

SKRIPSI



**REINFORCEMENT IMPLEMENTED BY
THE ENGLISH TEACHERS IN SMK TAMAN SISWA KUDUS**

**By
ANNISA MIFTHANIA
201632061**

**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2019/2020**



**REINFORCEMENT IMPLEMENTED BY
THE ENGLISH TEACHERS IN SMK TAMAN SISWA KUDUS**

SKRIPSI

**Presented to the Universitas Muria Kudus
in Partial Fulfillment of the Requirements for Completing the
Sarjana Program in English Education**

By

ANNISA MIFTHANIA

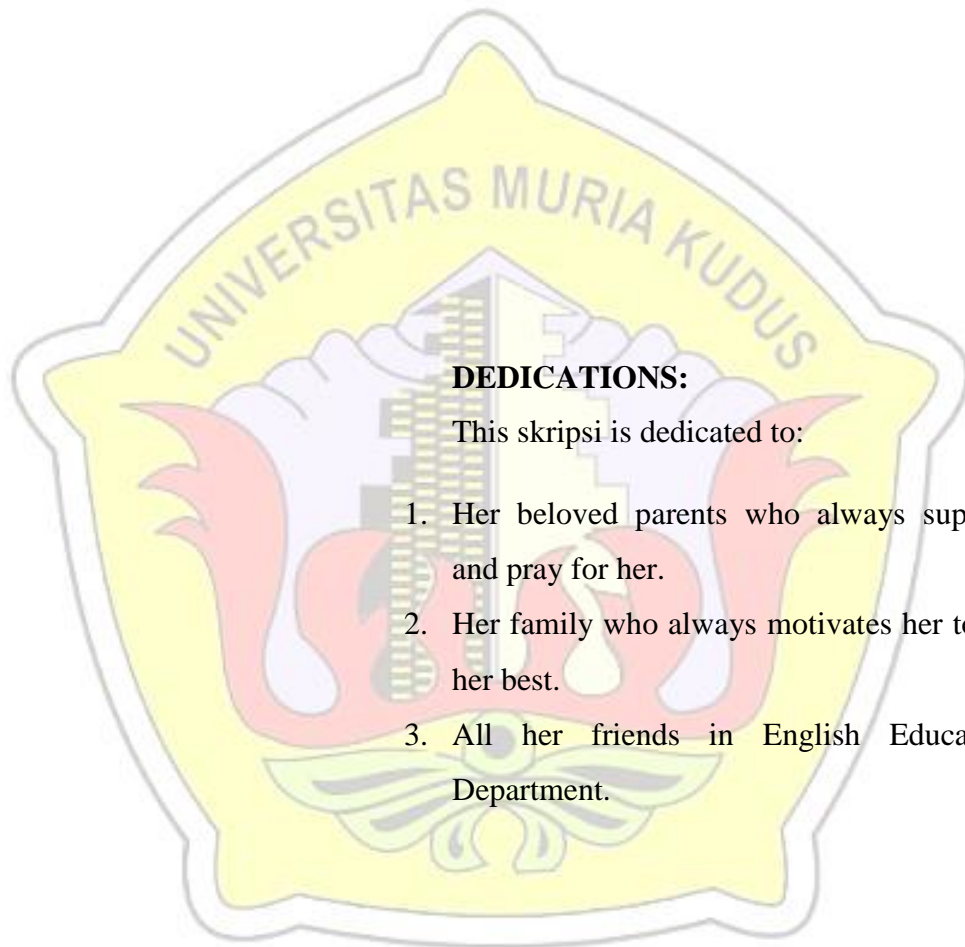
201632061

**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2019/2020**

MOTTO AND DEDICATION

MOTTO:

1. Work hard, be kind, and amazing things will definitely happen.
2. Nothing ventured, nothing gained.
3. Don't lower your standard because you deserve the best.
4. Sincere and patience are needed when you want to achieve success.
5. Be grateful.



DEDICATIONS:

This skripsi is dedicated to:

1. Her beloved parents who always support and pray for her.
2. Her family who always motivates her to do her best.
3. All her friends in English Education Department.

ADVISORS' APPROVAL

This is to certify that the *Skripsi* of Annisa Mifthania (201632061) has been approved by the *skripsi* advisors for further approval by the Examining Committee.

Kudus, June 16th, 2020

Advisor I



Dr. Fitri Budi Suryani, S.S, M.Pd.
NIDN. 0615097701

Advisor II



Mutohhar, S.Pd, M.Pd.
NIDN. 0621018302

Acknowledged by

Head of English Education Department

The Faculty of Teacher Training and Education



Nuraeningsih, S.Pd, M.Pd.
NIDN. 0612077901

EXAMINERS' APPROVAL

This is to certify that the *Skripsi* of Annisa Mifthania (NIM: 201632061) has been approved by the *examining committee* as requirement for research.

Kudus, July 28th, 2020



Dr. Fitri Budi Suryani, S.S, M.Pd.
NIDN. 0615097701



Mutohar, S.Pd, M.Pd.
NIDN. 0621018302



Aisyah Ririn Perwikasih Utari, S.S, M.Pd
NIDN. 0607037804

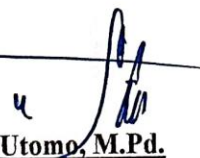


Dr. Dra. Sri Endang Kusmaryati, M.Pd.
NIDN. 0631036102

Skripsi Examining Committee

Acknowledged by
The Faculty of Teacher Training and Education




Dr. Slamet Utomo, M.Pd.
NIDN. 0019126201

ACKNOWLEDGEMENT

The writer would like to send her gratitude to Allah SWT, who has guided her through all things, so the writer can finish this *skripsi* entitled “Reinforcement implemented by the English teachers in SMK Taman Siswa Kudus”.

Struggling to finish this *skripsi*, the writer received a lot of support, help, and suggestions from people around. Hence, she would like to convey her special gratitude to:

1. Dr. Slamet Utomo, M.Pd as the dean of Teacher Training and Education Faculty, for all the support.
2. Nuraeningsih, S.Pd, M.Pd as the head of English Education Department for all her support.
3. Dr. Fitri Budi Suryani, S.S., M.Pd. as the first advisor who always gives suggestions and motivation.
4. Mutohhar, S.Pd, M.Pd as the second advisor who gives inspiration and suggestions for this *skripsi*.
5. The writer’s beloved parents who always give her supports and pray for everything she did.
6. All the English Education Lecturers who had given much knowledge since the first until last semester in Universitas Muria Kudus.
7. The writer’s boyfriend, Roykhan Saputra who always supports the writer and facilitates her to finish her *skripsi*.
8. All the English teachers of SMK Taman Siswa Kudus who had participated in this research.
9. All people involved during the writing of this *skripsi*.

It is expected that this research will be useful for the readers especially for those who are in the education field.

Kudus, June 2020

The writer

Annisa Mifthania
NIM. 201632061

ABSTRACT

Mifthania, Annisa. 2020. *Reinforcement Implemented by the English Teachers in SMK Taman Siswa Kudus*. Skripsi. English Education Department Teacher Training and Education Faculty Universitas Muria Kudus. Advisor: (i) Dr. Fitri Budi Suryani, S.S, M.Pd., (ii) Mutohhar, S.Pd. M.Pd.

Key words: *reinforcement; English teachers.*

The effectiveness of the learning and teaching in the classroom depends on how the interaction between the teacher and students. Lack of motivation in learning especially English makes students lazy and not passionate. It can also affect the behavior of students in the class that cause discomfort or feeling disturbed by other students. Although there are some obstacles that must be overcome by the teachers, attention and reinforcement are important things needs to encourage students' motivation.

Regarding to that condition, this research aims to find out the components of reinforcement used by the English teachers of SMK Taman Siswa Kudus in teaching and learning process, as well as the reasons for the English teachers of SMK Taman Siswa Kudus in using the components of reinforcement. In addition, this research also aims to find out the obstacles faced by the English teachers of SMK Taman Siswa Kudus in implementing the components of reinforcement.

This research is a qualitative case study. This method is used to describe and elaborate the components of reinforcement used by the English teachers of SMK Taman Siswa Kudus as well as obstacles encountered in implementing the components of reinforcement. Researcher collected data through online questionnaires because of the pandemic COVID-19. After that, the researcher analyzes the data collected from the questionnaire into a percentage of each question and then interprets the results.

The result of this research indicate that the English teachers of SMK Taman Siswa Kudus implement components of reinforcement in the form of verbal reinforcement, gestural reinforcement, activity reinforcement, contact reinforcement, and token reinforcement along with the reasons in implementing them. The obstacles faced by the English teachers when they implement the components of reinforcement are the different characteristics of the students and social inequality among students.

Through this research, researcher suggests the teachers to implement the components of reinforcement so that it will give good impact for teachers and students in teaching and learning process especially English. The EFL students who will teach English should pay more attention the implementation of reinforcement components. Finally, this research is expected be one of the references for future researchers by modifying or adding information as needed and exploring deeper about the components of reinforcement.

ABSTRAK

Mifthania, Annisa. 2020. *Reinforcement Implemented by the English Teachers in SMK Taman Siswa Kudus*. Skripsi. Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing: (i) Dr. Fitri Budi Suryani, S.S, M.Pd., (ii) Mutohhar, S.Pd. M.Pd

Kata kunci: *reinforcement; English teachers*

Keefektifan proses belajar dan mengajar di kelas tergantung bagaimana interaksi antara guru dan siswa. Kurangnya motivasi dalam belajar khususnya bahasa Inggris membuat siswa menjadi malas dan tidak bersemangat. Hal tersebut juga dapat berpengaruh pada tingkah laku siswa di kelas yang menimbulkan ketidaknyamanan atau perasaan terganggu oleh siswa lainnya. Walau ada beberapa kendala yang harus diatasi para guru, namun perhatian dan penguatan menjadi hal penting yang di butuhkan untuk mendorong motivasi siswa.

Sehubungan dengan hal tersebut, penelitian ini bertujuan untuk menemukan komponen-komponen penguatan yang di terapkan guru bahasa Inggris SMK Taman Siswa Kudus dalam proses belajar dan mengajar, serta alasan para guru bahasa Inggris SMK Taman Siswa Kudus dalam menggunakan komponen-komponen penguatan tersebut. Selain itu, penelitian ini juga bertujuan untuk menemukan kendala yang dihadapi para guru bahasa Inggris SMK Taman Siswa Kudus dalam menerapkan komponen-komponen penguatan tersebut.

Penelitian ini merupakan penelitian kualitatif studi kasus. Metode ini digunakan untuk mendeskripsikan komponen-komponen penguatan yang di gunakan oleh para guru bahasa Inggris SMK Taman Siswa Kudus serta kendala yang di hadapi dalam menerapkan komponen-komponen penguatan tersebut. Peneliti mengumpulkan data melalui angket secara online karena adanya pandemic COVID-19. Setelah itu peneliti menganalisis data yang terkumpul dari angket ke dalam bentuk persentase dari setiap pertanyaan kemudian menginterpretasikan hasilnya.

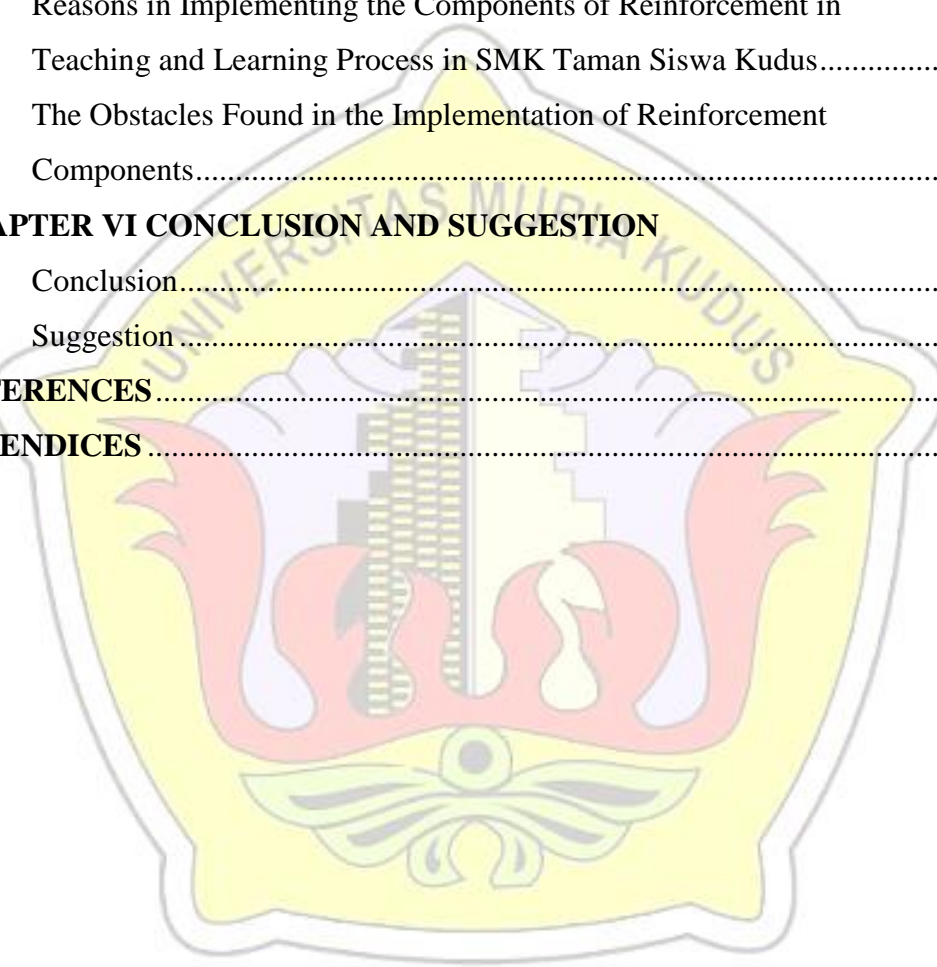
Hasil dari penelitian ini menunjukkan bahwa para guru bahasa Inggris SMK Taman Siswa Kudus menerapkan komponen-komponen penguatan berupa penguatan lisan, penguatan dengan gerakan, penguatan melalui aktivitas, penguatan melalui kontak fisik, dan penguatan melalui penghargaan beserta alasan dalam mengimplementasikannya. Selain itu guru menghadapi kendala dalam mengimplementasikan penguatan berupa perbedaan karakter antar siswa dan kesenjangan sosial antar siswa.

Melalui penelitian ini, peneliti menyarankan para guru untuk menerapkan komponen-komponen penguatan yang ada sehingga dapat memberikan dampak baik bagi siswa maupun guru dalam proses belajar dan mengajar. Lebih lagi, untuk siswa yang belajar bahasa asing yang kelak menjadi pengajar bahasa khususnya bahasa Inggris agar memberikan perhatian lebih terhadap penerapan komponen-komponen penguatan. Selanjutnya, penelitian ini diharapkan agar bisa menjadi salah satu referensi bagi peneliti yang akan datang dengan memodifikasi atau menambahkan informasi sesuai kebutuhan dan menggali lebih dalam tentang komponen-komponen penguatan.

TABLE OF CONTENTS

COVER	i
LOGO	ii
TITLE	iii
MOTTO AND DEDICATION	iv
ADVISORS' APPROVAL	v
EXAMINERS' APPROVAL	vi
ACKNOWLEDGEMENT	vii
ABSTRACT	viii
ABSTRAK	ix
TABLE OF CONTENT	x
LIST OF TABLE	xii
LIST OF FIGURE	xiii
LIST OF APPENDICES	xiv
CHAPTER I INTRODUCTION	
1.1 Background of the Research	1
1.2 Statement of the Problem	2
1.3 Objectives of the Research	2
1.4 Significance of the Research	2
1.5 Scope of the Research	3
1.6 Operatinal Definitions	3
CHAPTER II REVIEW TO RELATED LITERATURE	
2.1 Teaching English in SMK Taman Siswa Kudus	4
2.2 The Umbrella of Reinforcement	4
2.3 Review of Previous Research	8
2.4 Theoretical Framework	9
CHAPTER III METHOD OF RESEARCH	
3.1 Design of the Research	10
3.2 Data and Data Source	10
3.3 Data Collection	10
3.4 Data Analysis	11
3.5 Trustworthiness	12
CHAPTER IV FINDING OF THE RESEARCH	
4.1 Components of Reinforcement Implemented by the English Teachers of SMK Taman Siswa Kudus	13

4.2	Reasons in Implementing the Components of Reinforcement in Teaching and Learning Process.....	15
4.3	Obstacles in Implementing the Components of Reinforcement in Teaching and Learning Process	18
CHAPTER V DISCUSSION		
5.1	Components of Reinforcement Implemented by the English Teachers in SMK Taman Siswa Kudus.....	21
5.2	Reasons in Implementing the Components of Reinforcement in Teaching and Learning Process in SMK Taman Siswa Kudus.....	26
5.3	The Obstacles Found in the Implementation of Reinforcement Components.....	27
CHAPTER VI CONCLUSION AND SUGGESTION		
6.1	Conclusion.....	29
6.2	Suggestion	29
REFERENCES		31
APPENDICES		33



LIST OF TABLE

Table	Page
4.1 Components of Reinforcement Implemented by the English Teachers in SMK Taman Siswa Kudus Based on the Questionnaire	13
4.2 Reasons of Reinforcement Implemented by the English Teachers in SMK Taman Siswa Kudus Based on the Questionnaire.....	15
4.3 Obstacles in Implementing the Components of Reinforcement in Teaching and Learning Process	18



LIST OF FIGURE

Figure	Page
2.1 Theoretical Framework	13



LIST OF APPENDICES

Appendix	Page
Appendix 1 Questionnaire	33
Appendix 2 Transcript of WhatsApp	38

