THE CORRELATION BETWEEN
POSITIVE REINFORCEMENT, SELF-CONFIDENCE,
AND SPEAKING PERFORMANCE OF
THE 5th GRADERS OF SD N 1 WATES
IN THE ACADEMIC YEAR OF 2019/2020

THESIS

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in English Language Education**

**by
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PERNYATAAN KEASLIAN

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Semarang, 20 September 2021

Yang membuat pernyataan,

Opini Ala Samodra

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MOTTO AND DEDICATION

MOTTO

Keep Moving Forward

- Meet the Robinsons -

DEDICATION

This thesis is dedicated to:

The Writer's Family

Graduate Program of Universitas Negeri Semarang

English Language Teaching

ABSTRACT

Samodra, Opini Ala. 2020. The Correlation of Positive Reinforcement, Self-Confidence, and Speaking Performance of the 5th Graders of SD N 1 Wates in the academic year of 2019/2020. A Thesis. Graduate Program Universitas Negeri Semarang. The adviser I: Prof. Dr. Abdurrachman Faridi, M.Pd. Adviser II: Puji Astuti, S.Pd., M.Pd., Ph.D

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The study aimed to investigate the correlation between verbal reinforcement, gestural reinforcement, token reinforcement, self-confidence and speaking performance. The research method used was a quantitative study with multiple linear regressions. Students of the fifth grade of SD N 1 Wates Undaan Kudus as the population took part in the positive reinforcement, self-confidence, and speaking performance test in teaching English. The data were analyzed through a statistical program of SPSS 24.

The result reveals that there is a correlation between positive reinforcement, self-confidence and speaking performance. The value of the correlation coefficient on verbal reinforcement with self-confidence was R = 0.635 or 63%. Second, the value of the coefficient on verbal reinforcement with speaking performance was R = 0.689 or 69%. Third, the value of the coefficient on gestural reinforcement with self-confidence was R = 0.679 or 68%. Fourth, the value of the coefficient on gestural reinforcement with speaking performance was R = 0.643 or 64%. Fifth, the value of the coefficient on token reinforcement with self-confidence was R = 0.693 or 69%. Sixth, the value of the coefficient on token reinforcement with speaking performance was R = 0.624 or 62%. And the value of coefficient on self-confidence with speaking performance was R = 0.624 or 62%.

The conclusion is that all positive reinforcement correlates with speaking performance and self-confidence. It means that the positive reinforcement influenced speaking performance and self-confidence. It is suggested that the teacher should raise their awareness to motivate students' speaking skills for better achievement. Besides that, teachers' performance in the classroom activity deals with classroom management, encourages the students to always joyful in learning English materials, provides exercise and group discussion according to their circumstance, and performs a variety of teaching to involve the learner's role in the classroom activity.

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CHAPTER I

INTRODUCTION

This section presents the background of the topic, reasons for choosing the topic, research questions, objectives of the study, significances of the study, scope of the study, hypothesis, definitions of key terms, and outline of the report.

1.1 Background of the Study

English in Indonesia is the first foreign language to learn that is compulsorily taught in elementary school, junior high school, senior high school, and some semesters at university. As a result, the government always makes an effort to improve the quality of English teaching. By improving the teachers' quality, media, and other components involved in the educational process, English teaching in Indonesia improve from time to time.

The basic level of schooling in elementary education. What is achieved in the elementary school will guide and become students' foundation for the following level and, later in their working environment (Harafa, 2000; Trisanti et al., 2019; Astuti & Lammers, 2020). For this reason, elementary education is very important. This case equally applies to SD N 1 Wates Kudus, in which English is a local content subject. So that school can offer a better quality of education. At this school, the first until third graders are introduced to English vocabularies, while the fourth grade to sixth-grade students has chances to dig into more intensive English materials to prepare them for junior high school level. However, some things still need to be improved. In fact, in classroom activities, some of the students cannot

speak fluently and difficult to pronounce English words well because possibly positive reinforcement has not been implemented regularly. Students have to learn four English skills: listening, speaking, reading, and writing, but out of the four skills, speaking seems intuitively the most important to the elementary level. Teachers complain about the speaking skill of their students.

Harmer (2007) and Astuti & Barratt (2021) state that speaking is a skill, it needs to be practiced. Speaking skill should be developed independently and not bound in grammar curriculum. Hughes (2002) states that there are five speaking skills: speaking is not a discrete skill, teaching speaking is not easy, teaching speaking versus using speaking to teach, insight from speech corpora, and bringing the facets of speaking together. From the statement of Harmer (2007) and Hughes (2002), it can be concluded that speaking is a complicated skill to develop. According to Fitriati (2017, p. 413), the ability to speak English for instructional purposes in teaching EFL must be obtained by a teacher. So, the teacher needs a plan to make the student follow what the teacher wants them to. If the lesson does not run as the teachers' plan, they always find a problem.

Two problems in line with the unachieved learning targets are found in students' speaking skills. There is students' difficulty to pronounce well and comprehend vocabulary quickly. It is shown by the students' inaccurate and incomplete answers to comprehension questions. In speaking, students face some obstacles such as the inability to pronounce English words well and mistakes in stress and intonation. Ten students stammer in answering the teacher's questions, although they can answer in the written forms. In the teaching-learning process

The teacher sees the students' lack of autonomy. They tend to depend on the teacher, and that makes them tend to be passive. It needs a long time for them to answer the questions. Moreover, they seem to be inferior. They are unconfident, inaccurate, and unenthusiastic.

According to Brown (1987, p. 7), teaching means showing and helping someone learn how to do something. Giving instruction, guiding in the study of something with knowledge causes people to know or understand, so teaching is guiding, and facilitating learning enables them to improve skill and attitude. It means that teaching is about transferring the information to the students, but the teacher must also teach knowledge and a good attitude for students; because the parents hope that the children can have good knowledge and attitude.

Most teachers may face more challenges to teach the students without students' native language to teach a foreign language. The students may get bored easily and not motivated because they have to listen to more new strange words in every meeting that they do not directly understand the words means. English is not the students' native language. That is the way some strategies are needed in the learning process to get the result. Students who like doing things with happy feelings need a more relaxing learning situation to join the English classes comfortably.

Related to the problem, it becomes the teacher's tasks to make the situation to be true. The teacher needs something to be involved in the English classes. One of them is reinforcement that could bring a comfortable situation and friendly

situation to the English classes. It may increase the students' self-confidence and motivation in English learning.

It is believed that an ideal English teacher is the teacher who encourages their students to learn the language, trusts their students' abilities, cares about their students, positively reinforces their right answers, and accepts their mistakes, or even utilizes them for further learning. All these positive attitudes of the teacher toward students are mostly expressed verbally in the classroom. Alternatively, teacher talk expresses negative attitudes toward students, like discouraging, mistrusting, neglecting, rejecting, with negative reinforcement (Pertiwi, 2019).

Turney *et al.* (1983) present some examples of classroom English, especially verbal reinforcement as follows: Words: *Yes, That's right, Great, Good, Fine, Uh-huh, Correct, Nice Work, and Beautiful*. An example of the reinforcement's importance is when a student is ordered to come up with the class to answer a question. After he answers correctly, the teacher says that it is correct without a loud voice and a smile. This situation becomes uninteresting, and the students do not have motivation. When the student answers correctly, the teacher says, "*You're great*"; it automatically can make the student happy, more confident, and excited to study more.

However, from the researcher's experience as an English teacher, it was found that implementing reinforcement in classes correlated with high students' interaction and performance. Moreover, the researcher realized that it promoted positive students' attitudes toward their teacher. Through informal talks with students, it was found that they praised teachers who talk with them positively. They

even believed that positive reinforcement influences their learning behavior positively.

In this research, the researcher hopes that it can give the information on the importance of reinforcement in teaching and hopefully raise the teacher's motivation to study more about reinforcement. Thus, the researcher entitles this research "THE CORRELATION OF POSITIVE REINFORCEMENT, SELF-CONFIDENCE, AND SPEAKING PERFORMANCE OF THE 5th GRADERS STUDENT OF SD N 1 WATES UNDAAN KUDUS".

1.2   Reasons for Choosing the Topic

There are two considerations for choosing this topic. First, speaking is one of the skills that the students should learn and master at the elementary level. Generally, speaking skill is the starting point to get an increase in students' communicative proficiency. Second, the students in the school where the researcher conducts the research encountered difficulties in speaking.

Based on the researcher's first observation, the researcher concluded that due to the implementation of the past teaching conducted in SD N 1 Wates Kudus, employed positive reinforcement yet, because of that many students become not active, lack enthusiasm, and find no enjoyment with English learning. Relate to the problem. It becomes the teacher's task to make the situation to be better. The teacher needs something to be involved in the English classes. One of them is reinforcement

that could bring a comfortable and friendly situation for the English classes. It may increase the students' self-confidence and motivation in English learning.

1.3   Research Questions

The present study was undertaken to answer the following research questions :

1.   How does verbal reinforcement correlate with self-confidence?

2.   How does verbal reinforcement correlate with speaking performance?

3.   How does gestural reinforcement correlate with self-confidence?

4.   How does gestural reinforcement correlate with speaking performance?

5.   How does token reinforcement correlate with self-confidence?

6.   How does token reinforcement correlate with speaking performance?

7.   How does self-confidence correlate with speaking performance?

1.4   Objectives of the study

Based on the research questions above, the objectives of the study can be stated as follows:

1.   To explain the correlation of verbal reinforcement with self-confidence of fifth graders of SD N 1 Wates Undaan Kudus.

2.   To explain the correlation of verbal reinforcement with speaking performance of fifth graders of SD N 1 Wates Undaan Kudus.

3.   To explain the correlation of gestural reinforcement with self-confidence of fifth graders of SD N 1 Wates Undaan Kudus.

4. To explain the correlation of gestural reinforcement with speaking performance of fifth graders of SD N 1 Wates Undaan Kudus.

5. To explain the correlation of token reinforcement with self-confidence of fifth graders of SD N 1 Wates Undaan Kudus.

6. To explain the correlation of token reinforcement with speaking performance of fifth graders of SD N 1 Wates Undaan Kudus.

7. To explain the correlation of self-confidence with speaking performance of fifth graders of SD N 1 Wates Undaan Kudus.

1.5 Significances of the Study

This research aims at revealing the correlation between reinforcement and students' speaking performance and their self-confidence. This part will elaborate on the significance of conducting this research theoretically, practically, and pedagogically. Theoretically, this research is expected to contribute a theoretical description of students' speaking performance by employing positive reinforcements. This research is also expected to give practical significance by describing the use of positive reinforcement to develop speaking skills to the fifth-grader so that teachers can use this research as guidance in implementing reinforcement during their teaching. Pedagogically, this research is hoped to be beneficial as an educational resource about positive reinforcement to develop the speaking skills with low self-confidence.

The finding can be useful as an educational resource for the further researcher on positive reinforcement to teach students speaking ability and its correlation with self-confidence. Practically, a positive reinforcement technique can be a solution for teachers who speak to students regarding their self-confidence. In terms of pedagogy, this finding is expected to contribute to teaching English to young learners as a resource that can modify the teacher's views on positive reinforcement and teaching speaking and its correlation with students' self-confidence.

The correlation of positive reinforcement in teaching speaking for students and their self-confidence can be an inspiring empirical fact that teachers can use as a basic resource to teach at the elementary level. Besides, it is expected to inspire the next researchers to conduct a study exploring positive reinforcement in high self-confidence students, focusing on other English proficiency abilities. In practical terms, this research is expected to help teachers reveal the correlation of positive reinforcement used to teach students with low self-confidence and improve their teaching using positive reinforcement. Pedagogically, teachers can benefit from this result of research in improving their teaching, changing their views on students' self-confidence, and seeing the effectiveness of reinforcement.

The finding of the significant correlation between positive reinforcement becomes a theoretical contribution to studies involving high self-confidence. Practically, the teacher may use statistical evidence on self-confidence and speaking performance and their correlation with positive reinforcement to consider the proper technique in speaking skills.

The researcher expects this research to provide theoretical and statistical evidence on low self-confidence students' achievement after being taught positive reinforcement, which may be used as guidance in considering proper technique in teaching speaking. The finding of the significant correlation between positive reinforcement and self-confidence in speaking performance achievement becomes a theoretical contribution in studies involving self-confidence.

1.6 Scope of the Study

This study is limited to positive reinforcement with verbal, gestural, and token as a technique, students' self-confidence, and speaking performance. According to Brown (2000), the affective domain is the emotional side of human behavior, and it involves a variety of personality aspects such as emotion, motivation, attitude, anxiety, personality, and self-confidence. Among these, self-confidence is one of the most influential variables which affect learning. It is one of the central drives in human beings and can exercise a determining influence on a person's life, for good or bad.

This study was conducted in the fifth graders at SD N 1 Wates Undaan Kudus. There is only one class for fifth graders, which consists of 22 students. In this case, the researcher focuses on positive reinforcement and self-confidence with their speaking performance.

1.7 Hypothesis

The hypotheses of the study are as follows:

1. There is a significant correlation between verbal reinforcement with self-confidence of fifth graders of SD N 1 Wates Undaan Kudus.

2. There is a significant correlation between verbal reinforcement with speaking performance of fifth graders of SD N 1 Wates Undaan Kudus.

3. There is a significant correlation between gestural reinforcement with self-confidence of fifth graders of SD N 1 Wates Undaan Kudus.

4. There is a significant correlation between gestural reinforcement with speaking performance of fifth graders of SD N 1 Wates Undaan Kudus.

5. There is a significant correlation between token reinforcement with self-confidence of fifth graders of SD N 1 Wates Undaan Kudus.

6. There is a significant correlation between token reinforcement with speaking performance of fifth graders of SD N 1 Wates Undaan Kudus.

7. There is a significant correlation between speaking performance with self-confidence of fifth graders of SD N 1 Wates Undaan Kudus.

1.8 Definitions of Key Terms

1. Definition of Young Learner

   Young learners refer to a student in five to ten years old (Scott and Ytreberg, 1993, p.1). Reilly and Sheila (2003, p.3) define young learners as children who have not yet started compulsory schooling and learning to read and can mean children up to seven. The Institute for Applied Language Studies defines young learners as students in eight to eleven years old. But it has a different meaning about that. It states that young learners as children aged

six to twelve. Meanwhile, the CertTEYL E-Learning Course defines young learners as students aged six to sixteen years old. Based on the consideration above, the researcher can conclude that young learners are children up to six years old and have not yet started compulsory schooling and have not yet read. In our country (Indonesia), children up to six years old mostly already started school and have already read also.

2. Speaking

Speaking is the activities on the information-gap principle make students participate actively in the process of learning. (Penny Ur, 2006). Speaking refers to the gap between linguistic expertise and teaching methodology. (Stevick in Fauziati, 2002, p.126). Speaking is considered one of the essential means of effective communication. (Ismaili and Bajrami, 2016). Speaking is that involves talking or giving speeches (Merriam-Webster's Collegiate Dictionary). From the definition, it can be concluded that speaking is a language skill, besides listening, reading, and writing, which is used to share ideas and to feel with others in various contexts of meaning and situation, and its use is always accompanied by listening skill.

3. Reinforcement

Terms for the process of stamping in may be borrowed from Pavlov's analysis of the conditioned reflex. Pavlov called all events which strengthened behavior "reinforcement" and all the resulting changes "conditioning." (Skinner,2014). Reber (1995) defines reinforcement as "The operation of strengthening, supporting or solidifying something, or the event

that so strengthens or supports it" (p. 651). Reinforcement is an instrument used by a teacher to increase or decrease students' behaviors. (Leong Teen Wei, Rashad Yazdanifard, 2014). According to Merriam-Webster's Collegiate Dictionary (2004), reinforcement is the act of strengthening or encouraging something. Oxford Advanced Learner's Dictionary (2005, p.1276) defines that reinforcement as "The act of making something stronger, especially a feeling or an idea." From the definition, it can be concluded that reinforcement accompanies the behavior and works from the teacher to increase the likelihood of repeat the student's behavior.

4. Positive Reinforcement

The effect of stimuli that characteristically precede positive reinforcement may be chronic in a world where "good" things frequently happen (Skinner, 2014). Positive reinforcement is a technique to elicit and strengthen new behaviors by adding rewards and incentives instead of eliminating benefits (Catania, 2001, pp. 86-87). Positive reinforcement is the action of strengthening or encouraging something: the state of being reinforced. (Merriam-Webster's Collegiate Dictionary). By definition, it can be concluded that positive reinforcement is something from the teacher given to the students who could make them feel enjoys, fun, happy, good behavior, and comfortable with English in order to improve their speaking performance achievement. Example: A teacher gives candy to his students when they do homework well. If the frequency of doing homework well

increases, the candy is a positive reinforcer (to reinforce the behavior of doing homework well).

5. Self-confidence

    Self-confidence is defined as an individual's recognition of the students' abilities, loving themselves, and being aware of their own emotions (Gençtan, 1984 & Özbey, 2004). In this study, the researcher will use the term self-confidence to refer to the student's confidence toward their skill in speaking. Self-confidence is confidence in oneself and one's powers and abilities(Merriam-Webster's Collegiate Dictionary).

1.9 Outline of the Report

This thesis is organized into five parts as follows:

Chapter one is an introduction consisting of a background of the study, reasons for choosing the topic, research problems, the objective of the research, significance of the study, the study's scope, and the definition of key terms. The topic of this study is about correlation between positive reinforcement, self-confidence, and speaking performance of the 5th graders. Based on the reasons of choosing the topic, this study was conducted due to speaking is one of the skills that the students should learn and master at the elementary level and many students become not active, lack enthusiasm, and find no enjoyment with English learning. Generally, speaking skill is the starting point to get an increase in students'

communicative proficiency. Also, the students in the school where the researcher conducts the research encountered difficulties in speaking. There are seven research questions in this study which are asking about the correlation between verbal reinforcement, gestural reinforcement, token reinforcement, self-confidence dan speaking performance. The research objectives are in line with the research questions. Then, the significances of this study are divided into three, namely theoretical, practical and pedagogical significance. At the last point in this chapter, definition of the key terminologies is provided to avoid readers from misunderstanding of some terminologies.

Chapter two elaborates the review of related literature consisting of the review of previous studies, review of theoretical studies and theoretical framework. The review of previous studies gives a deep review of several related studies. Those studies were reviewed in groups according to their relevance to this study, namely: (1) teaching English to young learners; (2) speaking skill to young lerners; (3) reinforcement; (4) self-confidence. In review of theoretical studies, it explains several theories related to this study, such as the theory of characteristics of young learners, reinforcement in teaching and learning process of English, reinforcement theory in teaching and learning, reinforcement in operant condition, speaking as a language skill, speaking in a language classroom, and self-confidence. Then, theoretical framework gives readers simple chart explaining the theories underlying this study.

Chapter three covers the research methodology consisting of research design, the study's object, population and sample, research variables, hypothesis, type of

data, instruments for collecting data, and method of analyzing data. In terms of the design, this study is correlation research. This study aims to investigate the correlation between verbal reinforcement, gestural reinforcement, token reinforcement, self-confidence and speaking performance. The subject of this study is English teacher of 5th graders of SD N 1 Wates Kudus and twenty-two 5th graders of SD N 1 Wates Kudus, while the object analysed in this study is the score of verbal reinforcement, gestural reinforcement, token reinforcement, self-confidence and speaking performance, its actual implementation in class. Since there are three types of instruments used to collect data, namely observation, questionnaire, interview and test, the researcher here plays roles as the observer, and analyst. Lastly, SPSS 24 is employed to analyst the correlation and validity of the study.

Chapter four of this research brings to the floor the result and discussion. This chapter delivers all the findings after analysis and followed by comprehensive discussion on the results gained during the data collection process. The research result is divided into ten parts adjusting to the research problems, as well as the discussion. Here, the findings are the results of observation, questionnaire and the results of speaking performance test. The data from the observation, questionnaire, speaking performance test and correlation of all variables are presented in the form of numbers to make it easier to see the level of the teachers' teaching practice. Later, the data is discussed in the form of descriptive with several tables and figures to support.

Finally, the last chapter presents the conclusion and suggestions. The conclusion is drawn from the research findings and discussion, answering the

research problems. Then, the suggestions are addressed to the school, English teacher, and further researchers who intend to conduct research with similar topics.