



**TEACHER-STUDENTS INTERACTION  
IN THE FIFTH GRADE OF SDN 2  
BESITO IN ACADEMIC YEAR 2013/2014  
TAUGHT THROUGH REINFORCEMENT**

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**ENGLISH EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
MURIA KUDUS UNIVERSITY  
2014**



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BESITO IN ACADEMIC YEAR 2013/2014  
TAUGHT THROUGH REINFORCEMENT**

**SKRIPSI**

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

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## MOTTO AND DEDICATION

### MOTTO:

- Positive thinking is right, but negative thinking is not wrong.
- Real power does not hit hard, but straight to the point.
- Ideas are only seeds, to pick the crops needs perspiration.
- Knowledge and skills are tools, the workman is character.

### DEDICATIONS:

This skripsi is dedicated to:

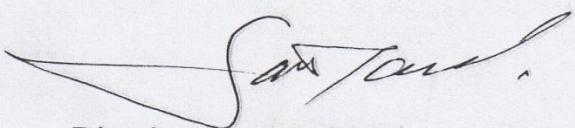
1. The Writer beloved parents (Mom Kustia) who always take care and support me.
2. The Writer beloved girlfriend and Mr. suwito who always give spirit.
3. My friends, who always give support.

## **ADVISOR'S APPROVAL**

This is to certify that the Sarjana Skripsi of Andi Setiawan has been approved by the advisors for further approval by the examining committee.

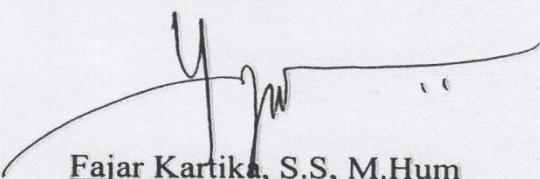
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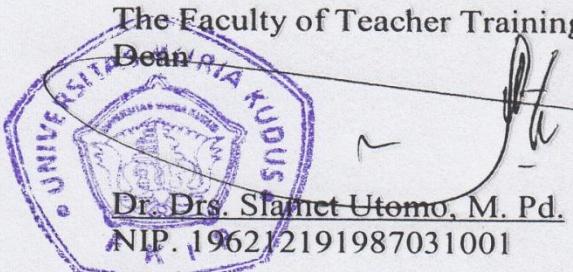


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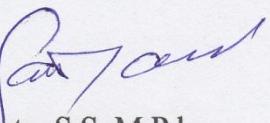


## EXAMINER'S APPROVAL

This is to certify that the Skripsi of Andi Setiawan (2007-32-151) has been approved by the examining committee as a requirement for the Sarjana Degree in the Teaching of English as Foreign Language.

**Kudus, 8 September 2014**

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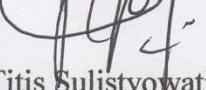
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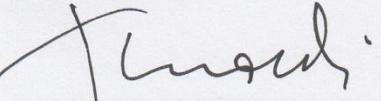
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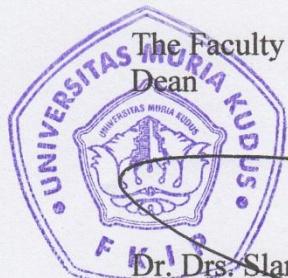
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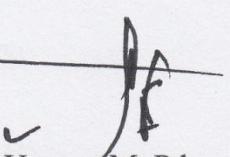
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Kudus, 27 Augustus 2014

**The writer**



## ABSTRACT

Setiawan, Andi. 2014, *Teacher-students interaction in the Fifth Grade of SDN 2 Besito in Academic Year 2013/2014 Taught by Through Reinforcement*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (1) Rismiyanto, S.S, M.pd , (2) fajar Kartika, SS, M.Hum.

Key Words: *Interaction, Reinforcement*

English becomes the most essential language in the world. In Indonesia, formerly English is taught to the students as a subject from Elementary school until university. The purpose the policy above is to help the student of elementary level to master English early, easily and the students would participate in the communication events using four skill competences (listening, speaking, reading, and writing). It is obvious the requirements are knowledge of vocabulary, pronunciation, and grammar. The one of important elements of grammar is preposition. Teaching for elementary school, the method should be interesting to make students are interested in teaching learning process. One of the methods is Reinforcement.

This research is aimed to answer the question: “is there any significant difference of improving teacher-students interaction of the fifth grade student of SDN 2 besito in academic year 2013/2014 between before and after being taught by using Reinforcement?”.

In this research the writer uses experiment research design without control group using pre-observation and post observation. In this research, there two variables, they are reinforcement as independent variable and improving teacher-students interaction of the fifth grade student SDN 2 besito as dependent variable. The population of this research was the fifth grade student of SDN 2 Besito. Because the population was limited, the writer took all the students as a sample. The writer used multiple choices tests to get the accurate data.

After conducting improving teacher-students interaction of the fifth grade students of SDN 2 Besito in academic year 2013/2014 after being taught by using Reinforcement, the writer found the highest score is 100 and the lowest is 30. The result of the data can be seen in the Table 4.2. The average score (mean) is 72.5 and standard deviation is 9.26. It can be categorized as good. It shows that result has difference between before and after being taught by using Reinforcement.

In line with the result, the teacher is strongly recommended to use Reinforcement as an alternative teaching method to improve the mastery interaction in the class.

## **ABSTRAK**

Setiawan, Andi. 2014. *Interaksi Pengajar dan Siswa Kelas V SDN 2 Besito Tahun Ajaran 2013/2014 Diajar Menggunakan Reinforcement*. Skripsi. Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing: (1) Rismiyanto,S.S, M.pd , (2) fajar kartika, SS, M.Hum.

Key Words: *Interaksi, Reinforcement*

Bahasa inggris menjadi bahasa yang paling penting di dunia. Secara formal bahasa inggris diajarkan sebagai pelajaran dari SD hingga universitas. Hal ini bertujuan untuk membantu siswa SD menguasai bahasa inggris lebih awal, mudah, dan dapat ikut berpartisipasi dalam percakapan dengan menggunakan empat kemampuan (mendengarkan, berbicara, membaca, dan menulis). Hal ini perlu didukung penguasaan kosakata, pengucapan, dan tata bahasa. Salah satu elemen penting dalam tata bahasa adalah preposisi. Mengajar siswa SD, sebaiknya menggunakan metode yang menarik agar siswa tertarik dalam kegiatan belajar mengajar. Salah satu metodenya adalah *Reinforcement*.

Penelitian ini bertujuan untuk menjawab pertanyaan: “apakah ada perbedaan yang signifikan dari kemampuan interaksi pengajar dan siswa kelas V SDN 2 Besito tahun ajaran 2013/2014 sebelum dan sesudah diajarkan dengan menggunakan *Reinforcement*?”.

Dalam penelitian ini penulis menggunakan desain eksperimen tanpa kelompok kontrol dengan menggunakan pre-observation dan post observation. Dalam penelitian ini ada dua variabel, pertama yaitu Reinforcement sebagai independen variable, dan kemampuan interaksi pengajar dan siswa kelas V SDN 2 Besito tahun ajaran 2013/2014 sebagai dependen variable. Populasi dari penelitian ini adalah seluruh siswa kelas V SDN 2 Besito. Karena populasi terbatas, penulis menggunakan semuanya sebagai sampel. Penulis menggunakan tes pilihan ganda untuk mendapatkan data yang akurat.

Setelah melakukan pengajaran interaksi pengajar dan siswa kelas V SDN 2 Besito tahun ajaran 2012/2013 dengan menggunakan Reinforcement, penulis menemukan nilai tertinggi 2 dan nilai terendah 0. Data tersebut dapat dilihat di Tabel 4.2. Nilai rata-rata adalah 72,5 dan standard deviasinya adalah 9,26. Hal ini dikategorikan baik. Hal ini menunjukkan bahwa ada hasil yang berbeda antara sebelum dan sesudah diajar menggunakan Reinforcement.

Sejalan dengan hasil tersebut, guru sangat dianjurkan untuk menggunakan metode Reinforcement dalam mengajar untuk meningkatkan kemampuan penguasaan interaksi dalam kelas.

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