CHAPTER I
INTRODUCTION

In this chapter, the writer presents the background of the research, statements of the problem, objectives of the research, significance of the research, scope of the research and operational definitions.

1.1 Background of the Research

The effectiveness of teaching and learning process depends on how the teacher manages the students in the classroom or in the teaching process. According to Lewis (2013:94), classroom is the number one battle that a teacher must win in the classroom. It means that the teacher has to comprehend how to manage the classroom, such us using interesting strategy and controlling the students' behavior.

Teacher can control students' behavior by interaction. Interaction between teacher and the students can be built by giving punishment and reinforcement. Fritscher (2009:47), punishment refers to the consequence for undesired behavior. It means that people will be punished if they do bad behavior. Controlling the students may not be easy because the teachers face different characteristics of their students. According to Vicko (as cited in Wahyudi, 2013), reinforcement is a thing to increase the students' motivation in the class to be more creative. Motivating students through reinforcement can be done by giving praises when the students perform or do something. Turney (1983:14) says that by using reinforcement in classroom, the teacher can increase students' attention, maintain motivation, facilitate learning and improve students' behavior.

Reinforcement in relation to students' attention and motivation for learning has been studied in various contexts. Kazdin (1973) found that the other students who seated next to those being reinforced tended to become more attentive to the teacher. Through reinforcement, the teacher can decrease the disruptive behavior which wastes teaching time, disrupt the learning of all students, and overwhelms the teacher.

Considering the idea above, the writer conducted preliminary observation and interview with the English teachers SMK Taman Siswa Kudus in order to know a

brief situation of their teaching and learning process in the classroom. Based on the preliminary observation and interview, it is known that the English teachers use reinforcement in teaching and learning process although the teachers do not vary the reinforcement.

Therefore, the points of this study are finding the components of reinforcement implemented by the English teachers of SMK Taman Siswa Kudus and the reasons, besides finding out the obstacles that the English teachers of SMK Taman Siswa Kudus face in teaching and learning process. The writer plans to conduct the research to the English teachers which then will be analyzed to know the point above.

1.2 Statements of the Problem

Based on the background of the research above, the writer formulates the statements of the problem as follow:

1) What components of reinforcement do the English teachers of SMK Taman Siswa Kudus implement in teaching and learning process?

2) Why do the English teachers of SMK Taman Siswa Kudus implement the components of reinforcement in teaching and learning process?

3) What obstacles do the English teachers of SMK Taman Siswa Kudus face when implementing the components of reinforcement in teaching and learning process?

1.3 Objectives of the Research

Based on the statement of the problem, the writer decides the objectives of the research as follow:

1) To find out the components of reinforcement implemented by the English teacher in SMK Taman Siswa Kudus in teaching and learning process.

2) To determine the English teachers' reasons for using the components of reinforcement in teaching and learning process in SMK Taman Siswa Kudus.

3) To find out the obstacles that the English teachers of SMK Taman Siswa Kudus face when implementing the components of reinforcement in teaching and learning process.

1.4 Significance of 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 references by the future researcher who will conduct the research related to classroom management especially reinforcement skill.

Practically, the writer hopes that this research can give information to the teachers or lecturers about reinforcement, so that they can reflect the way they teach and improve the reinforcement skill to motivate the students. Besides, for the students who read this research, the writer hopes that it can give information about reinforcement used by the teachers.

1.5 Scope of the Research

The research focuses on three things. The first is the implementation of reinforcement by the English teachers of SMK Taman Siswa Kudus in teaching and learning process in the classroom. The second is the English teachers' reasons in using components of reinforcement in teaching and learning process in SMK Taman Siswa Kudus. The third is the obstacles faced by the English teachers of SMK Taman Siswa Kudus in teaching and learning process. The participants of this research will be the English teachers. Moreover, this research will discuss about the component of reinforcement which are verbal reinforcement, gestural reinforcement, activity reinforcement, proximity reinforcement, contact reinforcement, and token reinforcement (Turney, 1983).

1.6 Operational Definition

Based on the title of the research, the writer clarifies the operational definition of each terminology as follow:

1. Reinforcement

   Reinforcement is verbal and non-verbal expression used by the teachers to motivate students in teaching and learning process.

2. Implementation

   Implementation is the act of putting a plan into action or of starting to use something.

3. Reason

   Reason is the cause of an event or situation or something that provides an excuse or explanation

4. Obstacle

   Obstacle is something that blocks you so that movement, going forward, or action is prevented or made more difficult.

5. Teaching and Learning Process

   Teaching and learning process is the interaction between the teacher and the students where teacher try to transmit knowledge to the students and establish outcomes.

6. English Teachers in SMK Taman Siswa Kudus

   English Teachers in SMK Taman Siswa Kudus are the teachers who teach English in SMK Taman Siswa Kudus.

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