah suatu penghargaan adalah sesuatu yang diberikan pada pasangan atau sekelompok yang dalam bidang tertentu.

Researcher : Apakah kamu pernah diberi penghargaan oleh guru?  
Penghargaan seperti apa itu?

Student : belum pernah. tidak

Researcher : Kapan kamu diberi penghargaan oleh guru?

Student :

Researcher : Apakah kamu senang belajar bahasa inggris jika diberi penghargaan oleh guru? Kenapa?

Student : iyya karena usaha saya tidak sia-sia

Rsearcher : Apakah dengan adanya penghargaan dapat membantu kamu memahami

pembelajaran pelajaran atau hanya sekedar membuat kamu menikmati bahasa inggris? Kenapa?

Student : memahami pelajaran iye, karena ulangi kak soalnya iyya memahami

pelajaran karena saya mendapatkan ilmu.

Researcher : Apakah kamu akan lebih aktif, lebih giat belajar, lebih termotivasi untuk

belajar bahasa inggris jika guru memberikan penghargaan? Kenapa?

Student : iyya, karena dapat menamba ilmu.

Researcher : Dengan adanya penghargaan yang diberikan oleh guru apakah kamu

akan bersikap sopan? Kenapa?

Student : iyye karena

Researcher : Jika diberi penghargaan oleh guru apakah kamu lebih rajin mengerjakan

tugas? Kenapa?

Student : iyya karena

Researcher : Apa manfaat bagi anda jika guru memberikan penghargaan dalam

pembelajaran bahasa inggris?

Student : dapat menambah ilmu ee lebih giat belajar. Mendapat ilmu

Researcher : Bagaimana pendapat kamu tentang pemberian penghargaan oleh guru



Student : iya, karena sudah diberi penghargaan.  
Researcher : Jika diberi penghargaan oleh guru apakah kamu lebih rajin mengerjakan tugas? Kenapa?  
Student : iya, aaa karena supaya lebih pintar  
Researcher : Apa manfaat bagi anda jika guru memberikan penghargaan dalam pembelajaran bahasa inggris?  
Student : eee supaya percaya diri, mendapatka prestasi.  
Researcher : Bagaimana pendapat kamu tentang pemberian penghargaan oleh guru dalam pembelajaran bahasa inggris?  
Student : baik, tidak ji kak tidak jii. Kau alexa

Name: Student 13  
Class: VII G

Researcher : Apakah kamu tahu apa itu penghargaan?  
Student : penghargaan adalah sebuah hadiah untuk sebuah hadiah, hadiah ee kayak piala sertifikat.  
Researcher : Apakah kamu pernah diberi penghargaan oleh guru? Penghargaan seperti apa itu?  
Student : ndaa iyaa ohh pernah pernah eee sertifikat eemm pujian kayak bagus baik luar biasa.  
Researcher : Kapan kamu diberi penghargaan oleh guru?  
Student : saat naik presentas dikelas  
Researcher : Apakah kamu senang belajar bahasa inggris jika diberi penghargaan Oleh guru? Kenapa?  
Student : senang, karena diberi jempol oleh guru disuka oleh guru.

Researcher : Apakah dengan adanya penghargaan dapat membantu kamu memahami pelajaran atau hanya sekedar membuat kamu menikmati pembelajaran bahasa inggris? Kenapa?

Student : dapat membantu iyaa karena kalau dikasi penghargaan tambah menjadi terus berusaha menjadi baik.

Researcher : Apakah kamu akan lebih aktif, lebih giat belajar, lebih termotivasi untuk belajar bahasa inggris jika guru memberikan penghargaan? Kenapa?

Student : iya, supaya eeee bisa dapat lagi penghargaan.

Researcher : Dengan adanya penghargaan yang diberikan oleh guru apakah kamu akan bersikap sopan? Kenapa?

Student : iya, karena eeee karena ehh sebagai karena bersikap sopan adalah tanda berterimah kasih kepada guru yang telah memberi penghargaan

Researcher : Jika diberi penghargaan oleh guru apakah kamu lebih rajin mengerjakan tugas? Kenapa?

Student : iya, supaya supaya karena supaya memper kayak memperbaiki sikap.

Researcher : Apa manfaat bagi anda jika guru memberikan penghargaan dalam pembelajaran bahasa inggris?

Student : ehmmm manfaatnya untuk menjadi lebih baik, tambah berusaha menjadi pintar eemm.

Researcher : Bagaimana pendapat kamu tentang pemberian penghargaan oleh guru dalam pembelajaran bahasa inggris?

Student : eeee perasaan pendapatku berterima kasih bagus, karena ee guru apa apa di h nda bisa tau ki perasaanku eee bisa karena meningkat prestasiemmm apa lagi eee apalagi itu ji kurasa

Name : S14  
Class : VII G

Researcher : Apakah kamu tahu apa itu penghargaan?  
Student : penghargaan itu adalah seperti piagam, itu ji iye.  
Researcher : Apakah kamu pernah diberi penghargaan oleh guru?  
Penghargaan seperti apa itu?  
Student : pernah, ehhhh tappe tappee, jempol  
Researcher : Kapan kamu diberi penghargaan oleh guru?  
Student : hari apa itu, men eee menjawab bu menjawab eee soal soal atau pertanyaan.  
Researcher : Apakah kamu senang belajar bahasa inggris jika diberi penghargaan oleh guru? Kenapa?  
Student : senang bu senang karena bagus ki bu supaya bisa pintar, cerdas, taat.  
Researcher : Apakah dengan adanya penghargaan dapat membantu kamu memahami pelajaran atau hanya sekedar membuat kamu menikmati bahasa inggris? Kenapa?  
Student : tidak, ulangi ulangi bu. Hanya untuk memahi bahasa inggris karena bahasa inggrisss yang dipahami bu  
Researcher : Apakah kamu akan lebih aktif, lebih giat belajar, lebih termotivasi untuk belajar bahasa inggris jika guru memberikan penghargaan? Kenapa?  
Student : lebih giat bu, eeee karena karena bisa mendapatkan ilmu.  
Researcher : Dengan adanya penghargaan yang diberikan oleh guru apakah kamu akan bersikap sopan? Kenapa?  
Student : sopan bu, karena karena kita harus menghargai satu antara antara siswa dan guru.  
Researcher : Jika diberi penghargaan oleh guru apakah kamu lebih rajin mengerjakan tugas? Kenapa?  
Student : lebih giat  
Researcher : Apa manfaat bagi anda jika guru memberikan penghargaan dalam pembelajaran bahasa inggris?  
Student : apa bu eeee apa diii memantu saya belajar dan membuat saya

termotivasi kayaknya  
Researcher : Bagaimana pendapat kamu tentang pemberian penghargaan oleh guru dalam pembelajaran bahasa inggris?  
Student : bagus karena bisa membuat saya lebih giat belajar.

Name: Student 15  
Class : VII G

Researcher : Apakah kamu tahu apa itu penghargaan?  
Student : penghargaan adalah seperti hadiah, menjempol tangan  
Researcher : Apakah kamu pernah diberi penghargaan oleh guru? Penghargaan seperti apa itu?  
Student : tidak iye  
Researcher : Kapan kamu diberi penghargaan oleh guru?  
Student : -  
Researcher : Apakah kamu senang belajar bahasa inggris jika diberi penghargaan oleh guru? Kenapa?  
Student : iye, eee bisa menjawab pertanyaan dari guru  
Researcher : Apakah dengan adanya penghargaan dapat membantu kamu memahami pelajaran atau hanya sekedar membuat kamu menikmati pembelajaran bahasa inggris? Kenapa?  
Student : hehehe sep iya iya iya karena kita dapat ba belajar bahasa inggris dan mendengarkan kita soalnya  
Researcher : Apakah kamu akan lebih aktif, lebih giat belajar, lebih termotivasi untuk belajar bahasa inggris jika guru memberikan penghargaan? Kenapa?  
Student : iya iya, karena saya bangga dan senang iye.  
Researcher : Dengan adanya penghargaan yang diberikan oleh guru apakah kamu akan bersikap sopan? Kenapa?

Student : iya, karena karena berterima kasih kepada guru yaa karena memberikan penghargaan

Researcher : Jika diberi penghargaan oleh guru apakah kamu lebih rajin mengerjakan tugas? Kenapa?

Student : iya, karena ingin mendapatkan nilai yang bagus iyee.

Researcher : Apa manfaat bagi anda jika guru memberikan penghargaan dalam pembelajaran bahasa inggris?

Student : supaya nilai nilai tinggi.

Researcher : Bagaimana pendapat kamu tentang pemberian penghargaan oleh guru dalam pembelajaran bahasa inggris?

Student : senang karena eeee karena karena karena.

Name : Student 16  
Class : VII G

Researcher : Apakah kamu tahu apa itu penghargaan?

Student : tidak.

Researcher : Apakah kamu pernah diberi penghargaan oleh guru? Penghargaan seperti apa itu?

Student : pernah, apa apa dii kayak jempol apa diii banyak kak

Researcher : Kapan kamu diberi penghargaan oleh guru?

Student : karena membersihkan karena membersihkan, eee giat belajar

Researcher : Apakah kamu senang belajar bahasa inggris jika diberi penghargaan oleh guru? Kenapa?

Student : iya, karena supaya supaya mendapatkan ilmu bahasa inggris lebih tinggi dari sebelumnya.

Researcher : Apakah dengan adanya penghargaan dapat membantu kamu memahami pelajaran atau hanya sekedar membuat kamu menikmati pembelajaran bahasa inggris? Kenapa?

Student : menambah menambah ilmu, karena supaya na dapat supaya supaya na na mendapat lebih banyak penghargaan kak.

Researcher : Apakah kamu akan lebih aktif, lebih giat belajar, lebih termotivasi untuk belajar bahasa inggris jika guru memberikan penghargaan? Kenapa?

Student : iya, karena apa kak tadi, termotivasi kak supaya apa dii termotivasi supaya supaya termotivasi untuk giat belajar karena termotivasi supaya mendapat supaya mendapatkan nilai yang bagus dan dan penghargaan.

Researcher : Dengan adanya penghargaan yang diberikan oleh guru apakah kamu akan bersikap sopan? Kenapa?

Student : iya, karena supaya hahaha supaya apa dii supaya supaya supayaaa apa dii supaya mendapatkan penghargaan supaya.

Researcher : Jika diberi penghargaan oleh guru apakah kamu lebih rajin mengerjakan tugas? Kenapa?

Student : iya iya, apa dii iya karena bisa mendapatkan ilmu kak supaya bisa menambah ilmu.

Researcher : Apa manfaat bagi anda jika guru memberikan penghargaan dalam pembelajaran bahasa inggris?

Student : manfaatnya nda ada ji, termotivasi ka kak untuk belajar. Ee itu ji kak

Researcher : Bagaimana pendapat kamu tentang pemberian penghargaan oleh guru dalam pembelajaran bahasa inggris?

Student : baik, karenaaa baguski carana kak menjelaskan itu ji kak kayaknya.



Name: S 17

Class: VII G

Researcher : Apakah kamu tahu apa itu penghargaan?

Student : penghargaan itu adalah suatu barang atau tanda yang diberikan kepada

kita atas kemampuan, kelebihan yang kita miliki

researcher : Apakah kamu pernah diberi penghargaan oleh guru? Penghargaan seperti

apa itu?

Student : pernah, kayak bentuk kayak piala, medali dan penghargaan kayak bentuk

tertulis

Researcher : Kapan kamu diberi penghargaan oleh guru?

Student : ikut lomba olimpiade sains nasional.

Researcher : Apakah kamu senang belajar bahasa inggris jika diberi penghargaan oleh

guru? Kenapa?

Student : biar tidak dikasi penghargaan senang juga.

Researcher : Apakah dengan adanya penghargaan dapat membantu kamu memahami

pelajaran atau hanya sekedar membuat kamu menikmati pembelajaran

bahasa inggris? Kenapa?

Student : eee

Researcher : Apakah kamu akan lebih aktif, lebih giat belajar, lebih termotivasi untuk

belajar bahasa inggris jika guru memberikan penghargaan? Kenapa?

Student : biar tidak dikasi penghargaan tetap ji eee lebih aktif, ee kayak lebih

mempelajari lagi bahasa inggris.

Researcher : Dengan adanya penghargaan yang diberikan oleh guru apakah kamu

akan bersikap sopan? Kenapa?

Student : ee kayak misalnya tidak selamanya dikasi penghargaan tetap sopan sama

guru.

Researcher : Jika diberi penghargaan oleh guru apakah kamu lebih rajin mengerjakan

tugas? Kenapa?

Student : eee... biar tidak dikasi penghargaan tetapja rajin mengerjakan tugas.

Researcher : Apa manfaat bagi anda jika guru memberikan penghargaan dalam pembelajaran bahasa inggris?

Student : eee lebih kayak ada rasa lebih senang rajin ee kayak lebih apa dii lebih lebih mauki giat belajar lagi.

Researcher : Bagaimana pendapat kamu tentang pemberian penghargaan oleh guru dalam pembelajaran bahasa inggris?

Student : baagus, karena kalo dikasi penghargaan itu tandanya kita dihargai prestasi ta eee lebih handal dalam pelajaran bahasa inggris.

Name: students 18

Class: VII G

Researcher : Apakah kamu tahu apa itu penghargaan?

Student : yah sudahmii eee penghargaan yang diberikan pada saat kita eeem juara eee bisa menjawab. Tepuk tangan diberi hadiah

Researcher : Apakah kamu pernah diberi penghargaan oleh guru? Penghargaan seperti apa itu?

Student : iye, good tepuk tangan

Researcher : Kapan kamu diberi penghargaan oleh guru?

Student : saat meee saat berjuara mengikuti lomba.

Researcher : Apakah kamu senang belajar bahasa inggris jika diberi penghargaan oleh guru? Kenapa?

Student : iyee iyee, yah tauwwa nah karena bisa meningkatkan penghargaan.

Researcher : Apakah dengan adanya penghargaan dapat membantu kamu memahami

pembelajaran pelajaran atau hanya sekedar membuat kamu menikmati bahasa inggris? Kenapa?

Student : bis dapat dapat memahami pelajaran, membuat kita senang eee

Researcher : Apakah kamu akan lebih aktif, lebih giat belajar, lebih termotivasi untuk belajar bahasa inggris jika guru memberikan penghargaan? Kenapa?

Student : lebih giat belajar, karena senang mendapatkan penghargaan.

Researcher : Dengan adanya penghargaan yang diberikan oleh guru apakah kamu akan bersikap sopan? Kenapa?

Student : iye. Karena senang mendapatkan penghargaan .

Researcher : Jika diberi penghargaan oleh guru apakah kamu lebih rajin mengerjakan tugas? Kenapa?

Student : iyee. Hiiii apa karena senang.

Researcher : Apa manfaat bagi anda jika guru memberikan penghargaan dalam pembelajaran bahasa inggris?

Student : dapat memahami pelajaran, membuat kita senang bisa menjawab pertanyaa.

Researcher : Bagaimana pendapat kamu tentang pemberian penghargaan oleh guru dalam pembelajaran bahasa inggris?

Student : senang.

Name: student 19  
Class: VII G

Researcher :Apakah kamu tahu apa itu penghargaan?

Student : kayak kayak jempol ee piagam dengan piala

Researcher :Apakah kamu pernah diberi penghargaan oleh guru? Penghargaan seperti apa itu?

Student : ee pernah, jempol iye

Researcher : Kapan kamu diberi penghargaan oleh guru?

Student : karena karena menjawab ee soal yang diberikan oleh guru.  
Researcher : Apakah kamu senang belajar bahasa inggris jika diberi penghargaan oleh guru? Kenapa?  
Student : eee senang, karena eee gurunya baik suka memberiiikan penghargaan.  
Researcher : Apakah dengan adanya penghargaan dapat membantu kamu memahami pelajaran atau hanya sekedar membuat kamu menikmati pembelajaran bahasa inggris? Kenapa?  
Student : tidak eee tidak ee menikmati karena ee  
Researcher : Apakah kamu akan lebih aktif, lebih giat belajar, lebih termotivasi untuk belajar bahasa inggris jika guru memberikan penghargaan? Kenapa?  
Student : iya karena suka belajar bahasa inggris itu ji.  
Researcher : Dengan adanya penghargaan yang diberikan oleh guru apakah kamu akan bersikap sopan? Kenapa?  
Student : ee bersikap sopanki karena diberi penghargaan. Itu ji kak  
Researcher : Jika diberi penghargaan oleh guru apakah kamu lebih rajin mengerjakan tugas? Kenapa?  
Student : lebih giat mengerjakan tugas karena diberi penghargaan.  
Researcher : Apa manfaat bagi anda jika guru memberikan penghargaan dalam pembelajaran bahasa inggris?  
Student : eee termotivikasi karena penghargaan.  
Researcher : Bagaimana pendapat kamu tentang pemberian penghargaan oleh guru dalam pembelajaran bahasa inggris?  
Student : bagus eee karena gurunya sopan suka memberi penghargaan itu ji kak.

Name: S 20

Class: VII A

Researcher : Apakah kamu tahu apa itu penghargaan?

Student : penghargaan adalah bentuk seperti hadiah, tepuk tangan, jempol dan lain-lain.

Researcher : Apakah kamu pernah diberi penghargaan oleh guru? Penghargaan seperti apa itu?

Students : pernah, jempol dan tepuk tangan.

Researcher : Kapan kamu diberi penghargaan oleh guru?

Student : telah menjawab pertanyaan dari guru iyye

Researcher : Apakah kamu senang belajar bahasa inggris jika diberi penghargaan oleh guru? Kenapa?

Student : senang karena ee guru telah percaya bahwa kita sudah tau bahasa inggris dan bahasa inggris juga adalah bahasa internasional.

Researcher : Apakah dengan adanya penghargaan dapat membantu kamu memahami pelajaran atau hanya sekedar membuat kamu menikmati

pembelajaran

bahasa inggris? Kenapa?

Student : ee dapat memahami iyye karena lebih lebih dapat diketahui dalam hal pembelajaran.

Researcher : Apakah kamu akan lebih aktif, lebih giat belajar, lebih termotivasi untuk belajar bahasa inggris jika guru memberikan penghargaan? Kenapa?

Student : iyya lebih termotivasi karena telah berterima kasih guru telah member penghargaan, mempercayai karena kita telah mengetahui bahasa inggris itu.

Researcher : Dengan adanya penghargaan yang diberikan oleh guru apakah kamu akan bersikap sopan? Kenapa?

Student : iyye karena kita telah harus berterima kasih kepada guru yang telah memberikan penghargaan

Researcher : Jika diberi penghargaan oleh guru apakah kamu lebih rajin mengerjakan

tugas? Kenapa?

Student : iyya karena mengerjakan tugas itu hak wajib siswa

Researcher : Apa manfaat bagi anda jika guru memberikan penghargaan dalam pembelajaran bahasa inggris?

Student : manfaatnya kita dapat gunakan untuk mendaftar disekolah yang lebih terkenal, lebih eksis.

Researcher : Bagaimana pendapat kamu tentang pemberian penghargaan oleh guru dalam pembelajaran bahasa inggris?

Student : pendapat karena guru telah mempercayai dan telah mengetahui kita lebih mengetahui berbahasa inggris, bagus karena kita telah dipercayai dan lebih dapat mengetahui bahasa inggris itu bahwa bahasa inggris itu bahasa internasional dan digunakan dalam berbagai Negara.

Name: Student 21  
Class: VII G

Researcher : Apakah kamu tahu apa itu penghargaan?  
Students : penghargaan seperti yang diberi oleh guru misalnya tepuk tangan, jempol, hadiah.

Researcher : Apakah kamu pernah diberi penghargaan oleh guru? Penghargaan seperti apa itu?  
Student : pernah, jempol dan tepuk tangan.

Researcher : Kapan kamu diberi penghargaan oleh guru?  
Student : waktu hari piket karena bersih.

Researcher : Apakah kamu senang belajar bahasa inggris jika diberi penghargaan oleh guru? Kenapa?  
Student : senang karena bisa karena bisa belajar bahasa inggris.

Researcher : Apakah dengan adanya penghargaan dapat membantu kamu memahami pelajaran atau hanya sekedar membuat kamu menikmati pembelajaran bahasa inggris? Kenapa?  
Student : dapat dapat memahami nda tau,

Researcher : Apakah kamu akan lebih aktif, lebih giat belajar, lebih termotivasi untuk belajar bahasa inggris jika guru memberikan penghargaan? Kenapa?

Students : lebih giat belajar. Karena pelajarannya bagus.

Researcher : Dengan adanya penghargaan yang diberikan oleh guru apakah kamu akan bersikap sopan? Kenapa?

Students : iya. Karena kita harus sopan yang lebih tua.

Researcher : Jika diberi penghargaan oleh guru apakah kamu lebih rajin mengerjakan tugas? Kenapa?

Student : iya. Karena

Researcher : Apa manfaat bagi anda jika guru memberikan penghargaan dalam pembelajaran bahasa inggris?

Student : manfaatnya senang, gembira.

Researcher : Bagaimana pendapat kamu tentang pemberian penghargaan oleh guru dalam pembelajaran bahasa inggris?

Student : senang. Bagus.

Name: Student 23

Class: VII.G

Researcher : Apakah kamu tahu apa itu penghargaan?

Student : tau, ee seperti seperti penghagraan yang diberikan kepada guru untuk kita seperti piagam, sertifikat dan jempol.

Researcher : Apakah kamu pernah diberi penghargaan oleh guru? Penghargaan seperti apa itu?

Student : pernah. Pernah lomba tapi bukan disini, piagam

Researcher : Kapan kamu diberi penghargaan oleh guru?  
Student : ee eek arena menjawab soal.  
Researcher : Apakah kamu senang belajar bahasa inggris jika diberi penghargaan oleh guru? Kenapa?  
Student : senang, karena ee bahasa inggris itu bagus ee dan dan kalo kita keluar negeri bisa memahami bahasa orang asing.  
Researcher : Apakah dengan adanya penghargaan dapat membantu kamu memahami pelajaran atau hanya sekedar membuat kamu menikmati pembelajaran bahasa inggris? Kenapa?  
Student : eee saya memahami pelajaran karena ee setiap guru menerangkan ee saya focus hanya dengan ibu guru.  
Researcher : Apakah kamu akan lebih aktif, lebih giat belajar, lebih termotivasi untuk belajar bahasa inggris jika guru memberikan penghargaan? Kenapa?  
Student : lebih bermotivas lebih belajar dengan bahasa inggris.  
Researcher : Dengan adanya penghargaan yang diberikan oleh guru apakah kamu akan bersikap sopan? Kenapa?  
Student : iya. Karena karena kita diberi amanah sebagai penghargaan supaya kita sopan kepada ibu guru.  
Researcher : Jika diberi penghargaan oleh guru apakah kamu lebih rajin mengerjakan tugas? Kenapa?  
Student : iya. Karena kita karena kita tidak bolehhh tidak boleh melanggar amanah ibu guru untuk belajar.  
Researcher : Apa manfaat bagi anda jika guru memberikan penghargaan dalam pembelajaran bahasa inggris?  
Student : selalu belajar setiap hari itu ji.  
Researcher : Bagaimana pendapat kamu tentang pemberian penghargaan oleh guru dalam pembelajaran bahasa inggris?



Student : eeee bagus. Karena diberi penghargaan.

Name: Student 22

Class: VII G

Researcher : Apakah kamu tahu apa itu penghargaan?

Students : eee penghargaan adalah eee kayak hehee eee langsungmi contohnya

kayak kita ikut lomba, menang juara satu pasti kita dikasi piala.

Researcher : Apakah kamu pernah diberi penghargaan oleh guru? Penghargaan

seperti apa itu?

Student : pernah ee ikut dalam pelajaran ipa eee dia bilang saya dia bilang sama

saya ee... apa dii karena

Researcher : Kapan kamu diberi penghargaan oleh guru?

Student :

Researcher : Apakah kamu senang belajar bahasa inggris jika diberi penghargaan oleh

guru? Kenapa?

Student : iya, karena menyenangkan pokoknya.

Researcher : Apakah dengan adanya penghargaan dapat membantu kamu memahami

pelajaran atau hanya sekedar membuat kamu menikmati pembelajaran

bahasa inggris? Kenapa?

Student : eee saya ee saya sangat memahami.

Researcher : Apakah kamu akan lebih aktif, lebih giat belajar, lebih termotivasi untuk

belajar bahasa inggris jika guru memberikan penghargaan? Kenapa?

Student : eee.... kayak ber iya lebih aktif karena trus itu saya sangat begitu lah

Researcher : Dengan adanya penghargaan yang diberikan oleh guru apakah kamu

bersikap sopan? Kenapa?

Student : iya saya sopan karena karena dari situ kita akan dinilai.

Researcher : Jika diberi penghargaan oleh guru apakah kamu lebih rajin mengerjakan tugas? Kenapa?  
Student : iya saya rajin karena ituu karena karena itu salah satuuu  
Researcher : Apa manfaat bagi anda jika guru memberikan penghargaan dalam pembelajaran bahasa inggris?  
Student : manfaatnya manfaatnya bisa ee bisa tambah giat belajar, orang tua senang.  
Researcher : Bagaimana pendapat kamu tentang pemberian penghargaan oleh guru dalam pembelajaran bahasa inggris?  
Student : pendapat saya sangat bagus karena sangat menyenangkan terhibur dan itu ji.

Name: Student 24  
Class: VII G

Researcher : Apakah kamu tahu apa itu penghargaan?  
Student : tau. Penghargaan itu kayak seperti ibu kasi kita eee jempol, srtifikat dengan kepercayaan.  
Researcher : Apakah kamu pernah diberi penghargaan oleh guru? Penghargaan seperti apa itu?  
Student : pernah. Ee memberikan kata kata seperti ee anak ini bagus karena dia sering dia focus pada pelajarannya.  
Researcher : Kapan kamu diberi penghargaan oleh guru?  
Student : ee mengikuti lomba.  
Researcher : Apakah kamu senang belajar bahasa inggris jika diberi penghargaan oleh guru? Kenapa?  
Student : banget lagi kak karena menurut saya pelajaran bahasa inggris sangat bagus baru eee karena lebih mengetahui pelajaran tersebut kita lebih giat

belajarnya.

Researcher : Apakah dengan adanya penghargaan dapat membantu kamu memahami pelajaran atau hanya sekedar membuat kamu menikmati pembelajaran bahasa inggris? Kenapa?

Student : memahami, karena memahami pelajaran kita bisa giat untuk belajar dan mendapat penghargaan lagi.

Researcher : Apakah kamu akan lebih aktif, lebih giat belajar, lebih termotivasi untuk belajar bahasa inggris jika guru memberikan penghargaan? Kenapa?

Student : iya karena ibu guru meberikan kita penghargaan karena ibu mempercayai bahwa anak ini rajin untuk belajar.

Researcher : Dengan adanya penghargaan yang diberikan oleh guru apakah kamu akan bersikap sopan? Kenapa?

Student : iya sopan dannn dan baik dalam pelajaran tersebut.

Researcher : Jika diberi penghargaan oleh guru apakah kamu lebih rajin mengerjakan tugas? Kenapa?

Student : iya rajin mengerjakan tugas dan karena ingi mendapatkan penghargaan lagi.

Researcher : Apa manfaat bagi anda jika guru memberikan penghargaan dalam pembelajaran bahasa inggris?

Student : karena lebih giat untuk belajar belajar belajar lebih giat karena untuk mendapat eehh karena untuk mendapatka nilai yang baik.

Researcher : Bagaimana pendapat kamu tentang pemberian penghargaan oleh guru dalam pembelajaran bahasa inggris?

Student : karena baik baik dan lebih memahami lebih rajin untuk belajar bahasa inggris.

Name: Student 28

Class: VII G

Researcher : Apakah kamu tahu apa itu penghargaan?  
Student : tau. Seperti eee mendapat piala, medapat penghargaan seperti diberi tepuk tangan jika mengerjakan soal dengan benar.  
Researcher : Apakah kamu pernah diberi penghargaan oleh guru? Penghargaan seperti apa itu?  
Student : tidak, tidak iyee  
Researcher : Kapan kamu diberi penghargaan oleh guru?  
Student :  
Researcher : Apakah kamu senang belajar bahasa inggris jika diberi penghargaan oleh guru? Kenapa?  
Student : senang, karena bisa mengetahui ilmu lebih tinggi dan eee termotivasi Lebih giat belajar.  
Researcher : Apakah dengan adanya penghargaan dapat membantu kamu memahami pelajaran atau hanya sekedar membuat kamu menikmati pembelajaran bahasa inggris? Kenapa?  
Student : iye, memahami ee karena bisa membuat kita lebih paham dengan pelajaran.  
Researcher : Apakah kamu akan lebih aktif, lebih giat belajar, lebih termotivasi untuk belajar bahasa inggris jika guru memberikan penghargaan? Kenapa?  
Student : iye, jangki dulu iye karena supaya kita  
Researcher : Dengan adanya penghargaan yang diberikan oleh guru apakah kamu akan bersikap sopan? Kenapa?  
Student : iye karena karena karena apa tadi itu kak iye karena ee kita harus sopan kepeda guru dan tidak boleh membantah ibu guru.  
Researcher : Jika diberi penghargaan oleh guru apakah kamu lebih rajin mengerjakan tugas? Kenapa?  
Student : iye karena karena dikasi penghargaan dan membuat kita lebih giat belajar

lebih bersungguh-sungguh.

Researcher : Apa manfaat bagi anda jika guru memberikan penghargaan dalam pembelajaran bahasa inggris?

Student : supaya eee supaya supaya mendapat ilmu yang lebih lagi dan dapat belajar dengan giat.

Researcher : Bagaimana pendapat kamu tentang pemberian penghargaan oleh guru dalam pembelajaran bahasa inggris?

Student : senang, iye karena guru memberi kita penghargaan dengan hadiah ataupun dengan tepuk tangan membuat saya senang.

Name: S 27  
Class: VII A

Researcher : Apakah kamu tahu apa itu penghargaan?

Student : penghargaan adalah suatu hadiah yang diberikan oleh kita eee seperti tepuk tangan, piagam atau piala

Researcher : Apakah kamu pernah diberi penghargaan oleh guru? Penghargaan seperti apa itu?

Student : pernah, menyanyi tepuk tangan

Researcher : Kapan kamu diberi penghargaan oleh guru?

Student : menyanyi.

Researcher : Apakah kamu senang belajar bahasa inggris jika diberi penghargaan oleh guru? Kenapa?

Student : senang bahasa inggris sangat sangat saya suka.

Researcher : Apakah dengan adanya penghargaan dapat membantu kamu memahami pelajaran atau hanya sekedar membuat kamu menikmati pembelajaran bahasa inggris? Kenapa?

Student : ee membuat membantu saya memahami pelajaran karena

kalo kita diberi penghargaan kita harus rajin belajar.

Researcher : Apakah kamu akan lebih aktif, lebih giat belajar, lebih termotivasi untuk belajar bahasa inggris jika guru memberikan penghargaan? Kenapa?

Student : iyya, eeem karena setelah kita diberi penghargaan oleh guru kita harus terus belajar agar mendapatkan penghargaan yang lebih dari penghargaan yang kita dapat.

Researcher : Dengan adanya penghargaan yang diberikan oleh guru apakah kamu akan bersikap sopan? Kenapa?

Student : iyya karena ibu guru telah memberikan penghargaan jadi kita harus menghargai penghargaan yang diberikan.

Researcher : Jika diberi penghargaan oleh guru apakah kamu lebih rajin mengerjakan tugas? Kenapa?

Student : iyya karena karena jika kita lebih rajin mengerjakan tugas kita akan lebih banyak mendapatkan penghargaan.

Researcher : Apa manfaat bagi anda jika guru memberikan penghargaan dalam pembelajaran bahasa inggris?

Student : menfaatnya ee bisa membahagiakan orang tua dan membuat saya lebih giat.

Researcher : Bagaimana pendapat kamu tentang pemberian penghargaan oleh guru dalam pembelajaran bahasa inggris?

Student : bagus, ee coba ulang pertanyaannya pendapatku, pendapatku eee pendapatku.

Name: Student 25

Class: VII A

Researcher : Apakah kamu tahu apa itu penghargaan?

Student : iya seperti tepuk tangan diberi hadiah, piala, piagam.

Researcher : Apakah kamu pernah diberi penghargaan oleh guru?  
Penghargaan seperti

apa itu?

Student : iya, tepuk tangan itu ji

Researcher : Kapan kamu diberi penghargaan oleh guru?

Student : saat menjawab soal.

Researcher : Apakah kamu senang belajar bahasa inggris jika diberi  
penghargaan oleh

guru? Kenapa?

Student : iya. Senang karena diberi penghargaan itu ji kak.

Researcher : Apakah dengan adanya penghargaan dapat membantu  
kamu memahami

pelajaran atau hanya sekedar membuat kamu menikmati  
pembelajaran

bahasa inggris? Kenapa?

Student : memahami. Karena kayak guru menjelaskan baik, bagus.

Researcher : Apakah kamu akan lebih aktif, lebih giat belajar, lebih  
termotivasi untuk

belajar bahasa inggris jika guru memberikan penghargaan?

Kenapa?

Student : iye karena ingin meraih cita-cita itu ji.

Researcher : Dengan adanya penghargaan yang diberikan oleh guru apakah kamu akan bersikap sopan? Kenapa?  
Student : iya karena karena agar nda kutau kak.  
Researcher : Jika diberi penghargaan oleh guru apakah kamu lebih rajin mengerjakan tugas? Kenapa?  
Student : iya, agar mendapat penghargaan lagi dan.  
Researcher : Apa manfaat bagi anda jika guru memberikan penghargaan dalam pembelajaran bahasa inggris?  
Student : bagus, baik, senang dan bahagia.  
Researcher : Bagaimana pendapat kamu tentang pemberian penghargaan oleh guru dalam pembelajaran bahasa inggris?  
Student : baik, bagus itu ji.

Name: Student 26  
Class: VII A

Researcher : Apakah kamu tahu apa itu penghargaan?  
Student : tidak. iyee  
Researcher : Apakah kamu pernah diberi penghargaan oleh guru? Penghargaan seperti apa itu?  
Student : pernah, jempol.  
Researcher : Kapan kamu diberi penghargaan oleh guru?  
Student : waktu pertama masuk kelas satu smp seperti dikasi jempol. Karena pas waktu itu kerja tugas baru semua temanku selesaimi nabilang ibu kenapa kamu tidak terburu-buru baru semua temanmu sudah selesai.



researcher : Apakah kamu senang belajar bahasa inggris jika diberi penghargaan oleh guru? Kenapa?

Student : senang, karena kalo dikasi penghargaan eee bangga pasti sama kita.

Researcher : Apakah dengan adanya penghargaan dapat membantu kamu memahami pelajaran atau hanya sekedar membuat kamu menikmati pembelajaran bahasa inggris? Kenapa?

Student : eee kalo dijelaskan ga bisa ja mengerti kalo tidak tidak.

Researcher : Apakah kamu akan lebih aktif, lebih giat belajar, lebih termotivasi untuk belajar bahasa inggris jika guru memberikan penghargaan? Kenapa?

Student : tidak. Karena masa gara-gara dikasi jeki penghargaan baru guatki biar tidak dikasi harusjaki giat.

Researcher : Dengan adanya penghargaan yang diberikan oleh guru apakah kamu akan bersikap sopan? Kenapa?

Student : iye, biar lagi tidak dikasiki penghargaan haruski lebih sopan sama guru karena itu lebih tua daripada kita.

researcher : Jika diberi penghargaan oleh guru apakah kamu lebih rajin mengerjakan tugas? Kenapa?

Student : iye. Kalao mengertija kalo tidak bagaimana dii.

Researcher : Apa manfaat bagi anda jika guru memberikan penghargaan dalam pembelajaran bahasa inggris?

Student : eeee bagi saya ee bangga karena dikasika penghargaan.

Researcher : Bagaimana pendapat kamu tentang pemberian penghargaan oleh guru dalam pembelajaran bahasa inggris?

Student : eee... bangga yaa karena dikasika penghargaan itu ji.

Name: Student 30

Class: VII A

Researcher : Apakah kamu tahu apa itu penghargaan?

Student : penghargaan eee semacam tepuk tangan tepuk tangan yang diberikan oleh guru.

Researcher : Apakah kamu pernah diberi penghargaan oleh guru? Penghargaan seperti apa itu?

Student : pernah, tepuk tangan itu ji

Researcher : Kapan kamu diberi penghargaan oleh guru?

Student : eee ujian

Researcher : Apakah kamu senang belajar bahasa inggris jika diberi penghargaan oleh guru? Kenapa?

Student : iya karena

Researcher : Apakah dengan adanya penghargaan dapat membantu kamu memahami

pelajaran atau hanya sekedar membuat kamu menikmati pembelajaran bahasa inggris? Kenapa?

Student : menikmati pelajaran bahasa inggris karena mendapatkan penghargaan.

Researcher : Apakah kamu akan lebih aktif, lebih giat belajar, lebih termotivasi untuk belajar bahasa inggris jika guru memberikan penghargaan?

Kenapa?

Student : iya karena saya ingin menjaga peng penghargaan itu.

Researcher : Dengan adanya penghargaan yang diberikan oleh guru apakah kamu

akan bersikap sopan? Kenapa?

Student : iya karena karena menjaga peng penghargaan.

Researcher : Jika diberi penghargaan oleh guru apakah kamu lebih rajin mengerjakan

tugas? Kenapa?

Student : iya karena

Researcher : Apa manfaat bagi anda jika guru memberikan penghargaan dalam

pembelajaran bahasa inggris?

Student : manfaatnya supaya lebih giat belajar.

Researcher : Bagaimana pendapat kamu tentang pemberian penghargaan oleh guru

dalam pembelajaran bahasa inggris?

Student : bagus karena.

Name: Student 31

Class: VII A

Researcher : Apakah kamu tahu apa itu penghargaan?  
Student : iya seperti pemberian hadiah pemberian gelar dan.  
Researcher : Apakah kamu pernah diberi penghargaan oleh guru?  
Penghargaan seperti apa itu?  
Student : iye piala, pas tempat dipengajian  
Researcher : Kapan kamu diberi penghargaan oleh guru?  
Student : karena sudah hafal semua kayak hafal-hafalan dan lancer dan dikasi penghargaan  
Researcher : Apakah kamu senang belajar bahasa inggris jika diberi penghargaan oleh guru? Kenapa?  
Student : iye karena ada penyemangat dengan motivasi untuk lebih rajin belajar lagi.  
Researcher : Apakah dengan adanya penghargaan dapat membantu kamu memahami pelajaran atau hanya sekedar membuat kamu menikmati pembelajaran bahasa inggris? Kenapa?  
Student : emm ulangi kak.  
Researcher : Apakah kamu akan lebih aktif, lebih giat belajar, lebih termotivasi untuk belajar bahasa inggris jika guru memberikan penghargaan? Kenapa?  
Student : iye eeee supaya misalnya kayak apa dii piker-pikir dulu kulupai kak karena kita dikasikan kayak motivasi dengan kayak apa dii itu ji kak

Researcher : Dengan adanya penghargaan yang diberikan oleh guru apakah kamu akan bersikap sopan? Kenapa?

Student : iye karena dia telah memberikan kita penghargaan dan memberikan kita motivasi untuk belajar lagi.

Researcher : Jika diberi penghargaan oleh guru apakah kamu lebih rajin mengerjakan tugas? Kenapa?

Student : iye. Karena apa dii itu saja kak

Researcher : Apa manfaat bagi anda jika guru memberikan penghargaan dalam pembelajaran bahasa inggris?

Student : eem kita jadi termotivasi untuk lebih giat lagi dengan dengan apa dii dengan

Researcher : Bagaimana pendapat kamu tentang pemberian penghargaan oleh guru dalam pembelajaran bahasa inggris?

Student : menurut saya itu bagus karena kita jadi lebih rajin, lebih giat, lebih termotivasi dan kita bisa melihat

Name: Student 32

Class: VII A

Researcher : Apakah kamu tahu apa itu penghargaan?

Student : tau penghargaan adalah ee kayak dikasiki penghargaan atau piala kayak tepuk tangan piala.

Researcher : Apakah kamu pernah diberi penghargaan oleh guru? Penghargaan seperti apa itu?

Student : pernah, eem acungan jempol kayak very good.

Researcher : Kapan kamu diberi penghargaan oleh guru?

Student : pas pengenalan diri, pengenalan diri ji

Researcher : Apakah kamu senang belajar bahasa inggris jika diberi penghargaan oleh guru? Kenapa?

Student : senang karena kita termotivasi untuk belajar bahasa inggris.

Researcher : Apakah dengan adanya penghargaan dapat membantu kamu memahami pelajaran atau hanya sekedar membuat kamu menikmati pembelajaran bahasa inggris? Kenapa?

Student : eee iyya karena termotivasika untuk belajar bahasa inggris dengan baik karena diacukan jempol oleh guru yang merupakan kebanggaan sendiri dan ingin giat belajar yahh dan membuat eee mudah paham pelajaran.

Researcher : Apakah kamu akan lebih aktif, lebih giat belajar, lebih termotivasi untuk belajar bahasa inggris jika guru memberikan penghargaan? Kenapa?

Student : iyya karena dengan penghargaan bisaki semangat untuk belajar bahasa inggris.

Researcher : Dengan adanya penghargaan yang diberikan oleh guru apakah kamu akan bersikap sopan? Kenapa?

Student : iyya karena karena iyye.

Researcher : Jika diberi penghargaan oleh guru apakah kamu lebih rajin mengerjakan tugas? Kenapa?

Student : iyya untuk mempertahankan penghargaan tersebut.

Researcher : Apa manfaat bagi anda jika guru memberikan penghargaan dalam pembelajaran bahasa inggris?

Student : manfaatnya dapatki lebih giat untuk belajar dan bisa berbahasa inggris.

Researcher : Bagaimana pendapat kamu tentang pemberian penghargaan oleh guru dalam pembelajaran bahasa inggris?

Student : pendapat saya agar mempertahankan penghargaan tersebut. Itu ji

Name: Student 35

Class: VII A

Researcher : Apakah kamu tahu apa itu penghargaan?

Student : tau. Ee menurut saya penghargaan itu yahh suatu yang diberikan oleh

kepada orang dengan suatu entah itu ucapan terimakasih atau yang lain

yaitu penghargaan

Researcher : Apakah kamu pernah diberi penghargaan oleh guru? Penghargaan seperti

apa itu?

Student : pernah, penghargaan waktu piagam.

Researcher : Kapan kamu diberi penghargaan oleh guru?

Student : kelas ee karna sudah sudah mengikuti oesm matematika pada saat kelas

Researcher : Apakah kamu senang belajar bahasa inggris jika diberi penghargaan oleh

guru? Kenapa?

Student : sangat senang karena menurut saya bahasa inggris itu ialah internasional

Eem.. yang apa yah semua orang kayaknya bisa yang penting ada yang

bisa dimengerti dan itu bisa dijadikan.

Researcher : Apakah dengan adanya penghargaan dapat membantu kamu memahami

pelajaran atau hanya sekedar membuat kamu menikmati pembelajaran

bahasa inggris? Kenapa?

Student : menikmati menikmati dari penghargaan tersebut karena itu suatu bisa

jadi contoh untuknya.

Researcher : Apakah kamu akan lebih aktif, lebih giat belajar, lebih termotivasi untuk

belajar bahasa inggris jika guru memberikan penghargaan?

Kenapa?

Student : sangat termotivasi karena dari penghargaan tersebut orang juga yang

melihat kita kayak mau mau kayak kita juga.

Researcher : Dengan adanya penghargaan yang diberikan oleh guru apakah kamu

akan bersikap sopan? Kenapa?

Student : sangat sopan karena yang penghargaan yang diberikan denag kepda guru

itu sangat sangat berarti bahwa guru itu mempercayai kita bahwa kita bisa .

Researcher : Jika diberi penghargaan oleh guru apakah kamu lebih rajin mengerjakan tugas? Kenapa?

Student : iya, karena kan itu karena guru itu telah mempercayai kita dengan

guru memberikan kita tadi penghargaan.  
Researcher : Apa manfaat bagi anda jika guru memberikan penghargaan dalam pembelajaran bahasa inggris?

Student : manfaatnya ialah bisa bangga orang tua dan ee karena juga bisa

memotivasi untuk semua teman-teman.  
Researcher : Bagaimana pendapat kamu tentang pemberian penghargaan oleh guru dalam pembelajaran bahasa inggris?

Student : baik. Karena suatu penghargaan yang diberikan oleh guru pada kita itu

salah satu tanda bahwa guru mempercayai kita dalam kita bisa dalam pelajaran bahasa inggris itu.

Name: Student 36

Class: VII A

Researcher : Apakah kamu tahu apa itu penghargaan?

Student : iya penghargaan adalah suatu prestasi yang kita dapat eee ee dari lomba

atau dari lomba atau prestasi.  
Researcher : Apakah kamu pernah diberi penghargaan oleh guru? Penghargaan seperti apa itu?

Student : pernah ee penghargaan seperti remaja mesjid begitu. Ee tepuk tangan

sihh  
Researcher : Kapan kamu diberi penghargaan oleh guru?  
Student : eee.... apa yah hahaha eeh merancang dan menata mesjid sesuai eee

sesuai apa dihh sesuai sesuai eehhm  
Researcher : Apakah kamu senang belajar bahasa inggris jika diberi penghargaan oleh guru? Kenapa?

Student : iya ee karena itu juga sebuah prestasi ee yang bisa ee bisa kita terus

kembangkan dari kecil hingga dewasa.

Researcher : Apakah dengan adanya penghargaan dapat membantu kamu memahami pelajaran atau hanya sekedar membuat kamu menikmati pembelajaran bahasa inggris? Kenapa?

Student : ee iya, ee memahami ee karena setiap belajar bahasa inggris itu karena setiap belajar bahasa inggris itu kita bisa memahami sedikitnya satu kata.

Researcher : Apakah kamu akan lebih aktif, lebih giat belajar, lebih termotivasi untuk belajar bahasa inggris jika guru memberikan penghargaan? Kenapa?

Student : iya ee karena sangat termotivasi eee untuk lebih giat lagi dan mengembangkan prestasi tersebut.

Researcher : Dengan adanya penghargaan yang diberikan oleh guru apakah kamu akan bersikap sopan? Kenapa?

Student : ee iya ee karena penghargaan itu tidak ee bisa selamanya kita dapatkan.

Researcher : Jika diberi penghargaan oleh guru apakah kamu lebih rajin mengerjakan tugas? Kenapa?

Student : ee iya hehehe karenaa eee kita juga bisa belajar dari situ dan eee bisa mengembangkan kreatifitas ee untuk sejak dari sekarang sampai tua.

Researcher : Apa manfaat bagi anda jika guru memberikan penghargaan dalam pembelajaran bahasa inggris?

Student : eee manfaatnya itu untuk menjadikan sebuah prestasi dan eee juga bisa dijaadikan kenangan untuk untuk kita sendiri.

Researcher : Bagaimana pendapat kamu tentang pemberian penghargaan oleh guru dalam pembelajaran bahasa inggris?

Student : apa bu, eee pendapat saya tentang penghargaan pembelajaran bahasa inggris itu sangat bagus dan juga bahasa inggris itu harus dikuasai untuk untuk eee bisa berteman atau berkomunikasi dengan bangsa lain.



Name: Student 37

Class: VII A

Researcher : Apakah kamu tahu apa itu penghargaan?

Student : saya tau penghargaan itu semacam piala atau piagam yang diberikan oleh

suatu lembaga atau semacam apalah

Researcher : Apakah kamu pernah diberi penghargaan oleh guru? Penghargaan seperti

apa itu?

Student : tidak bukan guru tapi eemm seperti kementerian waktu ikut olimpiade

ipa. piagam

Researcher : Kapan kamu diberi penghargaan oleh guru?

Student : awalnya saya awalnya eehhe saat saya dites diseleksi waktu belajar ipa

dan saya lulus mengikuti lomba antar sekolah dan dapat juara.

Researcher : Apakah kamu senang belajar bahasa inggris jika diberi penghargaan oleh

guru? Kenapa?

Student : sangat senang, karena itu suatu kebanggaan terutama kepada orang tua

saya.

Researcher : Apakah dengan adanya penghargaan dapat membantu kamu memahami

pelajaran atau hanya sekedar membuat kamu menikmati pembelajaran

bahasa inggris? Kenapa?

Student : saya memahami, kar

Researcher : Apakah kamu akan lebih aktif, lebih giat belajar, lebih termotivasi untuk

belajar bahasa inggris jika guru memberikan penghargaan?

Kenapa?

Student : saya akan lebih giat dan lebih berusaha untuk bisa mengetahui hal-hal

dalam bahasa inggris yang belum saya ketahui.

Researcher : Dengan adanya penghargaan yang diberikan oleh guru apakah kamu

akan bersikap sopan? Kenapa?

Student : iya saya akan bersikap sopan karena gurulah yang telah mengajari kita

sehingga kita bisa mendapatkan penghargaan.

Researcher : Jika diberi penghargaan oleh guru apakah kamu lebih rajin mengerjakan tugas? Kenapa?

Student : iya saya akan lebih rajin karena guru itu mempercayai kita untuk mengerjakan tugas itu.

Researcher : Apa manfaat bagi anda jika guru memberikan penghargaan dalam pembelajaran bahasa inggris?

Student : orang tua saya bisa bangga terutama guru-guru yang telah mengajari saya dalam bahasa inggris.

Researcher : Bagaimana pendapat kamu tentang pemberian penghargaan oleh guru dalam pembelajaran bahasa inggris?

Student : bagus, saya suka sebelumnya saya tidak suka dalam bahasa inggris, saya pernah berputus asa karena bahasa inggris itu sulit lama-kelamaan saya berusaha untuk bisa mengetahui hal-hal dan dari situlah saya mulai suka dengan bahasa inggris.

Name: Student 38  
Class: VII A

Researcher : Apakah kamu tahu apa itu penghargaan?

Student : penghargaan adalah suatu pemberian dari orang lain atas kesuksesan dan prestasinya.

Researcher : Apakah kamu pernah diberi penghargaan oleh guru? Penghargaan seperti apa itu?

Student : pernah. Penghargaan paial dan tepuk tangan.

Researcher : Kapan kamu diberi penghargaan oleh guru?

Student : saat saat saya menjawab soal matematika.

Researcher : Apakah kamu senang belajar bahasa inggris jika diberi penghargaan oleh guru? Kenapa?

Student : senang. Karena karena saya dapat menikmati penghargaan itu karena saya dapat menik menikmati penghargaan itu yang diberikan oleh guru dan teman-teman saya.

Researcher : Apakah dengan adanya penghargaan dapat membantu kamu memahami

pelajaran atau hanya sekedar membuat kamu menikmati pembelajaran

bahasa inggris? Kenapa?

Student : dapat memahami pelajaran bahasa inggris. Kare karena agar saya dapat

saya dapat melanjutkan dan memahami lebih lanjut pelajaran bahasa

inggris.

Researcher : Apakah kamu akan lebih aktif, lebih giat belajar, lebih termotivasi untuk

belajar bahasa inggris jika guru memberikan penghargaan?

Kenapa?

Student : iya iya kaaa karena kare karena saya saya apa soalnya iya ka karena

karena atas penghargaan itu saya akan lebih giat dan lebih lanjut untuk

belajar pembelajaran bahasa inggris.

Researcher : Dengan adanya penghargaan yang diberikan oleh guru apakah kamu

akan bersikap sopan? Kenapa?

Student : iya. Aaa guru tepuk tangan karena saya tepat waktu yahh saya senang

Dan akan bersikap seperti itu lagi dan sopan

Researcher : Jika diberi penghargaan oleh guru apakah kamu lebih rajin mengerjakan

tugas? Kenapa?

Student : iya. Karena saya rajin mengerja mengerjakan tugas agar saya dapat

penghargaan seperti tambahan nilai dan teman-teman saya dapat

termotivasi bermotivasi dengan saya.

Researcher : Apa manfaat bagi anda jika guru memberikan penghargaan dalam

pembelajaran bahasa inggris?

Student : manfaatnya untuk menyenangkan kedua orang tua dan menyenangkan

hati dan dapat dijadikan kenangan-kenangan pada saat pada saat nanti.

Researcher : Bagaimana pendapat kamu tentang pemberian penghargaan oleh guru

dalam pembelajaran bahasa inggris?

Student : apa tadi soalnya. Pendapatku adalah penghargaan itu sangat penting bagi

saya agar saya dapat agar saya dapat ee agar dapat agar  
teman-teman saya  
dapat bermotivasi dengan saya dan saya akan lebih giat  
belajar pelajaran  
Name: Student 39  
Class: VII A

Researcher : Apakah kamu tahu apa itu penghargaan?  
Student : eee ta. Itu yang diberikan kepada seseorang yang  
dibanggakan seperti  
penghargaan kepada guru. Penghargaan contohnya kita  
diberikan  
kepercayaan kepada guru contohnya kayak dikasi eeee  
Researcher : Apakah kamu pernah diberi penghargaan oleh guru?  
Penghargaan seperti  
apa itu?  
Student : pernah. Seperti apaa kulupai ee pernah jempol sama  
Researcher : Kapan kamu diberi penghargaan oleh guru?  
Student : apa sebabnya karena saya membanggakan ibu guru saya  
sendiri  
Researcher : Apakah kamu senang belajar bahasa inggris jika diberi  
penghargaan oleh  
guru? Kenapa?  
Student : sangat senang. Karena bahasa inggris adalah bahasa  
internasional.  
Researcher : Apakah dengan adanya penghargaan dapat membantu  
kamu memahami  
pelajaran atau hanya sekedar membuat kamu menikmati  
pembelajaran  
bahasa inggris? Kenapa?  
Student : eeee mempelajari dengan  
Researcher : Apakah kamu akan lebih aktif, lebih giat belajar, lebih  
termotivasi untuk  
belajar bahasa inggris jika guru memberikan penghargaan?  
Kenapa?  
Student : iya. Karena jika kita memberikan penghargaan kita tidak  
boleh  
mengecewakan guru.  
Researcher : Dengan adanya penghargaan yang diberikan oleh guru  
apakah kamu  
akan bersikap sopan? Kenapa?  
Student : iya supaya tidak kecewa juga.  
Researcher : Jika diberi penghargaan oleh guru apakah kamu lebih rajin  
mengerjakan  
tugas? Kenapa?

Student : iya. Supayaa ibu guru kita eee memberikannya lagi penghargaan.

Researcher : Apa manfaat bagi anda jika guru memberikan penghargaan dalam pembelajaran bahasa inggris?

Student : kita bisa lebih bermotivasi belajar bahasa inggris.

Researcher : Bagaimana pendapat kamu tentang pemberian penghargaan oleh guru dalam pembelajaran bahasa inggris?

Student : ee pendapat saya sangat bahagia dan sangat suka diberi penghargaan kepada teman.

Name: Student 40

Class: VII A

Researcher : Apakah kamu tahu apa itu penghargaan?

Student : tau. Diberikan eem ee jempol oleh guru dii di kayak dibilangi pintar aa

Researcher : Apakah kamu pernah diberi penghargaan oleh guru? Penghargaan seperti apa itu?

Student : pernah. Eem ee diacunkan jempol oleh guru karena menjawab pertanyaan yang diberikan.

Researcher : Kapan kamu diberi penghargaan oleh guru?

Student : menjawab pertanyaan yang langsung diberikan.

Researcher : Apakah kamu senang belajar bahasa inggris jika diberi penghargaan oleh guru? Kenapa?

Student : senang. Karena ee karena yang jadi tidak suka sama bahasa inggris jadi suka karena mau belajar.

Researcher : Apakah dengan adanya penghargaan dapat membantu kamu memahami

pelajaran atau hanya sekedar membuat kamu menikmati pembelajaran

bahasa inggris? Kenapa?

Student : eee.... dapat membantu pembelajaran. Karena dengan diberikan

penghargaan itu kita akan kak rajin belajar sehingga menjadi lebih tau.

Researcher : Apakah kamu akan lebih aktif, lebih giat belajar, lebih termotivasi untuk

belajar bahasa inggris jika guru memberikan penghargaan?

Kenapa?

Student : iye. Karena ee guru sudah memberi penghargaan bagi kita kayak

misalnya diberikan penghargaan oleh guru.

Researcher : Dengan adanya penghargaan yang diberikan oleh guru apakah kamu

akan bersikap sopan? Kenapa?

Student : iya. Ee kita kan sudah diberikan penghargaan maka kita bersikap sopan

ee supaya dikasi penghargaan.

Researcher : Jika diberi penghargaan oleh guru apakah kamu lebih rajin mengerjakan

tugas? Kenapa?

Student : iya jika diberikan kan kita merasa lebih bangga karena.

Researcher : Apa manfaat bagi anda jika guru memberikan penghargaan dalam

pembelajaran bahasa inggris?

Student : ee kita menjadi lebih tau ee apa materi yang diberikan.

Researcher : Bagaimana pendapat kamu tentang pemberian penghargaan oleh guru di

dalam pembelajaran bahasa inggris?

Student : eeem penghargaan yang yang tadinya tidak suka kepada pelajaran bahasa

inggris akan menjadi lebih supaya dengan diberikannya penghargaan.



The researcher, Ina Jinoddin was born on July 02th, 1995 in Lamata, South Sulawesi. She is the last daughter of the marriage of Jinoddin and Ruse. She has four sisters and one brother. She began her study at SD Negeri 41 Lamata and graduated in 2008. Then she continued at SMP Negeri 3 Gilireng and graduated in 2011. Afterwards, she continued at SMA Negeri 4 Wajo and graduated in 2014. In the year, she was registered as a student of English Education Department of Teacher Training and Education Faculty of Muhammadiyah University of Makassar. And at the end of her study, she could finish her thesis by the title students' perception of teachers rewards at the first grade of SMP Negeri 1 Sungguminasa ( A Descriptive Research).





