IMPLEMENTATION OF REWARDS IN JUNIOR HIGH SCHOOL STUDENTS IN VOCABULARY LEARNING

Siti Khomsah[1], Mobit Mobit[2], Iwan Ridwan[3]
[1, 2, 3]Pendidikan Bahasa Inggris, Universitas Singaperbangsa Karawang
Jl. HS. Ronggo Waluyo, Puseurjaya, Telukjambe Timur, Karawang, Jawa Barat 41361
[1]Email: khomsah06@gmail.com
[2]Email: mobit@fkip.unsika.ac.id
[3]Email: iwan.ridwan@fkip.unsika.ac.id

ABSTRACT

The main focus of this research is the application of rewards in vocabulary learning. The purpose of this study was to determine the application of the reward method by the teacher in learning vocabulary. The researcher used a qualitative approach with a descriptive case study design. Data collection techniques used are observation, interviews, and documentation. To analyze the data, the researcher followed the steps described by Miles & Hubberman. These steps are: data reduction, data presentation, and drawing conclusions/verification. Through this investigation, the researcher found that when applying the reward method in vocabulary learning, the teacher did 6 stages. That is preparing the material, explaining the material, giving questions or games, giving rewards to students who take lessons well and answer questions correctly, providing opportunities to answer questions for students who are not focused, and adjusting the number of questions to the amount of the reward given.

Keywords: implementation; rewards; vocabulary learning

INTRODUCTION

Vocabulary is the basis of language learning because students must first know the vocabulary of the target language before learning to speak. The goal is to make it easier for students to learn the language. For learners, to develop activities connected to other English language skills like listening, speaking, reading, and writing, vocabulary is a fundamental component that they must learn. Vocabulary is crucial for learning a second language since it is the foundation of efficient communication (Schmitt & Schmitt, 2020). Therefore, if learners cannot acquire the vocabulary of that language, they will lose interest in using that second language (L2) (Richard & Renandya, 2002).

It has been discovered through research by (Wulandari, n.d.) that many kids struggle to learn language. This challenge has to do with accurately pronouncing words, comprehending their meanings, and putting them in phrases. The challenge of mastering vocabulary inspires pupils to work hard to overcome it, while students who lack enthusiasm will refuse to study the language at all (Grogan et al., 2018). Most Indonesian high school students struggle with mastering the English language, and it is obvious that many pupils have little understanding of vocabulary mastery (Jaelani & Sutari, n.d.). This

is supported by the claim made by (Tsai & Tsai, 2018), who claims that many students find learning vocabulary in a second language (L2) to be a challenging undertaking. For learners, having a limited vocabulary can lead to major issues. As a result, learning English will be more difficult (ALQAHTANI, 2015).

Based on these circumstances, the proper theory is required to support learning English, such as the choice of suitable learning strategies, methods, or procedures so that students will find learning English to be easier and more fun (Deporter et al., 2010). The degree to which a person will repeat the behavior that creates the reinforcement can be determined based on behavioristic theory by reinforcement or reward. According to studies by (Kasyulita, 2019), delivering prizes might boost students' drive to learn, particularly when learning a language like English. The interest and engagement of students in teaching and learning activities increases. Young Indonesian students are more motivated to learn English as a second language when they get rewards (L2) (Irawati, 2016). The researcher is consequently interested in investigating how rewards are used to help junior high school students in vocabulary learning.

Reward

Rewards are a way to use behavior to improve results (Woolfolk, 2009). This indicates that the student's activities, as judged proper, are followed by the strengthening. The likelihood that the pupil will repeat this action rises as a result. According to (Sadirman, 2011), reward is a technique used in the classroom to boost motivation when students are learning. Reward is a technique for inspiring or motivating students (Hamalik, 2013). While (Durkheim, 1990) asserts that awards are only given in the form of open adulation and acclaim as a sign of affection and assurance for someone who has accomplished something outstanding. Students are more motivated to participate in class after receiving the reward, which encourages good classroom behavior (Stevens, 2003). Reward is one of the instructional tools that can boost students' motivation to acquire a new skill (Sabartiningsih & Muzakki, 2018).

Several of methods must be used in the administration of rewards to inspire students to learn. Additionally, rewards can encourage students to study more, pay more attention to what they are learning, and engage in more productive conduct. Reward is a symbol of behavioral theory's positive hypothesis. Learning plays a crucial role in the learning process, particularly when acting as an outside influence on and manager of student behavior. Because, in some people's minds, prizes can motivate pupils to learn and also have a positive impact on their life.

As a result, it is plausible to infer that rewards are a way for teachers to show their appreciation for the effort that students put out to succeed in learning, both individually and in groups. Reward is another educational technique that tries to boost students' desire and interest in engaging in learning activities. Its use must be done in the right way to encourage learning and create positive classroom behavior.

Vocabulary Learning

Vocabulary is a collection of words in English that are mastered by a person or other entity and can be used to describe various concepts (Kusumadewi & Widyastuti, n.d.). The words that students need to be proficient in speaking (expressive) and listening (receptively) refer to their vocabulary (Neuman & Dwyer, 2009). The basis of how language learners speak, listen, read, and write is their vocabulary, which is a key element of language acquisition (Richard & Renandya, 2002). Learning new words helps in language acquisition, improves reading skills, and improves comprehension (Tozcu & Coady, 2004). For efficient communication, vocabulary development in a second and/or foreign language is necessary. Language cannot be used successfully without adequate vocabulary (Inar & Asim, 2019).

Vocabulary in English must be mastered by students before they can speak or write (Rizky Setiawan & Wiedarti, 2020). Usually, a student's growth can be seen through their vocabulary knowledge. One of the language skills that is consistently taught and evaluated in reading, writing, listening, and speaking skills is vocabulary learning (Schmitt & Schmitt, 2020). Learners usually bear a heavy burden when learning words. In other words, language is a constructive activity in which children are constantly generating and expanding their vocabulary.

Thus, it can be assumed that vocabulary development in a second and/or foreign language is necessary to communicate effectively. because without sufficient vocabulary, a language cannot be used successfully.

RESEARCH METHOD

This study used a descriptive case study design. This design was chosen because this study aims to determine the implementation of rewards in learning vocabulary for junior high school students. This research took place in one of the junior high schools in Karawang. The participant in this study is an English teacher who applied rewards in teaching English.

In collecting data, the researcher used observation to investigate the learning process and interviews to find and collect information related to the application of rewards by English teachers in vocabulary learning.

To analyze the data, the researcher used the model described by Miles and Hubberman, namely data reduction, data presentation, and drawing conclusions.

RESULTS AND DISCUSSION

Results

Based on the data that has been collected, the researchers found several explanations related to the implementation of rewards in learning vocabulary for junior high school students. The results of the interviews are presented in the following excerpts:

Jadi kita persiapkan dulu materi apa yang akan diajarkan kepada anak, lalu ya kita masuk ke kegiatan di kelas seperti menyapa, menanyakan kabar, mengabsen, mengulas materi di pertemuan sebelumnya, terus masuk ke materi saat itu. Nanti di tengah-tengah penjelasan materi, kita kasih mereka pertanyaan, atau bisa juga melalui games, nah nanti yang berani menjawab dengan benar baru kita kasih reward…

[So we first prepare what material will be taught to students, then yes we go into activities in class such as greeting, asking how are you, taking attendance, reviewing material at the previous meeting, continuing to enter the material at that time. Later while of explaining the material, we will give them a question, or it could be through games, now those who dare to answer correctly will reward us]

Based on the interview above, the implementation of rewards in classroom learning is carried out in several stages: the teacher opens the lesson by greeting, asking how the students are, checking attendance, then explaining the material to be delivered. In the middle of learning, the teacher asks questions related to the material being considered. All students have the same opportunity to answer questions. Students who answer correctly will get a reward.

In the next finding, the teacher explained that rewarding learners for successfully answering questions are a way of showing them how much they are appreciated. This is consistent with the teacher's interview explanation, which stated that:

*Nah saya pake reward ini untuk apasih? Untuk kita memberikan **apresiasi** aja ke anak supaya anaknya makin semangat belajar*

[So what do I use this reward for? For us to give appreciation to children so that their children are more enthusiastic about learning]

*Dalam artian eee.. itu hanya sebagai eee.. apa namanya **pemberian apresiasi** guru terhadap anak oh iya si siswa ini bisa paham dengan materi yang sudah kita ajarkan jadi suasana belajar di kelas juga lebih menyenangkan, gitu sih..*

[In the sense of eee.. it's just as eee.. what is the name of giving teacher appreciation to children oh yes, this student can understand the material we have taught so the learning atmosphere in class is also more fun, that's it..]

According to the interview mentioned above, teachers give awards to learners as a way to show their appreciation for answering questions correctly.

In the next finding, the researcher asked about the types of rewards that are often used by teachers in teaching vocabulary. the teacher explained that he more often used the type of verbal reward/praise to appreciate students. This is following the teacher's excerpt who said:

*Banyak, tapi lebih ke **verbal** sih..*

[There are many, but it's more verbal..]

*Ya kasih admiration, **pujian**, mereka juga bangga lah kalau misalnya kita sebut oh ya you are smart, kamu pintar gitu, diligent, good job gitu kan, good answer, correct answer, gitu.. oh iya berarti saya di hargai, jawaban saya bener, gitu.*

[Yeah, give admiration, praise, they are also proud if for example, we say oh yes you are smart, you are smart, diligent, good job, good answer, correct answer, that's it.. oh yes, it means that I am appreciated, my answer is correct, that's it]

Based on the interview above, the type of reward teachers use most often to learn vocabulary in class is verbal praise/ reward.

DISCUSSION

Based on the findings, the researcher found that rewards were applied in stages. starting with the teacher preparing the lesson material, carrying out the lesson opening, and outlining the lesson material. The teacher was asking questions about the learning material while she was explaining it. Every student had the chance to respond. The teacher will give prizes to students who could successfully answer the questions. The teacher went through six stages in the process of applying the incentive during the learning observation process.

This is in line with Muliawan (2016:116) assertion that there are 6 stages to implementing rewards in the classroom that must be completed. The teacher must first prepare the lessons that will be taught to the students. Then the teacher goes over the material with the class. The teacher will next give practice questions based on the lesson's subject matter in the middle of the learning process. Then, following the teacher's instructions, students who understood the lesson and successfully answered the practice questions received the appropriate incentives. Additionally, all students have the same chance to complete practice questions, including those who behave badly or are disinterested in participating in the learning process. The final step requires that the number of practice questions and rewards be equal.

According to the findings of the interviews that were conducted, the teacher added that offering awards is a way for her to show her appreciation for her children when they correctly respond to questions. This is in line with what Durkheim (1990) said, who said that rewards is the form of open appreciation of love and confidence for someone who has accomplished something outstanding. The teacher further clarified that rewarding learners is a way for them to show the teacher's appreciation for those who are deemed capable of comprehending the subject that has been taught.

Hurlock (1978:86) indicates that there are three different categories of reward. The first type of reward is praise in the form of positive reinforcement, often known as verbal rewards; the second type of reward is giving out things or objects; and the third type of reward is a specific kind of reward, which is the giving out of spontaneous and incidental prizes. Based on the researcher's findings, teachers tended to give praise/verbal rewards more frequently to pupils who provided accurate answers. The teacher also mentioned during the interview that she used verbal praise more frequently, such as the phrases Oh yes you are smart, Diligent, Good job, Good answer, Correct answer, to make the children feel valued because the answer is accurate.

Six stages are used in the school's use of awards, as was discussed above. These steps are in line with what Muliawan (2016:116) described the teacher prepares the information to be taught first and then explains it by the instructions provided in the learning book. The teacher checks for student understanding by posing questions about the topic being taught in the middle of the explanation. Correct responses from students merit praise. The same opportunity to respond to questions is given to students who are unmotivated or tend to pay less attention to what they are studying. And the last, It is required that the number of questions and rewards is equal.

CONCLUSION

Vocabulary learning is a basic thing that students must master when learning a second language. In the learning process, the teacher must have the right method or strategy so that students can be actively involved and not easily bored while learning. The reward is one method that teachers can use to teach. The goal is that learning activities can be more interesting and student learning motivation increases so that learning success can be achieved.

According to the data findings, there are six stages that the instructor must complete to utilize the incentive technique in the vocabulary learning classroom. The first is that the teacher prepares the lesson material. The information is then presented to the students by the teacher. Students are asked questions by the third teacher about the subject matter being covered. Teachers frequently employ games that are connected to the content being taught in addition to questions. Fourth, the teacher awards pupils who understand the lecture and can appropriately respond to questions. The fifth is that all students are given the chance to respond to questions, even those who behave badly or appear unmotivated. Finally, there must match the number of questions and rewards.

RECOMMENDATION

This research may still have limitations, such as the research sample, which can be expanded to provide a broader viewpoint, and some factors can be used to provide a more complete description of the research. As a result, the findings of this study can be used as a resource for future researchers by expanding the information. The researcher proposes exploring for additional factors that are significant to the use of the rewards method in vocabulary learning for university or high school students.

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