

CHAPTER I INTRODUCTION

This chapter presents the background of the research, statement of the problem, objective of the research, significance of the research, scope of the research, and operational definition.

1.1 Background of the Research

In the classroom there are interactions between students and teacher. The teacher has an important role in learning process that supported by students as well. The role of the teacher in the classroom is to create an environment that is conducive to learning (Guney and Al, 2012). The teacher should be able to manage classroom well.

The teacher's strategies and techniques in managing the classroom especially students' behavior is urgently needed. Based on Fontana (1985) theory related to the occurring unwanted behavior in the classroom, one of the techniques that can be used is by giving reinforcement. Reinforcement has two forms; it is regarded as positive when a reward is given in return, while it is negative when it is expressed by withholding and corrective feedback. Positive reinforcement can increase students' participation, students' behavior, students' achievement and students' motivation in a classroom. Brown (1985) states that using positive reinforcement and its technique in the classroom can increase the students' participation by observing the class situation and students' behavior.

The teacher has an opportunity to impact their students' behavior, students' motivation and students' achievement. At SMP 2 Jati Kudus, many teachers apply reinforcement method to students to encourage students' motivation, students' achievement and students' discipline. The researcher observes how teachers put reinforcement into teaching and learning process. Teachers usually will give praises to students who perform well in the classroom and sometimes the teacher gives them a gift or some points. The teachers of SMP 2 Jati Kudus still use this kind of reinforcement in their classroom. Some students show positive and negative response when they get it from the teachers. In the seventh grades, they still are a lower level and they are not yet familiar with regard to discipline, school

rules, students' achievement and students' motivation so it is not wonder if they have problem in learning. Due to the researcher do the research from seventh grade students in SMP 2 Jati Kudus. Giving a positive reaction to positive behaviors decreases the negative interactions and therefore positive interactions increase (Kennedy, 212). Positive reinforcement in the classroom, like appreciating a good studying student, is more effective that punishing in the terms of compliance (Bernier,45). Through the use of reinforcement, the researcher believes that students would be more motivated to the learning activities.

According to Nazaruddin (2016:30) there are advantages of giving rewards/ positive reinforcement to the students in teaching and learning activities. First, Students will feel happy in learning and indirectly will try to be the best. If the students happy to learn English in the classroom, it can be a good method to improve the students' achievement. Second, there will be a good relationship between teacher and students. So, students will feel comfortable in learning process. Third, train students to be more eager to understand and master in learning. By giving reinforcement to students, they can improve the ability and skill of students in learning. Besides that, the negative reinforcement also has some advantages. Negative reinforcement can be an effective way to strengthen the desired behavior of the people. However, it is most effective when reinforcer is presented immediately following a behavior. When a long period elapses between the behavior and the reinforcer, the response is likely to be weaker.

It is also important for student-teacher candidates to become aware of using reinforcement in the teaching and learning process. The student-teacher can increase the students' attention in the teaching and learning process, maintain the students' motivation when student-teacher practice teaching in the class and reinforcement can be a tool to manage students' misbehavior during the teaching and learning process.

Based on the explanation above, the researcher is interested in doing the research entitled "Students' Perceptions on Using Positive Reinforcement in English Learning".

1.2 Statements of the Problem

Based on the background of the study above, the researcher states as follow:

“How are the students’ perceptions on using positive reinforcement in English learning?”

1.3 Objectives of the Research

Based on the problem of the research, the objective of the research as follow:

“To find out the students’ perception on using positive reinforcement in English learning.”

1.4 Significance of the Research

After doing this research, the researcher can be useful for:

1. Theoretical

- 1) The result of this research can be used as references for future researcher.
- 2) The result of this research can add knowledge to readers about positive reinforcement in English learning.

2. Practical

- 1) The result of this research can give information about positive reinforcement in English learning.
- 2) The result of this research can be used as reference for teacher in implementing positive reinforcement in the classroom.

1.5 Limitation of the Research

Based on the objective of the research, the researcher takes one class and focuses on 25 students of seventh grade SMP 2 Jati Kudus in academic year 2019/2020.

1.6 Operational Definition

The researcher explains the theories that are used in research:

1. Perception is a process of receiving information from the environment/situation then identifying it.
2. Students' perceptions of SMP 2 Jati Kudus toward positive reinforcement that's given by the teacher.
3. Positive Reinforcement is the process of applying reward, praise to increase behavior in the classroom.

