

CHAPTER I

INTRODUCTION

In this chapter, I present the background of the research, statement of the problem, objectives of the research, significance of the research, scope of the research, and operational definitions.

1.1 Background of the Research

In *Indonesia*, English is used as a foreign language because English is used as a language for international communication. And we can learn English at school. But, many students in *Indonesia* are not interested in learning English Kirana and Angelina (2018:9). Students' have mindset that English is difficult. And it is supported by Meizi (2015), Indonesian students find that English become challenging to be learned. Furthermore, most of the students in their life they have no experience to use English and are not interested and also expected to use English in their life because the students are more familiar with two languages there are *Bahasa Indonesia* and one local language such as Javanese (Astuti, 2013). And it will make the students were not motivated in learning English so the students preferred to talk with their friends than to do the English assignments, the students were not serious in doing the assignments, and also the students will be lazy to active in learning English. It means that students need to adapt to the new language, especially English. And students can be adapted and also learn English in the school, they can learn with the teacher.

According to Vander in Baporikar and Sauti (2019:45) suggest that education has the ability to solve problems in modern society. One of the most important parts of in an educational setting is the teacher must give motivation because most of the students are not motivated enough, they will be unlikely to learn and there will be no chance for increasing the effective instruction (Abbasi et al., 2015). According to Rafi, Ansar, and Sami (2020:178) teachers should be give reward to get the best educational outcome, consistent feedback and rewards will reinforce the segments of the education system. Because the teacher is one of the important think or elements

in education, and also in the learning and teaching process the teacher transferred the knowledge to the students (Fajrin, Kustati, and Yustina, 2019:19). A teachers' praise is considered as a social reinforcement strategy and positive behavioral to motivated the students and motivate the struggling students to improve their self-efficacy (Gundersen and Mckay, 2019). The key factor to motivate students learning in the classroom is the teacher because the students reported that the teacher was main factor that made the classroom learning process can be more interest (Astuti, 2016:18). According to Lestari (2020:97) to make the students get involved, interested, and motivated in learning English, the teachers can do something to achieve that.

To make students interested and motivated to use and learn English, one of the ways that is the teacher must use reinforcement, because teacher reinforcement affects the students. According to Manzoor, Ahmed, and Gill (2015:33) reinforcement is a key to make changes is the behavior of a student. It means that by using reinforcement the teacher can changes the behavior of the students to interested and motivated in learn English. There are two types of reinforcement there are positive reinforcement that is praise or appreciation, and negative reinforcement which is punishment. And in this research, the researchers only focus on positive reinforcement. Because according to Becker, Engelman, and Thomas (in Kirana and Angelina, 2018:10) positive reinforcement gave many benefits for the students to increase their motivation in learning English such as higher enthusiasm in learning, a better comprehension of the materials, and increasing students' confidence. And it is supported by Skinner's (in Kirana and Angelina, 2018:10) positive reinforcement is a reward that strengthens a conditioned response after is has occurred, in other word the teacher gives the stimulus or response to the students after they answering or asking questions in the class, so positive reinforcement is considered as a tool to modify behavior.

And students can get positive reinforcement from their teacher when they learn at school. But, the Covid-19 pandemic changed the learning system in *Indonesia*, this condition forces lectures and teachers to teach the students through an online system, including the instructional process (Susila, Qosim, and Rositasari,

2010:226), According to Nguyen (in Rojabi, 2020:164) providing all course of distance learning exclusively over internet is called online learning. Online learning has become a wide-spread practice over years as an integrated technology in education, the use various e-learning platforms such as *Rumah Belajar*, Quipper School, *Ruang Guru*, Google Classroom, Zoom, and etc (Agung, Surtikanti, and Quinones, 2020:226).

In English Education Department of Muria Kudus University also forces this condition. There are four classes in 6th semester of English Education Department in academic year 2020/2021. Because the Covid-19 pandemic changed the learning system in Indonesia, the students in English Education Departemnt also forces this condition, they learn English through an online system. Students learn English with their teachers by using some application such as *WhatsApp* group and also zoom application.

Most previous studies on positive reinforcement focused on the students' perception while English offline learning and none has researched the students' perception of positive reinforcement while online learning. And the perception of students is different from the other students because students' look, feel, and hear what teachers' reinforcement is then the students interpret and give the sense and this is called perception (Kirana and Angelina, 2018). Therefore, this study intends to explore the perception relates to students' experience on positive reinforcement during English online learning. Therefore, in this research the researcher is going to research with the title of "The Students' Perception of Positive Reinforcement in English Online Learning".

1.2 Statement of the Problems

Based on the background of the research above, I formulate the statement of the problem as follows:

1. What expression of positive reinforcement is found by students in English online learning?

2. How are the students' perceptions of positive reinforcement in English online learning?

1.3 Objective of the Research

Based on the statement of the problem, the objectives of the research are as follows:

1. To find out the expression of positive reinforcement found by students' in English online learning.
2. To know the students' perceptions of positive reinforcement in English online learning

1.4 Significance of the Research

The result of the research is expected to be beneficial theoretically and practically. Theoretically, it is expected that this research can be used as one of the reference by the future researchers who will conduct the research related to know the students' perception of positive reinforcement in English online learning.

Practically, I hope that this research can give information to the teachers or lecturers about students' perception of positive reinforcement so that they can reflect on the way they teach and improve the positive reinforcement skill to make the students motivated and interested in learning English.

1.5 Scope of the Research

In this research, the researcher will try to limiting the focus and specifically on positive reinforcement in English online learning. And the researcher focus to find out the expression of positive reinforcement is found by students in English online learning and to know the students' perception of positive reinforcement in English online learning. The participants of this research will be the students of English Education Department of Muria Kudus University in 6th semester.

1.6 Operational Definition

1. Students' Perception

The perception was delivered in the form of idea or action, the human idea based on their experience.

2. Positive Reinforcement

Is a reward, strengthens, and also positive response when the teacher give the stimulus or response to the students after they answering or asking questions in the class.

3. English Online Learning

English is one of the subjects that is taught in Indonesian school and we can learn English at school. But, the Covid-19 pandemic forced lectures and teachers to teach the students' through the online learning.

