CHAPTER I
INTRODUCTION

A. Background of the Study

Most Indonesian students, especially junior high school students, learning English, as their first foreign language, often makes them feel frustrated. Therefore, it is part of a teacher’s duty to consider some aspects that can support and help them to have better performance and achievement in learning English. Included in those aspects is motivation in learning English. Motivation takes an important role in the teaching and learning process. It can influence the students’ achievement. Students will work purposefully and energetically if they are well-motivated. The motivated students tend to involve themselves through activities, tasks or assessment and try to achieve them. Finding ways to motivate the students to learn and have better performance in learning English is very challenging.

For making the students motivated in learning English, the teacher has to involve themselves through some activities, tasks on assessment and try to achieve them. The low motivation of students in the classroom can be caused by teaching method used by the teacher who is like the method of teaching by explaining the material that teachers often used in learning activities. The teacher only explains the material throughout the lesson, while the students just sit and listen, it make students bored and saturated.
According to Muhibbin Shah, he explained that the saturation of learning can affect students who have lost their motivation and lose one particular level before certain students reach the next level of song. In addition, saturation can also occur because the students' learning process has reached the limits of physical capabilities of boredom and fatigue. A teacher is not only able to deliver the material well, but they must be able to motivate students because motivation is one of the factors that determine the success or failure of students in the learning process. So this is where the importance of using the right method in teaching so that students can follow the learning with pleasure and enthusiasm. Thus, the purpose of the expected learning can be accomplished well.

As external motivation, giving rewards is often used to motivate students to achieve their good competence in learning English. Giving scores or even comments on the students’ work is one sort of reward that can be used to motivate students in the teaching and learning process. Students will be well-motivated if they know that their teacher give reward to their work. They tend to work well and compete with other students in order to get the highest score in a class. Reward methods can also encourage the students to achieve their achievements and keep their learning motivation.

The background of this reward method by behavioristic theory concept, it is based on the behavioristic theory of learning is a change in behavior as a result of the interaction between stimulus and response. Reward is an exciting thing for children, and can motivate students' learning. Reward can be used as a motivational
tool to always maintain and improve learning achievement. The use of reward aims to enable students to get the lesson and enjoyable classroom activity to encourage students’ motivation and interest. Rewards are expected to help the teacher in teaching learning English. The use of reward is suitable to the characteristic of junior high school students who have high curiosity.

Therefore, based on the description above, the writer is interesting in conducting a research entitled “Students’ Perception of Teacher’s Rewards to Motivate Students in Learning English”.

B. Reasons of Choosing the Topic

The writer chooses the topic “Students’ Perception of Teacher’s Rewards to Motivate Students in Learning English” (A Survey Study at the eighth grade of Junior High School 1 Kembaran”). The reason why the writer is interested to conduct the research is the writer wants to know the students’ responses when getting the rewards from the teacher in learning English.

C. Problem of the Research

Based on the fact, the writer formulates the problem of this research is how do the students perception about rewards from the teacher in learning English?
D. The Purpose of the Research

This study attempts to know the students’ perception in learning English by offering rewards. In addition, this study describe about students’ perception of teacher’s reward in learning English.

E. The Clarification of the Terms

To avoid misunderstanding and ambiguity, some terms used in the study are clarified as follows:

1. Students Perception
   a. Student
      According to Hornby (1995:1187), student is a learner who is enrolled in an educational institution. In this research, the subjects of the research are the eighth grades students of SMPN 1 Kembaran.
   b. Perception
      According to Slameto (2010:102) perception is a process that concerns the inclusion of a message or information to the human brain, through human perception in constant contact with the environment. This relationship is done through the senses, the senses of sight, listeners, touch, taste, and smell.
2. **Reward**

   According to Sadirman, reward is one form of learning motivation that can be given by the teacher. Reward of this study is something given by teachers to children when they are active in the classroom activity. The kinds of rewards are tangible or intangible. Tangible rewards are concrete and touchable. The examples are trophies, plaques, certificates, or item selected. Whereas, intangible rewards include social approval in the forms of praise, smiles, nods, and pats on the back.

3. **Motivation**

   According to Huitt (2001), defines motivation as an internal state or condition (sometimes described as a need, desire, or want) that serves to activate or energize behavior and give it direction. In this study, motivation means a student with a strong desire practice English, and the last to be more active in the classroom activity.