



**TEACHERS' REINFORCEMENT AND STUDENTS' PERCEPTION
TOWARDS REINFORCEMENT IN ENGLISH CLASSROOM AT SMA
KRISTEN YSKI SEMARANG**

(The case of year ten students in the Academic Year of 2018/2019)

A final project

submitted in partial fulfillment of the requirements

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by

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APPROVAL

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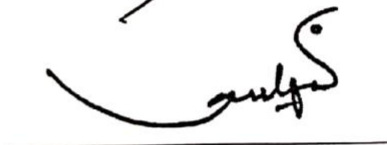
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DECLARATION OF ORIGINALITY

I Maria Ana Mei Lestari hereby declare that this final project entitled “*Teachers’ Reinforcement and Students’ Perception Towards Reinforcement in English Classroom at SMA Kristen YSKI Semarang (The case of year ten students at SMA Kristen YSKI Semarang in the Academic Year of 2018/2019)*” is my own work and has not been submitted in any form of another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of other has been acknowledged in the text and list of references is given in the bibliography.

Semarang, Februari 2020

A handwritten signature in black ink, appearing to be 'CMA' with a large, stylized flourish at the end.

Maria Ana Mei Lestari

“ Every 1000 miles of journey, will be started by one small step”

“It is fine to walk slowly, as long as you do not stop”

“It is not life which gets tougher, but you yourself who get stronger.”

*“Do not be anxious about anything, but in every situation, by prayer and petition, with thanksgiving, present your request to God. **Philipians 4:6**”*

*“The Lord is my sheperd. I lack nothing. **Psalm 23:1**”*

To:

My beloved parents

My beloved sister

*My beloved friends in English
Department, especially in Class C*

My beloved friends in UKKK Unnes

My friends of 3M since 2015

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ABSTRACT

Lestari, Maria Ana Mei. 2019. *Teachers's Reinforcement and Students' Perception Towards Reinforcement in English Classroom at SMA Kristen YSKI Semarang (The case of year ten students at SMA Kristen YSKI Semarang in the academic Year of 2018/2019)*. Final Project, English Department, Faculty of Languages and Arts, Universitas Negeri Semarang. Advisor: Sri Wuli Fitriati, S.Pd., M.Pd., Ph.D.

Keyword : interaction, reinforcement, perception, effective teachers

Based on the researcher's preliminary research, the classroom was so boring and the students did not seem interested with the material. Teachers are to encourage the students to get involved in teaching and learning process. Motivation is one of the way to make students get involved. One of the motivation is Reinforcement which can be used during teaching and learning process.

The objective of this study is to describe how the teachers of SMA Kristen YSKI Semarang use reinforcement in their classrooms and also the students' perception towards reinforcement. The study focuses on the positive reinforcement that is used by the teachers in each class and the types of reinforcement used by each teacher.

This study is qualitative research, and the researcher used descriptive-qualitative design. I collected the data through audio-visual recording for teaching and learning process, questionnaire for the students and interview conducted at the end of the lessons. This research involved two English teachers and two different classes. Each teacher was recorded during teaching and learning process. The videos were transcribed and then analyzed using Siedel's Theory of qualitative data analysis.

According to the findings of this study, the teachers used reinforcement the way they preferred. They almost used all the types of reinforcement, except the Vicarious Reinforcement. In general, Non-verbal Reinforcement was mostly used by the teachers in SMA Kristen YSKI Semarang.

From the analysis of students' interview, they agreed that reinforcement is very important and useful for them during teaching and learning process, especially for those who get difficulty in learning English. They agreed that giving additional score, which belongs to Non-verbal reinforcement, was the best way of reinforcing them to be better in learning in the classroom.

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CHAPTER I

INTRODUCTION

There are six sub-chapters in this chapter: background of the study, reasons for choosing the topic, research questions, purpose of the study, significance of the study, scope of the study and outline of the report.

1.1 Background of the Study

English now becomes one of the main subject that is taught in many schools, especially in Senior high school. Not to mention, some schools apply English as their main language during teaching and learning process, even when they have an activity outside the classroom. However, there are some schools that only apply English when they have English subject.

In a school, the teaching and learning process becomes the main activity in mastering English. During the classroom activity, there must be an interaction that is occurred between the teacher and the students. The teacher, therefore, becomes a controller to run the teaching and learning process. The teachers are in charge of the class and of the activity in a way that is substantially different from a situation where the students are working on their own in their groups (Harmer, 2001).

Schools that have positive discipline outcomes tend to develop the students to be more aware of their social behavior (Kelly & Pohl, 2018). It begins in a classroom itself, which has responsibility to make students more aware. A supportive atmosphere in classroom is needed by the teacher to make the lesson more alive and the aim of the study is achieved. Sometimes, we find a class that is

bored and makes the students are not interested in the material. We could find some students are having their activities during the teaching and learning process. They even do not listen to the teacher because the atmosphere is too bored for the students. This becomes a matter for the teachers during teaching and learning activities.

To make teaching and learning process become alive and interesting, teacher should involve the students in the teaching and learning process, such as, answering question, making an opinion, or asking a question. However, teachers sometimes find some students do not want to involve in teaching learning process. The students only listen to the teachers and do not want to get involved. It is because they do not have interest in English, they lack of English skill, or even they do not understand the material at all.

In addition, for some Indonesian students, learning English is a big challenge for them. As English is an obligation in most of the school in Indonesia, their motivation to learn this subject is to be questioned because they live in a country that the knowledge of English is not compulsory (Marcellino, 2008). Furthermore, most of the students have no life experience using English and are not expected to use English in their future careers (Astuti, 2013). So that, the teachers often find them still hardly perform it in the classroom. Thus, teachers' contribution is hardly needed for this problem. Teachers' interaction is particularly critical for students who are learning English as the second language (Marchant & Anderson, 2012).

In contrast, some students may feel that they are already fluent in English, so that they will think that they do not need to study English anymore. This matter will

make the teaching and learning process becomes ineffective and the aim of the study will be difficult to achieve.

Based on my preliminary research, at the beginning of the lesson, the atmosphere was so boring. The students did not seem interested in the lesson, since they were only quiet when the teacher gave questions. Related with that problem, teachers are responsible to make the class become more interesting and effective. The teachers are to maintain the teaching and learning process in an effective way, so that during the classroom students will feel interested in studying English. An effective teacher is one who is able to help students learn more in ways that can be measured (Cruickshank et al., 2012). Teachers with effective classroom management skills are more likely to believe all students can learn and accept more responsibility for creating connections (Smith & Strahan, as cited in Demirdag, 2015). According to Adeyemo (as cited in Arista, 2018) to be an affective teacher, there are six components of the great teaching namely reinforcement, varying the stimulus, presentation skill, illustrating and use of example, closure, and students initiated questions. To make the students get involved and interested in study English, the teachers can do something to achieve that.

Motivating students may improve the students' interest in learning English. One of the most important part in educational setting is motivation, if the students are not motivated enough, they will be unlikely to learn and there will be no chance for increasing the effective instruction (Abbasi et al., 2015). "Motivation is the extent to which you make choices about goals to pursue and the effort you will devote to that pursuit" (Brown, 2001). There are two types of motivation, intrinsic

and extrinsic motivation. Intrinsic motivation comes from the students themselves, whereas the extrinsic motivation comes outside themselves (Brown, 2001). The teacher motivation is an extrinsic motivation that often occur in teaching and learning process.

One of the extrinsic motivation that can be used by the teacher is by using the reinforcement during teaching and learning process. According to Turney (1983) positive reinforcement means the positive response by one person to another's behavior so that the probability of that behavior occurring again is increased. Reinforcement can help the teachers to maintain students' interest in study English, because the students will feel their efforts are valuable and also will make them to keep trying if they do some mistakes. Based on my preliminary research, the teacher used reinforcement to make the students wanted to involve in the study. After being given the reinforcement, the students seemed interested and they tried to answer some questions given by the teacher.

However, the teachers are to know and understand the appropriate time and appropriate reinforcement they will give to the students, especially in giving rewards as the reinforcement for the students. The rewards should be related to the students' behaviors that are most important to the teachers (Emmer et al., 2006). In addition, the teachers are to consider whether it affects the students' behavior or not, because the aim of giving reinforcement is to engage students' interests and make them follow the material well.

According to Moore (2007), there are five types of reinforcement, Verbal reinforcement, non-verbal reinforcement, vicarious reinforcement, delayed reinforcement and qualified reinforcement.

1.2 Reasons for Choosing the Topic

Based on the background of the study above, I chose the topic because of the following reasons:

- a. In the teaching process there must be something that will motivate the students to follow the material giving by the teacher. One of them by giving the students reinforcement. Therefore, I hopes that the teachers will know how to use reinforcement properly during teaching and learning process.
- b. Sometimes, during teaching and learning process, the students must have done something that was desired by the teacher, or they could do the task very well. Therefore, the teachers should appreciate for their efforts and make them will do it again in the future. Thus, reinforcement will do it better during teaching and learning process.
- c. Based on my personal experience teaching in SMA Kristen YSKI, instead of listening or following the teachers, the students sometimes were busy and did not listen at all. It is because they are already skillful in English or they did not understand the material. So that I hopes that the teachers will be able to apply reinforcement in order to make them more respectful to the teachers.

1.3 Research Problem

Based on the background stated above, the research problem of this study are:

- a. How do the English teachers of SMA Kristen YSKI use reinforcement during teaching learning process?
- b. What types of reinforcement which are mostly used by the teacher in SMA Kristen YSKI Semarang?
- c. How do the students perceive reinforcement which is used by the teacher in SMA Kristen YSKI Semarang during teaching and learning process?

1.4 Research Objectives

The objectives of the study are:

- a. To describe how the English teachers of SMA Kristen YSKI used reinforcement during teaching and learning process.
- b. To find out types of reinforcement that mostly used by the English Teachers in SMA Kristen YSKI Semarang.
- c. To describe students perception towards reinforcement used by the teacher in SMA Kristen YSKI Semarang during teaching and learning process.

1.5 Significance of the Study

This study is expected to give some benefits for me:

- a. Practical Significance

Practically, this study is expected to give an experience to me about how each English teacher applies reinforcement during teaching and learning process and how the students respond it. Furthermore, this study is also expected to clarify the importance of reinforcement during teaching and learning process for me.

b. **Pedagogical Significance**

For me, as the teacher would be, the result of this study hopefully can help me to understand which one of the reinforcement that fits for the students. Thus, in the future, I can apply the proper reinforcement in the classroom.

1.6 Scope of the Study

This study focused on the finding of the processes during teaching and learning process in English classroom, and the students' perception towards reinforcement used by the teacher. I will describe how English teachers in SMA Kristen YSKI use reinforcement during teaching and learning process, find out the reinforcement that mostly used by the English teacher in SMA Kristen YSKI, and describe the students' perception towards reinforcement. This study was conducted in SMA Kristen YSKI Semarang.

1.7 Outline of the Report

This report is divided into five chapters. Chapter I is the introduction of the study. It consists of background of the study, reasons for choosing the topic,

research questions, objectives of the study, significance of the study, scope of the study, and outline of the report.

Chapter II discusses the review of related literature which consists of review of the previous studies, review of the theoretical background, a theoretical framework.

Chapter III presents the method of investigation. This chapter deals with research approach, research site, research participants (subject of the research), object of the study, source of data, data collection; instruments of collecting the data, procedures of data analysis.

Chapter IV presents the results of the study which consist of findings and discussions. The findings answer the research questions, whereas the discussions provide the detailed information in findings and supported by the previous studies.

The last is chapter V. It consists of conclusions and suggestions of this study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is divided into three sub-chapters. The first part shows some previous studies conducted by the other researchers related to this study. The second part presents the theories that are used for the basic of the study. The last part is theoretical framework. It deals with the limitation of the study. The following are the elaboration of those subdivisions.

2.1 Review of Previous Studies

A study is said to be valid when it is supported by literature. There are a number of research written about the related study. The followings are some of them:

The large body of research has been carried out to find out the use of reinforcement in General School. For instance, a study conducted by Pintel in 2006. The purpose of this study was to investigate the effect of positive reinforcements on the performance of third grade students in their spelling test. She hypothesized that third grade students who experience positive reinforcement in the form of rewards will have significantly higher grades on the end of the week spelling post-test, than when the same students did not receive positive reinforcement in the form of rewards for the end of the week spelling post-test. The participants of this study was fourteen students in third grade of elementary school in southern New Jersey. She conducted the research for 8 weeks consecutively (four weeks without positive reinforcement and four weeks with positive reinforcement). Students who got 92

above would be given a gift as the reward. She compared the test result for four times. Based on the result of the t-test, there was significant improvement in the achievements of the students' grades in their Friday spelling test when they received positive reinforcement in the form of rewards, than when these same students did not receive positive reinforcement for the Friday spelling test. The researcher concluded that positive reinforcement in the form of rewards was able to improve the achievement of 3rd grade students in their end of the week post spelling test.

Previous study had also been carried out on the use of positive reinforcement. This study was conducted by Kennedy and Jolivet in 2008. The purpose of this study was to determine the effects of positive verbal reinforcement statements on the amount of time students with EBD spent outside the classroom in a residential settings. The participants of the study were two sixth grade students with EBD who were 12 years old at that time, Kim and Travis. They were recorded during teaching and learning process, included the teachers' use of verbal reinforcement. The researcher also conducted Social Validity using survey questions which were given to the teachers and the unit supervisor. Based on the result of the study, both students decreased overall amount of time spent outside of the classroom when positive verbal comments were provided. Another result from the Social Validity showed that both teachers agreed to keep using the strategy to Kim and Travis. So, it can be concluded that increasing the number of positive verbal reinforcement statements delivered by the teachers decreased the amount of time Kim and Travis spent outside of the classroom and that both students' behavior were more consistent.

Another previous study was conducted by Diedrich in 2010. The purpose of the study was to explore behavior modification by using reward to encourage positive of the students with special needs in a district-based special education classroom. The participants of this research was six sixth grade students, seven seventh grade students, and one special education teacher. The study showed that there were two results that was presented by the researcher, they were the Pre Reward System and Post Reward System. The conclusion was after conducting the reward system, the students' use of manner was improved. Not to mention, the total number of prompt for all participants decreased by 47% after the reward system conducted. Based on the result above, the researcher proved that the positive reinforcement was successfully applied in suburban middle school located outside Binghamton, New York. So, the researcher wanted to know how positive reinforcement works in Indonesian school.

Another study about positive reinforcement was conducted by Hanjayani in 2010. This research wanted to find out how the teachers use positive reinforcement to maintain students' positive behavior. The researcher conducted descriptive qualitative method in this research. She collected the data by observing the classroom interactions and used audio-video recording. Based on the result of the study, verbal reinforcement was mostly used by the teachers. The English teachers reinforced the way they preferred. The result signified that the teachers' success of maintaining students' positive behavior depends on the way in reinforcing. Unfortunately, the researcher did not relate the use of reinforcement with students'

perception. So, the researcher will provide the students perception towards teacher's reinforcement.

Another study about the use of positive reinforcement was also conducted by Bhutto (2011). This study aimed to find out the effects of verbal and non-verbal 'social reinforcers' on learning outcomes under reinforcement-based at available two sections of ninth grade in a public high school. The researcher used quasi-experimental design in this study which created two groups of students. To gain the data, the researcher conducted Pretest and Post-test to both group and then analyzed it. The participants of this study was the students from Government Boys High School from District Jamshoro. At that time, the teachers taught about chemistry, and the researcher did the observation and test for two weeks (6 days a week) involving 40 minutes period of treatment on each working day. He conducted pre-test and post-test in both groups. Then the researcher compared the result of both groups and both test they have done. The findings showed that students on treatment or experimental group excelled in learning outcomes that that in the control group. The researcher then concluded that the students in treatment group which were given social reinforcers during teaching and learning process achieved better learning outcomes than the students in control group who were taught using existing teaching practice.

Next study was from Hoque in 2013. He wanted to find out the effect of positive reinforcement in teaching and learning process. The researcher hypothesized that there was no significant difference in the unit test result of the control group and experimental group and there was no significant difference in the attendance of

the control group and experimental group. The researcher chose five school to be the subject of the research. One hundred students were chosen randomly from those five school. Fifty students were the control group, the rest were the experimental group. The researcher used statistical technique for analyzing the data, there were mean, standard deviation, and t-test. Based on the result of the study, there were significant difference between control group and experimental group. The experimental group performed better than the control group and had a higher interest of learning than the control group. The researcher concluded that he supported the importance of Skinner's theory about Operant Conditioning in teaching learning process.

Another study about the positive reinforcement was also conducted by Abidsereshki et al (2014). The purpose of this study was to compare the effectiveness of two reinforcements, they are tangible reinforcement and social reinforcement. The participants of this study was 45 female students at age 13-17 years old. The students were chosen randomly. After the researchers got the participants, they were divided into two groups, experimental group and control group. After some treatments of giving reinforcement, the researcher did post-test to measure students' ability. After the researchers got the result, they analyzed the data by using descriptive and inferential statistic. According to the result of this study, the academic achievement scores for the groups receiving tangible reinforcement and social reinforcement were greater than control group. Another findings from this study was that the group that received tangible reinforcement achieved more than the group that received social reinforcement. Thus, the

researchers concluded that the use of positive reinforcement in the classrooms for the students with intellectual abilities had a positive effect on their academic progress and that the tangible reinforcement was most effective to be applied in the classrooms.

The next study was conducted by Murry in 2015. This study examined the teachers' use of the five principles of behavior reinforcement. The main intention of this study was determine whether there was any differences in teacher perception of their confidence and ability to work with students' with challenging behaviors before and after training and practice using five principles of behavior reinforcement. The study was conducted in elementary school. The participants were 34 teachers (15 males and 19 females). This study used T-test for analyzing the data. The t-test result indicated that there was a statistically significant difference between the teacher's confidence, perceived abilities, data collection, and fidelity of implementing behavior change and working with students with challenging behaviors before and after the classroom management course focused on the five principles of behavior reinforcement.

The next study with the same topic was also conducted by Kinyanjui in 2015. This study wanted to investigate the classroom instruction reinforcement strategies and also the factors that influence their implementation in Kenyan. This study used mixed method which used both qualitative and quantitative approach. The participants were 100 teachers and 250 students from 30 Primary Schools in Kenya. The first findings was on reinforcement strategies used by the teacher, it showed that praise was the strategies that mostly used by the teachers, it showed 83%. The

second findings was on factors that influence the implementation of reinforcement strategies, it showed that ‘class interest’, ‘social characteristic’, and ‘delivery’ of content were strong factors that affected the implementation of reinforcement strategies implemented by the teachers during classroom instructions.

Next study was conducted by Latifah in 2016. The researcher wanted to find out what kinds of positive reinforcement that was used by the teacher, to find out how the teacher used positive reinforcement to maintain and motivate a good behavior of their students in learning English. The researcher collected the data by observing and interviewing the observed teachers. She used video recording in order to make the observation was valid. Based on the result of the analysis, the researcher concluded that the observed teachers almost used all kinds of positive reinforcement. The teachers gave the reinforcement whenever the students answered the teachers’ questions or did the assignment well. However, in this study the researcher did not find out what the students perception toward reinforcement is, because of that the researcher will find it out.

Another study was conducted by Gooch in 2017. She wanted to find out the use of assertive discipline and cooperative discipline. She compared which one is effective to be use in a classroom, especially in a classroom which has students with disruptive behavior. This study was conducted in Elementary school, in a second grade students. There are 10 boys and 8 girls in a classroom. Fifteen of them are Native American, two students are Hispanic, and one student is African American. She recorded their behavior during classroom activity under the PBIS management. These students were observed and recorded for two weeks consecutively. The data

was recorded on a spreadsheet and formatted into a table and bar graph. The findings of this study showed that the Student A reacted more positive in cooperative discipline than in a assertive discipline, it showed 6:2. Student B showed 13:15, and Student C showed 10:18. It can be conclude that the cooperative discipline is more effective than the assertive discipline in deterring behavior problem in students.

Another previous study about Positive Reinforcement was also conducted by Zetmi in 2018. She wanted to find out the frequency of reinforcement that was used by the teachers during the teaching learning process, how the students responded toward the reinforcement and also which kind of reinforcement that was most responded by the students. The data were taken by observing and interviewing the two English teachers at the school. She collected the data by recording the teacher and students' activity in classroom. Based on the results of the analysis, the teachers used various kinds of reinforcement. Both teachers A and B used all kinds of reinforcement except the Activity reinforcement. The reinforcement that was most responded by the students was the tall rightn reinforcement. These can be implied that the students' responses toward the teachers' reinforcement were good.

Based on some previous studies above, most of them did not relate the reinforcement with students' perception. This recent research focused on the type of reinforcement used by the teacher and also the students' perception of reinforcement. Furthermore, the researcher wanted to find out how reinforcement works in an Indonesian school, since most of the previous studies above applied reinforcement in another country.

2.2 Theoretical Review

This part discusses some theories which support this study. I took some relevant theories related to the topic from many sources.

2.2.1 Definition of Reinforcement

According to Turney (1983) “positive reinforcement means the positive response by one person to another’s behavior so that the probability of that behavior occurring again is increased”. It means when the teachers want to make the students do the same good behavior, the teacher can use reinforcement to respond to students good behavior. Positive reinforcement is any encouragement that is done by the teachers to emphasize the positivity of the action and is followed by the desired behavior by the students (Pettit, 2013). The students will feel that they are appreciated by the teachers and they will make effort to do the same.

“Reinforcement is one of the most powerful techniques we have at our disposal for directing or motivating the actions of other people or animal” (Walker, 1975). In other words, reinforcement can be meant to give motivation to people or animal. In this case, the teacher can give motivation to the students in order to get them interested in learning English.

According to Diedrich (2010) “positive reinforcement is the presentation of reward immediately following the desired behavior intended to make that behavior more likely to occur in the future”. Giving reward to the students is the application of giving positive reinforcement to the students. When the students are rewarded, they are more likely to respond positively to the teachers and contribute in supportive learning environment (Emmer et al., 2003). Reward can be tangible or

intangible things depends on the teacher. The tangible one, for example by giving them a money or additional score. The intangible one, the teacher can give them praise in front of the other students. Whether the students realize it or not, giving praise for what they have done in front of the class might be a reward for them. In fact, the anticipation of reward is the most powerful factors in human behavior in relation to second language acquisition (Guendouze, 2012)

“Positive reinforcement occurs when teachers use a rewarding stimulus to motivate some action or behavior” (Moore, 2007). This statement relates to the previous statement about a reward. When the teacher gave a reward to the student’s action or behavior then positive reinforcement was occurred.

2.2.2 Types of Reinforcement

“Reinforcement in the classroom can occur in two different ways” (Woolfolk, as cited in Moore, 2007). They are Positive and Negative Reinforcement.

“Positive reinforcement occurs when the teacher use reward as a tool to motivate students’ behavior or action” (Moore, 2007). Giving the students a positive reinforcement can increase positive interactions between students and the teachers (Rumfola, 2017). Not to mention, it can also increase students’ confidence during teaching and learning process.

“Negative reinforcement involves removing students from unpleasant stimulus” (Moore, 2007). This negative reinforcement often occurs to the students who behave inappropriately in the classroom. They will be treated differently but they will still be allowed to join teaching and learning process. For example, a student will be sitting in their seat until he is ready to participate appropriately

during classroom. This reinforcement is often confused with punishment, which will not allow students to join the classroom or activity. Although punishment appears to be effective for most students, students that have chronic behavioral issues feel as though they are constantly being reprimanded (Morin, 2017).

There are some types of positive reinforcement that can be used by the teacher in general classroom according to Moore (2007):

a. Verbal reinforcement.

This reinforcement occurs when the teachers gave positive comments verbally to the students' desired behavior. For example, "good", "excellent", "great", "very nice", "good job", "that's right", etc.

b. Nonverbal reinforcement

This reinforcement refers to the use of some physical action for responding students' action or desired behavior. For example, eye contact, a nod, a smile, a thumb up, moving closer to the students, etc.

c. Vicarious reinforcement

This reinforcement needs people to observe others. It means that when others do something desirable, then they will probably follow others' behavior. For example, when the teachers say, "I like the way Mary raise her hand before talking".

d. Delayed reinforcement

This reinforcement does not mean to forget students' actions or behavior, but to give them in a proper time. For example, a question can be given to the students who have known the prior knowledge in the subject before they start

the lesson. The teacher might say, “I believe John can answer this, since he did a boall right review last week”.

e. Qualified reinforcement

This reinforcement only occurs when the teachers only reinforce what the teachers want from the students, if the students do not do what the teachers want, at least the teacher will reinforce students’ effort, or the way they answer. For example, when students A answers a questions incorrectly, but the teacher praises her effort to answer the question (Moore, 2007, p.203).

Whereas, Turney (1983) gave six types of reinforcement that can be occurred in the classroom:

a. Verbal reinforcing

For example, the teacher says “good job”, “nice work”, “well done”.

b. Gestural Reinforcing

For example, giving thumbs up, clapping hands, smiling, etc.

c. Activity Reinforcing

This kind of reinforcement let the teacher and the students do the activity that they prefer in the classroom.

d. Proximity Reinforcing

For example, standing alongside, sitting on a desk near a group, walking nearby, etc.

e. Contact Reinforcing

For example, shaking hands, pat on the shoulders, ruffling of the hair.

f. Tall rightn Reinforcing

For example, candies, money, star mark, comments written in a boall right, etc.

In addition, gestural, contact, activity, and tall rightn reinforcing can be included into Nonverbal reinforcement, and all the reinforcement can be used in the classroom by the teacher.

2.2.3 Definition of Perception

“Perception is a process which involves the recognition and interpretation of stimuli which register in our sense” (Roall rights & Willson, 2000).

Perception is a way of seeing, understanding and interpreting something (Hornby, 1995). In this study, perception refers to how students perceive the use of reinforcement in the classroom by the teachers.

2.2.4 Effective Teacher

The effective teacher is one who is able to help students learn more in ways that can be measured (Cruickshank et al., 2012). In order to get effective learning, the teachers must be effective teacher. There are eight attributes of effective teacher that suggested by Cruickshank:

a. Enthusiastic

According to Ellis (as cited in Cruickshank et al., 2012), enthusiastic teachers convey to students that they are confident and enjoy what they are doing, that

they trust and respect students, and the subject they teach is valuable and enjoyable.

b. Warm and humorous

Positive classroom relationships are fostered when you are friendly, maintain a positive attitude, demonstrate interest in your students, and work hard to help them succeed academically. Using humor at the classroom can defuse tension, communicate the teachers' security and confidence, promote trust, and reduce discipline problems.

c. Credible

Credibility and worthy of trust are the important thing of being effective teachers. The teachers are credible only when the students believe you are.

d. Holding high expectations for success

The expectations the teachers have for both themselves and their students affect teachers' behavior, which in turn affect students' learning.

e. Encouraging and supportive

According to Ornstein and Lanley (as cited in Cruickshank et al., 2012), teachers who are encouraging as those who respect and genuinely believe in students' abilities. They help students feel accepted as individuals, and they recognize effort and potential, not merely correct answer.

f. Businesslike

A businesslike teacher is one who emphasizes and focuses classroom activities on tasks most likely to help students learn. He directs his own

behavior and his students' behavior toward the successful and efficient attainment of meaningful, clearly defined learning outcomes.

g. Adaptable/flexible

The effective teachers are prepared for and able to adapt to a variety of circumstances. Flexibility and adaptability in this sense requires that the teachers be aware of the need for change and be able to adapt to those changes.

h. Knowledgeable

Good teachers know their subjects well. It means that the teacher should master the material, so the students will follow the material well.

In the second and fifth attributes, the teachers are to motivate the students in order to make them interested in studying. In the second attribute, the teacher should make the positive atmosphere in the classroom, so that the students will feel comfortable. In the fifth attribute the teachers are to encourage students' ability, so that they will feel acceptable. There are some ways to motivate students, by applying reinforcement during classroom activity.

2.2.5 Classroom Interactions

Interaction is one of the important things that happens during teaching and learning process. Hence, the way teachers reinforce students must be occurred during the interaction itself. Sari et al, (2018) stated that classroom interaction refers to the activities that are done by teachers and students to engage them to the lesson. If the interaction can be done properly by both students and teachers, then it can

make the students to easily engage to the lesson. Students who pay attention and participate to the classroom discussion exhibit an interest and motivation to learn (Frederick et al., as cited in Havik and Westergard, 2019). The more interactions students did with the teachers, the more they are satisfied with the lesson (Wallace, 2003). According to Ellis (as cited in Hanum, (n.d)), interaction is carried out to facilitate the exchange of information between the teachers and students. Here, when the teachers and students are having interactions, they will exchange some informations.

There are three types of interactions, learner-content interactions, learner-instructor interactions, and learner-learner interactions (Moore, 1989). Learner-content interactions refer to the engagement of students and the material or content itself. Learner-instructor interactions refer to the interactions occurred between the students and the teachers who prepare the material. The last but not least, learner-learner interactions refer to the interactions between one student to another students, in individual or groups. In this present study, interaction between students and teachers were occurred and were observed during the classroom.

2.3 Theoretical Framework

At the process of teaching and learning, the teachers were explaining, questioning, answering, judging, praising, or maybe punishing. There were quite a few activities between the teachers and the students.

In this study, I focused on types of reinforcement used by English teachers and how students' responses toward teachers' reinforcement. The data was taken

from video recording of the process of teaching and learning and questionnaire given to the students in order to know their perception toward the use of reinforcement. Besides using questionnaire, I did interview with the students and also the teacher to gather more valid information. I analyzed and interpret the result of this study based on the steps in qualitative data analysis.

In analyzing the data, I used a theory from Moore (2007) who suggested that there are five types of reinforcement, verbal, non-verbal, qualified, delayed and vicarious reinforcement. I used this theory because it might be relevant for today's condition in the classroom, especially in language classroom.

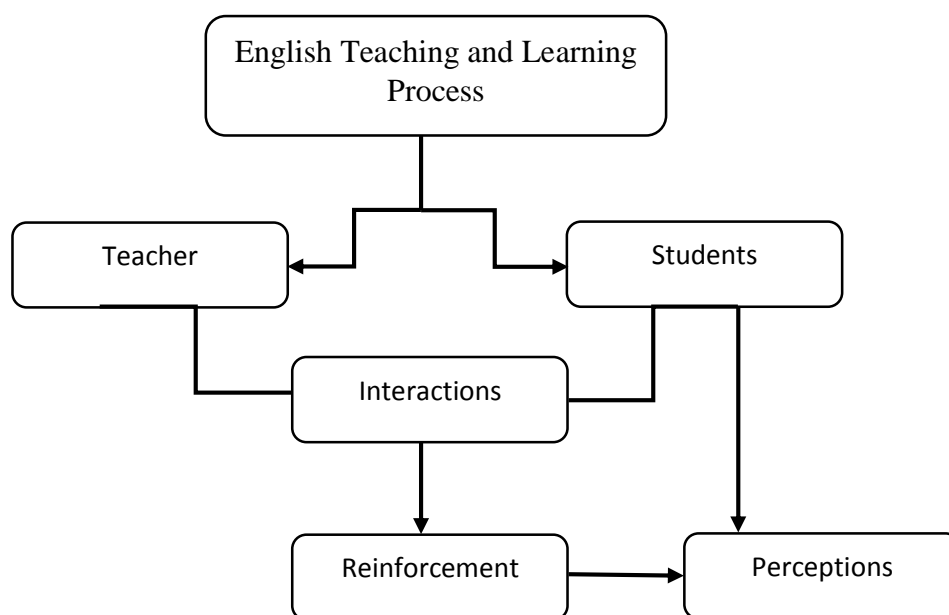


Figure 2.1 Theoretical Framework of the Study

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion and suggestion of this study. The followings are the elaboration of each part.

5.1 Conclusions

This part presents the conclusion of the study. The objective of this study is to describe the use of reinforcement by the teachers, types of reinforcement that mostly used by the teacher, and describe the students' perception about the reinforcement used by the teacher.

There are five types of reinforcement that are suggested by Moore (2007), there are Verbal Reinforcement, Non-verbal reinforcement, Vicarious Reinforcement, Delayed Reinforcement, and Qualified Reinforcement. Based on the result of this study, it can be concluded that both teacher A and teacher B used reinforcement the way they preferred in the classroom. Sometimes, both teacher A and teacher B combined two reinforcements at the same time, for example, when they said "good job" while giving thumbs up to the students. This made the students more focused and made them more felt appreciated for what they have done.

From the result in the chapter IV, the teachers used various types of reinforcement. Each teachers used reinforcement that they preferred during teaching and learning process. Teacher A, as we can see in chapter IV, can be concluded that Non-verbal Reinforcement was mostly used during her classroom. She used Non-verbal Reinforcement, such as, giving thumbs up, pointing to the

students, giving applause, coming closer to the students, etc. This types of reinforcement is effective and easier for the teachers to make the students feel appreciated for what they have done. On the other side, teacher B, based on the result in chapter IV, can be concluded that she used Verbal Reinforcement the most during her classroom. She often said, “good”, “thank you”, “*bagus*”, or simply “all right”. The teacher used Verbal Reinforcement directly to the students whenever they did what the teacher desired to do. This types of reinforcement often made the students more confidence with their efforts. In general after I did the recapitulation, it can be conclude that Non-verbal reinforcement was mostly used by the teachers.

Each teachers has different style of learning, even the way they reinforcing. The teacher, therefore, used reinforcement the way they preferred. If they feel Verbal Reinforcement is the best types of reinforcement, then they prefer to do it during classroom.

Perception is a way of seeing, understanding, and interpreting something (Hornby, 1995). In this study, I wanted to find out students perception towards reinforcement used by the teachers. Based on the result in chapter IV, most of the students agreed that reinforcement is a way that is used by the teachers to motivate the students. They thought that reinforcement is similar to motivation. They also agreed that reinforcement is very useful and important for them, especially when they made some effort during classroom. They felt appreciated and motivated. Furthermore, it can be concluded that the teachers have already implemented reinforcement properly during teaching and learning process. This is proven by the

students' responses during the lesson. They felt more enthusiastic and responsible whenever the teachers gave them reinforcement directly to the students.

From the result of chapter IV, it also can be concluded that Non-Verbal Reinforcement, such as, giving additional score for the task, was mostly responded by the students. From the interview result, they preferred Non-verbal reinforcement as the most useful reinforcement for the students.

5.2 Suggestions

Several suggestions are presented bellow based on the findings in this study. Therefore, the researcher divided suggestions into several parts based on the participants who are relevant in this study.

For the English Teachers in SMA Kristen YSKI Semarang, the researcher suggested to explore more about the types of reinforcement that can be used during teaching and learning process. During observation, I found out that the teachers often used one type of reinforcement and they did directly to the students. This may decrease their interest because the teachers gave it too often. Moreover, I also suggested to do combination on two types of reinforcement, because it might be one of the alternative to make students feel more enthusiastic. In addition, the result of this study hopefully will enrich teachers' knowledge about the types of reinforcement in classroom and how to use it in each types of reinforcement.

For English teachers in general, I suggested to explore more about the use of reinforcement suggested by Moore. The types of reinforcement may be very useful because Moore gave some examples that are relevant for the classroom.

Furthermore, the result of this study are expected to help the teachers on how to apply reinforcement properly during teaching and learning process and how to maintain students' interest in the lesson. Therefore, I suggested to use reinforcement the way the teachers prefer, as long as it makes students more interested with the lesson and appropriate with the classroom situation.

For students in SMA Kristen YSKI Semarang, this study is expected to encourage students to be more confident and motivated during the lesson, especially in English Classroom. I suggest them to be more responsible with their task and the teachers after getting any reinforcement by the teachers. This study hopefully will encourage students to respond better to the reinforcement used by the teachers. Furthermore, the researcher suggested the students to at least try to speak English during the lesson, so that they can improve their speaking skill.

For the further research, the result of this study are expected to be used as the reference for the further research in the future related to the use of reinforcement in the classroom. Therefore, I suggested this study as the reference for those who want to study about classroom observation, especially teacher and students interactions in Indonesian school. Moreover, I suggest the further researchers to do prior observation about the students and teachers perceptions about reinforcement before doing any research. So that there will be no any misconceptions about reinforcement itself. The last but not least, I suggested them to use the latest types of reinforcement, so that it can be relevant with today's classroom situation. I recommend them to explore more about the use of reinforcement in classroom activity.

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