

The Implications of Rewards for Students' Learning Motivation in EFL Classrooms

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ABSTRACT

This research discusses the implications of various types of rewards for students' intrinsic and extrinsic motivation in English as a foreign language (EFL) classrooms. This research employed a qualitative descriptive design through classroom observation, interviews, and documentations at SMP Negeri 3 Watampone. The subjects of the research were an English teacher and students from class VIII C and IX B. The data were analyzed through data reduction, data display, and conclusion drawing. The result found that reward verbal and non-verbal such as praise, gesture, proximity and fun activity, strengthened students' intrinsic motivation by improving their confidence reducing their anxiety, and encouraging long-term engagement in learning. Meanwhile, non-verbal rewards, such as objects and symbols were effective in stimulating extrinsic motivation by encouraging students' participation and task completion. However, excessive dependence on rewards may shift students' focus from the learning process to obtaining rewards. This research concludes that non-verbal rewards such as physical objects and symbols are effective primarily as short-term motivation triggers. In contrast, verbal and non-verbal rewards like praise, gestures, and proximity play a more significant role in maintaining students' intrinsic motivation and long-term engagement in EFL learning.

Keywords: Reward; Verbal Rewards; Non-Verbal Rewards; Intrinsic Motivation; Extrinsic Motivation; EFL learning

INTRODUCTION

In EFL learning, students with high motivation tend to participate more actively, pay closer attention, and show greater effort during classroom activities. In contrast, students with low motivation are often less engaged in the learning process. so that teachers' efforts to foster student motivation, whether intrinsic or extrinsic. Based on the researcher observations and experienced in September 2025 at SMP Negeri 3 Watampone, several issues were identified that affect learning motivation. During class sessions, students often appear distracted, talking and joking with their peers,

thus losing focus on the lesson. This behavior not only affects the students' own engagement but also disturbs classmates who are trying to concentrate. In addition, students seem to lack competitiveness with their peers, feel embarrassed to ask and answer questions, and lack confidence in their abilities during the English learning process. Those conditions indicate that students' learning motivation is generally low and can be seen in intrinsic and extrinsic aspects. The absence of motivation strategies may cause students to seek stimulation from their friends rather than from the lesson, reinforcing the cycle of distraction and indifference. Therefore, a clear and structured intervention from the teacher is necessary to address students' learning motivation.

One form of motivation that can be provided is through rewards for good actions or results. Rewards can be simple things such as praise, applause, or even stationery and symbols, so that students are more motivated to learn and achieve better results. Hero and Esthakia (2021) stated that rewards in learning can increase students' attention, enthusiasm, and activity because students tend to be more actively involved when their learning behavior is given positive reinforcement. In addition, Zamani and Utami (2023) argued that symbolic rewards such as Shining Star can improve student learning outcomes, attitudes, and positive perceptions. Their research results show that rewards have a positive effect on student attitudes and engagement. These findings reinforce the view that rewards can be an effective pedagogical tool in improving the quality of learning.

Although previous studies have reported the positive effects of rewards on students' motivation, most of them were conducted at the elementary school level and did not specifically examine how different reward types influence intrinsic and extrinsic motivation in EFL junior high school classrooms. Therefore, this study aims to (1) identify the types of rewards implemented in EFL classrooms, (2) examine how those rewards are applied, and (3) explore their implications for students' intrinsic and extrinsic motivation.

LITERATURE REVIEW

Rewards in Language Learning

Rewards, or positive reinforcement, are a form of stimulus given after a behavior occurs, with the aim of increasing the likelihood of that behavior recurring in the future. This concept is deeply rooted in B.F. Skinner's Behaviorist theory, in which positive consequences (rewards) strengthen the link between stimulus and response (Slavin, 2018). Thus, rewards are used in education to reinforce students' learning responses, because behaviors that receive positive consequences tend to be repeated. In the context of education, rewards serve as extrinsic motivators that bridge the gap between students' efforts and the recognition they seek. In the learning process, rewards help teachers encourage students to behave as expected, such as encouraging students to take the initiative to speak up and ask questions (Amiruddin et al., 2022). Positive reinforcement can create a supportive

environment for students to be more motivated to learn, improve character development, and shape more confident individuals (Rendiyono & Wicaksono, 2024). In the context of EFL learning at the junior high school level, rewards play an important role as initial stimuli that encourage student engagement, willingness to participate, and responsibility, especially considering students' limited exposure to English outside the classroom.

There are various types of rewards that can be given to students. Verbal rewards are forms of positive reinforcement delivered through spoken language by the teacher during the learning process, while non-verbal rewards are forms of appreciation given without using words, such as smiles, nods of the head, certificates of appreciation, or other positive body gestures (Jasrial et al., 2021). In this research, rewards are categorized into verbal and non-verbal rewards. Verbal rewards include oral praise or positive expressions delivered by the teacher during classroom interaction. Non-verbal rewards include gestures, proximity, fun activities, and rewards in the form of physical objects or symbols such as stationery and grades. These different forms of rewards provide teachers with various ways to encourage students' participation and engagement in the EFL classroom. This variety of rewards provides flexibility for teachers in implementing strategies that directly influence student motivation, both verbally and non-verbally, so that their impact can be tested in junior high school EFL classrooms.

Motivation in Language Learning

Motivation is an internal and external drive that encourages a person to act, and in the context of language acquisition, motivation is often considered the main predictor of success (Kusumawati et al., 2023). In general, motivation is divided into intrinsic motivation and extrinsic motivation. Brown (2007), referring to Ryan and Deci (2000), explains that intrinsically motivated individuals engage in learning activities because they are considered interesting and meaningful, while extrinsic motivation is influenced by external factors such as praise, rewards, grades, and recognition. In EFL classrooms, both intrinsic and extrinsic motivation play important roles because students often have limited opportunities to use English outside the classroom. Therefore, rewards are understood not merely as external reinforcement, but also as pedagogical strategies that have the potential to support students' sense of competence, participation, and engagement in the learning process.

The Relationship between Rewards and Motivation in EFL Classroom

From a behaviorist perspective, the relationship between rewards and motivation is explained through the concept of reinforcement. Skinner (2014) viewed rewards as positive reinforcement that can increase the likelihood of desired learning behaviors recurring. In EFL classrooms, rewards are commonly used to increase students' participation, discipline, and engagement in learning activities. Through this

mechanism, rewards function as external stimuli that encourage students to participate actively in the learning process.

According to Ryan and Deci (2000), the effects of rewards on motivation depend on how students perceive the rewards. Rewards that provide positive feedback and acknowledge students' effort or competence may support intrinsic motivation because they help students feel capable and appreciated. In contrast, rewards that are perceived mainly as a means of controlling students' behavior may encourage participation for external reasons rather than genuine interest in learning. Therefore, rewards do not always produce the same motivational outcomes, and their effects depend on the form of the reward and the way it is delivered in the classroom. When rewards are perceived as appreciation for students' effort, progress, or achievement, they can strengthen students' sense of competence and support intrinsic motivation. In contrast, when rewards are mainly used to control students' behavior or direct them toward obtaining external outcomes, students may focus more on the reward itself than on the learning process. As a result, rewards may encourage participation in the short term but may not necessarily develop long-term interest in learning.

METHOD

This research employed a descriptive qualitative research design to explore and describe the implementation of rewards and their implications on students' learning motivation in the EFL classroom. This approach was considered appropriate because the study focused on understanding classroom interaction, students' responses, and the meaning behind the use of rewards in a natural learning context. In line with Creswell (2017), qualitative research emphasizes capturing participants' experiences and meanings rather than relying solely on objective measurement. The participants of this study consisted of one English teacher and students from class VIII C and class IX B at SMP Negeri 3 Watampone. Class VIII C consisted of 26 students, while class IX B consisted of 31 students. In addition, ten students were selected for interviews, with five students from each class.

The students were selected through purposive sampling based on their participation and motivational characteristics observed during classroom activities. The selected students represented different levels of motivation. Some students demonstrated high motivation, indicated by active participation, confidence in answering questions, willingness to ask questions, and frequent engagement in classroom activities. Other students showed moderate motivation, characterized by inconsistent participation during the lesson. Meanwhile, students with lower motivation were generally less active but still paid attention to the teacher and followed classroom activities. These variations enabled the researcher to obtain diverse perspectives regarding the implementation of rewards and their implications for learning motivation.

Data were collected through observation, interviews, and documentation. Prior to data collection, the researcher obtained an official research permit from the Faculty

of Languages and Literature, Universitas Negeri Makassar. The permit was then submitted to the Provincial Investment and One-Stop Integrated Service Office of South Sulawesi, followed by the Regency Investment and One-Stop Integrated Service Office of Bone Regency. After obtaining the required permissions, the researcher requested approval from the principal and administrative office of SMP Negeri 3 Watampone located in Bone Regency.

After receiving permission, non-participant classroom observations were conducted to identify the types of rewards implemented by the teacher and students' responses during classroom interaction. The observations also served as the basis for selecting student interview participants. Subsequently, semi-structured interviews were conducted with the English teacher and ten selected students to obtain more detailed information regarding the implementation of rewards and their implications for students' intrinsic and extrinsic motivation. Finally, documentation in the form of classroom documentations, and observation records was collected to support and verify the findings. To maintain confidentiality, the identities of the teacher and students were protected by using initials instead of their real names in interview transcripts and research reports. In addition, photographs used for documentation purposes did not reveal participants' identities. Students' faces were either blurred or photographed from angles that did not show their faces. These procedures were applied to ensure participants' privacy and anonymity throughout the study.

The data were analyzed using the interactive model proposed by Miles and Huberman (1994), which consists of data reduction, data display, and conclusion drawing and verification. In the data reduction stage, the researcher selected and focused on data relevant to the research objectives from classroom observations, interviews, and documentation. The data were then categorized into several themes, including types of rewards, the implementation of rewards, intrinsic motivation, and extrinsic motivation. In the data display stage, the categorized data were organized and presented in the form of narrative descriptions, observation results, and interview extracts. This process enabled the researcher to identify patterns and relationships between the implementation of rewards and students' learning motivation. In the final stage, conclusions were drawn based on the patterns found in the data. The conclusions were continuously verified by comparing information obtained from observations, interviews, and documentation to ensure that the findings were consistent and supported by sufficient evidence.

To enhance the credibility of the findings, data triangulation was employed in this study. The researcher compared and cross-checked information obtained from classroom observations, semi-structured interviews, and documentation. The use of multiple data sources enabled the researcher to examine the consistency of the findings and reduce the possibility of subjective interpretation. In addition, all data were recorded, transcribed, and reviewed systematically throughout the analysis process to ensure that the findings remained closely connected to the research objectives and the participants' actual experiences.

RESULT AND DISCUSSION

Based on the analysis conducted by the researcher, it was found that the teacher employed two main types of rewards in the EFL classroom, namely verbal and non-verbal rewards. The findings on reward types, examples, students' responses, and motivation types are presented in the following table:

Reward Category	Specific Type	Example	Student Response	Motivational Implication
Verbal Rewards	Word and Phrases	Excellent, good job, thank you, good pronunciation.	Students smiled, participated actively, and became more confident in answering questions.	Supports intrinsic motivation by increasing confidence and reducing anxiety.
Non-verbal Rewards	Gestures	Smiling, applause, nodding, thumbs up.	Students felt appreciated and encouraged to participate.	Supports intrinsic motivation by creating a positive learning atmosphere.
Non-verbal Rewards	Proximity	Teacher approached students' desks while they were working or answering questions.	Students who were initially distracted or silent returned their focus to the lesson and began asking questions.	Supports intrinsic motivation by increasing students' sense of support and attention.

Non-verbal Rewards	Fun Activities	Poster-making activities and other enjoyable classroom tasks.	Students participated actively in groups, voluntarily presented their work, and showed high enthusiasm.	Supports intrinsic motivation through enjoyment and interest in learning.
Non-verbal Rewards	Physical Objects	Stationery such as pens or books.	Students became more eager to answer questions and participate in activities.	Triggers extrinsic motivation as students focus primarily on obtaining external rewards
Non-verbal Rewards	Symbols	Scores/grades with stamps.	Students focused on completing tasks and achieving good results.	Mainly associated with extrinsic motivation because students seek external recognition and achievement.

The findings show that the verbal rewards identified in the EFL classroom are classified into two forms: words and phrases. The word used by the teacher was only excellent, while the phrases included good job, great job, thank you, and good pronunciation. These verbal rewards were used to appreciate students' participation, correct answers, effort, and performance during classroom activities. The use of verbal rewards created a more positive learning atmosphere and encouraged students to be more active and confident in participating in the learning process. Along with the verbal rewards, teacher used different forms of non-verbal reward to motivate the students in taking part. Based on the observation and interview data, the teacher implemented four types of non-verbal rewards: gestures, proximity, fun activities, and physical objects or symbols. These rewards are in line with the various types of rewards applied by the teacher whether provided spontaneously or deliberately, has implications for the quality of students' intrinsic and extrinsic motivation.

Intrinsic Motivation

Intrinsic motivation in this research was characterized by students demonstrating curiosity about the language, enjoying the process of communication, and a personal desire for improvement. Based on the observations conducted, the majority of students in classes VIII C and IX B demonstrated curiosity about the language; students appeared enthusiastic, such as by listening attentively and paying close attention to the teacher during the teaching and learning process. The teacher stated that during the learning process, students' intrinsic motivation emerged because the learning environment was not stressful. It was evident that most students were curious about the learning topics, all were looking at the teacher and paying attention to the lesson. Some students showed curiosity; they appeared active in learning activities such as answering questions and completing assignments, indicating that they enjoyed the learning process. The learning process, structured through storytelling activities, question-and-answer sessions, and verbal rewards, made the classroom feel lively and conducive to learning.

Extract 1 (DB - Teacher, 1 April 2026)

“Saya perhatikan kalau saya kasih reward seperti applause atau pujian, suasana kelas itu justru jadi makin kondusif. Anak-anak yang tadinya mungkin kurang fokus, jadi kembali memperhatikan pembelajaran karena mereka melihat temannya dihargai. Siswa jadi tenang dan menyimak karena ada rasa ingin tahu. Jadi, reward ini bukan Cuma bikin satu anak senang, tapi satu kelas jadi lebih tertib dan memperhatikan karena suasana belajarnya jadi lebih hidup dan positif”. (I've noticed that when I give rewards like applause or praise, the classroom atmosphere actually becomes even more conducive. Students who were previously unfocused start paying attention again because they see their peers being recognized. Students become calm and attentive because of their curiosity. So, these rewards don't just make one student happy they help the entire class become more orderly and attentive because the learning environment becomes more lively and positive).

The teacher explained that after giving rewards in the form of applause and verbal praise, the classroom atmosphere became more conducive. Students who were initially unfocused returned their attention to the lesson after seeing their peers receive appreciation from the teacher. As they became more attentive to the classroom activities, they also showed curiosity about the lesson and were more willing to follow the discussion. Although the rewards were directed at one student, they also encouraged other students to pay attention and participate, contributing to a more positive classroom environment,

Extract 2 (DB - Teacher, 1 April 2026)

“Kalau untuk rasa ingin tahu atau senang belajar, ya itu tadi, pengaruhnya lumayan terasa. Awalnya mungkin tertarik karena mau dapat hadiahnya saja, tapi lama-kelamaan suasana kelas jadi lebih hidup dan jadi tidak terlalu tegang belajar bahasa Inggris. Anak-anak yang tadinya malas bertanya, jadi mulai berani karena mereka merasa usahanya dihargai lewat pujian atau applause di depan teman-”

temannya. Apalagi kalau saya dekati langsung ke bangkunya untuk bantu arahkan, mereka jadi tidak merasa bahasa Inggris itu terlalu susah. Jadi, reward ini memang membantu memancing siswa supaya lebih penasaran dan tidak cepat bosan di dalam kelas". (As for curiosity or enjoyment of learning, well, as I mentioned, the impact is quite noticeable. At first, they might have been interested just to get the reward, but over time the classroom atmosphere became more lively, and they became less tense about learning English. Children who were previously reluctant to ask questions start to become more confident because they feel their efforts are valued through praise or applause in front of their classmates. Especially when I approach directly at their desks to help guide them, they no longer feel that English is too difficult. So, these rewards do help spark their curiosity and prevent them from getting bored quickly in class) .

During the observation, some students who were previously talking to their peers became attentive again after the teacher praised a classmate for answering correctly. Several students then looked toward the teacher, listened to the discussion, and showed readiness to participate in the following question-and-answer session.

Extract 3 (SW – Student 7, 2 April 2026)

"Iya kak, kalau saya suka menjawab pertanyaan kak karena melatih berbicara, suka materi menggambar poster dan presentasi seperti tadi kak". (Yeah, I like answering your questions because it helps me practice speaking, and I like the poster-making and presentation activities like the ones we did earlier).

During the poster-making activity, students were actively involved in discussing ideas, drawing posters, and preparing presentations. Several students voluntarily presented their work in front of the class and responded to questions from their classmates. This observation suggests that fun activities encouraged students to participate actively and enjoy the learning process.

Extract 4 (NA – Student 2, 1 April 2026)

"Iye kak, percaya diri dan semangat, meskipun sudah tidak dikasi pujian tetap juga kak percaya diri mau menjawab, karena saya tertarik belajar bahasa inggris memang untuk masa depan, biarpun tidak dikasi lagi." (Yeah, sis, I'm confident and enthusiastic, even though I don't get praised, I'm still confident enough to answer because I'm interested in learning English for the future, even if I don't get any more).

During the classroom observation, several students were observed raising their hands voluntarily when the teacher asked questions about the lesson. Some students attempted to answer in English even when they were not certain that their answers were correct. After receiving verbal praise such as good job and excellent, they smiled, maintained eye contact with the teacher, and continued participating in the following question-and-answer session. This behavior indicates increased confidence and willingness to communicate in English.

Extract 5 (ND – Student 3, 1 April 2026)

"Iye kak, tetap saya lebih suka latihan sendiri juga dirumah, lewat tiktok atau sosmed, memang hobi ku belajar bahasa inggris." (Yeah, sis, I still prefer practicing on my own at home; after all, my hobby is learning English).

This indicates that students have strong intrinsic motivation, as they sometimes practice at home on their own not with a teacher, but through online social media platforms that typically offer English language learning.

Extract 6 (SW – Student 7, 2 April 2026)

"Memang saya nikmati pembelajarannya kak, memang karena mauka tingkatan kemampuan bahasa inggrisku tetap ja kerjakan dengan cepat dan baik walaupun tidak dinilai". (I really enjoy the lessons, sis, because I want to improve my English skills I still do the work quickly and well even though there's no grade).

Students demonstrate that they are intrinsically motivated by enjoying the learning process and exhibiting a desire to develop their own abilities. They are committed to completing tasks well even when there is no assessment. This indicates that students genuinely want to learn out of their own initiative and recognize that learning provides new knowledge.

The statements from several students above indicate that their motivation has not waned even though the rewards were discontinued. For example, a student stated that they remain confident in answering because learning English is for their future. Similarly, a student expressed that learning English is their hobby, so they continue to take the initiative to study independently at home. Therefore, it can be concluded that the use of various types of rewards in English language learning at SMPN 3 Watampone not only serves as a tool to guide the learning process but also contributes to strengthening students' intrinsic motivation. Verbal rewards, gestures, proximity, and fun activities act as strategies that reduce students' anxiety, thereby creating a sense of safety and comfort that allows students to learn the language without fear of making mistakes.

Verbal and non-verbal rewards such as gestures, proximity, and non-material fun activities implemented by the English teacher at SMPN 3 Watampone serve as informative feedback that evokes feelings of joy and pride in students. As students expressed, they gained new learning experiences and knowledge even without rewards. This demonstrates that for several students, learning English is not solely driven by rewards. They continue to enjoy the learning process as a hobby, a form of self-development, and preparation for their future goals.

Extrinsic Motivation

In this study, extrinsic motivation refers to students' drive to learn, triggered by external factors to obtain rewards or avoid certain consequences. Based on interviews with teachers, middle school students tend to seek recognition in front of their peers.

Extract 1 (DB – Teacher, 1 April 2026)

“Khususnya untuk anak SMP ya, pengaruhnya ke hasil eksternal itu nyata sekali. Mereka itu sangat mengejar yang namanya pengakuan, baik dari saya sebagai gurunya maupun dari teman-teman sekelasnya. Pas mereka dapat pujian atau applause, mereka merasa ‘wah, saya bisa’ dan itu bikin mereka bangga di depan teman-temannya. Hal-hal eksternal ini memang jadi pemicu awal yang paling cepat bikin mereka mau gerak dan bersaing secara positif.” (Especially for junior high school students, the influence on external outcomes is quite. They really pursue recognition, whether from me as their teacher or from their classmates. When they receive praise or applause, they feel ‘wow, I can do this’ and that makes them proud in front of their friends. These external factors are indeed the the quickest initial triggers that make them want to get moving and compete in a positive way).

The teacher explained that students highly value peer recognition. When they receive appreciation in front of the class, a sense of pride arises, driven by external factors to appear competent in front of their peers. The teacher stated that this need for social recognition can serve as an incentive or external trigger to encourage students to develop a competitive spirit and participate in class, thus making the classroom atmosphere less passive. This extrinsic drive is then reinforced by students' expectations of receiving other tangible rewards, such as extra marks from the teacher.

Extract 2 (DB – Teacher, 1 April 2026)

“Terus kalau soal evaluasi atau nilai, itu juga jadi daya tarik utama. Anak-anak SMP kan sudah mulai paham kalau nilai itu penting untuk rapot mereka, jadi pas saya bilang ‘siapa yang bisa jawab, saya kasih nilai plus’, mereka langsung berebut. Mereka melihat reward itu sebagai hasil nyata dari usaha mereka”. (Then, when it comes to evaluations or grades, that's also a major draw. Middle school students junior high school students already understand that grades are important for their report cards, so when I said, ‘Whoever can answer gets a bonus point, they immediately scramble to answer. They see that reward as a tangible result of their efforts).

The teacher explained that grades are a motivator for students because they appear on their report cards; so, whenever there's an opportunity to answer a question and the teacher signals that extra credit is available, students immediately scramble to answer the teacher's question.

Extract 3 (AR – Student 6, 2 April 2026)

“saya lebih suka nilai karena memang mau perbaiki nilai”. (I prefer grades because I really want to improve my grades).

Students mentioned that they are motivated to learn, particularly by grades as a measure of achievement. The desire to improve their grades encourages students to become more engaged in learning, as they strive to achieve good grades.

Extract 4 (N – Student 9, 2 April 2026)

“Kalau saya lihat temanku, mauka juga tapi saya takut salah jadi saya cuma kerja tugas dengan baik supaya nilaiku bagus”. (When I see my friend, I want to do it too, but I’m afraid of making a mistake, so I just do my assignments well so I get good grades).

The results of the interviews with the students above indicate that some of them prefer grades over other types of rewards, they tend to want to improve their final grades when report cards are distributed. Furthermore, some students participate because they expect rewards or positive feedback from the teacher, especially in the form of physical objects. Based on the researcher’s observations, some students were found to become immediately enthusiastic and pay attention to the lesson when the teacher mentioned there would be a prize for those who answered correctly.

Extract 5 (FR – Student 1, 1 April 2026)

“Iye kak, lebih suka kalau dikasih hadiah atau tepuk tangan. Meramaikan saja kak dan mau dapat hadaiahnya”. (Yeah, I’d rather get a prize or applause. Just to liven things up and want to get the prize).

The student explained that participation was influenced by the expectation of receiving rewards and appreciation from the teacher. This finding indicates that rewards can function as an external incentive that encourages participation in classroom activities. Classroom observations also showed that students became more enthusiastic when rewards were announced, although students' responses varied depending on their individual motivations. During the observation, students became noticeably more enthusiastic when the teacher announced that a reward would be given to those who answered correctly. Some students immediately raised their hands and attempted to answer the questions. In addition, several students showed interest in the physical rewards that would be provided, indicating their expectation of external outcomes. During the classroom observation, when the teacher announced that they would get physical objects if they answered questions, the students responded and said whether there was money or not as a reward. It was later discovered that some students did not understand the learning itself and focused on what form the rewards were given.

Based on the findings above, it can be concluded that the provision of rewards at SMPN 3 Watampone has implications but differs for the two types of student

motivation. The findings suggest that verbal praise, gestures, and proximity are more likely to support intrinsic motivation because these forms of rewards provide recognition without emphasizing material gain. Students reported feeling more confident, valued, and comfortable participating in English learning activities when they received praise, positive gestures, or personal attention from the teacher. According to Ryan and Deci (2000), rewards can support intrinsic motivation when they strengthen students' feelings of competence and autonomy. In this study, verbal praise and proximity functioned as informative feedback that acknowledged students' efforts and encouraged them to continue learning for personal improvement rather than for external outcomes.

From the perspective of Skinner's Reinforcement Theory, verbal praise, gestures, and proximity can also be viewed as positive reinforcement because they increase the likelihood that desired behaviors, such as answering questions and participating actively, will be repeated. However, unlike material rewards, these forms of reinforcement simultaneously contribute to students' psychological comfort and confidence, which are important factors in sustaining long-term engagement in language learning.

In contrast, physical objects and symbols tended to trigger extrinsic motivation because students' participation was often associated with the expectation of obtaining a reward. The classroom observations showed that students became more enthusiastic immediately after rewards were announced, indicating that their behavior was influenced by external incentives. Ryan and Deci (2000) describe this condition as external regulation, in which individuals perform an activity primarily to obtain rewards or avoid negative consequences rather than because of genuine interest in the activity itself. These findings are also consistent with Skinner's Reinforcement Theory, which explains that rewarded behaviors are likely to be repeated. The provision of stationery, stamps, or grades successfully increased participation and encouraged students to answer questions more actively. Nevertheless, the findings indicate that the effect was often immediate and temporary, as students' motivation tended to decrease when rewards were no longer available.

A further issue that should be considered is the potential risk of excessive reliance on material rewards. Several students expressed strong interest in obtaining rewards, and some even asked whether money would be provided. This suggests that students may become more focused on the reward itself than on the learning process. Ryan and Deci (2000) argue that when external rewards become the primary reason for participation, intrinsic motivation may gradually decline. Therefore, material rewards should be used carefully and intermittently so that students remain focused on developing their English skills rather than becoming dependent on prizes or external recognition.

CONCLUSION

This research addressed the implications of rewards for students' learning motivation in EFL classroom. Specifically, the types of rewards, including verbal and non-verbal rewards, used by teachers and their implications for students' learning motivation in EFL classrooms. The primary objective is to analyze the implications of providing different types of rewards for the quality of students' intrinsic and extrinsic motivation to learn in the EFL classroom. Key findings indicate that the use of rewards affects students' intrinsic motivation, as evidenced by decreased anxiety about classroom participation and increased awareness among students to improve their English language skills for a brighter future. Rewards also have implications for students' extrinsic motivation, as shown by the fact that rewards serve as a tool to increase students' enthusiasm and focus in learning. Furthermore, this study underscores that non-material verbal and non-verbal rewards, such as praise, gestures, proximity, and fun activities, build students' intrinsic motivation.

Meanwhile, material non-verbal rewards, such as physical objects and symbols, can reduce students' intrinsic motivation, as students become more focused on the rewards themselves rather than on understanding the importance of learning. The implications of this finding are profound because, in EFL classroom instruction, particularly at the junior high school level, there are students who are easily distracted; therefore, rewards are needed to help them focus and to increase their awareness and willingness to improve their English language skills. This study acknowledges limitations, such as the fact that the implications of rewards are not limited to junior high school, so it does not fully explore student motivation in learning English at all school levels. Additionally, motivation can be influenced by many factors beyond rewards, such as family support, the environment, or the learning materials provided. Future research is needed to conduct similar studies at different educational levels. In conclusion, the implications of rewards can support increasing student engagement, encouraging active participation, and creating a more conducive learning environment in the EFL classroom.

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