

**EXPLORING THE RELATIONSHIP BETWEEN REWARD SYSTEMS  
AND ENGLISH LEARNING MOTIVATION**

*(A Mixed - Methods Approach in an Indonesian Islamic High School of the  
eleven-grade students at MAS Al-Mustaqim Kubu Raya in the academic year  
2023/ 2024)*

**A THESIS**

**Submitted by:**

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
LANGUAGES AND ARTS EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
UNIVERSITAS TANJUNGPURA  
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*Submitted to fulfill one of the requirements for thesis examination in the English  
language Education Study Program, Languages, and Arts Education Department,  
Teacher Training and Education Faculty, Universitas Tanjungpura, Pontianak*

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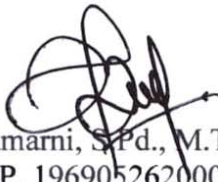
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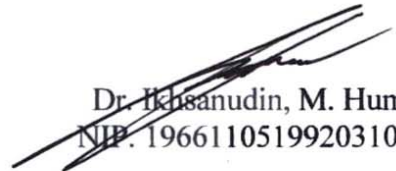
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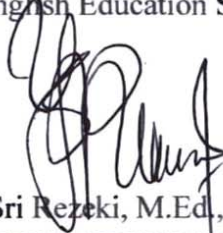
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## DECLARATION OF AUTHENTICITY

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I hereby declare that I wrote this thesis entitled, “Exploring the Relationship Between Reward Systems and English Learning Motivation (A *Mixed - Methods Approach in an Indonesian Islamic High School of the eleven-grade students at MAS Al-Mustaqim Kubu Raya in the academic year 2023/2024*)” is my original work. I am completely responsible for the content of this thesis. Other researchers’ opinions or findings included in the thesis are quoted or cited by ethical standards.

Pontianak, 22 March 2024



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## ABSTRACT

**Maizari (2024). Exploring the Relationship Between Reward Systems and English Learning Motivation. (A Mixed - Methods Approach in an Indonesian Islamic High School of the eleven-grade students at MAS Al-Mustaqim Kubu Raya in the academic year 2023/ 2024)**

**Supervisor I** : Sumarni, S.Pd., M. TESOL

**Supervisor II** : Dr. Dewi Novita, S.Pd., M.App.Ling.

This study aimed to explore the impact of rewards on students' motivation to learn English, framed within an extrinsic motivation theoretical perspective. A mixed - methods research design was employed, combining quantitative data from questionnaires with qualitative insights from interviews. The sample consisted of 20 eleventh-grade students from one of the Islamic High School at MAS Al Mustaqim in Kubu Raya, selected through purposive sampling, with 5 students also participating in in-depth interviews. Quantitative analysis revealed that 75% of students strongly agreed that rewards such as praise and gifts significantly increased their motivation, with teacher influence being particularly impactful. Additionally, 75% of students agreed that receiving stationery as a reward for correct answers further enhanced their motivation. Interview data supported these findings, highlighting positive perceptions of rewards and increased enthusiasm for learning. The study concludes that extrinsic rewards can effectively boost students' motivation to learn English.

***Keywords: Learning, Motivation, Rewards***

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The researcher would like to extend his deepest gratitude and appreciation to all people who have provided advice, help, and guidance to complete this thesis. The researcher’s deepest gratitude goes toward his two supervisors, Sumarni S.Pd, M. TESOL., and Dr.Dewi Novita, S.Pd, M.Appling., for providing guidance, suggestions, comments, ideas, support, and motivation in assisting the researcher to complete this thesis. The writer also expresses his deepest gratitude to both examiners, Dwi Riyanti, M.A., Ph.D., and Dr. Ikhsanudin, M.Hum., for the valuable suggestions and advice that can help the researcher to complete writing this thesis. Furthermore, the writer would like to express his great appreciation to:

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The researcher realized that this thesis is still far from perfect. For this reason, criticism and suggestions are welcome for the improvement of this thesis.

Pontianak, 22 March 2024  
The researcher,

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# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background**

Improving English is very important for the students especially because English is necessary as a means of getting knowledge. Moreover English can help the students to make a change in their ability. If they care enough for something around them, they can conclude that almost all technology uses English. Thus, it becomes imperative for Indonesian students to prioritize learning English to effectively navigate and participate in the modern world.

The success in learning English will depend on their motivation. Motivation in the teaching and learning process is one of the supporting elements for the creation of educational goals. In terms of teaching and learning if not motivated, then learning outcomes will not reach the target. If one learns without any encouragement or motivation, then the situation is unpleasant to learn and even more boring. It means that encouragement and motivation are essential for fostering a positive and engaging learning environment. Without it, learning can become uninterested and ineffective.

Motivation is an influential factor in the teaching-learning process. The success of learning depends on the high or low motivation of students. One strategy teachers employ to engage students in learning tasks involves the use of rewards. Rewards are one way to build student motivation in learning. It is one of

the efforts of the teacher to make students more active in doing something to improve or maintain the achievement that is achieved.

According to Maburi (2016), in general, appreciation has a positive influence on human life and can encourage someone to improve his behavior. The reward is part of the strengthening, which is reinforcing. One of the tasks of the teacher besides teaching and learning activities is encouraging students later students always learn well and be vibrant in the learning environment.

Reinforcement is the teacher's feedback as a form of appreciation to reinforce desired behavior. The provision of strengthening to improve the learning outcomes of civics subjects can be done by the teacher when the lesson takes place which is giving praise when students correctly answer questions asked by the teacher. Providing reinforcement or appreciation can have a positive effect on students, as it encourages students to improve their activities or business. In everyday life, we often hear the term "gift" or "punishment". Giving a reward is a positive response, while punishment is a negative response. Whether the reward or punishment psychologically will affect the behavior of someone who receives it (Niswaty, 2017).

Some previous studies have investigated extrinsic rewards and motivation in learning English. A study from Kasyulita & Armelita (2019) aimed to find out the eighth-grade students' motivation in learning English after being given rewards at the SMPN 3 Rambah. The study found that students' motivation in learning English can be improved well by the support from the neighborhood and after

being given rewards for learning English. The second study from Lubis et al. (2020) aimed to find out of reward and punishment used by teachers in English Foreign Language classrooms. The findings indicated that the teacher uses some kinds of rewards in teaching English, such as verbal rewards, nonverbal rewards, rewards by coming close to students, rewards with touch, gifts, and reward with fun activities. Whereas, the kinds of punishment given by teachers to students in English foreign language classrooms are preventive punishment and repressive punishment. Another study by Maulana and Budianto (2022), also discussed providing rewards to junior high school students in learning English. The findings indicated that the types of rewards used by teachers in learning English in junior high school are praise and non-verbal. They also conclude that the reward is a form of teacher appreciation for consistent student achievement in learning.

The previous studies as mentioned above have revealed the types of rewards and punishment given by the teacher in Teaching English. However, the method and sample used in the present study were different from the previous study above. In addition, the present study focuses on knowing the effect of extrinsic motivation (reward) influences student motivation in learning English. Based on the explanation above, the researcher formulates this research entitled “The Effect of Giving Rewards on Students’ Motivation in Learning English at Mas al Mustaqim Kubu Raya”.

## **1.2 Research Question**

The problems to be discussed in this research will be in the following research questions: What is the effect of giving rewards and learning motivation among students to learn English at MAS Al-Mustaqim Kubu Raya?

## **1.3 Research Purpose**

The purpose of this study is: To investigate the relationship between rewards systems and learning English at MAS Al-Mustaqim Kubu Raya.

## **1.4 Significance of the Study**

The writer hoped that the findings of this research will be useful for the following parties:

### **1.4.1 The students**

The results of this research provide information about motivation in students to learn English, so that they can know the importance of giving rewards in a learning activity.

### **1.4.2 The English teacher**

The result can be used to improve the student's motivation to learn English. Thus, they will get good achievement in learning English.

## **1.5 Scope of Research**

This research is limited to the external motivation of students in high school. In terms of providing motivation, there are several ways, for example,

praise, gifts, respect, and signs of appreciation. The purpose of giving rewards is to increase students' motivation to learn English in high school.

## **1.6 Research Terminology**

The writer provides definitions of the terms used in the research to clarify the meanings.

1. Motivation is a desire and effort that drives people to do anything active in achieving the goal.
2. Reward is giving something to the student as an appreciation of what the student achieves.
3. Learning is the process of acquiring knowledge, skills, or understanding through study.