

The Implementation of Reward Strategy to Foster EFL Students' Motivation in Narrative Writing

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Abstract

The object of this research to find out the implementation of reward strategy toward students' motivation in narrative writing. The researcher used quantitative method and quasi-experimental design as the research methodology. The purpose of this study to investigate the effect of reward strategy toward students' achievement and to know how the reward strategy can motivate the students in narrative writing. The population in this research was the students class X Mipa SMA N 10 Makassar that consist of 8 classes. Class X Mipa 1 as an experimental group and class X Mipa 3 as control group that consist of 36 students. The data of the research obtained by the result test of pre-test and post-test. The data is analyzed by the writing test and questionnaire. The students' motivation in narrative writing focus on experimental group. The questionnaire consists of 20 statements. It had been showed with 85 % positive respond. Based on findings above. It can be concluded that the implementation of reward strategy has significant of students writing achievement and motivation.

Keywords: Reward strategy, students' achievement, motivation, narrative text.

INTRODUCTION

Thus, a plan with a series of actions intended to accomplish specific educational objectives is referred to as a learning strategy. If specific tactics are used, learning objectives will be more effective and efficient. For instance, the technique that will be employed is how to get pupils motivated to be active. The appearance feedback in the form of a reward method is one of the tactics utilized by teachers. Because it has informational and motivating value, the reward method is a crucial one in the learning process.

Hamalik (2012: 184) says that offering rewards is a useful tactic for fostering students' interests. Children's enthusiasm in learning and doing something could be piqued by the reward. Giving awards serves as a show of gratitude for doing well. It can be concluded since kids want to receive rewards, awards will encourage them to work better in their studies. Dehkoda (1994), who had a similar perspective, claimed that rewarding someone meant making them eager,

willing, and desirous. Reward is a favorable evaluation of pupils' learning styles and behavior, claims Sabri (1999: 46-47). Students receive rewards in a variety of ways.

Harmer (2004: 31). Giving constructive criticism to students is one of teachers' most important responsibilities in regards to their ability to write in English. According to Kimble and Garmezy in Brown (2000: 7), learning is the outcome of rewarded practice and is a generally permanent shift in behavioral tendency. Based on explanation above, the researcher was interested to do the research to apply reward as strategy in students' learning process.

LITERATURE REVIEW

Writing

Writing is a developmental procedure that can be efficiently skilled at exceptional ranges by way of college students while it's miles approached systematically. Nura (2003) believes that writing is an activity. Writing is not always just a way to communicate with others via spoken language. It could additionally be a powerful tool for expressing yourself. Writing is an critical manner for human beings to talk and to adapt to their environment.

Motivation

Motivation is the willingness to do something through the implementation of what is in their mind or though into some kind of act and process. Motivation is the result of putting effort and having a desire to learn a language. According to McCloskey et al. (2018), motivation is the result of putting in effort and having a desire to learn a language, which causes one to behave consciously and maintain an effort—either mental or physical—in order to reach previously established goals.

Motivation is a set of psychological formation. It cannot be measured and observed directly. It must be measured through specific indicators. In other words, it must be put, organized, and classified into measurable symbols in order to make sense. That is why the researcher would measure the motivation toward English by administering the Likert measurement technique (Likert scale). The questionnaire consists of 20 questions. It is a close-ended question. It is modified and adapted from Setiyadi's (2006). This instrument is suitable to measure psycholinguistic aspects such as motivation and its elements in learning a foreign language.

Reward Strategy

Reward is any event, activity, or object that has the potential to bring about a consequence. Reward has a critical role in both promoting good behavior and preventing the promotion of bad behavior. The teacher should choose effective reinforces because not all reinforces are the same for every student, make rewards contingent and timely. Moreover, it has to be positively reinforcing and educate the students. Moreover, it has to be positively reinforcing and educate the students, and be sure to identify the student's behavior. Santrock (2006) Giving the fair chance for every students and be selective in giving the rewards is the best choice for the teachers to make.

The rewards given to students from various kinds. According to Marno & Idris (2014:151) in “strategy, method, and teaching technique” book, reward consists of several types, including:

a. Verbal Reward

Teacher comments such as words of praise, support, and recognition can be used to reinforce student behavior. Verbal reward can be expressed in two forms, namely words and sentences.

b. Non Verbal Reward

Non-verbal reward is a form of face expression or body gesture. Non-verbal reward is often used together with verbal reward.

c. Reward by come close to students

Students who are coming close by the teacher can warm the atmosphere of learning, students feel familiar with the teacher, and increased student motivation.

d. Reward by touch

In providing this touch, we are needed to consider child's background, age, and gender. Giving this reward, some of the behaviors that can be performed by the teacher are: tapping the shoulder and stroking the student's head

e. Gift

Reward by gift such as school stationery, book, written comments on student books or giving another gifts. Need to be considered in giving rewards in the form of this gift. Student learning goals should not lead to the object. Therefore the frequency of use is limited.

f. Reward with fun activities

Student motivation is influenced by activities that can be fun or not. The teacher must provide learning activities that students like. Rewards in the form of fun activities such as students who excel in learning outcomes are appointed as the leader of the learning group in class.

METHOD

Participants

In this research, the researcher used a quantitative method. This type of research is experimental research. The instrument in this study was a questionnaire containing 20 items that aim to determine student responses. The data of thus research were taken from the sample students Senior high school in Makassar, South Sulawesi.

Instruments

The instruments were writing tests and questionnaire of motivation. Both of were measured by considering their validity and reliability.

Procedure treatment for Experimental Group

- a. The first, the researcher explains about the narrative text, the definition, social function, communicative purpose, generic structure, language features and the example of narrative text.
- b. Second, the researcher gave a guiding question to make them easily be able to identify the key elements in the story.
- c. After that, the researcher introduced what was Reward Strategy to the students in order to make them interested.

- d. Then, the researcher asked them to write the narrative story but before they wrote the researcher show the example of narrative text and when they finished working on them students were asked to collect results of their answer.
- e. And the last, every students who completed the task properly and correctly would get a reward from the Researcher or all students. The reward was used based on the students result.

Table 1. Likert Scale

No.	Items	Score
1.	Strongly Agree	5
2.	Agree	4
3.	Neutral	3
4.	Disagree	2
5.	Strongly Disagree	1

FINDINGS AND DISCUSSIONS

Student Motivation

In this part, the researcher demonstrated the result of students' responses from experimental group and control group. The data were gained based on the questionnaire that already spread to 36 students each class. After concluding the research, the researcher obtained the data interpretation into percentage as follow:

- a. Item 1

Table 2. Study English seriously

		Experimental Group Q1			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	12	33.3	33.3	33.3
	SA	24	66.7	66.7	100.0
	Total	36	100.0	100.0	

Based on the table 2, it showed that 12 (33.3%) students said "Agree" and 24 (66.7%) students said "Strongly Agree". It can be concluded most of the students in experimental group strongly agree that they study English seriously.

b. Item 2

Table 3. Complete the task according to the instructions given by the teacher

		Q2			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	8	22.2	22.2	22.2
	SA	28	77.8	77.8	100.0
	Total	36	100.0	100.0	

Table 3 showed that 8 (22.2 %) students said “Agree” and 28 (77.8%) students said “Strongly Agree”. It can be concluded that most of the students in experimental group strongly agree that they complete their task according to the instruction given by the teacher.

c. Item 3

Table 4. Try to complete assignments on time

		Q3			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	10	27.8	27.8	27.8
	SA	26	72.2	72.2	100.0
	Total	36	100.0	100.0	

Table 4 showed that 10 (27,8 %) students said “Agree” and there are 26 (72.2%) students said “Strongly Agree”. It can be said that most of students in experimental group strongly agree that they try to complete their assignments on time.

d. Item 4

Table 5. I diligently study English every day in order to get good grades on exams

		Q4			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	1	2.8	2.8	2.8
	A	14	38.9	38.9	41.7
	SA	21	58.3	58.3	100.0
	Total	36	100.0	100.0	

Table 5 showed that 1 (2.8%) student “Neutral”, there are 14 (38.9%) students “Agree” and 21 (58.3%) students said “Strongly Agree”. It can be said that most of students in experimental group strongly agree that they diligently study English every day in order to get good grades on exams.

e. Item 5

Table 6. I like to ask the teacher about material that I don't understand

		Q5			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	1	2.8	2.8	2.8
	N	5	13.9	13.9	16.7
	A	14	38.9	38.9	55.6
	SA	16	44.4	44.4	100.0
	Total	36	100.0	100.0	

Table 6 showed that 1 (2.8%) student said “Disagree”, 5 (13.9%) students said “Neutral”, 14 (38.9%) students said “Agree” and 16 (44.4%) students said “Strongly Agree”. It can be concluded that most of students in experimental group have balance opinion between agree and strongly agree that they like to ask the teacher about the material that they don't understand.

f. Item 6

Table 7. I prefer ask friends if I don't understand the material given by the teacher

		Q6			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	20	55.6	55.6	55.6
	SA	16	44.4	44.4	100.0
	Total	36	100.0	100.0	

Table 7 showed that 16 (44.4%) students said “Strongly Agree” and 20 (55.6%) students said “Agree”. It can be concluded that most of students in experimental group agree that they prefer ask their friends if they don't understand the material given by the teacher.

g. Item 7

Table 8. I like it when the teacher responds to my questions enthusiastically

		Q7			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	1	2.8	2.8	2.8
	A	5	13.9	13.9	16.7
	SA	30	83.3	83.3	100.0
	Total	36	100.0	100.0	

Table 8 showed that 1 (2.8%) student said “Neutral”, 5 (13.9%) students said “Agree” and 30 (83.3%) said that “Strongly Agree”. It can be concluded that most of students in experimental group that strongly agree they like when the teacher respond their question enthusiastically.

h. Item 8

Table 9. I get excited when my teacher and friends clap when I answer the questions correctly

Q8

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid A	10	27.8	27.8	27.8
SA	26	72.2	72.2	100.0
Total	36	100.0	100.0	

Table 9 showed that 10 (27.8%) students said “Agree” and 26 (72.2%) students said “Strongly Agree”. It can be concluded that most of students in experimental group strongly agree that they get excited when their teacher and friends clap when they answer the question correctly.

i. Item 9

Table 10. I will be more focused when the teacher gives questions by surrounding the student seats

Q9

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid N	5	13.9	13.9	13.9
A	15	41.7	41.7	55.6
SA	16	44.4	44.4	100.0
Total	36	100.0	100.0	

Table 10 showed that 5 (13.9%) students said “Neutral”, 15(41.7%) students said “Agree” and 16 (44.4%) students said “Strongly Agree”. It can be concluded that most of students in experimental group said strongly agree that they more focused when the teacher gives question by surrounding the students seat.

j. Item 10

Table 11. I like it when the teacher taps me on the shoulder when I answer correctly

Q10

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid N	8	22.2	22.2	22.2
A	14	38.9	38.9	61.1
SA	14	38.9	38.9	100.0
Total	36	100.0	100.0	

Table 11 showed that 8 (22.2%) students said “Neutral”, 14 (38.9%) students said “Agree” and 14 (38.9%) students said “Strongly Agree”. It can be concluded most of students in experimental group have balance opinion between agree and strongly agree that they like when the teacher taps on the shoulder when they answer correctly.

k. Item 11

Table 12. I feel excited to do the task if the teacher gives a gift

		Q11			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	3	8.3	8.3	8.3
	A	8	22.2	22.2	30.6
	SA	25	69.4	69.4	100.0
	Total	36	100.0	100.0	

Table 12 showed that 3 (8.3%) students said “Neutral”, 8 (22.2%) students said “Agree” and 25 (69.4) students said “Strongly Agree”. It can be concluded that most of students in experimental group said strongly agree that they feel excited to do the task if the teacher gives a gift.

l. Item 12

Table 13. I will answer the questions correctly if given a prize

		Q12			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	3	8.3	8.3	8.3
	N	4	11.1	11.1	19.4
	A	10	27.8	27.8	47.2
	SA	19	52.8	52.8	100.0
	Total	36	100.0	100.0	

Table 13 showed that 3 (8.3%) students said “Disagree”, 4 (11.1%) students said “Neutral”, 10 (27.8%) students said “Agree” and 19 (52.8%) students said “Strongly Agree”. It can be concluded most of students in experimental group said strongly agree that they will answer the question correctly if given a prize.

m. Item 13

Table 14. I am happy when the teacher appreciates the results of the task, I have done

		Q13			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	1	2.8	2.8	2.8
	A	5	13.9	13.9	16.7
	SA	30	83.3	83.3	100.0
	Total	36	100.0	100.0	

Table 14 showed that 1 (2.8%) student said “Neutral”, 5 (13.9%) students said “Agree” and 30 (83.3%) students said “Strongly Agree”. It can be concluded most of students in experimental

group said agree that they feel happy when the teacher appreciates the result of the task they have done.

n. Item 14

Table 15. I am happy if my friends appreciate the results of my answer
Q14

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid D	1	2.8	2.8	2.8
N	1	2.8	2.8	5.6
A	10	27.8	27.8	33.3
SA	24	66.7	66.7	100.0
Total	36	100.0	100.0	

Table 15 showed that 1 (2.8%) student said “Disagree”, 1 (2.8%) student said “Neutral”, 10 (27.8%) students said “Agree” and 24 (66.7%) students said “Strongly Agree”. It can be concluded most of students in experimental group said strongly agree that they are happy if their friends appreciate the result of their answer.

o. Item 15

Table 16. I like to appreciate my friend's answers even though sometimes they are not quite right
Q15

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid D	1	2.8	2.8	2.8
N	4	11.1	11.1	13.9
A	18	50.0	50.0	63.9
SA	13	36.1	36.1	100.0
Total	36	100.0	100.0	

Table 16 showed that 1 (2.8%) student said “Disagree”, 4 (11.1%) students said “Neutral”, 18 (50.0%) students said “Agree” and 13 (36.1%) students said “Strongly Agree”. It can be concluded most of students in experimental group said agree that they like to appreciate their friend’s answer even though sometimes their friend is not quite right.

p. Item 16

Table 17. I will be more enthusiastic if I am told that I will be given a prize if I answer the questions correctly
Q16

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SD	2	5.6	5.6	5.6
N	6	16.7	16.7	22.2
A	8	22.2	22.2	44.4

SA	20	55.6	55.6	100.0
Total	36	100.0	100.0	

Table 17 showed that 2 (5.6%) students said “Strongly Disagree”, 6 (16.7%) students said “Neutral”, 8 (22.2%) students said “Agree” and 20 (55.6%) students said “Strongly Agree”. It can be concluded most of students in experimental group said strongly agree that they will be more enthusiastic if they are told that they will be given a prize if they answer the questions correctly.

q. Item 17

Table 18. I feel disappointed if my answer is not appreciated

Q17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	2.8	2.8	2.8
	D	1	2.8	2.8	5.6
	N	12	33.3	33.3	38.9
	A	5	13.9	13.9	52.8
	SA	17	47.2	47.2	100.0
	Total	36	100.0	100.0	

Table 18 showed that 1 (2.8%) student said “Strongly Disagree”, 1 (2.8%) student said “Disagree”, 12 (33.3%) students said “Neutral”, 5 (13.9%) students said “Agree” and 17 (47.2%) students said “Strongly Agree”. It can be concluded most of students said strongly agree that they feel disappointed if their answer is not appreciated.

r. Item 18

Table 19. I will do my homework properly if given a prize

Q18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	2.8	2.8	2.8
	D	4	11.1	11.1	13.9
	N	8	22.2	22.2	36.1
	A	6	16.7	16.7	52.8
	SA	17	47.2	47.2	100.0
	Total	36	100.0	100.0	

Table 19 showed that 1 (2.8%) student said “Strongly Disagree”, 4 (11.1%) students said “Disagree”, 8 (22.2%) students said “Neutral”, 6 (16.7%) students said “Agree” and 17 (47.2%) students said “Strongly Agree”. It can be concluded most of students in experimental group said strongly agree that they will do their homework properly if given a prize.

s. Item 19

Table 20. I feel that the praise given by the teacher in the learning process makes me afraid of making mistakes

Q19

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SD	2	5.6	5.6	5.6
D	3	8.3	8.3	13.9
N	11	30.6	30.6	44.4
A	11	30.6	30.6	75.0
SA	9	25.0	25.0	100.0
Total	36	100.0	100.0	

Table 20 showed that 2 (5.6%) students said “Strongly Disagree”, 3 (8.3%) students said “Disagree”, 11 (30.6%) students said “Neutral”, 11 (30.6%) students said “Agree” and 9 (25%) students said “Strongly Agree”. It can be concluded most of students in experimental group have balance opinion between neutral and agree that they feel the praise given by the teacher in learning process makes them afraid of making mistakes.

t. Item 20

Table 21. I am happy to be given praise and appreciation by the teacher during the English learning process so, it can motivate me to study harder

Q20

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SD	1	2.8	2.8	2.8
N	2	5.6	5.6	8.3
A	5	13.9	13.9	22.2
SA	28	77.8	77.8	100.0
Total	36	100.0	100.0	

Table 21 showed that 1 (2.8%) student said “Strongly Disagree”, 2 (5.6 %) students said “Neutral”, 5 (13.9%) students said “Agree”, 28 (77.8%) students said “Strongly Agree”. It can be concluded most of students in experimental group said strongly agree that they are happy to be given praise and appreciation by the teacher during the English learning process so, it can motivate them to study harder.

Regarding students respond in experimental group with the implementation reward strategy by the questionnaire, the analysis shows that the average students’ response “strongly agree” 85% students giving a positive response to every aspect of reward in learning process. The questionnaire consists of 20 positive statement. This questionnaire distributes to the experimental group as treatment object.

Students response to the learning reinforcement, the way researcher teaches, the activities in the learning process, the material provided by the researcher and kinds of reward as strategy in learning process. This is also because the students can be motivated to achieve the high score by implementation the reward strategy. The result of the questionnaire the reward strategy can be accepted by the students positively and the result obtained based on what the researcher meant.

CONCLUSIONS

Based on data analysis, the researchers found the following results:

- a. The students' motivation in narrative writing focus on experimental group, The result of students questionnaire from experimental group, it showed students responds about the implementation of reward strategy in learning process. The questionnaire consists of 20 statements. It had been showed with 85 % positive respond.
- b. Students motivation shows in many aspect of reward strategy to improve students narrative writing

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