

**THE USE OF REWARDS ON STUDENT'S ENGAGEMENT IN ENGLISH
CLASSES: A STUDY OF INDONESIAN HIGH SCHOOL STUDENTS**

SKRIPSI



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UNIVERSITAS KRISTEN DUTA WACANA

YOGYAKARTA

2022

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SKRIPSI

Presented as partial fulfilment of the requirements

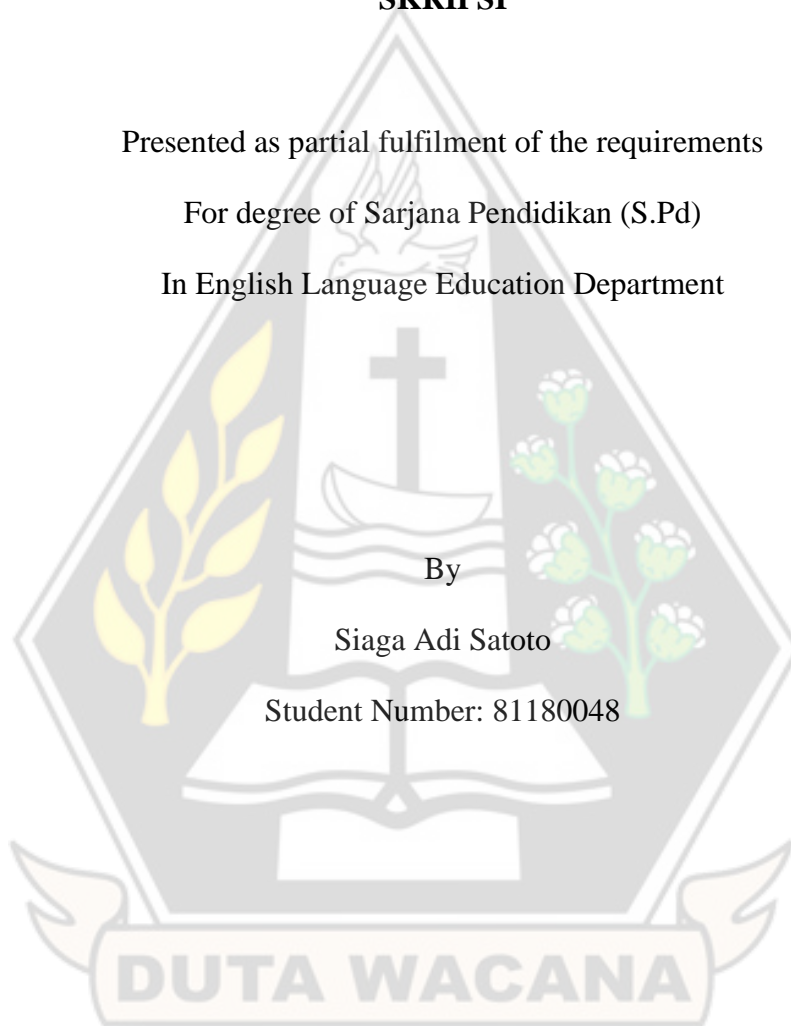
For degree of Sarjana Pendidikan (S.Pd)

In English Language Education Department

By

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ENGLISH LANGUAGE EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND HUMANITIES

UNIVERSITAS KRISTEN DUTA WACANA

YOGYAKARTA

2022

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**THE USE OF REWARDS ON STUDENT'S ENGAGEMENT IN ENGLISH
CLASSES: A STUDY OF INDONESIAN HIGH SCHOOL STUDENTS**

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STATEMENT OF ORIGINALITY

I honestly declare that this *Skripsi* does not contain the work or parts of the work of other people, except those cited in the quotations and the references.

Yogyakarta, 18th November 2022

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DUTA WACANA

ACKNOWLEDGEMENT

First and foremost, I would like to thank God who has given me strength, guidance, and blessing in completing this *Skripsi*. I would like to thank my family for supporting me emotionally and financially throughout the process of writing my *Skripsi* and also my academic study. My father, mother, and sister's constant support has helped me progress until this moment. I would also like to thank my *Skripsi* advisor, Ms. Adaninggar Septi Subekti, M.Sc. for her guidance, assistance, and optimistic encouragement throughout the process of writing my *Skripsi*. I would also express my gratitude to Mr. Andreas Winardi, M.A. as my academic advisor and to the whole family of the English Language Education Department UKDW for their support and prayers. I am also grateful that I have been given friends who have always supported my progress in my academic study and writing this *Skripsi*. Finally, I would like to thank myself for completing this *Skripsi* and never quitting. This *Skripsi* would not be complete if not because of myself and everyone that I have mentioned before.

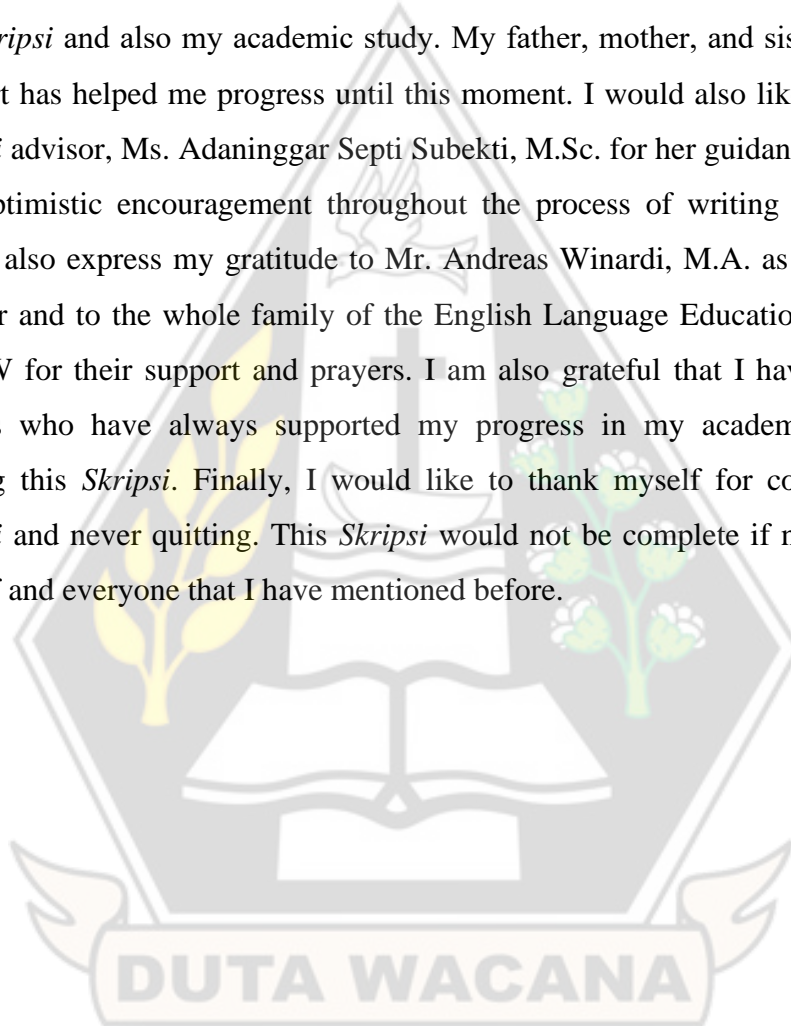


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ABSTRACT

Satoto, S. A. (2022). *The use of rewards on student's engagement in English classes: A study of Indonesian high school students* (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana: Yogyakarta, Indonesia.

Rewards and student's engagement have been rarely studied simultaneously in previous study. This study aims to investigate the use of rewards in Indonesian high schools' classes, the influence of rewards on student's engagement from Indonesian high school students' viewpoint, and their general perception on rewards. This qualitative study used class observation and interviews to examine how students' received rewards and their perceptions on it. High school students from four classes in one of public senior high school in Indonesia participated in the study. There were two teachers and each of them taught in two classes. From all observed high school students, four students were chosen to be interviewed as they received more than one type of rewards. The results from observing one of the teachers' classes showed that three types of rewards were presented in the observed classrooms and students' responses towards the rewards were various, such as smiling, feeling reluctant, and no reaction. From the interviews, some themes emerged, such as, 1) verbal praises made students feel proud and happy, 2) students would pay more attention after being praised, 3) praise did not increase students' active participation in class, 4) students preferred social type of reward because they felt trusted by the teacher, 5) rewards could stimulate competitive classroom environment, and 6) the more students got appreciated, the more enjoyable the class tended to be. Based on the findings of this study, teachers could consider praises as a tool for engaging students in the classroom as it made them feel proud, feel happy, and pay more attention. However, as praise was unable to engage students in active participation such as, doing self-study or group discussion, future studies can explore other possible teacher factors potentially affecting learners' participation.

Keywords: rewards, engagement, EFL, student's viewpoint

INTISARI

Satoto, S. A. (2022). *The use of rewards on student's engagement in English classes: A study of Indonesian high school students* (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana: Yogyakarta, Indonesia.

Penghargaan dan keterlibatan siswa jarang diteliti secara bersamaan pada penelitian sebelumnya. Penelitian ini bertujuan untuk menyelidiki penggunaan penghargaan di dalam kelas di sekolah menengah atas di Indonesia, pengaruh penghargaan terhadap keterlibatan siswa dari sudut pandang siswa sekolah menengah atas di Indonesia, dan persepsi umum mereka tentang penghargaan. Penelitian kualitatif ini menggunakan observasi dan wawancara untuk meneliti bagaimana siswa menerima penghargaan dan persepsi mereka tentangnya. Siswa sekolah menengah atas (SMA) dari empat kelas di salah satu SMA swasta di Indonesia mengikuti penelitian ini. Ada dua guru dan masing-masing mengajar di dua kelas. Dari semua siswa SMA yang diamati, empat siswa dipilih untuk diwawancarai karena mereka menerima lebih dari satu tipe penghargaan. Hasil observasi dari salah satu guru menunjukkan bahwa tiga jenis penghargaan disajikan di ruang kelas yang diobservasi dan respons siswa terhadap penghargaan itu beragam seperti tersenyum, merasa enggan, dan tidak ada reaksi. Dari wawancara juga muncul beberapa tema, seperti, 1) pujian verbal membuat siswa merasa bangga dan senang, 2) siswa akan lebih memperhatikan setelah dipuji, 3) pujian tidak meningkatkan partisipasi aktif siswa di kelas, 4) siswa lebih menyukai jenis penghargaan sosial karena mereka merasa dipercaya oleh guru, 5) penghargaan dapat merangsang lingkungan kelas yang kompetitif, dan 6) semakin siswa dihargai, kelas cenderung semakin menyenangkan. Temuan utama dari penelitian ini adalah guru dapat mempertimbangkan pujian sebagai alat untuk melibatkan siswa di kelas karena hal itu membuat mereka merasa bangga, merasa senang, dan lebih memperhatikan. Namun, karena pujian tidak dapat membuat siswa berpartisipasi aktif dalam pembelajaran seperti, melakukan belajar mandiri atau diskusi kelompok, peneliti lain dapat mengeksplorasi faktor guru lainnya yang berpotensi mempengaruhi partisipasi siswa.

Kata kunci: penghargaan, keterlibatan, EFL, sudut pandang siswa

CHAPTER I

INTRODUCTION

This chapter will introduce the big picture of the research. There are four sections in this chapter such as research background, research questions, research objectives, and research benefits.

A. Research Background

English is a very valuable skill to have in the 21st century especially in the fields of business, technology, international communication, and education (Chang et al., 2007). For that reason, being fluent in English is essential for people who do not live in English-speaking countries. English as Foreign Language (EFL) class is the term for defining the learning of the English language by non-English speakers in non-dominant English-speaking countries. To have successful language learning, teachers should implement teaching strategies in their classrooms. Teachers use many techniques/strategies for the sake of classroom learning (Karge et al., 2011). One possible way in enhancing students' language learning is by using a rewards-based approach. In classrooms, teachers can give rewards to students as they accomplish some expectations from the teachers. Rewards become an expected return from a good achievement or behaviour by students in the class (Boucekara et al., 2018).

Many researchers have found that giving students rewards may have impacts on their learning process but whether it is impacting in a good way as in Burieva (2020), Irawati & Syafei (2016), and Pajarillo-Aquino (2016) or in a bad way as in Liu (2022) and Visaria et al. (2016), researchers have various opinions. Some studies found that rewards could have positive impacts on students if used correctly (Burieva, 2020; Indrawati et al., 2021; Loi & Uyen, 2016). Burieva (2020) in her study in Uzbekistan found that positive reinforcement or rewards created a comfortable atmosphere in writing tasks thus making the writing process more efficient. Damayanti et al. (2021) in their study in Indonesia also found that

rewards could enhance students' motivation in learning English as it made the class more enjoyable, raised the expected students' behaviour, and could promote the completion of students' tasks and homework. On the other hand, Kohn (1999) and Visaria et al. (2016) stated that rewards might negatively impacted students. In her book, Kohn (1999) stated that students that were rewarded for playing a math-related game were less interested in the game after the reward was unavailable. The students were less interested in them than students who had never been rewarded in the first place. This statement from Kohn (1999) is very much supported by Visaria et al. (2016) as seen in the results of the study. Visaria et al. (2016) in their study in India found that the negative impact of rewards might occur after the rewards are no longer available in the class or after they are removed. Students have a lower attendance rate in the post-rewards period. With this wide perception of the effect of rewards or incentives inside classrooms, more specific studies about it should come in handy.

Another issue connected to language learning is students' engagement. Engagement refers to a positive manner of someone indicated by the high level of energy or enthusiasm (Schaufeli et al., 2006). In other words, engagement means students' way of directing their attention towards task that is being performed at that moment Engagement in education has been a hot topic of research as it is believed to be a potent barometer of educational outcomes. Sulea et al. (2015) in their study in Romania found that the agreeableness and conscientiousness of students correlated positively with students' level of engagement. For example, students with a high level of engagement are more likely to have high ambition, be centred on objectives, and be collaborative inside the classroom. In comparison, Baranova et al. (2019) in their study in Russia also found that engagement correlated positively with the learning outcomes and as a consequence, the students are more experienced and confident after completing the course. From the findings of mentioned studies, it can be concluded that engaged students are more likely to comply to the teacher's instructions and achieve better performance and thus be one of the indicators of successful classes. To understand engagement well, several aspects need to be noticed. Engagement

consists of three dimensions which are behavioural, cognitive, and emotional aspects (Han, 2021). Studies on engagement were rarely acknowledge these three dimensions as in Henderson et al. (2020), Karge et al. (2011), and Sulea's et al. (2015) studies. Considering these aspects is important because studies that investigated these aspects are very rare.

There are many studies about rewards that were conducted in various EFL contexts, for example in the Philippines (Pajarillo-Aquino, 2016), China (Liu, 2022), Taiwan (P. Chen et al., 2017) and Indonesia (Cahya et al., 2018; Kasyulita & Armelida, 2019). Nevertheless, there is only one study that investigated rewards and students' engagement simultaneously and it was conducted outside the EFL context (Filsecker & Hickey, 2014). The participants of their study were elementary school students, and it was conducted in the United States. To the best of my knowledge, such studies in the EFL context may be very rare. Because of its rarity, teachers and researchers cannot establish the base of reasons to use rewards as a tool in classroom management yet. Therefore, this study was designed to investigate the effect of rewards on Indonesian senior high school students' engagement from the viewpoints of Indonesian high school students learning English as a Foreign Language (EFL).

Furthermore, English as a foreign language lesson in Indonesia is mandatory for all high school students regardless of the major (Republik Indonesia, 2003). Because of that, there is a possibility that some students are not interested in learning English in the first place. Since that can cause a problem, teachers need to find a way for making students pay attention to them and carry out learning effectively. Furthermore, studies about rewards in Indonesia are mostly conducted in the level of elementary schools (Cahya et al., 2018; Saraswati et al., 2020) and junior high schools (Damayanti et al., 2021; Kasyulita & Armelida, 2019; Lubis, 2018; Maulana & Budianto, 2022). For this reason, understanding high school student's perspective toward rewards as a tool for engaging themselves is essential.

Furthermore, this study will use a qualitative method to collect data from participants. Qualitative researchers are interested in how participants interpret their experiences and what meaning is associated with the experiences (Merriam & Tisdell, 2016). Many previous studies on rewards used qualitative methods, especially in investigating them through students' perceptions (Cahya et al., 2018; Damayanti et al., 2021; Saraswati et al., 2020; Ulfaminingsih et al., 2021). This shows that in examining students' perceptions of rewards that may be very subjective, the use of qualitative methods is proper because there are no limitations that can reduce the subjectivity of participants' answers. In explaining the views, participants need to answer freely and without any direction that might change the participants' answers. In contrast, Pangesti (2022) in their study, which investigated eleventh-grade students' perception on rewards, used a 5-point Likert Scale questionnaire. In this condition, the participants' answers would be restricted to the options that are already listed. Hence the use of the qualitative method can indicate a reliable data collection procedure.

B. Research Questions

Considering the rationales of the research stated previously, the following research questions were addressed in this study:

1. How do students receive rewards in classrooms?
2. How does the use of rewards affect students' engagement from the students' viewpoint?
3. What are students' views on the use of rewards in classrooms?

C. Research Objectives

By conducting this study, this study intends to:

1. Find the extent that students received rewards in classrooms.

2. Find the effects on the use of rewards on students' engagement from the students' viewpoint.
3. Examine the students' views on the use of rewards in classrooms.

D. Research Benefits

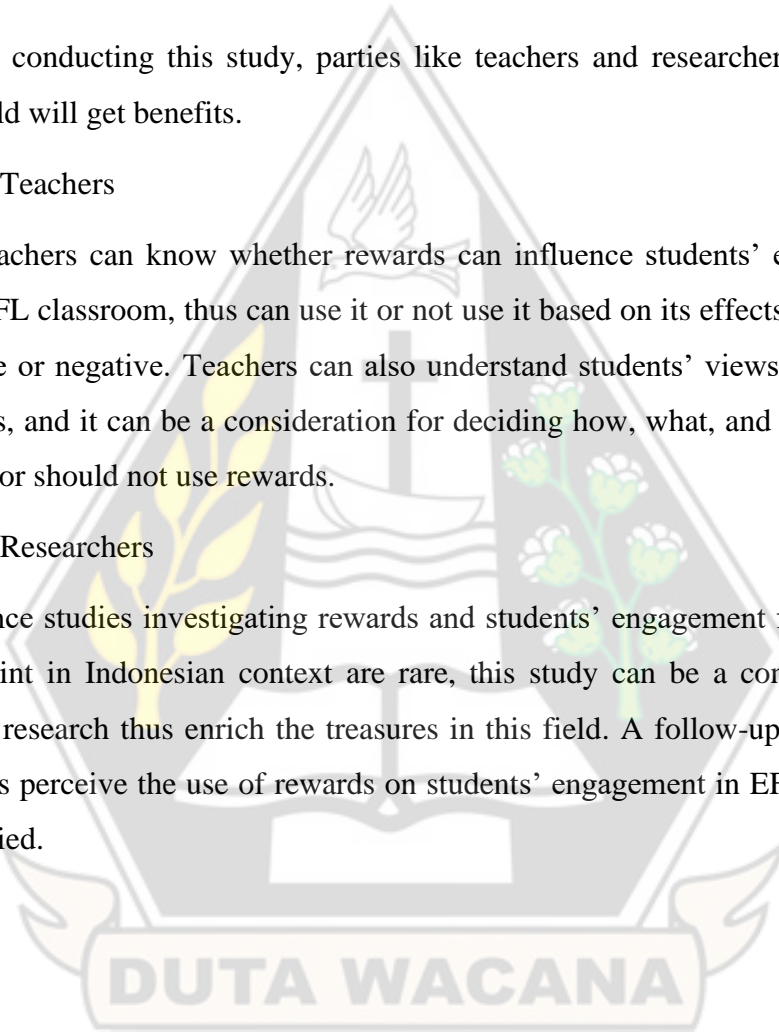
By conducting this study, parties like teachers and researchers in the same field will get benefits.

1. Teachers

Teachers can know whether rewards can influence students' engagement in their EFL classroom, thus can use it or not use it based on its effects which can be positive or negative. Teachers can also understand students' views on the use of rewards, and it can be a consideration for deciding how, what, and when teachers should or should not use rewards.

2. Researchers

Since studies investigating rewards and students' engagement from students' viewpoint in Indonesian context are rare, this study can be a consideration for further research thus enrich the treasures in this field. A follow-up study of how teachers perceive the use of rewards on students' engagement in EFL context can be studied.



CHAPTER V

CONCLUSION

Several points will be highlighted in this chapter, such as, summary, implications and contributions, limitations, and future studies.

A. Summary

All research questions in this present study have been answered by conducting observation and interviews. From the observation, it was found that high school students received three types of rewards, such as, verbal praise, non-verbal praise, and social. The students' observable responses for each presented rewards were different, such as, smiling, hesitant, and even no reaction at all. From the interview, the second research question was answered. It was found that 1) verbal praises made students feel proud and happy, 2) students would pay more attention after being praised, and 3) praise did not increase students' active participation in class. From the interview, the third research question was also answered. It was found that 1) students preferred social type of reward because they felt trusted by the teacher, 2) rewards could stimulate competitive classroom environment, and 3) the more students got appreciated, the more enjoyable the class tended to be.

B. Implications and Contributions

Based on the findings of this study on the role of rewards on student's engagement in English classes, there were some implications for teachers. From the observation, teacher could consider what type of rewards that they can use in their classes based on the student's possible reactions. Teachers could anticipate the unfavourable reaction thus could generate maximum advantages over disadvantages. From the interview, teachers could consider praises as a tool for engaging students in the classroom as it made them feel proud, feel happy, and pay more attention to what the teacher is saying. Teachers should not consider

praise to engage student for active participation as it had no effect on activities that require high effort, such as, self-study and group discussion. Teacher could also acknowledge students' perspective on the use of rewards in classrooms. Considering what the students are feeling might help the teachers to construct a better rewarding system that is not only focuses on the implications that the students are aware of but also the implications that the students are not aware of.

Moreover, this study had contributions for researchers in the field of rewards. Firstly, researchers that concerned about studies on rewards could investigate further student's perspective on other types of rewards that had not been investigated in this study to find the most beneficial for the students from the students' viewpoint. Secondly, some qualitative findings in this study could enrich the literature on rewards in Indonesian high school context as studies in the referred context are still rare. Lastly, the findings of this study could prove the strength of qualitative method in investigating effects of rewards from student's viewpoint.

C. Limitations

There are some limitations in this present study. Firstly, even though four classes were observed, only two classes showed reward system in the class. It could be better to confirm the availability of reward system to the teacher before observation is conducted as the possibility for more wide results is not wasted. Secondly, the interview participants were only four students. More interview participants could enrich the results of this study thus making the description of the emerged theme be more explicit. Thirdly, since the interviews were conducted through virtual conferencing app, unclear voice and unstable connection became hindrances. Lastly, as some of the emerged themes of this study are very specific, finding literature to compare the findings with is difficult. Therefore, some specific themes were compared to the broader variable or topic in the literature.

D. Future Studies

There are several suggestions for future studies that may be carried out. First, it is suggested to involve more students to be interview participants for a broader explanation of themes. Four interview participants surely could bring out themes, but more interview participants could provide broader answer thus description of themes could be more explicit. Second, it is suggested to do similar study that investigate types of reward that are different from the types of reward investigated in this study. Tangible rewards and social rewards' effects on students' engagement may be studied, so more specific findings can be added to enrich the literature. Third, researchers can conduct similar study but with teachers as the interview participants. Therefore, the findings of the study gathered from teachers' viewpoint could be compared to this present study's findings which was gathered from students' viewpoint. Fourth, for investigating how students are receiving rewards in classrooms, it is suggested to confirm the availability of reward system to the teacher before observing the class. It should be done to avoid observing classes that showed no reward system at all and thus the data collection period could be more efficient. Lastly, as praise was unable to engage students in active participation such as, doing self-study or group discussion, future studies can explore other possible teacher factors potentially affecting learners' participation.



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