

## ENCOURAGING ESP STUDENTS'ACTIVENESS BY POINT REWARD

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**Abstract:** Getting students' activeness in joining English class is not an easy job for English teachers/instructors. Moreover, for ESP students who do not realize the important of learning English (Djamarah, 2008: 21), or sometimes they think that it does not relate to their field, it is a hard work for teacher to teach the students successfully. Most ESP instructors at Language Center of Muhammadiyah University of Ponorogo often complain with their students' response during ESP learning. Most of the students give response passively to the instructions. It means that unsuccessful learning has been clear for coming. The writer, as the chief of the language center and as a practitioner of ESP program for more than 10 years has tried many strategies how to conduct ESP class. One that can be shared to other ESP instructors is by giving a point, as a reward to the students who are active in participating of ESP class (Harris, 2012). The points are accumulated in the end of the course as additional score for their final result of learning. Based on the writer's observation in the class and questionnaire distributed to the students and also input from other ESP instructors after implementing a strategy of giving point to the students who are actively involved in teaching and learning process, the writer is more sure that this strategy is very useful in helping the teachers encourage the students' activeness. 100% students were interested and agreed in this strategy because they can get many points to increase the final score as a measurement of passing the course.

**Keywords:** *ESP, students' activeness, point reward*

### Introduction

It has been very common if many ESP teachers/instructors get difficulties in conducting ESP course as most of ESP instructors at Language Center of Muhammadiyah University of Ponorogo experience. They often complain to the writer (as a chief of Language Center) about why the students are not interested in ESP and how actually to motivate students to be active and get involved in teaching and learning process. Based on the analysis of writer (as a practitioner of ESP course for more than 10 years), it can be caused by 1) most of students think that English is difficult to be learned even though they are actually interested in mastering English, 2) the students never know when knowledge and skills will be useful, means that they don't realize that it will be very important for the development of their carrier, 3) there is no motivation which can stimulate the students to be serious in learning ESP because they think that it is not their main subject to be learned, 4) the methodology applied by teacher is not appropriate and cannot attract the students to involve in learning, etc. This study aims at giving a solution for ESP teachers/instructors to make the students are active and getting involved in teaching and learning process by giving point reward in order to reach the goals of ESP course.

### What is ESP (English for Specific Purposes)?

UK University Foundations determines that this term (ESP-English for Specific Purposes) refers to the teaching of a specific genre of mostly technical English for students with specific goals, careers or field of study. Examples include English for Academic Purposes (students will enter an English-speaking university), English for Business & Management, or Hotel & Catering English (for hotel and tourism professionals).

Hutchinson and Waters (1987: 8) state about ESP, "In short, the view gained ground that the English needed by a particular group of learners could be identified by analyzing the linguistic characteristics of their specialist area of work or study. 'Tell me what you need English for and I will tell you the English that you need' became the guiding principle of ESP."

Moreover Hutchinson and Waters (1987: 8) add that learners were seen to have different needs and interest, which would have an important influence on their motivation to learn and therefore on the effectiveness of their learning. This lent support to the development of courses in which 'relevance' to the learners' needs and interests was paramount.

From those definitions above, it can be concluded that ESP is an approach to language teaching in which all decisions as to content and method are based on the learners' reasons for learning.

### ESP Course at Muhammadiyah University of Ponorogo

This course is conducted in two semesters (semester 1 and 2) and intended to the students of non-English department in order to learn about English relates to their field. There are 12 departments that must be

served about English. They are English for Islamic Studies, English for Mathematics, English for Civic Education, English for Governmental Science, English for Communication, English for Management, English for Accounting, English for Midwifery, English for Nursing, English for Mechanical Engineering, English for Electrical Engineering and English for Information Technology.

### **Motivation**

When one thinks of the idea of classroom motivation, it often brings to mind strategies that are used to provide incentives for to do something and/or do it with greater intensity. Yet when we examine motivation more closely we recognize that it is not always with greater intensity. Yet when we examine motivation more closely we recognize that it is not always something that comes from within us. While an absolute distinction can be risky, we might refer to some motivators as coming from the outside- or being extrinsic; and others coming from within – or being intrinsic. Extrinsic forms are those in which there is something added that comes from an external agent, such as a reward from the teacher. Contrastingly, intrinsic forms tap into internal sources. These forms of motivation may reflect the meeting of a basic need, or can come from an inner source of satisfaction, such as personal fulfillment (Shindler, 2008).

### **Some Ideas for Motivating Students**

Harris (2012) states that there are some ideas for increasing student desire to work hard at learning tasks. They are: 1). **Explain.** Some recent researches show that many students do poorly on assignments or participation because they do not understand what to do or why they should do it. Teachers should spend more time explaining why we teach what we do, and why the topic or approach or activity is important and interesting and worthwhile. In the process, some of the teacher's enthusiasm will be transmitted to the students, who will be more likely to become interested. Similarly, teachers should spend more time explaining exactly what is expected on assignments or activities; 2). **Reward.** Students who do not yet have powerful intrinsic motivation to learn can be helped by extrinsic motivators in the form of rewards. Rather than criticizing unwanted behavior or answers, reward correct behavior and answers. Remember that adults and children alike continue or repeat behavior that is rewarded. The reward can (and should) be small and configured to the level of students. Small children can be given a balloon, a piece of gum, or set of crayons. Even at the college level, many professors at various colleges have given books, lunches, certificates, exemptions from final exams, verbal praise, and so on for good performance. Even something as apparently "childish" as a "Good Job!" stamp or sticker can encourage students to perform at higher levels. And the important point is that extrinsic motivations can, over a brief period of time, produce intrinsic motivation. Everyone likes the feeling of accomplishment and recognition; rewards for good work produce those good feelings; 3). **Care.** Students respond with interest and motivation to teachers who appear to be human and caring. Teachers can help produce these feelings by sharing parts of themselves with students, especially little stories of problems and mistakes they made, either as children or event recently. Such personalizing of the student/teacher relationship helps students see teachers as approachable human beings and not as aloof authority figures. Young people are also quite insecure, and they secretly welcome the admission by adults that insecurity and error are common to everyone. Students will attend to adult who appears to be a "real person," who had problems as a youth (or more recently) and survived them. It is also a good idea to be approachable personally. Show that teacher cares about students by asking their concerns and goals. What do they plan to do in the future? What things do they like? Such a teacher will be trusted and respected more than one who is all business; 4). **Have students participate.** One of the major keys to motivation is the active involvement of students in their own learning. Standing in front of them and learning to them (at them?) is thus a relatively poor method of teaching. It is better to get students involved in activities, group problem solving exercises, helping to decide what to do and the best way to do it, helping the teacher, working with each other, or in some other way getting physically involved in the lesson. A lesson about nature, for example, would be more the best way to do it, helping the teacher, working with each other, or in some other way getting physically involved in the lesson. A lesson about nature, for example, would be more effective walking outdoors than looking at pictures; 5). **Teach inductively.** It has been said that presenting conclusions first and then providing examples robs students of the joy and discovery. Why not present some examples first and ask students to make sense of them, to generalize about them, to draw the conclusions themselves? By beginning with the examples, evidence, stories, and so forth and arriving at conclusions later, teacher can maintain interest and increase motivation, as well as teach the skills of analysis and synthesis; 6). **Satisfy students' needs.** Attending to need satisfaction is a primary method of keeping students interested and happy. Students' basic needs have been identified as survival, love, power, fun, and freedom. Attending to the need for power could be as simple as allowing students to choose from among two or three things to do-two or three paper topics, two or three activities, choosing between writing an extra paper and taking the final exam, etc. Many students have a need to have fun in active ways-in other words, they need to be noisy and excited. Rather than always avoiding or suppressing these needs, design an educational activity that fulfills them. Students will be much more committed

to a learning activity that has a value for them that they can see as meeting their needs, either long term or short term. They will, in fact, put up with substantial immediate unpleasantness and do an amazing amount of hard work if they are convinced that what they are learning ultimately meets their needs; 7). **Make learning visual.** Use drawings, diagrams, pictures, charts, graphs, bulleted lists, even three-dimensional objects teacher can bring to class to help students anchor the idea to an image. It is very helpful to begin a class session or a series of classes with a conceptual diagram of the relationship of all the components in the class so that at a glance students can apprehend a context for all the learning they will be doing. This will enable them to develop a mental framework or filing system that they will help them to learn better and remember more; 8). **Use positive emotions to enhance learning and motivation.** Strong and lasting memory is connected with the emotional state and experience of the learner. That is, people remember better when the learning is accompanied by strong emotions. If teacher can make something fun, exciting, happy, loving, or perhaps even a bit frightening, students will learn more readily and the learning will last much longer. Emotions can be created by classrooms attitudes, by doing something unexpected or outrageous, by praise, and by many other means; 9). **Remember that energy sells.** Why does heaven sound boring to a lot of kids, while they think that all the really interesting people will be in hell? Being energetic in teaching is a motivating factor in itself, adding energy to the ideas teacher wants to convey will further enhance learning and commitment to the ideas.

### **Procedure of Giving Point Reward**

How does the writer give point reward? Before the course starts, the writer as ESP instructor tells to the students about learning contract, how the course will be conducted and what requirements to be fulfilled by the students if they want to pass the course with satisfying result. The students get guarantee to pass the course as long as they are active in joining teaching and learning process by collecting point and doing the procedure (including having test). In every meeting, usually there are some tasks that must be done by students. When the students do and finish the tasks, the instructor must record the points gotten by the students. The points are accumulated in the end of semester as additional score and consideration on determining the passing course.

### **Conclusion**

This method is actually very simple but it has great impact to the result of ESP course. It has been proven by the result of questionnaire and observation done by the writer. 100% of the students agree with this method and it is supported by other ESP instructors too that they do not find any difficulties again in conducting ESP course because the students are very enthusiastic and motivated to do the tasks as many as possible, moreover they try to dominate the others. As the result, the writer often gets complain from the students who not get chance to do the tasks because all of the tasks have been done by their friends. To avoid this weakness, the writer gives rule for those who have got chance to do the tasks, cannot do the tasks again except if their friends have given up. It needs patience from teacher or instructor because the instructor has to record all of students' activities during teaching and learning process, especially when the students do the tasks.

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