

Increasing The Study Interest: The Effectivity of Poster Group Discussion-Sticker Reward (PDG-SR) to Increase The Study Interest in English

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Abstract: The purpose of this research was to increase the study interest in English lessons in high school students. The hypothesis of this research was the effectivity of the Poster Group Discussion-Sticker Reward (PGD-SR) learning method in class to increase study interest in English lessons. The study design in this research was a quantitative experiment with 40 participants divided into experiment and control groups after screening. Study interest was measured and collected using the Brown-Forsythe test to see the baseline differences between the experiment and control groups. The result showed there was no different baseline between groups ($p=0.803$). The repeated measures ANOVA analysis resulted in significant results for the study interest ($p=0.004$). The findings also showed there was a significant interaction between study interest pretest and posttest group ($p=0.001$), meaning there was a significant role of the PGD-SR in increasing study interest (experiment group pretest-posttest $M=50.200-55.600$ respectively and control group pretest-posttest $M=50.800-50.350$ respectively). The post hoc comparison test showed that the pretest of the experiment group was significantly different from the posttest of the experiment group ($p=0.001^{***}$) with an effect size of -0.697 . The results mentioned concluded that there was an effect of PGD-SR in increasing study interest in English lessons, which was that PGD-SR could have potential implications for educational psychology.

1 INTRODUCTION

Innovative learning is learning that is carried out with renewal in the educational process in the classroom. Innovation can be in the form of learning models or media. The entire school environment, interactions between students, between teachers and students, school culture, and even the environment where students live greatly influence the learning process. Innovation can be successful if it has a positive impact on the student's learning process (Wagiran, 2007). To overcome these problems the teacher must be aware of the need to master various learning innovations, that can be used in the learning process to achieve English learning objectives. One form of learning that can be applied in the learning process is innovation in classroom learning media.

The program design for the media innovation used is in the form of a Poster Group Discussion - Sticker

Reward which will be the main core in renewing innovation in classroom learning. The Sticker Reward is used as a reinforcer and the Poster Group Discussion is used for the student learning process in increasing student interest in learning English.

According to Djamarah and Zain (2010), the purpose of using skills in the learning process in the classroom is to: a) increase student attention and help students learn if reinforcement is given selectively; b) give interest to students; c) to control or change disruptive student behavior, and improve productive ways of learning; d). develop students' self-confidence to self-regulate learning experiences; e) direct towards the development of divergent thinking and free initiative taking.

According to Ismail (2011), group discussion (Small Group) is a learning process by conducting small group discussions to increase students' skills to solve problems related to the subject matter and problems encountered in everyday life. Small group

discussion also means the process of seeing two or more individuals who interact globally and face to face regarding certain goals or objectives through exchanging information, defending opinions, or solving problems.

Research results say that group work ultimately becomes a positive experience that results in successful learning and increasing interest (Chiriac, 2014). The findings indicate that the effectiveness of discussion groups predicts course interest and engagement, critical thinking and application, and course satisfaction (Jones, 2014).

A previous study by Nanik and Djukri (2020) shows an increase in class student learning interest by discussing. Similar research that supports is research conducted by Irwan et al. (2018) which examines the application of the discussion method in increasing interest in learning, which gets results in the form of pre-cycle learning scores. The results of research conducted by Armstrong and Brown (2006), say that there is a significant influence of giving rewards and punishments on interest in learning language. The results of this study are also supported by research conducted by Lee et al. (2012) which shows that rewards have a positive and significant effect on learning motivation.

Based on the background described above, the researcher is interested in examining the effectiveness of the Poster Group Discussion - Sticker Reward in increasing students' interest in learning English. Based on the problems that have been described, the research question is formulated whether the Poster Group Discussion - Sticker Reward is effective in increasing students' interest in learning English.

2 THEORETICAL OVERVIEW

Interest in learning is a feeling of preferring and being interested in something or an activity without an order (Djaali, 2008). Furthermore, Malik and Saleem (2017) say that interest in learning is a feeling of pleasure and concern in learning, and the presence of student interest in the lessons carried out by someone, causes changes in behavior that are different between after learning and before learning.

Then interest in learning is defined as the interest shown by individuals to an object, both in the form of living and non-living objects (Hadis & Nurhayati, 2010). According to Winkel (2009), interest in learning is a tendency that persists in the subject to feel interested in certain fields or things and feel happy to be involved.

According to Slameto (2013), interest in learning

is a persistent tendency to pay attention and remember several activities, namely activities that someone will pay attention to continuously and accompanied by a sense of pleasure. Interest can be the cause of an activity and as a result of participation in an activity. Lack of interest can result in students not liking existing lessons so it is difficult to concentrate and understand the content of the subject which ultimately affects learning outcomes. Interest can be expressed through a statement indicating that students prefer one thing over another, it can also be manifested through participation in an activity. Students who have an interest in certain objects tend to pay greater attention to these objects. Based on some of the definitions above, interest in learning is a feeling of pleasure and attention in a lesson, that becomes a persistent and continuous tendency in the learning process in the classroom which is manifested in an activity related to the interest in learning.

According to Slameto (2013), several indicators of interest in learning are: feelings of pleasure, interest, acceptance, and student involvement. From the definition put forward regarding the indicators of interest in learning, this study uses indicators of interest. If a student has a feeling of pleasure towards a particular lesson then there will be no sense of being forced to learn. A person's interest in an object causes that person to be happy and interested in doing or working on the activities of that object. By encouraging students to be interested in an object, person, activity, or bias in the form of an affective experience stimulated by the activity itself. Interest and attention are two things that are considered the same in everyday use. Student attention is the student's concentration on observation and understanding, to the exclusion of the other. If students have an interest in certain objects, then they will pay attention to these objects.

Crow and Crow (1998) several factors can influence the growth and development of interest, namely internal factors which include motivation, needs, attitudes towards objects, level of intelligence, and health. External factors include the social environment and non-social environment. In this case, the learning method in class can also be a factor influencing interest in learning. Poster Group Discussion-Sticker Reward is a learning method used by researchers in the teaching and learning process in the classroom.

3 METHODS

This research involves 40 Participants from third grade High School students. All the participants were screened and divided into two groups Experiment Group and Control Group. Modified of Safran Student Interest Inventory consists, of Cronbach Alpha: 0,921 used as measurement tools. This type of research is a true experimental pretest-posttest control group design. There is a pretest before being given treatment, so the results of the treatment can be known more accurately because it can be compared with the conditions before being given treatment (Kumar, 2018). The research procedures can be seen in Table 1.

Table 1. Procedures of Experiment.

Group	Test	Treatment	Test
Experiment Group	X	X	X
Control Group	X	-	X

4 RESULT AND FINDINGS

The Brown-Forsythe test was used to compare the baselines of the experiment and control groups. The result revealed that there is no difference between the groups ($p = 0.803$).

Table 2. Assumption Check Using Independent Samples T-Test.

	t	df	p
Pretest (Control and	-0.251	38	0.803

Table 3. Repeated Measure Anova Within Subjects.

Cases	Sum of Squares	df	Mean Square	F	p	η^2
Study Interest	122.512	1	122.512	9.484	0.004	0.025
Study Interest* Group	171.112	1	171.112	13.246	<.001	0.034
Residuals	490.875	38	12.918			

Type III Sum of Squares

5 DISCUSSION

This research findings follow the theory presented by Djamarah and Zain (2010), the purpose of using media to reinforce in the classroom is to: a) increase student attention and help students learn if reinforcement is given selectively; b) giving interest

Experiment Groups

The repeated measures ANOVA analysis resulted there were significant result for the study interest ($p=0.004$), the finding also shows there is a significant interaction between study interest and pretest and posttest group ($p=0.001$), meaning there is a significant role of the PGD-SR in increasing the study interest. Descriptive Plot Analysis shows that the mean for the experiment group highly increased, with mean score for experiment group pretest-posttest $M=50.200-55.600$ respectively and control group pretest-posttest $M=50.800-50.350$ respectively.

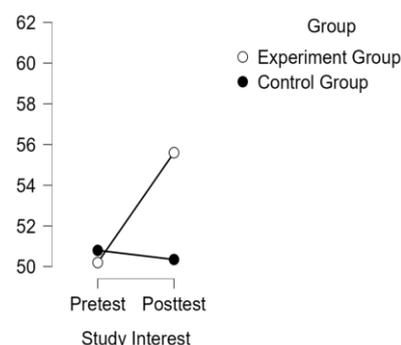


Figure 1. Descriptive Plot

The results of the Paired T-Test analysis on the pretest and post-test of interest in learning English after being given treatment show the results of accepting the hypothesis that the Group Discussion-Sticker Reward Poster is effective in increasing students' interest in learning English.

to students; c) used to control or change disruptive student behavior, and improve productive ways of learning; d). develop students' self-confidence to self-regulate learning experiences; e) direct towards the development of divergent (different) thinking and free initiative taking.

The results of this study indicate an increase in interest in learning English which is influenced by learning media poster group discussion-sticker rewards in increasing interest in learning, which

results follow the theory described above which says that learning media can provide interest to students and control student behavior in the learning process in the classroom.

Findings related to using media and processes that are almost the same as this research also reveal similar results, namely findings that say that group discussions ultimately become positive experiences that result in successful learning, and increasing interest (Chiriac, 2014). The findings indicate that the effectiveness of discussion groups predicts course interest and engagement, critical thinking and application, and course satisfaction (Jones, 2014).

The results of another study conducted by Tatan and Teti (2018) which examined the effect of using learning media and learning interest on learning outcomes in mathematics also said that the use of learning media was able to have a positive influence on students' learning interest in class. This is also similar to the results of the research carried out using the poster group discussion-reward sticker learning media.

Another finding made by Armstrong and Brown (2006) is that there is a significant influence of giving rewards on interest in learning language, interest in learning language is determined by reward and punishment. Similar results were obtained in research conducted by Lee et al., (2012) giving rewards in learning can affect student learning interest. Therefore, it can be said that the Poster Group Discussion-Sticker reward is an effective medium to be applied in the learning process in the classroom to increase interest in learning English. During the research, the researchers experienced no significant obstacles in the field.

According to Ornstein and Lesley (2000), a small group occurs when a large group is divided into subgroups based on ability, interest, project, or another criterion. Based on those theories, it is possible to conclude that SGD is the exchange of information, opinions, and ideas among all members of a group of at least three or five members to solve problems that arise during the learning process.

Material rewards have no positive effect on both intrinsic and extrinsic motivation. When associated with learning activities, reward points are extrinsic motivations in the form of non-material rewards (Yoon et al., 2015). Interest and motivation are two interconnected concepts. Both are required for a successful learning experience. Pin rewards for students can change students' interest in learning cross-specialization biology subjects. This type of incentive can help students develop an interest in themselves.

Some of the factors that influence students' reward accrual include the amount of time available to earn the reward, the material presented is relevant to the student's daily life, and the use of point-pin rewards in learning activities that have not previously been used in school. As a result, students are drawn to the Pin they received and pasted onto the Reward board. According to Kenneth H. Hover (Hamalik, 2015), praise from outside sources (external reward) is sometimes necessary and effective enough to stimulate actual interest.

6 CONCLUSIONS

The results of the research that has been done, can be concluded that the Poster Group Discussion-Sticker reward has a very significant influence on students' interest in learning English. From the results of the study, it was found that teachers could apply the Poster Group Discussion-Sticker reward learning media to be able to increase students' interest in learning English. The next researcher who will examine interest in learning, with the Poster Group Discussion-Sticker reward method to consider slightly modifying the instructions in this method so that it is easy for the facilitator to understand, and to consider choosing a facilitator who applies this method in class.

In addition, researchers want future researchers to use the Poster Group Discussion-Sticker reward method to carry out similar studies on other topics in the world of educational psychology to develop and refine the Poster Group Discussion-Sticker reward method.

For subsequent similar studies, the next researcher should randomize the selection of subjects who also accompany the control group as a comparison between the Poster Group Discussion-Sticker reward media and conventional learning in the classroom. Future researchers can also conduct research with other variables related to the learning process in the classroom to enrich the scientific body of Psychology, especially in Educational Psychology

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