

APPENDICES



Appendix 1 : The Result of Expert Judgement

REWARD

A. Grand Theory

One part of education is the use of reward in the classroom. It has been applied for long time as a way to motivate students. According to Burton *et. al.* (2003), reward refers to anything that promotes a behavior being repeated in the future. Reward is stated as an essential strategy used by teachers to stimulate students' motivation in the learning process and to increase its effectiveness and efficiency (Guendouze, & Abderrahim, 2012). Rewards serve as reinforcement to increase the possibility of the desired behavior (Chen and Wu, 2010).

Deci, Kostner and Ryan (2001) state that reward can be divided into two, verbal reward and tangible reward. Verbal rewards refer to positive feedback. It is in the form of praising both orally or writtenly. Meanwhile, tangible reward refers to positive feedback in the form of things like various symbols, food, and gift. It aims at inducing the students to engage in a behavior in which they might not otherwise engage.

EXPERT JUDGMENT VALIDITY FORM Observation Sheet

No	Verbal Rewards		Non Verbal Reward		Relevant	Irrelevant
	Kinds	Frequency	Kinds	Frequency		
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

PERCEPTION ABOUT REWARD

A. Grand Theory

Reward should be used in effective and positive ways. According to Deci, Kostner and Ryan (2000), rewards can reinforce and at the same time forestall young children's willingness to learn. Using a reward system, not only motivate the students to learn English and do their homework well, but also work wonderful and improving children's behavior in the classroom. It is also referred to as reinforcement learning, this is a process by which organisms acquire the ability to map situations with actions that maximize resulting rewards (Sutton & Barto, 1998 as cited in D'Mello, 2012).

The use of reward should be various. According to Howard-Jones and Jay (2016), reward should be modified as creative as possible. In the classroom, the use of reward is balance between verbal and nonverbal reward. The monotonuous reward is less effective in improving the students' learning. In addition, reward should be combined with games in learning (Bavelier, etc, 2012). In their research, it is discovered that by combining reward and game, the students' reasoning skill, creativity, decision and time reaction.

The most important thing on the implementation of reward is the teacher's and students' perception on it. According to Hoffman et al, (2009), measuring the perception of teachers about reward should rely on 1) the usage of reward itself, 2) behavior management, 3) type of reward and 4) the frequency. Meanwhile, Reitmann et al (2004) state that perception of using reward should consider 1) the effectiveness of the reward, 2) the amount of time giving reward and 3) the frequency.

Based on the previous explanantion from different experts about reward, it can be concluded that reward is a reinforcer to lead the students to work in reaching certain

achievement. Reward in general can be two forms, verbal and tangible. They have to given variously for the students. in giving rewards, it is absolutely the teachers and students have perception about it. In measuring it, 5 dimensions are used in this research, namely: 1) the usage of reward itself, 2) behavior management, 3) type of reward, 4) the frequency and 5) its effectiveness.

B. Blueprint

Based on the grand theory, the blueprint of the perception about reward can be made as follows.

Teachers' Perception

No	Dimensions	Item Amount	Number of Item
1	The usage of reward	4	1,2,3
2	Behavior management	3	4,5,6
3	Type of reward	4	7,8,9,10
4	Frequency	3	11,12,13
5	Effectiveness	3	14,15,16

Students' Perception

No	Dimensions	Item Amount	Number of Item
1	The usage of reward	2	1,2
2	Behavior management	2	3,4
3	Type of reward	2	5,6
4	Frequency	2	7,8
5	Effectiveness	2	9,10

C. The Questionnaire

Score:

1 = Sangat tidak setuju

2 = Tidak setuju

3 = Biasa saja

4 = Setuju

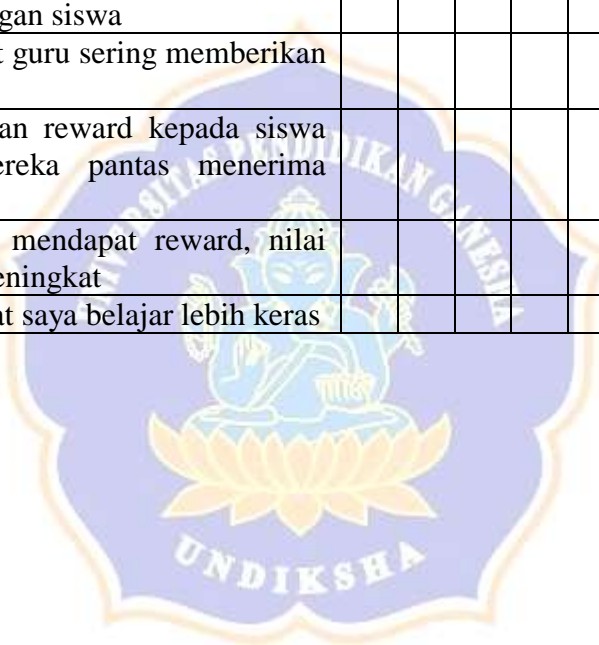
5 = Sangat setuju

Questionnaire of Teacher's Perception in Using Rewards

No	Butir	Skor					Komen
		1	2	3	4	5	
1	Reward diberikan ketika siswa benar dalam menjawab soal yang diberikan						
2	Meskipun salah, siswa tetap diberikan reward atas usahanya						
3	Reward diberikan tidak hanya untuk prestasi/ kemampuan akademik siswa, tetapi juga non akademik						
4	Reward dapat mengubah perilaku siswa						
5	Dengan memberikan reward kepada siswa, siswa lain ikut terpacu untuk berusaha lebih baik						
6	Siswa menjadi lebih aktif saat mendapatkan reward						
7	Reward yang diberikan harus bervariasi						
8	Semua jenis reward dapat diberikan kepada siswa asalkan dapat mengarahkan siswa menjadi lebih baik						
9	Pemberian reward berdasarkan jenisnya dilakukan dengan kriteria kecepatan dan ketepatan menjawab						
10	Reward yang diberikan kepada siswa dapat berupa berbagai bentuk tergantung kreativitas guru						
11	Pemberian reward sebaiknya dilakukan dengan mempertimbangkan frekuensinya						
12	Reward diberikan sesuai dengan jumlah aktivitas di kelas						
13	Semakin sering siswa diberikan reward maka semakin baik						
14	Pemberian reward di sekolah dapat membawa dampak akademik yang positif						
15	Pemberian reward di sekolah dapat membawa dampak non akademik yang positif						
16	Suasana kelas menjadi hidup ketika sistem reward diterapkan						

Questionnaire of Student's Perception in Using Rewards

No	Butir	Skor					Komen
		1	2	3	4	5	
1	Guru memberikan reward baik akademik dan non akademik						
2	Guru memberi reward baik sesuai nilai yang saya peroleh						
3	Sikap saya menjadi lebih baik saat mendapat reward						
4	Saya senang menerima reward dalam bentuk apapun (hadiah atau pujian)						
5	Reward yang diberikan guru bervariasi jenisnya						
6	Jenis reward disesuaikan dengan kesepakatan dengan siswa						
7	Saya senang saat guru sering memberikan reward						
8	Guru memberikan reward kepada siswa setiap kali mereka pantas menerima reward						
9	Semakin sering mendapat reward, nilai saya semakin meningkat						
10	Reward membuat saya belajar lebih keras						



EXPERT JUDGMENT VALIDITY FORM
Questionnaire Guideline for Teacher

No	Dimension	Item number	Relevant	Irrelevant	Notes
1	The Usage of Rewards	1			
		2			
		3			
2	Behavior Management	4			
		5			
		6			
3	Type of Rewards	7			
		8			
		9			
		10			
4	Frequency	11			
		12			
		13			
5	Effectiveness	14			
		15			
		16			
Notes					

EXPERT JUDGMENT VALIDITY FORM
Questionnaire Guideline for Students

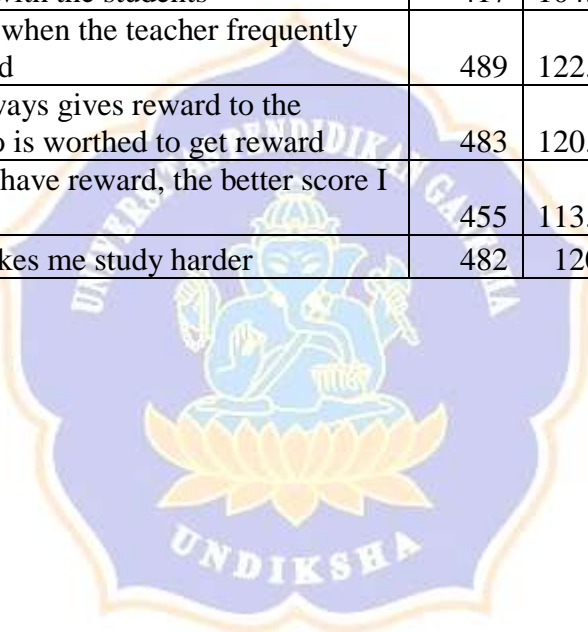
No	Dimension	Item number	Relevant	Irrelevant	Notes
1	The Usage of Rewards	1			
		2			
2	Behavior Management	3			
		4			
3	Type of Rewards	5			
		6			
4	Frequency	7			
		8			
5	Effectiveness	9			
		10			
Notes					

Appendix 2 :Teachers' Response

No	Questions	Respondents				Total	Average	Level
		1	2	3	4			
1	Reward is given when the student answer correctly	5	5	5	5	20	5.00	Very High
2	The students are still given reward for their effort although thie answer are incorrect	5	5	5	5	20	5.00	Very High
3	Reward is not only given for academic achievement but also for non-academic achievement	5	5	5	5	20	5.00	Very High
4	Reward could change students' attitude	5	5	5	5	20	5.00	Very High
5	By giving reward, other students will be more motivated to be better	5	5	5	4	19	4.75	Very High
6	Students become more active after receiving reward	5	5	5	5	20	5.00	Very High
7	The reward should be various	5	5	5	5	20	5.00	Very High
8	Any kind of reward can be given to the students as long as it could trigger the students to be better	5	5	5	5	20	5.00	Very High
9	The various reward is given based on the accuracy and speed of submission	5	5	4	4	18	4.50	Very High
10	The reward can be in any form based on the teacher's creativity	5	5	5	3	18	4.50	Very High
11	Giving the reward should consider the frequency of giving it	5	5	5	4	19	4.75	Very High
12	Reward is given based on the total activity at the class	5	5	5	4	19	4.75	Very High
13	It is better to give reward as frequent as possible to the students	2	5	4	2	13	3.25	Average
14	Giving reward at school brings positive academic impact	5	5	5	4	19	4.75	Very High
15	Giving reward at school brings positive non-academic impact	5	5	5	4	19	4.75	Very High
16	The class atmosphere comes alive when the reward system is implemented	5	5	5	5	20	5.00	Very High

Appendix 3 : Students' Responses

No	Questions	Total	Class Mean	Score Mean	Level
1	The teacher gives reward both academically and non-academically	498	124.5	4.45	Very High
2	The teacher gives good reward based on my score	485	121.25	4.33	Very High
3	My attitude became better after receiving the reward	480	120	4.29	Very High
4	I am happy to receive reward in any form (compliment)	476	119	4.25	Very High
5	The teacher gives various reward	484	121	4.32	Very High
6	Kind of the given reward is based on the agreement with the students	417	104.25	3.72	High
7	I am happy when the teacher frequently gives reward	489	122.25	4.37	Very High
8	Teacher always gives reward to the student who is worthed to get reward	483	120.75	4.31	Very High
9	The more I have reward, the better score I get	455	113.75	4.06	High
10	Reward makes me study harder	482	120.5	4.30	Very High



Students response Class A

No	Questions	Respondents																												Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	20	23	24	25	26	27	28	
1	The teacher gives reward both academically and non-academically	4	5	5	4	4	4	4	5	4	4	5	5	5	5	4	4	4	5	4	5	5	4	4	4	4	5	5	4	124
2	The teacher gives good reward based on my score	4	5	4	4	4	4	4	4	4	4	5	4	4	5	4	5	3	5	4	5	5	4	4	4	5	4	5	4	120
3	My attitude became better after reciving the reward	4	5	3	4	5	4	4	5	4	4	4	4	5	4	4	4	4	5	4	5	5	5	4	4	5	5	5	3	121
4	I am happy to receive reward in any form (compliment)	4	5	4	4	5	4	4	4	4	4	4	4	5	4	4	4	4	5	4	2	5	4	5	5	5	4	5	4	119
5	The teacher gives various reward	4	5	5	4	4	4	4	4	4	4	4	4	5	5	4	4	4	5	4	5	5	4	4	4	5	4	5	4	121
6	Kind of the given reward is based on the agreement with the students	4	4	3	4	4	4	4	4	4	3	4	4	5	5	4	2	2	3	3	2	4	4	4	4	5	4	5	4	106
7	I am happy when the teacher frequently gives reward	4	5	4	4	4	4	4	4	4	3	5	4	5	5	4	4	4	5	4	5	5	4	5	5	5	3	5	3	120
8	Teacher always gives reward to the student who is worthed to get reward	4	5	4	4	4	4	4	4	4	4	4	4	5	5	4	4	5	5	4	5	5	4	4	4	5	5	5	4	122
9	The more I have reward, the better score I get	4	5	3	4	4	4	4	4	4	4	4	4	5	4	4	4	3	5	3	5	5	4	4	4	5	5	5	3	116
10	Reward makes me study harder	4	5	4	5	4	4	4	4	4	4	5	4	5	5	4	4	4	5	4	5	5	3	4	4	5	5	5	4	122

Students response Class B

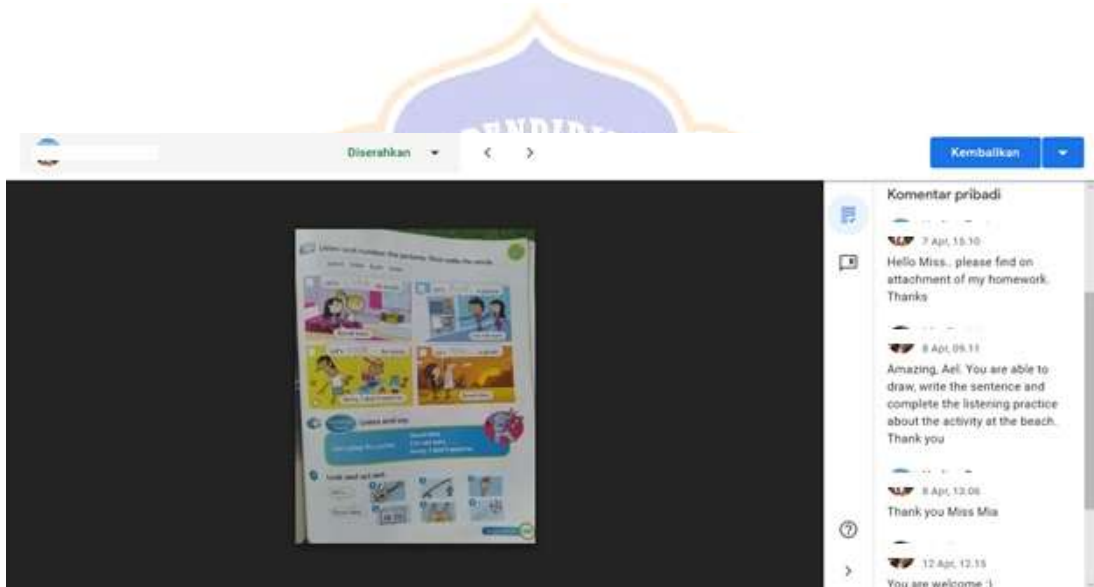
No	Questions	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	Total	
		1	The teacher gives reward both academically and non-academically	5	5	4	4	4	4	5	5	4	4	5	5	4	5	5	4	4	5	5	4	5	4	4	5	5	4		4
2	The teacher gives good reward based on my score	4	4	4	4	4	5	4	4	4	4	5	4	4	4	5	5	4	4	4	5	5	4	4	4	4	5	5	4	120	
3	My attitude became better after receiving the reward	4	5	5	5	3	4	4	5	4	5	5	5	3	3	4	5	5	4	3	4	5	5	4	3	5	4	3	5	119	
4	I am happy to receive reward in any form (compliment)	3	3	4	5	5	5	4	5	4	4	4	4	4	4	4	4	3	4	3	5	4	4	4	5	5	5	5	4	117	
5	The teacher gives various reward	5	4	4	4	5	4	5	5	4	4	4	5	4	4	5	5	5	3	4	5	5	5	3	4	4	5	5	4	123	
6	Kind of the given reward is based on the agreement with the students	3	4	4	5	5	4	2	2	3	3	2	4	4	4	4	5	4	5	4	3	4	4	5	5	4	2	2	3	103	
7	I am happy when the teacher frequently gives reward	4	5	5	4	4	5	5	4	5	5	4	4	4	5	5	5	4	4	4	5	4	5	4	3	4	4	5	5	124	
8	Teacher always gives reward to the student who is worthed to get reward	4	5	4	4	4	3	5	3	5	5	4	4	4	5	5	5	3	4	5	5	4	4	4	5	4	5	5	3	120	
9	The more I have reward, the better score I get	4	5	5	4	4	4	5	4	5	5	3	4	4	5	5	5	4	4	5	5	4	4	4	5	5	4	4	4	123	
10	Reward makes me study harder	4	4	4	4	5	5	4	4	5	5	4	5	5	4	4	4	5	5	4	4	4	4	5	4	5	5	4	5	5	125

Students response Class C

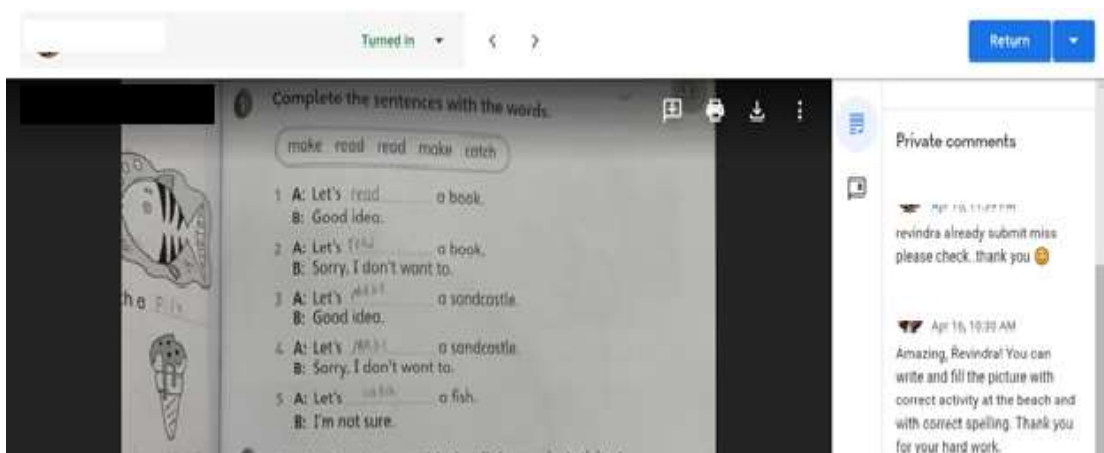
No	Questions	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	Total		
		1	The teacher gives reward both academically and non-academically	4	5	5	4	5	5	4	5	4	4	5	5	4	5	5	4	5	5	4	5	5	5	4	4	5	4		4	5
2	The teacher gives good reward based on my score	4	4	4	4	4	5	5	5	5	4	5	4	4	5	5	4	5	4	4	5	5	4	5	4	4	4	4	4	4	123	
3	My attitude became better after receiving the reward	3	5	3	4	5	4	4	5	4	3	5	3	5	3	4	5	4	5	4	4	5	5	4	5	4	5	4	4	118		
4	I am happy to receive reward in any form (compliment)	5	4	4	4	4	5	4	3	4	5	4	4	5	4	4	5	4	4	4	4	5	4	4	4	5	3	5	3	4	117	
5	The teacher gives various reward	4	5	5	4	5	5	4	4	4	5	5	5	4	4	4	4	4	4	5	5	4	4	4	4	4	4	5	5	4	123	
6	Kind of the given reward is based on the agreement with the students	3	2	4	4	4	4	5	4	5	4	4	4	5	5	5	4	4	4	4	4	4	5	3	3	4	4	3	4	4	112	
7	I am happy when the teacher frequently gives reward	4	2	2	4	5	5	4	4	5	5	4	5	5	4	4	4	4	5	5	5	5	5	4	5	4	4	5	5	4	122	
8	Teacher always gives reward to the student who is worthed to get reward	4	4	4	4	5	4	5	4	3	4	4	5	4	4	5	4	4	5	4	5	4	5	4	3	5	3	5	3	4	5	117
9	The more I have reward, the better score I get	4	4	5	5	5	5	4	5	4	4	4	4	5	4	3	4	5	4	4	4	3	4	4	4	5	3	4	3	4	116	
10	Reward makes me study harder	5	3	5	3	4	5	5	4	4	4	5	4	4	4	5	3	5	3	4	4	4	4	5	5	5	4	4	4	4	118	

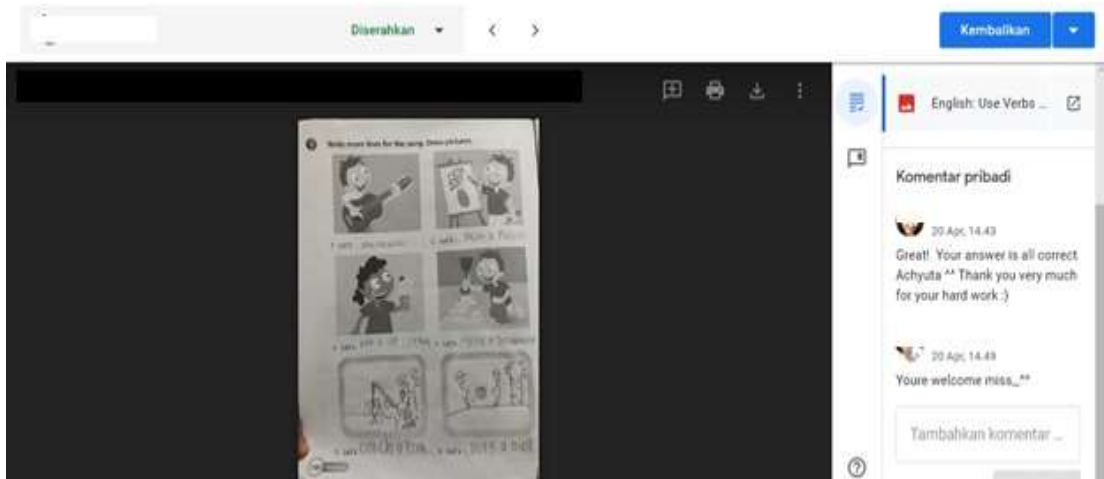
Appendix 4 : Photos of Research

Verbal reward on the students work (7th April 2020)

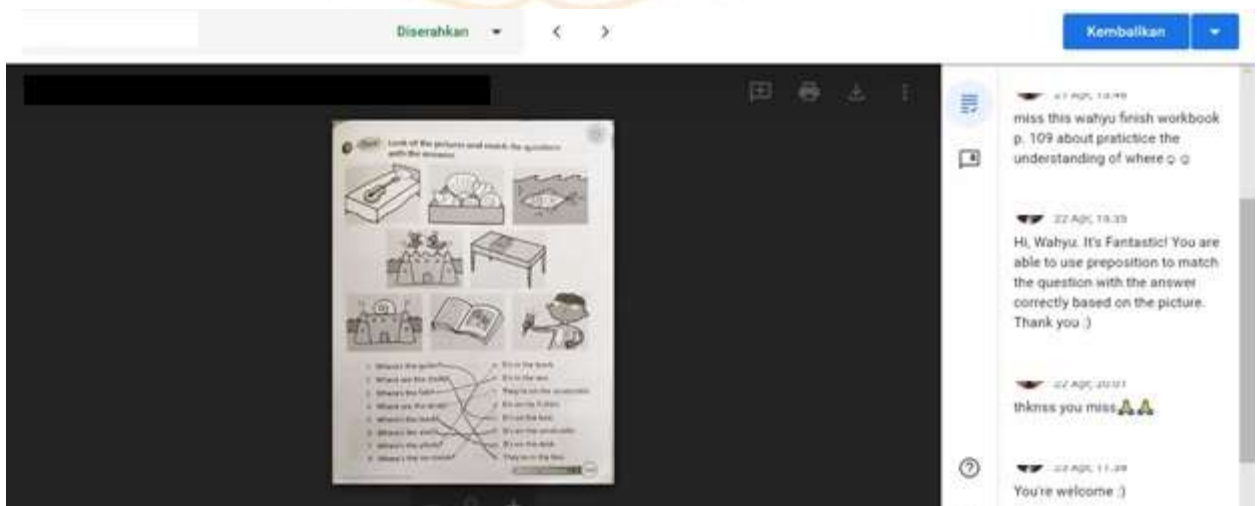
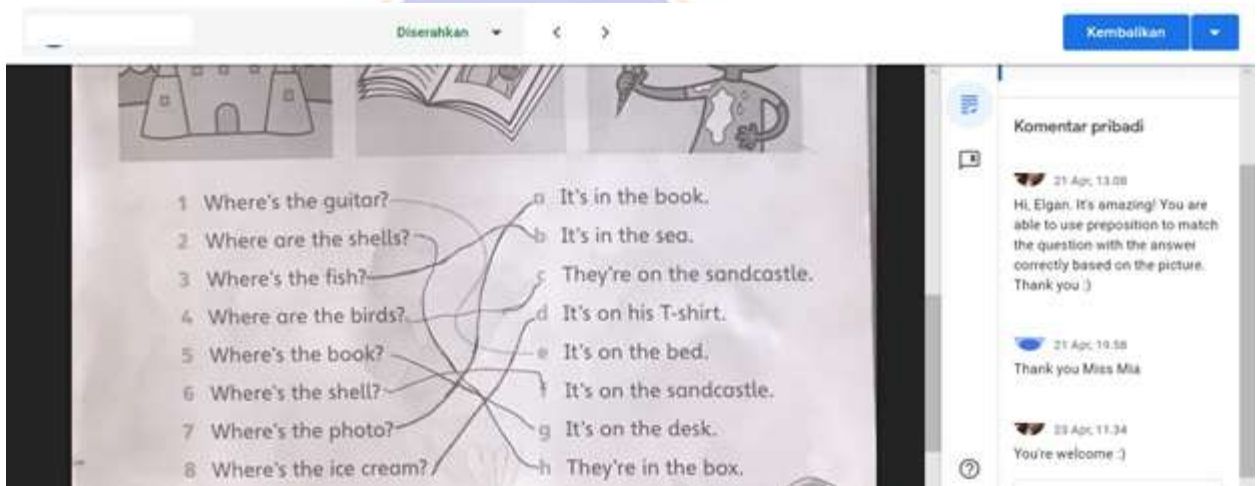


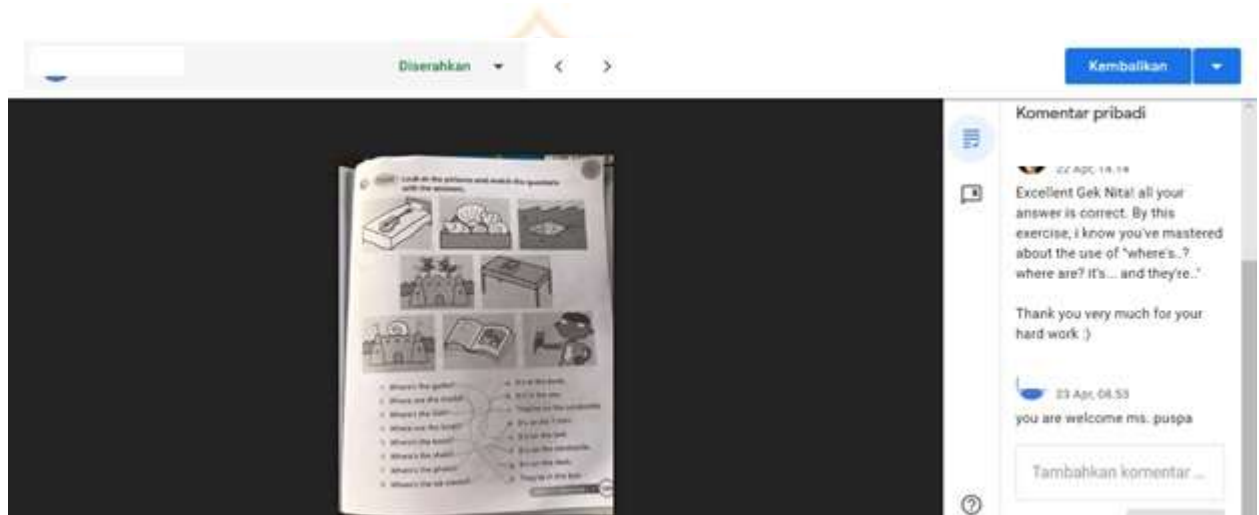
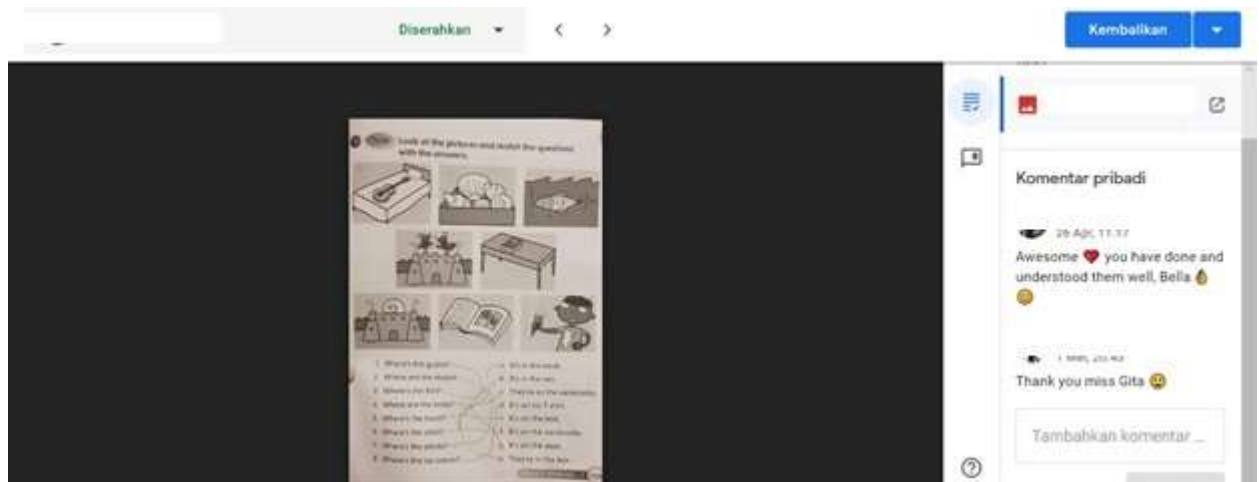
Verbal reward on the students work (14th April 2020)



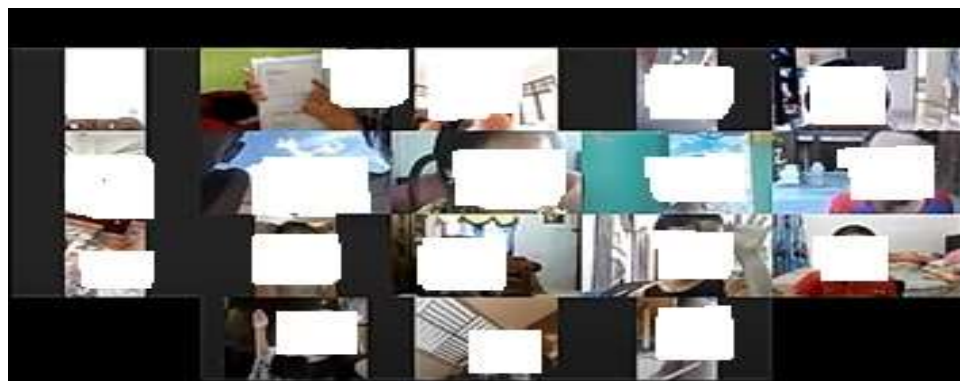


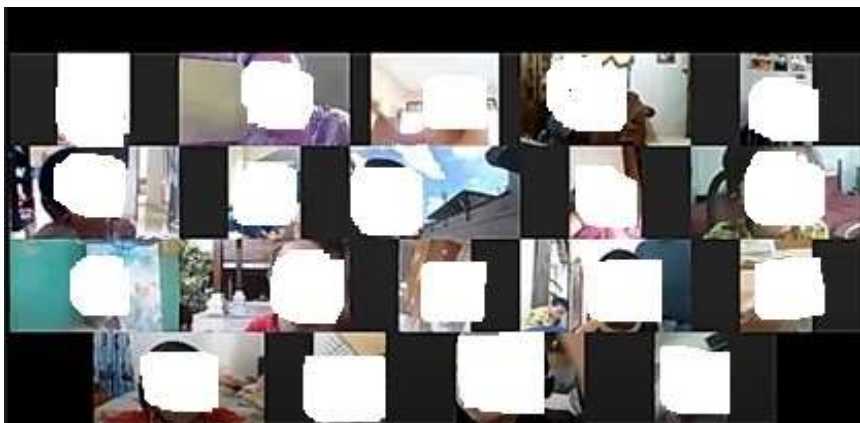
Verbal reward on the students work (21st April 2020)





Virtual class





CURRICULUM VITAE



Ni Made Seri Duiké Saraswati was born in Denpasar on October 14th, 1995. She is originally from Tabanan regency, and now she lives at Hayam Wuruk street no.194B, Denpasar. She is the second child of I Made Duija and Ni Made Kertiasih. She has one brother, namely I Putu Gede Duika Atmaja. On the Educational background was started in elementary school in SDN 7 Sumerta until 2008. Then, junior high school at SMP PGRI 2 Denpasar in 2007 until 2011. She decided to continue in vocational high school at SMA Dwijendra Denpasar started from 2011 she graduated in 2014. Then, she continued to study at Mahasaraswati Denpasar University in 2014, and she chose the English Language Education Study Program, Faculty of Teacher Training, and Education in 2014. During her study, she got a lot of knowledge, experience, and friends.

On the other hand, she also gets valuable experiences because she could become a part of student exchange in Bangkok, Thailand. She learned about the culture and Thai language there. After she graduated from Mahasaraswati University, she continues master's degree at Ganesha University. During the teaching learning process, there were many new things and new knowledge that gathered there. All the experience from Ganesha University would be applied to everyday life and the work field where she worked at the Bali Kiddy School as a teacher. Being part of the Ganesha University of Education is one of the things that is encouraging.