



Reward Found in Synchronous Teaching English at SMA Muhammadiyah Malang

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Abstract

To increase teaching learning better, it is needed the students' involvement in the process of education through giving motivation as the students are lack of confident, afraid to make mistake and shy to communicate in English. The aims of this article are to elaborate rewards and its type found in Synchronous and Asynchronous Teaching English At SMA Muhammadiyah I Malang. This research was applied qualitative design as it was to dig out the research problems as the rewards and its kind in teaching English at SMA Muhammadiyah I Malang. The research subjects are two English teachers in SMA Muhammadiyah I Malang while to get data was used focus group discussion and observation. Based on FGD and observation, it was found Good, OK, Amazing, Best answer, Nice answer, Good answer, Best, Excellent, Try again, Nice try, Giving thumb, Giving two thumbs, Giving applause, Smiling, Clapping the shoulder of the students, Money, Book or novel, Score whereas the type found are compliment, gesture, present and combining compliment and gesture and also double compliment as well as double compliment and gesture.

Keywords: reward, teaching English, type of reward

Introduction (10%)

English is an important language to be learnt in classrooms in most of the developing and third world countries therefore English language teachers play a vital role in making their students to communicate well in English (Anil, 2016) but students find it hard to speak English despite the fact that they have the basic knowledge of the language due to the lack of motivation and self confident (Sari, 2018).

To engage the students in teaching learning, they need motivation as it is characterized as an individual's degree of effort willing to make a certain effort and activates, directs and sustains actions which may be inherent or alien. Motivation refers to processes that instigate and sustain goal-directed activities and also its processes are personal/internal influences that lead to outcomes such as choice, effort, persistence, achievement, and environmental regulation (Schunk & DiBenedetto, 2020). Further Smith (2012) says that motivation is the

important factor which determines the success or failure in second language learning. Motivation can directly influence the frequency of using learning strategies. In addition, it will be the power of learning, goal setting, and the persistence in learning. Learning motivation is needed to support maximum learning achievement. Because learning without high motivation will not be possible to achieve proud achievements. Moreover Gagne (2008) states that when student has high motivation and good learning strategy in English learning, she/he will be interested and enjoy English learning. It will increase students' learning achievement in English. Otherwise, students who do not have high motivation and good strategy in learning English will be lazy and get difficulty to learn English. In addition, they will also consider that learning English subject is a boring lesson.

One aspect of motivation in teaching learning English is giving reward as it is an instructional technique that helps students to be more enthusiastic when they learn a language and also motivates them to learn more and its function is to maintain a supportive atmosphere for learning and to encourage appropriate behaviors in the classroom (Irawati & Syaefi, 2016) in *The use of reward and punishments to increase young learners' motivation in learning English as foreign language adapted to Indonesian context*. Their finding shows reward and punishment can be given through verbal and non-verbal form (action) and reward and punishment also make the students become more discipline and study harder than before. Another research, Hancock (2002) in his research *Influencing graduate students' classroom achievement, homework habits and motivation to learn with verbal praise* reveals that the potential usefulness of verbal praise as a reinforcer of student motivations and directions for future research are discussed whereas *A Mixed Study on the Effectiveness of Verbal Praise in Primary School Class* research done by Zhang, Du, & Deng (2021) shows that 328 verbal praise expressions collected. The subsequent empirical study on the effectiveness of verbal praise in four dimensions, namely content, spatiality, subjectivity and time, found that verbal praise generates both shallow and deep effects.

Based on the description above, the aims of this article are to elaborate rewards and its type found in teaching English at SMA

Muhammadiyah 1 Malang as the students are lack of self confident, afraid to make mistake and shy to communicate in English.

Method

This research was applied qualitative design as it was to dig out the research problems as the rewards and its kind in teaching English at SMA Muhammadiyah I at Jalan Bridgend Slamet Riadi no 134 Malang. This school was taken as it is one of private school in central Malang and built for more than 50 years and also still exists. The research subjects are two English teachers in SMA Muhammadiyah I Malang while to get data was used focus group discussion and observation.

Result and Discussion

Based on Focus Group Discussion with two English teachers held on September 5, 2022 at SMA Muhammadiyah 1 Malang, it was found the rewards such as *amazing, excellent, giving money, giving novel, giving score, good job, great, very good, well done*. To get more detail relating to giving reward, it is conducted observation. The rewards found on observation in teaching English are *good, ok, amazing, best answer, nice answer, good answer, best, excellent, giving money, challenging, giving book, try again, nice try, giving thumb, great, giving two thumb, give applause, you can do better, very nice, I think your friend have a great idea for answer the questions, giving smile and say "ok", wah, nice, very good and giving thumb, good score, all of you right, both of you right, thank you and applause, ok, great excellent and applause, all of you great and two thumbs, that good answer too, everyone all you here great job, ok, very good thank you, right, great to you all, with applause and two thumbs, thank you very much for your enthusiast and participation, excellent for you all, very nice, Ok good with thumb, thank you for the understanding, good job, giving thumb, thank you very much and applause, you can do best, come, good job, give applause, ok thank you, very good, very good with gesture two thumbs, good job with two thumbs, you did it well, clap the shoulder of the students, thank you, excellent, you did it excellent, give applause, ok you can rest and well done*.

Based on the finding, the type of reward is classified as below:

Table 1 Compliment

No	REWARD
1.	Good
2.	OK
3.	Amazing
4.	Best answer
5.	Nice answer
6.	Good answer
7.	Best
8.	Excellent
9.	Try again
10.	Nice try
11.	Good job
12.	Great
13.	You can do better
14.	Very nice
15.	I think your friend have a great idea for answer the questions.
16.	Wahh, nice
17.	Good score
18.	All of you right
19.	That good answer too
20.	Everyone all you here great job
21.	Ok, very good thank you
22.	Right
23.	Thank you very much for your enthusiast and participation
24.	Excellent for you all
25.	Very nice
26.	Thank you for the understanding
27.	Good job
28.	You can do best, come
29.	Ok thank you,
30.	Thank you, excellent

31. You did it excellent
32. Ok you can rest
33. Both of you right, thank you
34. Ok, great excellent
35. All of you great
36. Ok good
37. You did it well
38. Well done

Table 1 shows there are 38 rewards in comment compliment type in teaching learning English at Sekolah Menengah Atas Muhammadiyah 1 Malang

Table 2 Gesture

No	REWARD
1.	Clapping the shoulder of the students
2.	Giving thumb
3.	Giving two thumbs
4.	Giving applause
5.	Smiling

Table above mentions that the type of rewards found in FGD and observation belongs to gesture in the form of clapping the shoulder, giving one or two thumb, giving applause and also smiling.

Table 3 Giving Present

No	REWARD
1.	Money
2.	Book or novel
3.	Score

Table 3 describes rewards found in giving present type. The presents are in the form of giving money, novel or book and addition score.

Discussion

Rewards are given in teaching English at SMA Muhammadiyah 1 Malang for giving appreciation and supportive atmosphere as it is in line with Irawati & Syafei (2016) that the

function of reward are to maintain a supportive atmosphere for learning and to encourage appropriate behaviors in the classroom and form of appreciation or thankful for students' succeed and also an effective classroom management tool and can improve student disruptive and off-task behavior (Floress et al 2017). It really works as the students are more motivated to learn English and they are not afraid to make mistake to do the tasks such as answering the teacher's question and module, presenting the result of discussion and also doing dialogue with their friends.

Based on FGD and observation, it was found 52 rewards given by English teachers to students whether it showed the students' success or not. It means that although the students do not succeed in doing the task or answering the teacher's question, the teachers still give reward in order the student will not be afraid to do again and make motivation to try again. It is inline with Brophy (1981) that much teacher praise is determined more by teachers' perceptions of student needs than by the quality of student conduct or performance

Dealing with reward type, rewards are classified into (1) Non- verbal reward is like gesture such as applause, two thumbs up, clap the shoulder of the students, and shake their hands might be like gestures, giving smile, (2) Teachers' comments or compliments to value the work and accomplishment of students in the classrooms such as *great, good for you, excellent, very good*, (3) giving point or sticker, and (4) giving present such as candy, pencil case and score (Irawati & Syafei, 2016). It is a little bit different with this finding that found 3 types of rewards, those are compliment, gesture and present and no sticker found in teaching English at SMA Muhammadiyah 1 Malang as elementary school students' teacher can give some movie character stickers like Barbie, Unicorn, Batman (Irawati & Syafei, 2016). Therefore it is not appropriate for students in senior high school. Besides compliment, gesture and present, it is also found combination between compliment and gesture such as *giving smile and say "ok", very good and giving thumb, excellent and applause, all of you great and two thumbs, good with thumb, thank you very much and applause, very good with gesture two thumbs and good job with two thumbs*. Another finding is double gesture, those are *with applause and*

two thumbs. The other different finding is double compliment such as *Ok good* and also double compliment and gesture, that is *ok good with thum*, Further compliment (verbal praise) is frequently used as motivation by teachers in class and truly effective verbal praise plays an important role in maintaining classroom order and stimulating positive student behavior (Zhang et al., 2021) and has often been identified as an important mediator in the enhancement of students' motivation to learn (Hancock, 2002).

Conclusion

It has been found that verbal and nonverbal rewards are given to motivate the students to do the tasks given by English teachers. Those rewards are part of appreciation to students' work and make them confident and not afraid to make mistake in learning English.

Based on the finding it is recommended to English teacher to give reward in various types and continuously in order to make the students have motivation to do the task successfully and self confident.

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