

CHAPTER I

INTRODUCTION

A. Background of the Study

Learning has a very important meaning, so that almost every time humans never get out for learning. The supremacy of a human being or a nation will also depend greatly on how much they use the knowledge. Learning is an activity which there is a process from unknown to know, not understanding to understand, cannot be able to achieve optimal results. So learning is a relatively permanent change in behavior or potential behavior as a result of reinforced experiences or exercises

Learning is a process of behavior change that takes place within one situation, learning situations are characterized by motives that defined and accepted by students. Learning is a complex process, because in the process, students not only receive and get an information which delivered by the teacher, but the student must be involved and active in learning activity, so that learning outcomes are better and perfect. In the leaning process students can result a gradual change for the student's knowledge, skills and attitudes.

Learning is valuable and universal, without without limitation of age, gender, socio-cultural economic status, all of Moeslem required to learning as our prophet Muhammad SAW said in hadith as cited Suraijiah' *Journal of Reinforcement and Learnig Motivation* ;

طَلَبُ الْعِلْمِ قَرِيصَةٌ عَلَى كُلِّ مُسْلِمٍ وَمُسْلِمَةٍ

Allah SWT will raise the degree of the human that knowledge to the glorious degrees, human degrees will increase for learning, as it is stated in the holy Qur'an, in surah Al-Mujadilah verse 11 as follow :

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ
فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ □ وَإِذَا قِيلَ انشُرُوا فَانشُرُوا
يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ
□ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

Learning a language, especially English takes much time and several steps from the basic until the advanced and it will be very helpful in our life. It is very obvious that learning English needs continuity from the very low level of language until the target is achieved. Classroom management is done by the teachers for creating and maintaining the optimal classroom condition that can support teaching and learning process.

According to Suryosubroto (2002, p.49) good classroom management happens if the teachers can maintain their classroom well, so that it is not difficult for them to achieve the goal that has been formulated. It means that teacher has responsible to increase students to be involved in learning process by providing conducive situation, and it will help them to maintain the learning activities run effectively. Briefly, to make the students feel comfort in the classroom while teaching

and learning process, teacher has to create classroom by managing the class as good as possible.

In addition, it is supported by Moore (2009. P, 181) cited from Putri's journal who states that "reinforcement is a long recognized and essential skill for classroom teacher". It means that reinforcement is one of the important aspects to support learning process run well, and it should be known by teacher. Teacher's reinforcement is needed to manage and maintain students' positive behavior and reduce students' negative behavior during teaching and learning process. It also means that reinforcement that teachers give to student should be appropriate and meaningful.

In our daily activities, our efforts are rewarded, at home we may receive praise for completing a task or thanks for a helping hand; at work we receive payment and perhaps promotion for sustained efforts. In the educational environment especially in English learning process, reinforcements are one of the important factors to encourage students' motivation in learning English. A good teaching learning process is not only put the qualified teachers as a leader; but also the involvement of the students in that process can be described in interaction between the teacher and the students. In other words, teacher should not only explain in front of class, but also gives the student some opportunity to show their skill.

A teacher is no longer the giver of knowledge, the controller, and the authority. Teacher places itself as facilitators to accommodate student's needs. Psychologists have long investigated the effects of rewards and punishment on the way animals and human learn. In the first instance, "the positive response by one

person to another's behavior so that the probability of that behavior occurring again is increased". (Turney, 1983. p.29).

The skill of reinforcement is not new. It is rather a concise statement of a basic feature of good teaching that has been with us for centuries. By using the skill of reinforcement in the classroom, the teacher can increase pupils' attention, maintain motivation, facilitate learning and improve pupils' behavior. In addition, the use of teaching skill can provide an affective basis for development of pupil's own organization for their learning. As pupils gradually develop this capacity, it will also be important for them to acquire the ability to critically evaluate their own success and to provide themselves with positive reinforcement, that is, self-reinforce, rather than be constantly reliant upon others for a positive response.

Reinforcement is one of skill in teaching process. It must be mastered by the teacher in order to make student motivated in learning and they feel good about their involvement and success with the tasks. Additionally, students who are engaged in the lesson but not focusing their energy, they will be on misbehaving. Sometimes, good instruction does not prevent all behaviors of concern. Building in reinforcement skill to address specific behaviors or to motivate students can be a simple and effective way to re-energize the class. Thus, we should try to give every student some reinforcement in every lesson and avoid rewarding conspicuous success.

Giving reinforcement such as in the form of a word to appreciate, to praise, smile and give a nod really affected in teaching and learning process. It is really to

encourage student's motivation. So, the reinforcement means giving a reward to the students for motivating in learning.

Children are motivated because they are rewarded, they perceive the value (reward) as reinforcement. Education is concerned with educating the whole person to enables him or her to meet the demands of a world, of continuous unpredictable change. This involves an ability to think to solve problems and developing the whole person. Learning on the other hand involves the acquisition of a particular skill which is useful in the here and now, or knowledge. The important point is that our personal philosophy and the beliefs that we hold about educating people will influence our practices in teacher education. But, the link between theory and practice is currently a thorny issue in teacher education, and there is considerable variation in the way these concepts and the relationship between them is perceived.

It is accepted for most fields of learning including English that motivation is essential to success. At its most basic level, motivation is some kind of internal drive, which pushes someone to do things in order to achieve something (Harmer 2003. P. 54). Brown (2003. P. 43) points out that, a cognitive view of motivation includes factors such as the need of exploration, activity, stimulation, new knowledge, and ego enchantment”.

Basically, the students are different one another in the capability or in their way to behave the material. In the classical teaching and learning process, the individual differences rarely paid attention by the teacher, including the effort of developing need. In addition, if learning materials are provided attractively, there will

be a big possibility to gain student's motivation on their learning process. It is because motivation has closed relationship with the student's tendency, emotion, interest, and need. It is clear that every teacher is trying how to invest motivation to his or her student effectively. The success of teaching is so much affected by the urgency of motivation.

Based on the researchers' experience during teaching practice program (PPL) at MTSN 2 Gambut, researcher found that the English teacher implemented the reinforcement in teaching and learning process. It could be seen from the classroom management process that was done by English teacher. She gave verbal reinforcement for every single positive behavior and activities that were performed by the students. Then, teacher appreciated the students who want to practice or participate in the classroom by giving the sentences "that's good answer.", "excellent." Thus, teacher was also giving reinforcement by doing non- verbal reinforcement such as giving "thumbs up." for the correct answer that was given by students. The teacher gave reinforcement to the student not only when the students made exercise and practice in front of class, but also when the students will do something. This reinforcement is given to maintain or even increase students' positive behavior during teaching learning process. It is supported by Richards (2013, P.203) who states that praise system and specified right that are constructed accurately will assist in encourage some kinds of behavior and decrease others behavior. It means that, by giving reinforcement, teachers are helped to maintain the situation includes controlling student's behavior.

The researcher is curious about the reinforcement that used in teaching English at SMPN 1 Sungai Tabuk, where English is something new for students. The teacher has to have many ways, strategies in teaching in order to make the student interesting and making the English material is not bored. So, the reinforcement is one way to make the teaching and learning process more effective, reinforcement needs to employ in order to give motivation to students in learning English process.

Reinforcement has an impact on students' motivation in learning, its can increase students' motivation n learning and reinforcement is one of the teacher's skill which can make students motivated in learning English. Based on the fact the students have less of motivation in learning English, it is seen when the students are not too serious in learning and do not pay attention to the teacher while explaining the lesson, but not all students in the class have less of motivation in learning English, only some students who less of motivation in learning English. So, the researcher wants to know and prove expert's theories who state that reinforcement has an impact on student motivation and one way to motivate students in learning English on students at the seventh grade in SMPN 1 Sungai Tabuk

Based on above facts, the writer wants to know how the teacher uses reinforcement in teaching English, how the student's motivating in learning English, what the most important component in motivating students. The writer is interested in conducting research entitled

**“THE USE OF REINFORCEMENT TO MOTVATE SUDENTS IN
LEARNING ENGLISH AT THE SEVENTH GRADE IN SMPN 1 SUNGAI
TABUK”**

B. Statements of Poble

Based on the background above, this research concerns with the problems with the following questions as follows:

1. What kinds of Reinforcement does the teacher use?
2. How are the impacts to students' motivation in learning English?
3. What are components of reinforcement can motivate students more in learning English?

C. Purposes of the Research

There are some purposes of this research:

1. To know the kind of Reinforcement uses by the teacher.
2. To know the impact of Reinforcement on Students' motivation
3. To find out the components that more motivated students in learning English.

D. Reasons for Choosing the Title

There is reason for choosing this title as follows:

1. English material is the first time students get in SMPN 1 Sungai Tabuk, and it maybe make students bored in learning. So, reinforcement is has an important role for increasing motivation in learning.
2. Motivation is an energy to get success and has a great influence for the students' learning

E. Significance of the Research

Here are the significances of the result of this research:

1. For the writer and the reader, it gives more knowledge about reinforcement skill.
2. For the English teachers at SMPN 1 Sungai Tabuk, it can be used to improving their techniques and approach in teaching English.
3. For the next researcher, he/she can study reinforcement for conducting a research in different context.

F. Definition of Key Terms

1. Reinforcement is strengthening any consequences that increase the frequency of behavior or action following a specific (Ormrod , 2008. P. 433).
Thus, reinforcement is an action given by a teacher for getting a good behavior will occur again
2. Motivation is an energy of students which come from inside to encourage themselves to do activity (Harmer. 1991, p. 3)
Thus, motivation is essential for teaching and learning to achieve goals. It is a process which makes students to be active for getting the goals.

G. Previous Study

There are researches relating to this study. First is the component of reinforcement skill that use by lecturer in teaching at Language Learning Service (PPB). The study was done by the student of UIN ANTASARI BANJAMASIN, Reka Eknayanti (2013), entitled *“The Reinforcement skill Applied by the lecturer in teaching at Language Learning Center (PPB) Academic Year 2012/2013 ”*. The similarity is the researches discuss about reinforcement that used in teaching and

learning process in the class. The differences is here researcher discuss about impact of students' motivation after get reinforcement and she found out two kinds of research' result;

1. All of the lecturers were used and always use Reinforcement skill in their teaching and learning process

2. Almost of the components that they used are more dominant in gestural reinforcing, proximity reinforcing and activity reinforcing.

Second is about the skills of giving reinforcement. The study was done by lecturer of UIN ANTASARI BANJARMASIN, Suraijiah (2013), entitled ***“Reinforcement Dan Motivasi Belajar; Pembelajaran PAI di SLB Negeri Pelambuan Kota Banjarmasin”***. She found 4 points :

1. The research found that reinforcement given some consideration about age, condition, and students' intelligence. Reinforcement can increase student's attention in learning, increase and defend student's motivation, attitude controlled from disturbing to productive attitude in learning.

2. She found out 2 components of reinforcement that applied by teacher, There are verbal reinforcing such as give a word be like “Bagus”, “Sip”, “Pintar”, gestural (thumbs up and applause), reinforcement by approaching, strengthening with touch, fun activities, and giving an gift.

3. Students ready to learn after previously did not want to interact, more serious and paid attention in learning, enthusiastic do a task and brave practice in front of the class

4. She found out several factors that affected to reinforcement and students' motivation in learning, there are, teacher, students and school's facilitate.