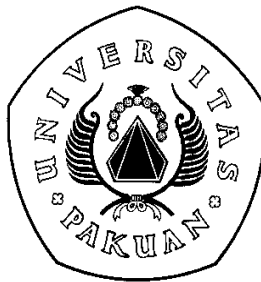


**USING ORAL REWARDS IN MOTIVATING YOUNG LERANERS'
PARTICIPATION
(A Study Conducted of the Second Grade of SD Pengadilan 5 in Bogor)**

A PAPER

**Submitted English Education Study Program of Faculty of Teacher Training
and Educational Scienes, Pakuan University as a Partial Fulfillment of the
Requinrements for the Sarjana Pendidikan Examination**



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FACULTY OF TEACHER TRAINING AND EDUCATIONAL SCIENCES
PAKUAN UNIVERSITY
2016**

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USING ORAL REWARDS IN MOTIVATING YOUNG LERANERS'
PARTICIPATION
(A Study Conducted of the Second Grade of SD Pengadilan 5 in Bogor)

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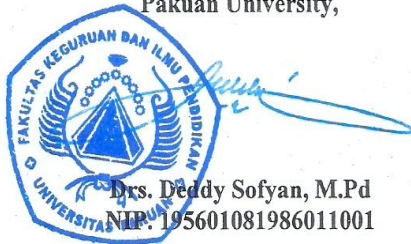
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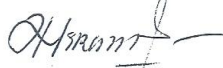
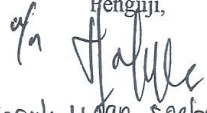
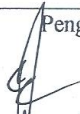
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DECLARATION

I hereby certify that the paper entitled 'using Oral Reward in Motivating Young learners' Participants is completely my own work. I am fully aware that I have quoted some statement and ideas from research and ideas from some resources. All quotations are properly acknowledged in this text. should here be any claim on the originally or ownership of this paper, I would be prepared to take any legal responsibility.

Bogor, September 2016



Krista Demina

ABSTRACT

In teaching English Learning, a teacher must be creative and able to create comfortable atmosphere. One of them is by applying oral rewards usually makes the learners feel interested in learning English. The English teacher used some strategies to motivate the students (young learners) to participate in the learning process. The English teacher used praises (oral rewards) to reward to complement to all the students, including the students who had low motivation to participate in the learning process. The aim of the research is to describe the Use Oral Rewards in Motivating Young learners Participations. The writer uses descriptive method in conducting the research. The participants, the second-grade students of SD Pengadilan in Bogor. Fill the documents from lesson plans from the English teacher. Then, the writer interview only one teacher to get more data about oral reward to motivate young learners' participation. The students are motivated because of oral reward (praise). Oral rewards motivate and help the students antusias, encourage and participation in following learning process.

PREFACE

All the praises are extended to God that always guides all the best to the writer in doing the research and finishing the paper.

This paper is submitted to the English education study program, faculty of Teacher Training and Educational Sciences, Pakuan University. It is written as a partial fulfilment of the reequipment for the Sarjana Pendidikan Examination

The writer expects that this paper will be beneficial and can give contribution for those we read it. She realizes that this paper is still far from being perfect. Therefore, She will appreciate all constructive comment upon this paper for better work in the future.

Bogor, September 2016

The writer

ACKNOWLEDGEMENT

The writer would like to thank some people who have helped her finish the paper. Her gratitude goes to Dra. Atti Herawati, M.Pd as her first supervisor and also as the head of English Education of Study Program, and Mursidah Rahmah, M.Pd as the second supervisor for their correction, suggestion, advice, and support for the writer in finishing this paper.

She would like to thank Deddy Sofyan M.Pd as the Dean of Faculty of Teacher Training and Educational sciences.

She also would like to express her gratitude to the principal, the English teacher and all of the students in second grades of SD Pengadilan 5 in Bogor for the warm-heartedness in accepting her to do research there.

The most appreciation is extended to her beloved parents, and her sibling for their prayers, support, and patience and also her friends in EESP (2009).

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CHAPTER I

INTRODUCTION

A. Background of Study

In teaching English in the classroom, a teacher must be creative and be able to create a comfortable atmosphere. Students are expected to be able to master the English language. It is an important subject at school. However, many students have low motivation in learning English. The students are usually bored, confused, and not interested in learning English. In addition, many learners also feel difficult and unhappy to learn English. This problem can arise because the teaching learning process of English is not interesting. This condition makes the learners not motivated to learn English.

There are many ways to overcome these problems. One of them is by applying rewards. In teaching English, by giving rewards learners usually feel interested in learning English. Second, they will be encouraged and motivated in learning English. The last, they will be happy when getting a reward from the teacher, so it can make them enjoy the learning process. Therefore, the writer wants to investigate the use of rewards in motivating young learner participation.

B. The Reason for Choosing the Topic

There are three reasons why the writer chooses the topic. First, a lot of language learners feel unmotivated to learn English because they are not interested and bored in learning English and they do not understand about

English. Second, it is needed good strategies to teach English in order to make students motivated to learn English. The last, reward can be applied as one of strategies to motivate young learners' participation in order that they are motivated and interested in learning English.

C. The Aim of the Research

The aim of the research is to investigate on using rewards in motivating young learners' participations.

D. The Research Question

The writer has only one question in the research: 'how oral reward used in motivating young learners' participation?'

E. Research Focus

To limit the problem, the writer only focuses of using oral rewards in motivating students in the learning process.

F. Operational Definition

There are two explanation that are concerned with the definition of the research title to avoid misconceiving during conducting the research.

1. Oral reward is one the strategies that can be used by teacher the encourage students in order that they student can participate actively in the learning process. Praise is one the rewards, which can be used to motivate students in learning process

2. Motivation is individual's desire to demonstrate the behavior and reflect willingness to expand effort." It means that motivation is a willingness to take action and to attempt.

G. Research Significance

The significances of the research are shown below.

1. For the students. It gives motivation in learning English when teachers give them reward individually.
2. For the English teacher, it serves as of the media of giving how to increase students' performance when doing in the classroom activity.

H. Research Methodology

Based on the research title, the writer uses descriptive method. She wants to describe the use of using reward in motivating young learners' participation. She collects the data by observing the teaching learning process in English subject. The writer asks to fill in the documentation (observation, questionnaire and interview) of using oral rewards in teaching English.

CHAPTER II

THEORETICAL FOUNDATION

A. Motivation

Motivation is one of the important things for students in learning. Rajput (2011) contends that the word 'motivation' is derived from a Latin word "movare" which literally means to "move". He defined motivation as an individual's desire to demonstrate the behaviour and reflect willingness to expand effort." or It means that motivation is a willingness to take action and to attempt.

Every situation or everything that people do motivation is always around them. motivation is like "finish line." For them in doing something Without a motivation, they will know their goal, and what they are supposed to do or why it should be done. Scientist believes that motivation is complex a state and preparatory set of human to move. William and Burden (1997) suggest that motivation is a state of cognitive arousal which provokes a in harmer (2007: 98) decision to act as a result of which there is sustained intellectual and / physical effort so that the person can achieve some previously set goal. Motivation is a thing that is very influencing for the goal in the teaching and learning process.

Hammer and Jeremy (2007:98) describe," at its most basic level, motivation is some kind of internal drive which pushes someone to do things in order to achieve something." It means that motivation is internal

encouragement that makes someone do things in order get something. Thus, the students who have motivation in learning will have more ability to decide the important things to do to achieve their goals.

Psychologist define motivation as an internal process that activates, guides and maintains behaviour over time (Murphy, et al). in plain language ,motivation is gets, keep, and determines where to trying.

On the other hand, Brown emphasizes that (2001: 72) ‘motivation is the extend to which you make choices about (a) goal to pursue and effort you will devote to that pursue. It means that motivation is not seen the from the achievements of goal but it also view of how to achieve them.

Dornyei (2001:2) assumes, “Motivation” is related to one of the most basic aspect of the human mind, and the most teachers and researchers would agree that it has a very important role in determining success or failure in learning situation.” From the statement, motivation is an important thing for a person to get success in learning situation.

Perry, et al (2006: 330) Motivation is the process whereby goal-directed activity is instigated and sustained” it means motivation is the progress where by goal-directed is started and constant.

Motivation is a powerful factor influencing learning and achievement Perry, et al (2006:331) states” that motivated students have positive attitudes toward school and describe it as satisfying, persist on difficult tasks and cause few management problems, process information in depth and excel in

classroom learning experiences. It means that motivated students learn more than their less motivated peers.

Dimiyanti and Mudjiono (2006 : 85) mention five benefit of motivation for learners, there are :

1. To help the learners to realize the meaning of learning, leaning process and the goal of learning.
2. To inform the strength of learning by comparing with classmate
3. To guide the process of learning
4. To build the spirit learning
5. To make the learner realize that after studying, they have to get the job.

In conclusion, motivation is encouragement, wellness, passion of individual that encourages someone to do something in order to get something.

There are two kinds of motivation. They are intrinsic and extrinsic.

1. Extrinsic motivation

Extrinsic motivation is a trigger that comes outside, such as friends, teacher and parents. Example the learners participate in learning English in class because, they want get good score if they do not participate they will get punishment. The extrinsic motivation in learning can be reward from teacher, punishment or just applause from friends. Thus very influence to the learners to motivate the to study harder. Harmer stated (p 98.) states that extrinsic motivation is the result of any number of outside factor, for example the need pass an exam, the hope of financial reward or possibility of future travel. Intrinsic motivations by contrast,

come from individual. Thus, person might be motivated by the enjoyment of the learning process itself or by a desire to make himself or herself feel better. Based on the statement, extrinsic motivation is motivation, which is influenced by other things, except the person himself.

2. Intrinsic motivation

Intrinsic motivation that comes from ourselves without any compulsion from another person for example in learning English process learners always participation in English class because motivation is he want to be able to speak English well. Harmer (2001: 51) states ” that intrinsic motivation come from individual and person must motivated by enjoyment of learning process itself or by desire to make themselves feel better. It means that a motivation can from the enjoyable learning atmosphere and the benefit of what we are doing. Intrinsic motivation is motivation, which appears from internal factor, the person himself.

Ways to Motivate Students

Starting the lesson is the goal of teaching in the class. Many teachers face some students feel bored, not interested to learn the subject, especially English. The teacher have tried to apply English teaching media and techniques when teaching the English subject. In addition, one of ways to make students comfortable at learning English is giving motivation by using oral reward. According to

B. Young Learners

Young learners are learners at the beginning stage. Linse (2005:1) states, young learners are defined as children between the ages of 5-12. Thus, through this statement, elementary school students are categorized as young learners.

Teaching young learners can be very challenging and needs extra effort because young learners learning activities must be interesting and fun, but meaningful. To have a meaningful learning, young learners must participate actively in the learning process. But in fact, young learners sometimes feel reluctant to participate in the learning situation. This can be caused by low motivation they have. Because of that young learners need to be motivated to participate in the learning process. Their participation in it is very important to make them realize that they are the center of all learning activities and the teachers have a role as facilitators who help them in learning. It will make them have a more meaningful learning.

Scott and Ytreberg (1990: 3) define the general characteristics of young learners whose among 8-10 years old. They are eight characteristics of young 8-10 years old learners. First they concept are formed. They are very decided views of the world. Second, they can tell the differences between fact and fiction. Third, they ask question all the time. Fourth the rely on the spoken word as well as he physical world to convey and understand meaning. Fifth, they are able make decisions about their own learning. Sixth, they have definite views about what they like and don't like doing. Seventh, they have a

developed sense of fairness about what happen in the classroom and begin to question the teacher's decisions. Eight, they are able to work with other and learn from other. From the characteristics the students understand about the concept presented by the teacher in the learning process.

In learning English as the target language, most common people in this modern era begin from the early age. (Pinter 2006:1) states that the children may start learning English in different stage in primary education or even before they are at school. It means that the language acquisition is already started even before entering the school.

C. Rewards

Many students need encouragements in order to be motivated to learn. Therefore, teachers need strategies to encourage students in order that they can participate actively in the learning process. One of the strategies that can be used is by using reward. Pintrich and Sohunk (2008:340) reward also can inform learners about their progress in skill acquisition and thereby be sustain motivation. Reward will give information progress from students their skill acquisition it will be continually motivate students.

There are two kinds of reward. They are intrinsic reward and extrinsic reward. Intrinsic reward is an aspect of an activity that people enjoy to do what they want. For example, when a student joins a course to study his or her favourite subject, the favourite subject itself has enough intrinsic reward value to motivate him or her to learn. Extrinsic reward is a reward that is external to the activity such as recognition or a good grade. Slavin (2006:335)

states that extrinsic rewards might range from praise to grades to recognition to prizes or other rewards. It means that praise is one of the rewards, which can be used to motivate students in learning.

Praise is positive feedback given to students that expresses approval or commendation. It goes beyond simple feedback indicating that behaviour is appropriate or that answers are correct because it conveys positive teacher affect and provides information about the worth of students' behaviours Brophy (1981). When the teacher says to a student, "that's correct", "you're doing so well", "you're doing so well".

Stipek (2002:31) defined praise as "...reaction that goes beyond simple feedback about appropriateness or correctness of behaviour..." (p5). Simply indicating to a student that his or her answer is correct would not be considered praise. Congratulating the student for a right answer, or saying, "good job" or "you're really good at this" are examples of praise. Praise serves as a reinforcement for most students, especially very young children. It means praise has a function as a support for most students to perform better or to have more efforts in learning.

Cameron (2001:240) explains that if the teacher always praises the children, even when they are not making an effort, they quickly learn that praise is hollow. If on the other hand the teacher knows child capabilities, recognises when she or he is trying especially hard and offers praise and supportive feedback, the child learns that his or her learning matters to the teacher and that is worth struggling. It means that a praise is a precious thing

to be given to students for having made good performances and good efforts. Giving a praise as a reward is also useful to motivate young learners because when they are appreciated, they will feel happy and be motivated to participate in learning.

D. Related Research

A related research about reward and motivation has been conducted by Baranek(1996), entitled“’ Effect of Rewards and Motivation on Student Achievement.’’From the research, it was found that the use of rewards undermines intrinsic motivation and in results in the slower acquisition of skills and more errors in the learning process.

Based on the relevant research, the writer wants to investigate whether reward can motivate young learners to participate in the learning process or not.

Another related research about reward and motivation has been conducted by Hidayat (2013), entitled”’A Descriptive of study response on reward given by teacher.’’Based on the relevant research, the writer wants to investigate whether reward can motivate young learners to participate in the learning process or not. From the result which are collected through observation, questionnaire and interview, the writer concludes that rewards help students increase their motivation in learning. According from the result teacher #1, #2, #5, and,#10 were silent students.they barely spoke during the learning process. However when sticker was applied in the learning process,

they were encouraged to speak more, and the class room involvement is satisfying after reward is applied.it is kind of a jumpstart for them.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method and Design

Descriptive method used to describe the use oral rewards in motivating young learners' participation factually and accurately. Herawati (2009:24) stated that descriptive method used to describe systematically a situation or area of interest factually and accurately. Therefore, it is used to investigate of using oral reward in motivating young learners' participation.

To collect the data, the writer observes a teacher while teaching in the classroom. Then she describes what they have done during teaching. Next, questionnaires are given to the teacher. The last, she interviews the teacher.

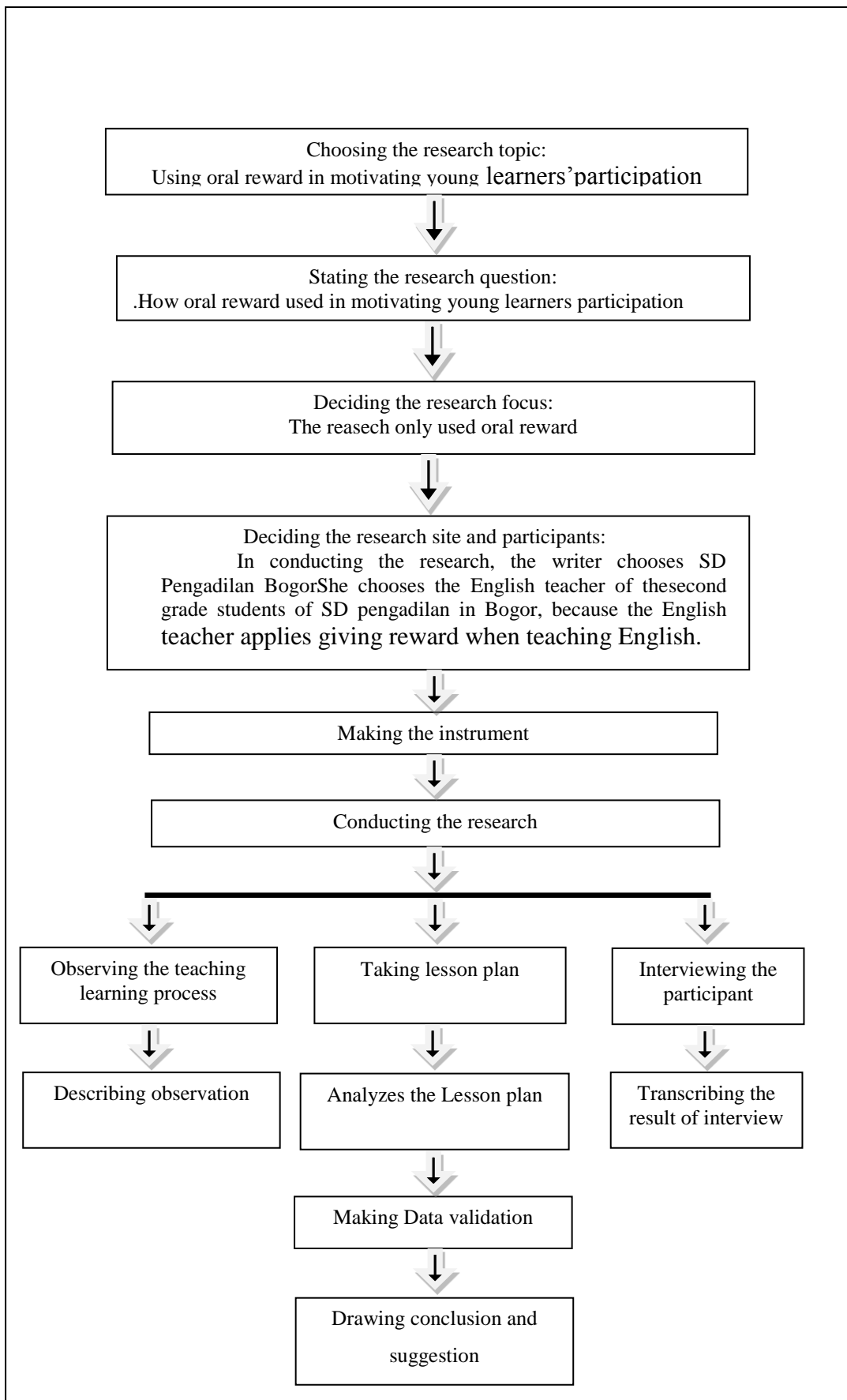


Figure 3.1
The Rresearch Design

B. Research Site and Participants

In conducting the research, the writer chooses SD Pengadilan Bogor. In choosing the participants, the writer uses purposive sampling technique. She chooses the English teacher of the second grade students of SD Pengadilan in Bogor as sample.

C. Research Instrument

Observation, Documentation and interview are used to collect the data. The writer observes the teacher of the second grade students. After that, documentation is given and interview is conducted to the teacher.

D. Data Collection Technique

1. Observation

The writer collects the data of by observing the process of teaching learning process in English subject.

2. Documentation

The writer uses the document, she analyses the teacher RPP and source books that the teacher uses.

3. Interview

The last, the writer would interview one teacher and asks some question about oral rewards can motivate young learners.

E. Validity Checking

Triangulation technique used to check the validity of the data. The data from observation, documentation and interview is compare by

crosschecking them. The first, the writer describes the result of observation the second, she analyses the teacher RPP. In addition, the data from interview is described to support the data of the observation and documentation.

CHAPTER IV

DESCRIPTION AND ANALYSIS

A. Data Description

The research was conducted, on 1thSeptember-6thSeptember, 2016 at SD Pengadilan 5 Bogor. The English teacher was the participant of the research. The data were collected through observation, documentation, and interview with the English teacher.

The researcher observed the English teaching and learning process in the classroom three times to investigate the use of oral rewards to motivate the students to participate in the learning process using praises as rewards. The document was taken from the lesson plan made by the teacher. The last instrument for interviewing with English teacher was done to know the teacher's opinion about the use of using oral rewards given in the learning process. The following is the data description from the instruments.

1. Data Description From Observation

To collect the data from observations, the observations was done three times. The first observation was done on September1th,2016. The writer did the observation to the second grade students of SD Pengadilan 5 in Bogor.

Based on the teacher's information, there are some students who don't have any motivation when participating in the learning activities. They are Fill, Melia, Rangga, Yogi, Laguna, Anka, Docka,

a. Observation day#1

The first observation was done on Thursday 1st, 2016. The lesson taught was about fruits. In the pre activity the Students prepared themselves before they started the lesson. The Teacher showed and told names of fruits to the students. Then, the teacher showed eight different pictures of the fruits. The teacher asked the students to write the name of fruits on the white board. (Ravi wrote water melon on the whiteboard).

At the whilst activity, the teacher asked the students to pronounce the names of fruits. All the students pronounced the names of fruits. Then, the teacher asked them about the colour of Apple. Filly mentioned the colour of a apple is green. The praised Filly and Teacher said very good 'filly. Filly, one of the students who seldom participated. The Teacher asked the students to match the pictures of fruits with their names. Then, the students matched the pictures of fruits with their names. The students were very enthusiastic to match the pictures of fruits with their names. They were so active in competing with each other to get the turn and gain oral reward. It was made learning process was so lively.

At the post activity teacher and the students review the name of fruits, prayed together, say good bye to the students.

For the conclusion of the first day of observation, it could be seen that at the beginning of the class when the students got praises

they motivated to speak and answer (to participate in the learning process)

Table 4.1
Observation result 1

Time	Statements	The result		Information
		Yes	No	
Pre activity	1. Students prepare themselves before starting material.	√		
	2. Students look enthusiastic before learning process.	√		
	3. Students how willingness to learn	√		
Whilst activity	1. Students pay attention when learning	√		
	2. Students seem happy in joining in the lesson	√		
	3. The material is interesting for the students	√		
	4. Students feel happy when learning	√		
	5. Students are brave to ask the teacher	√		
	6. Students seem focus in activates learning process	√		
	7. Teacher gives praise to students	√		Teacher say good, good job
	8. Teacher gives praise to students when participated answer question	√		
	9. Teacher gives applause when students can answer question	√		
Post activity	1. Students want to do the assignment of teacher	√		

Time	Statements	The result		Information
		Yes	No	
	2. Students feel happy want given homework	√		
	3. Teacher gives students at he opportunity to ask question about things they do not understand	√		
	4. Teacher engages students to reflect on the learning that has been done	√		
	5. Teacher greeted the end of the study	√		

b. Observation day # 2

The second observation was done on Friday, September 2th, 2016. The lesson was about animals. At the pre-activity, Teacher asked the students to sing ‘O.MDonald’. Then the teacher asked the students to guess the sound of animal. After that students repeat the name of animals which the teacher said. The Teacher gave praised the students who could answer the question by saying ‘Good job!’

The whilst activity the teacher showed some animals pictures. Then, they had to give information about it. The teacher asked the students to write names of the animals, based on the picture which the teacher gave (students came forward). Some students wrote the names of animals on the white board. Then the teacher by saying ‘Good’ praised the students

At the post activity the teacher reviewed the names of fruits, prayed together, and saying good-bye to the students.

In conclusion, of the second observation the student's enthusiasm in learning English process.

Table 4.2
Observation result 2

Time	Statements	The result		Information
		Yes	No	
Pre activity	1. Students prepare their self before start studying in the class.	√		
	2. Students look enthusiastic before learning process.	√		
	3. Students show willingness to learn	√		
Whilst activity	1. Students pay attention when learning	√		
	2. Students seem happy in joining in the lesson	√		
	3. The material is interesting for the students	√		
	4. Students feel happy when learning	√		
	5. Students are brave to ask the teacher	√		
	6. Students seem focus in activates learning process	√		
	7. Teacher give praise to students	√		Teacher say'' good''
	8. Teacher give praise to students when participated answer question	√		
	9. Teacher give applause when students can answer question	√		
Post activity	1. Students want to do the assignment of teacher	√		
	2. Students happy want given homework	√		

Time	Statements	The result		Information
		Yes	No	
	3. Teacher gives students at he opportunity to ask question about things they do not understand	√		
	4. Teacher engage students to reflect on the learning that has been done	√		
Post activity	1. Students want to do the assignment of teacher	√		
	2. Students happy want given homework	√		
	3. Teacher givesstudents at they opportunity to ask question about things they do not understand	√		
	4. Teacher engage students to reflect on the learning that has been done	√		
	5. Teacher greeted the end of the study	√		

c. Observation # 3

At the third observation was done on Monday, September, 5th 2016 The lesson about vegetables. The Teacher explained about the names vegetables. The Teacher asked the students what vegetables they like to eat. The teacher asked the students to pronounce some name vegetables, like : tomato, carrot, cucumber, potato and onion. Then the teacher asked the students vegetables to write names of the whiteboard in the third observation the students

who had low motivation in answering questions, still raised their hands enthusiastically write the name vegetables.

At whilst activity, the teacher divided students two by two (one students mentioned the name of vegetable and other students took of the vegetables. Teacher said very good to students who could answer appropriately.

At the post activity, the teacher closed and reviewed the topic which had done by the students.

Table 4.3
Observation result 4

Time	Statements	The result		Information
		Yes	No	
Pre activity	1. Students prepare them before they start in learning process.	√		
	2. Students look enthusiastic before learning process.	√		
	3. Students show willingness to learn	√		
Whilst activity	1. Students pay attention when learning	√		
	2. Students seem happy in joining in the lesson	√		
	3. The material is interesting for the students	√		
	4. Students feel happy when learning	√		
	5. Students are brave to ask the teacher	√		
	6. Students seem focus in activates learning process	√		
	7. Teacher give praise to students	√		Teacher say good
	8. Teacher give praise to	√		

Time	Statements	The result		Information
		Yes	No	
	students when participated answer question			
Post activity	1. Students want to do the assignment of teacher	√		
	2. Students happy want given homework	√		
	3. Teacher give students at they opportunity to ask question about things they do not understand	√		
	4. Teacher engage students to reflect on the learning that has been done	√		
	5. Teacher greeted the end of the lesson.	√		

2. Data Description From Documentation

First, the topic about was fruits. The aim the study was the mentioned names fruits. At the pre activity the teacher showed and told names of fruits. Then, asked question about fruit. At the whilst activity the teacher ask to the students to pronoun the names of fruits. Next, she asked the question about the colour of fruits. In the post activity, the teacher and the students review name of fruit. The last the teacher and student pray, and say good bye.

Second, the lesson plan about was animals. At the pre-activity the teacher asked students to sing O, M Donald. At the whilst activity the teacher showed some animals pitcures. Then, they had to give

information about it. The teacher asked to student to write the names of the animals. At the post activity teacher reviewed the name of animals.

The third the data lesson plan the topic about vegetables. At the pre-activity the teacher explained about the names of vegetables. In the post activity teacher reviewed the names of the fruits.

3. Data Description of Interview

The English teacher said that she usually used games and songs at the pre- activity to motivate the students to learn. She said that she liked to give praises, presents, or snacks as rewards when the students could answer and participated in the class. She said that rewards really motivated the students. She also explained that she always gave praises to the students who answered questions correctly, and also to them, who didn't answer correctly, or who did a little mistake in their answers. She didn't want to make the students down but she wanted them to be motivated to participate and try to answer. She said that she tended to use praises (oral rewards) as rewards, because it was the simplest thing she could give to the students. She also added that giving praises to students could increase their confidences to participate in learning activities. She said that there were students with good performances and students who didn't have good performances. However, they wanted to try and participate in the learning process. She also said that she used various learning materials and tools like pictures, toys, etc.

Guided interview with teacher SD Pengadlan 5 in Bogor

Interviewer : Dengan cara apa Ibu memberikan motivasi kepada untuk ikut berpartisipasi dalam pelajaran Bahasa Inggris

Respondent : kalau saya sih macam biasanya motivasinya nyanyi dulu jadi tergantunglah dikaitkan dengan materi

Interviewer : Rewards apa yang ibu berikan kesiswa agar siswa tersebut bisa berpartisipasi dengan baik dalam pelajaran bahasa Inggris ?

Respondent : Kalau saya cenderung reward yang ngasih pujian kadang berupa barang ngasih makanann

Interviewer : Bagaimana reward dapat memotivasi siswa dalam berpartisipasi dalam proses belajar bahasa Inggris ?

Respondent : Yah namanya anak anak kalau dapat

B. Analysis

The writer found that the English teacher used some strategies to motivate the students (young learners) to participate in the learning process. The English teacher used praises (oral rewards) to reward all the students, including the students who had low motivation to participate in the learning process, as long as they want to try to answer the teacher's question. The teacher praised the students who could answer the questions correctly by saying ' Good Job !'. But, she also gave praises to the students, eventhough the students' answers are not correct or not correct all, by saying ' Good !', or 'You may try again later'. By doing this, the teacher didn't make the students

down when they did mistakes, but motivated them to participate and try to answer it. The students who seldom participated in the learning activities, raised their hands and came forward to answer questions because the teacher often gave praises for their efforts shown in the learning process and for their abilities.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From the data collected through observation, documentation, and interview, the writer concludes that oral rewards (praises) can increase their motivation in learning English. The first, the teacher gives the questions and games. It makes the students comfortable and get ready to get rewards. Then. All students are active to answer what questions asked. Besides. The teacher gives for who students active in learning process, like “Very good, “You did amazing”, “Great”, so on. At the end lesson, the students are motivated, enthusiastic what they have learned from the lesson given.

B. Suggestion

Based on the research result, the writer suggests that the teacher use oral reward (praise) in the learning process. Therefore, three suggestions are given for the teacher. First, it is suggested that teacher gives opportunity for students who wants active in the class. Second, it is suggested that the teacher spend their time to approach them when get confused and gives some motivation. The last, the teacher can be a good teacher when students feel bored but the teacher can change their habit better.

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