ABSTRACT

Yulistya, Nofita 2009. *Reinforcement Used By the Teacher In English Teaching and Learning Process (A Case of the Eleventh Year Students of The State Vocational School 1 Rembang In The Academic Year of 2008/2009).* Final Project. English Education. Faculty of Languages and Arts. Semarang State University. Advisors I. Dr. Dwi Rukmini, Advisor II Novia trisanti S.Pd. M.Pd.

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The writer had conducted a research for the eleventh year students at SMKN 1 Rembang in the academic year 2008/2009 to find out how the teacher employed reinforcement in the English classroom teaching and learning process. She gathered the data by observing two meetings of the English teaching-learning in the classroom taught by one English teacher at the school. The writer collected data by video recording and field notes. Those instruments enable the writer to catch all of the teacher's and student's talks in which the positives reinforcement was used. It also enables the writer to identify and classify the data based on theory of reinforcement. The writer also counted the frequency of using those kinds of reinforcements to find out what kinds of reinforcements that was mostly used by the observed teacher. She also used the additional instrument. It was used as a questionnaire of pupil comment about teacher's reinforcement. Through that instrument, the writer could find out how the teacher employed the reinforcement in the regular classroom meetings from the students' point of view.

Based on the result of the data analysis, the teacher consciously or unconsciously employed the teacher's reinforcement when she runs her class**.** Verbal Reinforcement was mostly used by the observed teacher as much as 59.2 % for the first observation, and 48% for the second observation. Gesture reinforcement was used 30.6% for the first observation, and 28% for the second observation. It was usually used goes along with the verbal reinforcement. Proximity reinforcement was used only 6.2% for the first observation and 20% for the second observation. Activity reinforcement only used in the first observation as much as 2%, the observed teacher did not use it in the second observation. However, the observed teacher did not use all of the six kinds of positive reinforcement since the writer did not find any token reinforcement by the observed teacher during the observation time. From the questionnaire analysis, the students seem to enjoy the process of teaching and learning they have. Nevertheless, the teachers' activities and methods involved in the teaching and learning process should be more various in order to make the lesson and classroom situation more interesting and lively. Based on the result of this study, the writer gives suggestion to the English teacher such as, the teacher should use all the kinds of positive reinforcements during teaching-learning activities in the classroom to appreciate the student's performance or behavior and motivate them to learn English.