

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, research question, scope of the study, and significance of the study.

1.1 Background of the study

Teacher is one of the important elements in learning process. Teacher as a role model for students has responsibilities to create good teaching and learning process. Teacher's reinforcement is one of the basic teaching skills of the teacher that must be mastered by teacher. Reinforcement is needed to increase students' motivation in learning. By using reinforcement comprehensively students will be motivated to create something since their attitudes will be systematically arranged. According to Hoque (2013:12) reinforcement plays a response in made more probable or frequent by reinforcement.

Reinforcement has an important role in successful classroom teaching and learning. Reinforcement in a positive respond which given to the students certain behaviour that stimulate that behaviour exist again. Reinforcement can help teacher in controlling learning process by getting students' attention, gain students' motivation, controlling, and changing students' errors into productive learning, encourage students to think better initiative.

According to Turney (1981:181), there are four basic teaching skills which are important for teachers. Those are *reinforcement*, *explaining*, *questioning*, and

variability. The skills of reinforcement is often discussed by experts because it can effects student's behaviour and performance in the classroom.

As explained before, reinforcement is one of basic teaching skills of that must be mastered by teachers. Reinforcement is needed to achieve high order thinking level in creating level or produce as Bloom's Taxonomy (Bloom in Moore, K.D 2005). Bloom stated that the highest level or high order thinking is creating. By using reinforcement comprehesively students will be motivated to create something since their attitudes will be systematically arranged. The level of reinforcement itself must be appropriate towards students' level related to the attitudes that teacher wants. Therefore, Turney stated that there are six kinds of reinforcements' strategies such as verbal reinforcement, gestural reinforcement, proximity reinforcement, contact reinforcement, activity reinforcement, and token reinforcement that need to be carefully and selectively used related the age, ability level, needs, and background of the students. (Turney, 1983).

Based on researcher's experienced when did *Praktek Keterampilan Mengajar* in Junior High School, researcher found that the students need reinforcements which provides them to participate in classroom activities. Unfortunately, the reinforcement was only given to the students' have good score instead that students have bad score. The students of Junior High School is categorized as young learners that need reinforcements in gaining students' attention, managing classroom, motivating them and controlling during learning process. Based on the phenomenon, the researcher has intentions to investigate teachers' reinforcement strategies in English classroom

activities and what are students' response of reinforcement strategies that employed by the teacher.

The previous researcher noted that *“Behaviour management plants utilizing positive reinforcement can be essential component of effective teaching by allowing educators the ability to highlight, emphasize, and increase desired behaviors.”* (Diedrich, J.L: 2010). It is one of the essential factors in the teaching and learning process to create the high order thinking students.

Thorndike (1927) conducted several experiments intended to separate the influence of practice from that reinforcement. He had students draw a 4-inch line 400 times without feedback; there was no improvement. After this he had the students draw the line 25 more times, but this time he allowed them to open their eyes after each attempt to see the result of their effort; this time there was marked improvement. Thorndike concluded that practice is important only insofar as it provides the opportunity for reinforcement (Chance, 2008:162). Another previous research conducted by Kinonen (2015) – research of reinforcement *“Effect of Reinforcement on teaching and learning process”*.

Another previous study conducted by Eka Nur Rizki (2014) in Vocational High School and found that 75% teachers used verbal reinforcement from all kinds of reinforcements and teachers commonly used reinforcement as the reinforcement to students to be able to responsive and participate in classroom interaction. She did the study in Vocational High School then the researcher chose Junior High School as considering the age level of data source and Junior High School or teenager in

particular may be disruptive in classroom, as stated by Harmer “*The age of the students is a major factor about how about and what to teach. People of different ages have different needs, competences, and cognitive skills. Another belief is that adolescents are unmotivated, surly, and uncooperative and that therefore they make poor language learners*”. (Harmer, J: 1983: 37). As noted by Rosenhan and Greenwald (1965) “*The age is important in determining response to reinforcement*”. Therefore students of Junior High School strongly need reinforcements in gaining attention, motivating them and controlling during learning process.

Based on the explanation, to fulfill this study, the researcher identified the teacher’s reinforcements through teachers’ utterances which was related to the reinforcement strategies. This study took place in a Junior High School in Jakarta in English lesson from the beginning till the end of the class. This study conducted in five times in ten hours learning activities.

1.2 Research Questions

Based on the explanation above, the researcher comes up with two research questions;

1. What kinds of reinforcement strategies are employed by the teacher?
2. What are students’ responses toward teacher’s reinforcement strategies in English classroom activities?

1.3 Scope of the study

This research was focused on kinds of reinforcement strategies that teachers employed and students' responses toward reinforcement strategies given by the teacher during English classroom activities in SMP N 2 Jakarta.

1.4 Significance of the study

The researcher expected the result of this research can be beneficial to the researcher herself, the teachers, the students and the researchers in the future. For the teachers, the results of the study are expected to be used in improving students' behavior in English lesson and can create enjoyable learning by employing reinforcement in classroom activities. For the researcher and the researchers in the future – as future English teacher, the results of the study are expected to employ all kinds of reinforcement as English teacher.