

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

To know about the kinds of reinforcement that used in the classroom and the component that can motivate students more at the seventh class in SMPN 1 SUNGAI TABUK, the writer did the observation and interview. In this section, the writer describes about the research findings that have been done in the field based on data collection procedures like interview, classroom observation, and documentation. In the following writing, all collected data are presented in detail within the description and based on problem formulation.

1). Observation Result

Observation had been conducted in seven meetings. It was started on November 24th, 2017 and ended on January, 27th 2018.

The first meeting was done on Friday of November 24th, 2017. The researcher noticed that the teacher came to the class and gave a greeting to the students. They answered it happily. After that the teacher asked some questions not relating to the material. Then he began to tell what they were learning about. At the time the teacher just repeated the previous study and then explained the lesson. While doing explanation he checked their understanding through some questions. When students understood, the teacher gave verbal reinforcing such as “yes”, “good”. Some students paid attention and the other did another activity. The teacher also asked them to pay

attention, After that, the teacher gave a question about the meaning of a word to some students and they could answer it well, so teacher gave a verbal reinforcement like, “Yes”, “Good”, “Correct”, “Great”. Again the teacher asked students to do task that related with the lesson. Because it was the last lesson, it was ended early and asked them to learn more for examination. After that, the teacher went out and the class ended.

The second meeting was on Thursday of January 11st, 2018. He came to class happily and greeted to students and students also greeted loudly and happily. Then, the teacher checked attendance of students. That was the first time they met after holiday, so the teacher asked them about their holiday and students answered. It was a fun moment that took a much time. After that, the teacher told them what they would learn during that semester. Some of students were happy hearing that, but the others looked like bored. After that, the teacher began the first lesson. It was about “This is My World”. He explained and told them the things in the class and asked them, while he explained the lesson some students who sat on the back did not paid attention and made a noisy, then he called their name and said “silent please”, and they were silent, not for long they made a noisy again, and he spoke to them again and they stop. Then he asked them to repeat one by one and said “good”, “correct”, and showed “smile” and “gave applause” while asking them what the meaning of that thing, but the students who sat in the back made a noisy again, but he don’t speak to them, he just silent and went back to his seat. After that all of students were silent and then the continued their activity. He asked a meaning of some words to students who made

noisy they can answered it well and the teacher showed a “smile”, and said “Good”, and he told them if they made a noisy again they will get more question they deal with that. The activity continued until the time was and he told them to continue the lesson in the next meeting.

The third meeting was on Saturday of January 13th, 2018. Researcher noticed that he came to the class and greeted to students, students also greeted loudly and enthusiastically. Then he checked students’ attendance. He asked the students what they learned in the previous meeting and students answered loudly, so he said “Yes”, “Good”, ”Correct”. He began to explain more detailed than before while he explained the lesson all of students paid attention to the teacher and asked students to work in pair. After that, he asked them to practice it in front of the class. During the students worked in pair, the teacher was walking around the class to check and asked them for a problem. Because some students had problem, he walked nearby and guided them. He put his hand on male shoulders if they did on the right track. When the time was nearly over, the teacher told them “If you do not practice it, he was not going to give a score”. Then, students practiced it Pair by pair. After practicing, the teacher gave applause to students and said “Nice Work”, “Good Job”, some time gave his pointing thumb. Of course, not all of them practiced it in front of the class because time was not enough. Finally the time was over and lesson would continue in the next meeting.

The fourth meeting was on Thursday of January 18th, 2018. The researcher noticed that he came to the class and greeted students. Students greeted too loudly and enthusiastically. He then checked the attendance. He asked them to continue the

activity that they had not done yet. The students did it and it took a much time. Then he gave an exercise to students about what they learnt. Some of them did it seriously but some were not. He walked nearby to the students who are no serious to do the guided them and said will not give score then they serious. He also walked nearby to other students who serious in doing the exercise for checking and said “Smart”, “You are on the right track” and they said “yeah” and more serious do the exercise and said to other students “if you are not going to submit your task, I am not going to give a score for you”. The students that done submitted to the teacher while the other did it hurry because they afraid did not get score. The time was over, they all submitted their exercise to the teacher, and the class ended.

The fifth meeting was on Saturday of January 20th, 2018. The researcher also noticed that the teacher came to the class, greeted to students and students greeted back loudly and enthusiastically. Then he checked attendance. He gave back the students’ books and did little review on the previous study. Then they learnt a new topic that was about “It’s a Beautiful Day”. He explained to students the material and sometimes checked their understanding and said “Good”, “Yes”, and “his pointing thumb” to students who understood. Then he read some conversation and asked students to repeat it. Students repeated it well and he smiled and said “Good”. He also asked one student to read and asked another student to repeat it. After that he gave applause for students who did it. After several students did it, he asked them to make a conversation by a pair work and practiced it in front of the class and gave an

additional score for their work. Most students did it seriously and enthusiastic but some did not. So, he walked around the class, checked them and guided them pair by pair and helped them. Students practiced it enthusiastic bravely because want to get additional score. After they practiced it the teacher gave applause for students and said “Smart”, “Good job” and guided students if they got a problem in saying a word. Time was over but not all students practice it in front of the class and just a half of them did it. He came out from the class and the class ended.

The sixth meeting was on Thursday of January 25th, 2018. The Writer noticed that the teacher came to the class. He greeted to students and students greeted back loudly and enthusiastically. Then he checked the attendance and started the lesson. He reviewed the previous study and checked students by giving some questions. Then he asked students to make a group of four people and there were six groups. Because the class was noisy, he said to the students “silent please” but the class was still noisy. Then he told to students “If the class is still noisy the class would be ended and I will go out from the class”, so the class was a little quite. After that he explained to students what they would do, he read a text which related with the topic and asked them to make a description text and read it in front of the class in groups. He gave time about 30 minutes. He would give an additional score if the students did well. During the time, students did it seriously and were more active, but a few of them were not. When students did the task he walked around the class to check them, guided them if there was a problem and sometimes said “Good Job”, “Nice Work”. After 30 minutes, he asked students to read in front of the class representing their

own group. Because all of them got shy, teacher said again to the students “if you read it in front of the class I would give an additional score, so if you read and your text is good you will get double score and gift”. Some of students did it and he always gave applause, but the time was not enough. Just group 1, 2 and 4 had time to read in front of class. The lesson will continue in the next meeting.

The seventh meeting was on Saturday of January 25th, 2018. The writer also noticed that he came to the class, greeted students and students greeted back. He told students what they would do and reviewed the lesson. He asked students to gather in their own group that they made before and continued their activity. Because the class was noisy, he said to the students “silent please” but the class still noisy. Then he told students “if the class is still noisy the class will be ended and I will go out from the class”. Then the class was a little quite. When group 3, 5 and 6 read in front of the class some got wrong and he told the right and guided them. Sometimes he stood next to them for helping and giving applause. After the three groups had presented, the teacher gave a reward to group that did well. Group 3 got a reward by the teacher, and they were happy and gave support to the other groups that did not get a gift and would be given by the teacher in the next meeting. After that he asked them to get back to their seat. He asked them to do exercise again and students wanted a gift if they got a high score. He agreed with that, so some of them did it passionately. Because the time was over, he asked them to do in their home and collected in the next meeting.

2). Interview Result

Teacher

The interview did on Thursday. It was January 4th, 2018 and did in the office.

The first, researcher asked the teacher the frequency of reinforcement that he used to do in class. He said that, in every lesson he used to give reinforcement to students in the class. Then researcher moved to the second question about the reasons he gave reinforcement. He said that reinforcement was a way for appreciating students' effort, and would be spirit to students in learning. Then the researcher asked about the responses from students after being given reinforcement. He told that students were more diligent, confident when doing practice but several of them were not interested. The researcher also asked about the variety of reinforcement that he used. He told researcher that he used many varieties like giving applause, saying "good", "Good job", sometimes giving gift and money but rarely. The researcher also asked him about the way he gave reinforcement in the class. He told that, he liked to give applause when students bravely practiced in front of the class. He gave additional score and gave a gift if they gained high score. Next, the researcher asked his opinion about the role of reinforcement. He said that reinforcement had a role in motivating students in learning. Finally, the researcher asked him about the most important component in motivating students. He said actually all of components of reinforcement could motivate students in learning English.

Students

The interview did on Thursday. It was January 4th, 2018 and did in the class.

First Student:

The First, researcher asked, did him like English and the reason and he said “no, because he thought English is difficult and did not know about meaning, then researcher asked the second asked did him like reward (reinforcement) and he said yes, he liked toy, pen, book, and additional score. And he said he motivated in learning English if he got a reward.

Second Student:

The Second, researcher asked, did him like English and the reason and he said “a little bit”, because he thought English is difficult he can’t read English correctly, then researcher asked the second asked did him like reward (reinforcement) and he said yes, he liked pen, book, and additional score, Money. And he said he motivated in learning English if he got a reward.

Third Student:

The Third, researcher asked, did her like English and the reason and he said “really did not like”, because he thought English is difficult and did not know about meaning, many forms in English, then researcher asked the second asked did him like reward (reinforcement) and he said yes, he liked a doll, diary book and she like if hers name known by the class, and additional score. And he said he motivated in learning English if he got a reward.

Fourth Student:

The fourth, researcher asked, did he like English and the reason and he said “really like”, because he thought English is fun and he like because he always sing English song and always translate it, , then researcher asked the second asked did him like reward (reinforcement) and he said yes, he liked story book and novel. And he said he motivated in learning English if he got a reward.

Fifth Students:

The Fifth, researcher asked, did he like English and the reason and he said “no”, because he never learnt before and he thought English is bored subject, then researcher asked the second asked did him like reward (reinforcement) and he said yes, additional score, toy, money, and . And he said he motivated in learning English if he got a reward.

B. Discussion

After all data have been obtained from interview, observation, and documentation about the use of Reinforcement on the students’ motivation at the class D in SMPN 1 Sungai Tabuk, the reseacher is going to interpret and explain the way the teacher uses reinforcement skill, the students’ motivation and the most important component in motivating students in SMPN 1 Sungai Tabuk.

1) The Kinds of Reinforcement Used by the Teacherin Teaching English

There are various reinforcement can be applied by the teacher. Ormrod (2012, P.53) stated that “distinguished between two general categories of reinforcement,

primary versus secondary. And also suggest that reinforcement can take either of two forms: positive or negative Based on the data observation that the writer found in the field, the four categories were found out by the researcher as explained in next paragraph.

The first was primary reinforcement. It was seen when the teacher smiled to students, put his hand on the male student's shoulder. The teacher used gestures like smile. The teacher did it because students could answer questions from the teacher and practiced in the front of class or just when checking their understanding.

The second was secondary reinforcement. It was seen when teacher gave a gesture like clapping hand and also verbal form like saying good, O.K, nice work, correct. reward to students that gaining the best score in the class group and also gave additional score to students that bravely practiced in front of the class.

The third was positive Reinforcement. It could be seen when the teacher gave a reward, showed verbal, gestures, contact, proximity, token reinforcement for appreciating on students' efforts. All of them have motivated students and could increase the frequency of good behavior due to the addition of a stimulus immediately following a response in learning. It is appropriate with penny's statement (1996, p. 277) that stated, success and its reward (Reinforcement) have role in motivating students. This is the single most important feature in improving extrinsic motivation. Learners who have succeeded in the past tasks will be more interested to continue for the next one, it will be more confident in their chances, and more likely to persevere in their effort".

The fourth was negative reinforcement. It could be seen when the teacher delayed a reward to the students because they were unsuccessful. He also won't give a score if students did not do the task seriously and would end the class or come out from the class when the class was so noisy. Actually, the treatment has an impact to students. Students felt afraid of that and instead the behavior would change. That is appropriate with King's statement (2008, p. 185) he said "the frequency of a behavior increases because it is followed by the removal of something unpleasant"

There were about principles of reinforcement that the teacher used when teaching English in the class. Those will be explained by the researcher in the next paragraphs.

The first was varieties of reinforcements. Teacher used to use different reinforcement when teaching in a day. It was clearly seen when he showed gesture, used a verbal form, touched student. Turney, *et al*, (1983) also stated that "The teacher will need to implement them with flexibility. Repetition of the same style or type of reinforcement, such as the continual use of 'that's good', 'how fine; or the frequent use of one rubber stamp imprint as the only class reinforce could lead to the loss of effectiveness of the particular reinforce" (Eknayanti, 2006, p.26).

The second was individualization. In case, teacher did not use the principle of individualization. He gave reinforcement to whole students in the class although they were aware or not, and it was not appropriate with Turney, *et al*, (1983) who stated that "Teachers should be aware of the need to individualize the mode of reinforcement. Some children may respond to the reward of a stamp or a star, others

may respond to being allowed to move to a favorite activity after successfully completing work set by the teacher” (Eknayanti, 2006, p.26).

There were about the components of reinforcement that the teacher used when teaching in the class. Teacher used many components when teaching. It was clearly seen when he gave a verbal form like saying “Good”, ”Yes”, “Correct”, “Nice Work”, “Good Job”, showing gestures like smile, giving applause, a thumb, and. He also did proximity like walking nearby, co-operating in group activity, guiding students, doing contact and also giving a reward to students.

These were also about model of reinforcement that the teacher used when teaching English as explained in the next paragraph.

Teacher also used group reinforcement when learning in a group activity like guided them, co-operativng in group activity. It was appropriate with Reka’s statement, who said “Reinforcement components maybe applied by the teacher/ lecture, from time to time, to the whole class group, or sub-groups, as well as to individuals. Such an application will involve principally the use of verbal, gestural” (2013, p. 32).

2) The Impact of Reinforcements

The Reinforcement given by the teacher, it means that reinforcement is stimuli that given from the outside, something that from the outside is extrinsic motivation as Hamalik (1995, p.113) said that “extrinsic motivation is motivation that caused by outside factor of situation”.

The students' motivation is instrumental motivation, it is seen students motivated in learning because they want to get a gift that teacher offered, it means students learn because of something includes praise or reward. The fact is appropriate with (Gardner & Lambert, 1972) stated that "Instrumental motivation refers to a practical or pragmatic reason for language study. Instrumental motivations for language learning include passing a language requirement, getting a monetary reward such as an increase in pay grade for language competence".

Reinforcement had impact to students' motivation in learning English. As It seen when students, did the task seriously, paid attention to the teacher, bravely and confidently when practiced in front of the class and showed great demand. It appropriate with Sadirman (2001, p.74) statement "The characteristics of motivation that exist in a person are do a duty diligently, persistent in facing difficulties, show a great demand. It indicates that between the theory and fact is proven

3) The Component of Reinforcement can Motivate Students

Actually there is no theory that the writer read, showing specific component in motivating students. Based on interview and observation results, the writer also found the most important component is giving a gift. In the interview teacher said giving a gift in the form of stationery and money, can motivate students in learning and based on students he motivated in learning if they got a reward in the form of gift it like what they said in the interview is relating to Deglling (2012) who said "A gift is giving something to others as a reward or a souvenir. A simple gift needs to give in

order to encourage, because it is relatively cheap and effective to motivate students in learning”.

Based on the field, reinforcement given by the teacher when teaching and learning process and it had an impact to students’ motivation in learning English. The fact is appropriate with Gallagher and Nelson (2003, p. 379) statement, “motivation is an *antecedent* condition that instigates behavior. In contrast, reinforcement is a *consequence* of interaction with the goal object that presumably affects learning and subsequent motivation” and also appropriate with Penny (1996, p.279) statement that said there are other factors that are affected by the teacher action as followed, success and its reward and failure and penalties.

After students getting the reinforcement from the teacher, students motivated in learning. It is clearly seen when students did the task seriously, paid attention to the teacher, bravely and confidently when practiced in front of the class and showed great demand.