THE REINFORCEMENT USED BY THE STUDENT TEACHERS IN ACADEMIC YEAR 2013/2014 IN TEACHING PRACTICE AT MTS N 1 KUDUS

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2014
MOTTO AND DEDICATION

MOTTO

- Never Rest and Never Ends
- Keep Moving Forward
- Impossible is Nothing

This skripsi is dedicated to:

- His beloved Father and Mother
- His beloved Brother
- His beloved Girlfriend “Mee Mie”
- All of his best friends who always support him
ADVISORS’ APPROVAL

This is to certify that the Skripsi of Opini Ala Samodra (NIM. 200932151) has been approved by the skripsi advisors for the further approval by the Examining Committee.

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Kudus, August 2014

The Writer
ABSTRACT

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**Key words:** Reinforcement, Student Teachers

In teaching process, there are many things that have to be prepared by a teacher, like material, assessment, the method and the techniques. The teachers do not only have to think mostly in managing the seats, the group, and the time, but they also have to manage their behavior to the students. So they will not get their student feel depressed of the subject, moreover in studying foreign language. The implication is that the teacher must be able to reinforce the students.

The objective of this research is to describe types, forms and target of reinforcement used by Students Teachers in Academic Year 2013/2014 In Teaching Practice at MTs N 1 Kudus.

The design of this research is descriptive qualitative research. The data of this research are Word, Gesture and Sentences of Reinforcement used by teaching practice students, while the data source are student teachers and students in the process of teaching practice in MTs N 1 Kudus.

After analyzing and also calculating the data, it is obtained that the use of the Reinforcement by student teachers. In student teacher A uses 21 positive reinforcement and 20 target reinforcement, student teacher B uses 23 positive reinforcement and 22 target reinforcement, student teacher C uses 19 positive reinforcement and 19 target reinforcement, student teacher D uses 10 positive reinforcement and 10 target reinforcement, student teacher E uses 18 positive reinforcement and 18 target reinforcement. Whereas, the student teachers of EED of UMK in MTs N 1 Kudus, do not use negative reinforcement.

Eventually, the writer suggests that the student teachers should develop and also maintain the use of reinforcement to give motivates and it can raise the students’ skill. They can use the theory of Turney and Skinner as their reference, because it is often used in daily routines.
ABSTRAKSI


Kata kunci: Penguatan, Mahasiswa Calon Guru

Dalam proses belajar mengajar, ada banyak hal yang harus di persiapkan oleh guru, seperti materi, penilaian, metode dan teknik. Sebagian besar guru berfikir bahwa tugas mereka hanya mengatur kelas, membagi kelompok dan waktu, akan tetapi mereka juga harus mengatur sikap mereka dihadapan siswa. sehingga siswa tidak merasa tertekan dalam menerima materi yang diajarkan oleh guru, apalagi dalam mempelajari bahasa asing. Implikasinya adalah guru harus mampu memperkuat siswa.

Tujuan dari penelitian ini adalah untuk mendeskripsikan jenis, bentuk dan sasaran penguatan yang menonjol yang digunakan oleh mahasiswa calon guru tahun ajaran 2013/2014 dalam praktek mengajar di MTs N 1 Kudus.

Desain penelitian ini adalah penelitian deskriptif kualitatif. Data penelitian ini adalah kata, gerakan dan kalimat Penguatan yang digunakan oleh mahasiswa calon guru dalam mengajar siswa, sedangkan sumber datanya yaitu mahasiswa calon guru dan siswa dalam proses Praktek Pengalaman Lapangan (PPL) di MTs N 1 Kudus.

Setelah menganalisa dan menghitung data, penulis memperoleh data yaitu mahasiswa calon guru A menggunakan 21 penguatan positive dan 20 sasaran penguatan, mahasiswa calon guru B menggunakan 23 penguatan positive dan 22 sasaran penguatan, mahasiswa calon guru C menggunakan 19 penguatan positive dan 19 sasaran penguatan, mahasiswa calon guru D menggunakan 10 penguatan positive dan 10 sasaran penguatan, mahasiswa calon guru E menggunakan 18 penguatan positive dan 18 sasaran penguatan. Sedangkan mahasiswa calon guru EED UMK di MTs N 1 Kudus, mereka tidak menggunakan penguatan negatif.

Akhirnya, penulis menyarankan bahwa guru harus mengembangkan dan juga mempertahankan penggunaan penguatan untuk memberikan motivasi dan dapat meningkatkan kemampuan siswa. Mereka dapat menggunakan teori Turney dan Skinner sebagai referensi mereka, karena sering digunakan dalam rutinitas sehari-hari.
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