

SKRIPSI



**STUDENTS' PERCEPTIONS ON USING POSITIVE REINFORCEMENT
IN ENGLISH LEARNING**

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UNIVERSITAS MURIA KUDUS

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SKRIPSI

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**in Partial Fulfillment of the Requirements for Completing the Sarjana
Program in English Education Department**



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2020

MOTTO AND DEDICATION

MOTTO

“If you can change your mind set to be better, I’m sure that you can change the world to be better too”

“Don’t be afraid to make mistakes, because mistakes make you strong”



ADVISOR'S APPROVAL

This is to certify that *Skripsi* of Narumi Handayani (NIM: 201632079) has been approved by the *Skripsi* advisors for further approval by the Examining Committee.

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10. The researcher's best friends, Firda, Nailil, lin, Pengontel SePeda who make the researcher knows what the meaning of friendship.

The researcher realized that this skripsi is far from being perfect therefore, suggestions and criticisms are welcomed. The researcher also hopes that this skripsi will be useful for others researcher.

Kudus, 10th August 2020

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ABSTRACT

Handayani, Narumi. 2020. *Students' perception on using positive reinforcement in English learning*. Skripsi. English Education Departement, Teacher Training and Education Faculty, Muria Kudus University. Advisors (1) Rusiana, S.Pd., M.Pd. (2) Aisyah Ririn Perwikasih Utari, S.S., M.Pd.

Keywords: *Perception, Positive Reinforcement, English Learning*

Teacher has an important role in learning process supported by students as well. Teacher should be able to manage classroom well. They have an opportunity to positively impact their students' behavior, students' motivation and students' achievement. One of the methods that can be used in the classroom is Positive Reinforcement.

This research aimed to find out the students' perception on using positive reinforcement in English learning. Positive reinforcement can increase students' participation, behavior and motivation in the classroom.

The design of this research is qualitative research. The data are the students' perceptions on using positive reinforcement in English learning and data source is 25 students on the seventh grade of SMP 2 Jati Kudus in academic year 2019/2020. Related to the data collection, the researcher uses closed-ended questionnaire with 20 statements to know the students' perception on using positive reinforcement in English learning.

The result of this study is students had positive responses and positive perceptions as the dominant of the answer. The result showed that after students were given positive reinforcement in the classroom, the students are more excited in responding a question, enjoy in learning and enthusiasm during the lesson, and they love more the subject. It means that positive reinforcement can be a creative method for teaching and learning. It means that positive reinforcement can be an effective and creative method for teaching and learning.

Therefore, the researcher hopes this research can be used by the English teacher as one of technique and method to motivate the students in teaching and learning process.

ABSTRAK

Handayani, Narumi. 2020. *Persepsi Siswa terhadap Penggunaan Penguatan Positif didalam Pembelajaran Bahasa Inggris*. Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing (1) Rusiana, S.Pd., M.Pd. (2) Aisyah Ririn Perwikasih Utari, S.S., M.Pd.

Kata Kunci: *Persepsi, Penguatan Positif, Pembelajaran Bahasa Inggris*

Guru mempunyai peran yang penting di dalam proses pembelajaran yang didukung baik oleh murid. Guru harus dapat mengatur kelas dengan baik. Mereka mempunyai kesempatan untuk mempengaruhi dengan positif perilaku siswanya, motivasi siswanya dan partisipasi siswanya. Salah satu metode yang bisa digunakan di kelas yaitu penguatan positif.

Penelitian ini bertujuan untuk mencari persepsi siswa terhadap penggunaan penguatan yang positif di dalam pembelajaran bahasa Inggris. Penguatan yang positif dapat meningkatkan partisipasi siswa, perilaku siswa, dan motivasi siswa di kelas.

Desain penelitian ini adalah penelitian kualitatif. Data dalam penelitian ini yaitu persepsi siswa terhadap penggunaan penguatan yang positif di dalam pembelajaran Bahasa Inggris dan sumber datanya yaitu 25 siswa kelas VII SMP 2 Jati Kudus tahun pelajaran 2019/2020. Terkait dengan pengumpulan datanya, peneliti menggunakan close-ended kuesioner dengan 20 pernyataan untuk mengetahui persepsi siswa terhadap penggunaan penguatan yang positif di dalam pembelajaran Bahasa Inggris.

Hasil penelitian ini adalah siswa mempunyai tanggapan yang positif dan persepsi yang positif sebagai jawaban yang paling dominan. Hasilnya menunjukkan bahwa setelah siswa diberi penguatan positif di dalam kelas, mereka lebih tertarik untuk menanggapi pertanyaan, menikmati pembelajaran dan antusias selama pelajaran, dan mereka lebih menyukai pelajaran tersebut. Artinya bahwa penguatan positif dapat menjadi metode yang kreatif dan efektif untuk pengajaran dan pembelajaran.

Peneliti berharap penelitian ini dapat digunakan guru Bahasa Inggris sebagai salah satu teknik dan metode untuk memotivasi siswa di dalam proses pengajaran dan pembelajaran.

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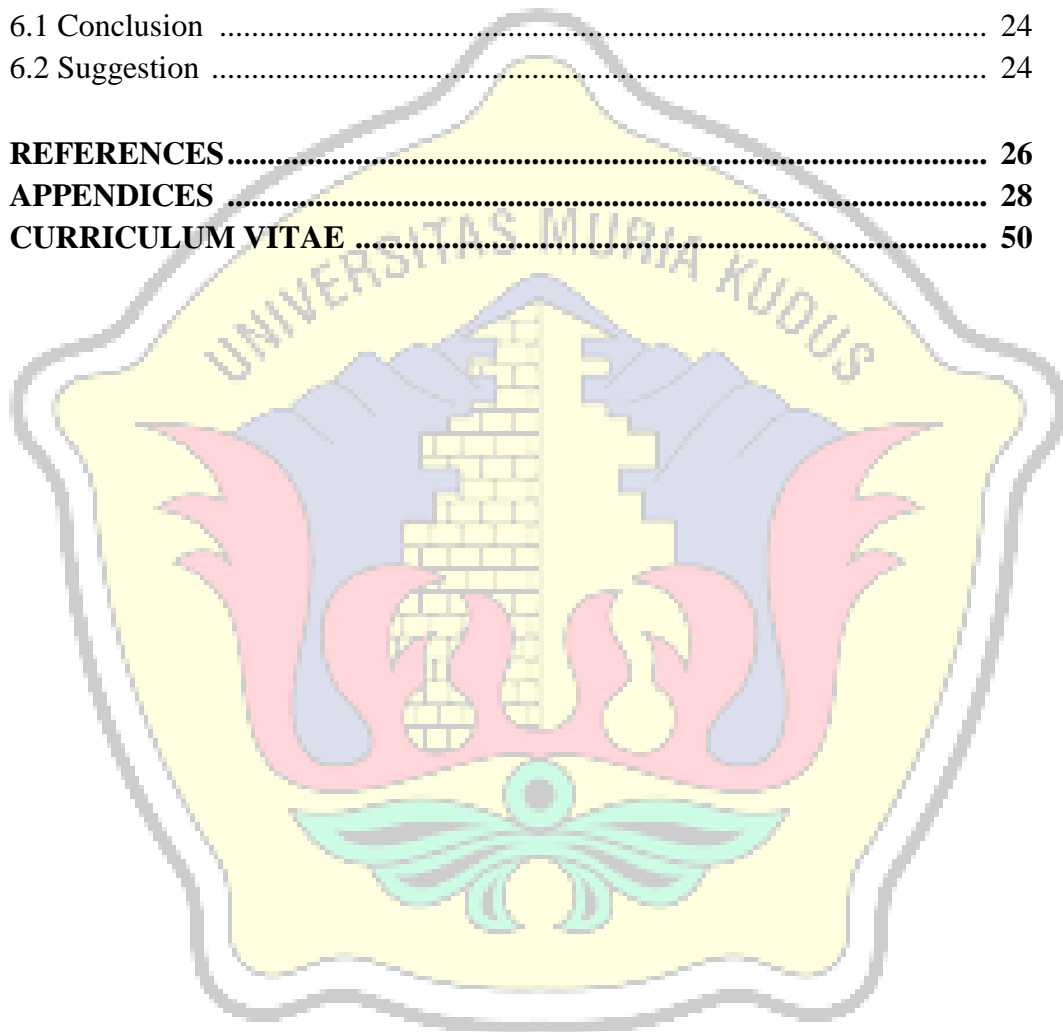
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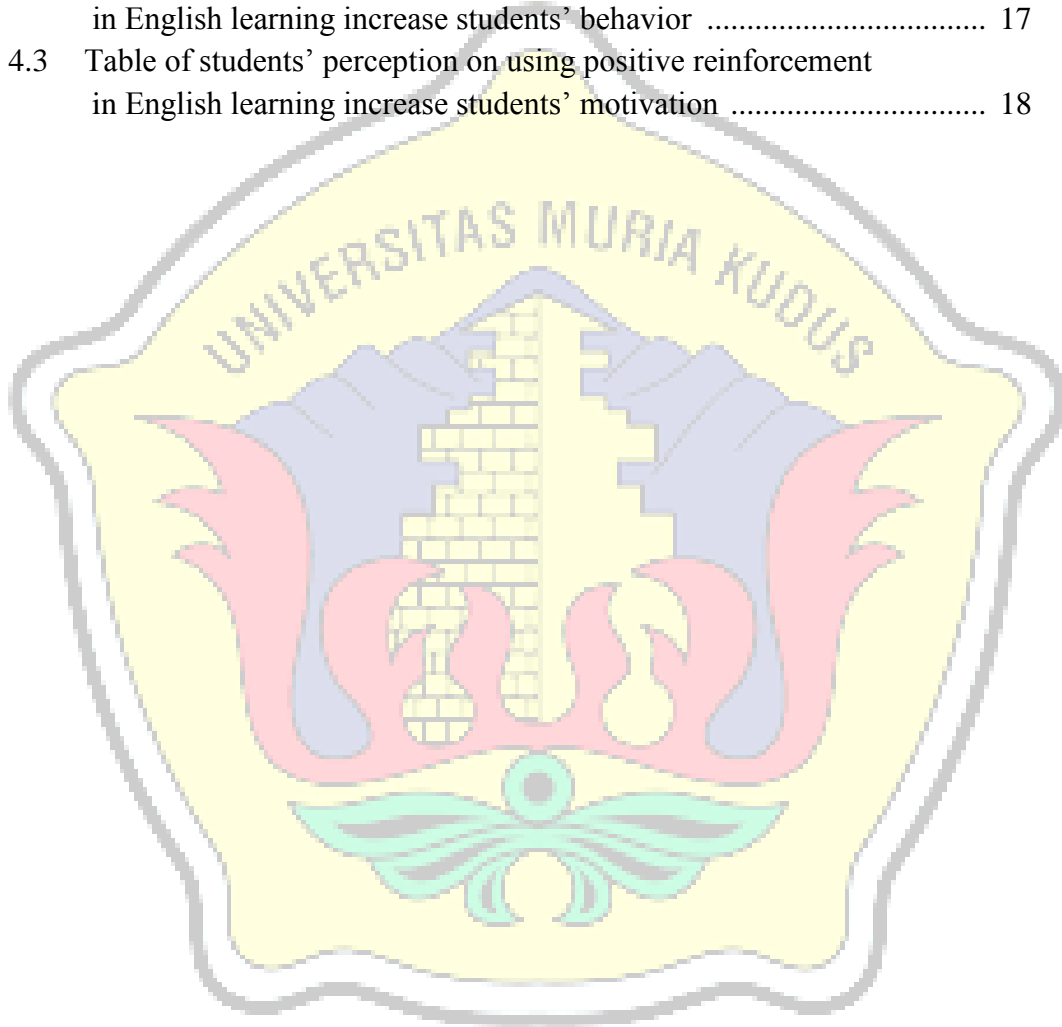
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