



**THE REINFORCEMENT
USED BY THE SEVENTH SEMESTER STUDENTS
IN THE ACADEMIC YEAR 2012/2013
OF TEACHING PRACTICE IN SMP AND SMA STUDENTS IN
KUDUS**

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MURIA KUDUS UNIVERSITY
2013**



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SKRIPSI

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

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2013**

MOTTO

- ♣ Never think to be the best, just do your best.
- ♣ Smile, Patient, Pray, and Hard Work
- ♣ I am Me and Love is Me

DEDICATION

This *skripsi* is dedicated to:

- ♣ Allah SWT the Almighty and her Prophet Muhammad, peace be upon on him.
- ♣ Her beloved parents (Mr Warsiman and Mrs Ngatmi) for all of supports, prays, and efforts which have been given.
- ♣ Her beloved Brother (M Agung Prabowo).
- ♣ The writer entire friends in Muria Kudus University especially vieta, Titin, Selamat, Heri, Adib in English Education Department.

ADVISORS' APPROVAL


This is to certify that the *Skripsi* of NurIstiqomah (NIM:200932202) has been approved by the *skripsi* advisors for further approval by the Examining Committee.


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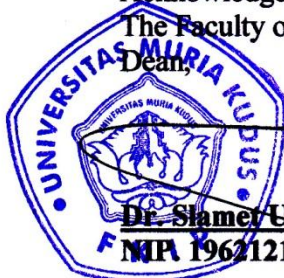
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Hopefully, this skripsi will be useful for anyone, who needs information related to this research. The constructive critics and suggestions are expected from all of the readers.



Kudus, 14 September, 2013
The writer

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ABSTRACT

Istiqomah, Nur. 2013. *The Reinforcement used by the Seventh Semester Students in the Academic Year 2012/2013 of Teaching Practice in SMP and SMA in Kudus*. Skripsi English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (i) Dra. Sri Endang Kusmaryati, M.Pd, (ii) Mutohhar, S.Pd, M.Pd.

Key words: *Reinforcement, Teaching Practice Students*

In teaching process, there are many things have to prepare by a teacher, like material, assessment, the method and the techniques. The teachers do not 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 type of reinforcement used by the Seventh Semester Students in the Academic Year 2012/2013 of Teaching Practice in SMP and SMA in Kudus.

The design of this research is descriptive qualitative research. The data of this research are Word and Sentences of Reinforcement which is used by teaching practice students, while the data source is the process of teaching Practice in SMP and SMA.

After analyzing and also calculating the data, it is obtained that the use of the Reinforcement by teaching practices students, in the first type of positive reinforcement in SMP, teaching practice student A uses 11 positive reinforcement, teaching practice student B uses 10 positive reinforcement, teaching practice student C uses 21 positive reinforcement, teaching practice student D uses 16 positive reinforcement, and in SMA teaching practice student A uses 24 positive reinforcement, teaching practice student B uses 27 positive reinforcement, teaching practice student C uses 29 positive reinforcement, the last teaching practice student D uses 22 positive reinforcement. Whereas the seventh semester students of EED of UMK both in SMP and SMA, they use no negative reinforcement.

Eventually, the writer suggests that the teacher 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 C. Turney and B.F Skinner as their reference, because it is often used in daily routines.

ABSTRAK

Istiqomah, Nur. 2013. *Reinforcement yang di gunakan oleh anak semester tujuh pada tahun ajaran 2012/2013 dari praktek mengajar di SMP dan SMA di Kudus*. Skripsi pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing: (1) Dra. Sri Endang Kusmaryati, M.Pd, (2) Mutohhar, S.Pd, M.Pd.

Kata kunci: *Penguatan, Praktik Mengajar Mahasiswa*

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 penguatan yang digunakan oleh Mahasiswa Semester tujuh Tahun Ajaran 2012/2013 Praktek Mengajar di SMP dan SMA di Kudus.

Desain penelitian ini adalah penelitian deskriptif kualitatif. Data penelitian ini adalah kata dan Kalimat Penguatan yang digunakan oleh praktikan dalam mengajar siswa, sedangkan sumber datanya yaitu proses Praktek Pengalaman Lapangan (PPL) di SMP dan SMA.

Setelah menganalisa dan menghitung data, penulis memperoleh data yaitu jenis pertama penguatan positive di SMP, praktek mengajar mahasiswa A menggunakan 11 penguatan positive, praktik mengajar mahasiswa B menggunakan 10 penguatan positive, praktik mengajar mahasiswa C menggunakan 21 penguatan positive, praktik mengajar mahasiswa D menggunakan 16 penguatan positive. Dan jenis kedua yaitu praktek mengajar di SMA, praktek mengajar mahasiswa A menggunakan 24 penguatan positive, praktek mengajar mahasiswa B menggunakan 27 penguatan positive, praktek mengajar mahasiswa C menggunakan 29 penguatan positive dan yang terakhir praktek mengajar mahasiswa D menggunakan 22 penguatan positive. Sedangkan mahasiswa semester tujuh EED UMK baik di SMP dan SMA, 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 C. Turney dan B.F Skinner sebagai referensi mereka, karena sering digunakan dalam rutinitas sehari-hari.

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