AN ANALYSIS OF GIVING REINFORCEMENT BY TEACHER IN STUDENTS' LEARNING ENGLISH MOTIVATION OF SMP MUHAMMADIYAH IWAY JEPARA ACADEMIC YEAR 2012/2013

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Abstract: This undergraduate thesis analyzes about giving reinforcement by teacher to motivate students in learning English. Language learning is not a set of easy steps that can be programmed in a quick do-it-yourself kit. People achieve fluency in a foreign language solely within the activity in the classroom. Process in the classroom become the important part to transfer knowledge so the result of the learning process will be maximal. Reinforcement is one of the important steps in learning, can be functioned to motivate students in learning process.

There are three problems of this study, (1) Does teacher give reinforcement to motivate the students in learning English ? (2) What is the effect of reinforcement toward the students' motivation in learning English? (3) What factors cause the unmotivated students in learning English? This research is designed as a qualitative research and conducted in odd semester at the Eight B grade of SMP Muhammadiyah I Way Jepara East Lampung Academic Year 2012/2013. As a source of data, the writer utilized two instruments to get the data by using observation and questionnaires. The analysis of the data used comparative method enclose reduction the data, categorization and synthesizing the data.

The result of this analysis are (1) the teacher have given reinforcement in learning English, it can be proven by seeing percentage of the analysis result that 75 % teacher often use reinforcement in learning English and 25 % teacher rare use some activities that indicated the teacher have given reinforcement in learning English.(2) the students are motivated after getting reinforcement in Learning English. (3) some activities that cause students are unmotivated in Learning English.

By studying and analyzing giving reinforcement in learning English, the writer expects an English teacher should give reinforcement in all learning process especially learning English and should avoid some factors that cause the students are unmotivated in learning English because by giving reinforcement in learning the students are motivated in learning English. It means that giving reinforcement by teacher can motivate students in learning English.

Key Words : Learning English, Motivation, Reinforcement

INTRODUCTION

Language learning is not a set of easy steps that can be programmed in a quick do-it-yourself kit. People achieve fluency in a foreign language solely within the activity in the classroom. Process in the classroom become the important part to transfer knowledge so the result of the learning process will be maximal. Reinforcement is one of the important steps in learning, can be functioned to motivate students in learning process.

Cotton (1988:3) states "A great many studies were undertaken and many theories were advanced regarding the use of reinforcement to manage animal and human behavior. While enthusiasm ran high regarding the proposed applications of behavior modification Techniques, most educators and psychologists now believe that the potential applications of behavior modification were oversold. For one thing, behavior modification theorists showed little restraint in generalizing findings from animal studies to human behavior".

Based on theories above, the researcher underlines human behavior as psychology in learning process has rule to success in the learning process. In this case,

psychology aspect can be fulfilled by giving reinforcement. in this research, researcher will analyze the rule of reinforcement in learning process and prove that reinforcement can motivate the students in English learning. In fact, many learning processes that have not used reinforcement yet to motivate student in English learning so, student's motivation in English learning is low. They argue that their attainment is not awarded, it causes students have low motivation in English learning.

In this case, researcher argues that learning as a process and need motivation to follow the learning process, to affirm their motivation can be done by giving reinforcement in suitable time in learning process is going on. Karwono (2010:4) states that *Penguatan positif didasari prinsip bahwa frekuensi dari suatu respon akan meningkat karena diikuti oleh suatu stimulus yang mengandung penghargaan.* So, action or learning English is expected will support because of gratify stimulus of reinforcement. Based on that theory, the researcher concludes that motivation can be accrued by giving reinforcement, because motivation as the psychology aspect and suitable reinforcement can influence student's psychology. In this research, researcher will prove that reinforcement can accrue student's motivation in learning English. Many teachers expect their students get good outcome especially in learning English but they do not plan the learning process well, such as giving reinforcement in learning process. Low motivation in learning process causes their score is low too, so researcher offers through this analysis that motivation in learning English can be built by giving reinforcement, after growing their motivation in learning English their score will be changed than before, because they get score in every process in their learning English.

THEORETICAL FRAMEWORK

In this research the researcher overviews three previous researches they are:
The first is research by Yuddo Suswanto 2005 entitled " *Pengaruh Pemberian Reinforcement Positip dan Gaya Belajar Terhadap Motivasi Berprestasi Siswa di SMP Negeri 2 Candipuro Lumajang".* From that research, the researcher find out that positive reinforcement and suitable strategy in learning can develop students' motivation in learning process. From this previous research, researcher concludes that giving a positive reinforcement can develop students' motivation in learning process. In that case, the researcher only focus on positive reinforcement without determining the suitable time to give reinforcement. So that, in this research researcher expose some theories to force the times are suitable to give reinforcement.

The second research is an action research by Ms L.P.Wong June 2006 entitled "Can the use of positive reinforcement enhance students' motivation in learning English?" The researcher argues that positive reinforcement plays a fundamental role in arousing students' interests in learning English. Researcher strongly believes that teachers can make use of positive reinforcement to arouse students' interests in learning English. Through the class observation as well as the data is collected from the interviews and questionnaires, students appear to be more motivated to learn English in the lessons. The researcher will continue to use positive reinforcement to create a happy and active learning environment for students. As there is no one best method in the world, whether the use of positive reinforcement is effective or not depends on individual differences. In this case, the researcher just encumbers in positive reinforcement. Whereas, a few of students have different level of motivation. Sometimes students

who get positive reinforcement they argues all of their actions in learning process are good. So from that, the researcher will analyze of giving all kind reinforcement in learning English.

The third is research by Lia 2007 entitled *"Pengaruh Reward Terhadap Motivasi Berprestasi Dan Prestasi Belajar Akuntansi Pada Siswa Kelas XI SMK Muhammadiyah 2 Karanganyar"* in this research researcher have done an experiment research the researcher feel that the important of appreciation in education side and should be done to give new spirit to get good achievement for their future. The problem here is how to persuade students to do effort and develop their motivation in learning so they get optimal outcome. The researcher prove that motivation could be grown from inside and outside of individual. In that research, the researcher conducts the research for Accountancy subject. It is different domain with other subject especially language learning. So, researcher find out that giving reword for accountancy subject bring impact the students can grow their motivation in learning process. In that research, reword is the main study that can apply in learning process, but the researcher only takes one of reinforcement form in learning. In fact, not all of students have a same character. So, giving reword have not proved yet to motivate students in language learning especially English subject.

FINDING
Finding Description of Observation
In this part will show the result of observation that have done in this research. The research have done by doing several activities such as: doing observation in learning English by the observer who is chosen by researcher. In observation sheet consist of several statements that represent students' activities in learning process and all of the activities are indicators of students' motivation after getting reinforcement in learning English. The process of observation have explain in the previous chapter. The result of observation students' activities can be described as follows:

1. A half of Students challenge for other students and compete by raising their hand.
2. All of Students try to make sense of teacher's explanation
3. All of Learners give attention to the learning activity
4. More than 75% Students do a lot of things that are effective, such as sitting in front of their books and doing of exercises
5. All of students compete to get good score
6. Most of students were following the lesson well
7. All of students were doing the process seriously
8. A half of students were responding the feedback from teacher
9. All of students were selected by teacher answering the question that given by teacher.
10. All of students were doing task regularly.

The describing of the observation result above were getting from the scoring aspects that have arranged to indicate students' activities in learning process. In this part will show the result of teacher activity that indicate giving reinforcement in learning English. The result of the observation can be described as follows:

1. Teacher often encouraged the target group to raise their hands and answer questions.
2. Teacher often make class participation played an important role in making learning English an interesting and happy experience.

3. In each lesson, teacher rare asks one student was assigned to give marks for those students who answered the questions correctly.
4. Teacher often would offer frequent praise to students if they answered questions correctly. Praise was such a valuable motivator
5. In order to encourage some under-achievers, I always said, " Good try!" despite their wrong answers
6. Teacher often asked questions from a piece of reading exercise. The one who raised the hand quickly could answer the question. If the answer was correct, his or her group would get marks
7. Teacher often give reinforcement continuously
8. Teacher often arranges partial reinforcement after giving quiz
9. Teacher often choose effective reinforce
10. Teacher often give praise to student who can speak English in class
11. Teacher often add score to the student if they answer question well
12. Teacher often make depending reinforce in suitable time
13. Teacher often give verbal reinforcement continually
14. Teacher often choose the right schedule to reinforcement
15. Teacher often use fixed interval schedule
16. Teacher often considerate closing bargain contractually
17. Teacher rare make contract formally
18. Teacher often Solve the problem by showing the contract
19. Teacher often use negative reinforcement effectively
20. Teacher often give negative reinforcement
21. Teacher rare avoid bad criticism
22. Teacher often use direction and formation
23. Teacher often add direction to make student show good behavior

The describing above were the result of observation and analyzing for all of observation result will be shared in the next part.

Finding Description of Questionnaires
The result of questionnaire will be described in this part. The researcher describes the result of questionnaire that have shared to the subjects of this research. The describing of the questionnaires as follows:
1. All of the subjects agreed that English were interesting learning process, it can be seen by their answering questionnaires .
2. Just a few of subjects disagreed that English teacher was not good motivator in learning process.

The short description above is got from questionnaires result but it just describe the description of questionnaire generally, for more specifically will show after analyzing the data later.

The Result of Data Analysis description
In this part, researcher describes the result of data analyzing. Researcher starts to analyze the data by analyzing quantitative so, the data will be interpreted in the next part. The researcher reduces the data between observation and questionnaires to determine the category of the data. In this case, will be described coding of data observation. There are two kinds of the data that get from observation. students activities in learning by giving reinforcement, and teacher's activity in giving reinforcement from that observation's activity researcher analyze the phenomena that almost students are interested by doing some activities and the teacher is indicated give reinforcement in learning process. The statement before is reduction process and the process is done

by coding in each checklist or mark that added in the observation sheet.

Students' activities are divided into two codes they are: **S** as the subject of the research and checklist (✔) as the activities that have done by students. The teacher's activity by using capital on **T** as the teacher and O(✔),R(✔), N (✔) for scale of the teacher's activity. The coding process will be attached in appendix page.

In the next step will categorized the observation of students' activity and teacher's activity and continued by questionnaires categorizing.

Categorization The Data

After reducing the data researcher categorizes the data. The data that got from observation and questionnaires will categorize one by one, the first is categorizing

Observation's data. In this research the observation is divided into two part they are: teacher's activity and students' activity.

From the result of observation, the researcher counts the checklist in each alternative answers to find the percentage of each categories. Teacher done some activities that indicated of giving reinforcement. The specification of the calculation as follow:

Teacher's activities	Often	: 18
	Rare	: 6
	Never	: 0
Total		: 24

In the next step, the researcher writes percentage in each scales as follows:

TO category : 18 checklists, mean 18/24 x 100 % = 75 %

TR category : 6 checklists, mean 6/24 x 100% = 25 %

TN category : 0 checklist , mean 0/24 x 100 %: 0 %

Explanation:

The category of each keys

TO : category of teacher often do the activities (see of the activities above with the often label)

TR : category of teacher rare do the activities (see of the activities above with the Rare label)

TN : category of teacher never do the activities (see of the activities above with the never label)

The conclusion that can be taken by presenting of percentage as follows:

1. The teacher rare use some activities
2. The teacher often use some activities in giving reinforcement
3. Scale of percentage that show on the category that sate the information.

The next is an analyzing of students' activities in learning English, the data is got from observation also.

Percentage of the result of observation students' activities as follows:

SA A1 : 18 checklists , mean 18/247 x 100 % = 7, 29 %

SA A2 : 30 checklists, mean 30/ 247 x 100 % = 12,15 %

SA A3 : 29 checklists, mean 29/ 247 x 100 % = 11,69 %

SA A4 : 25 checklists, mean 25 / 247 x 100 % = 10,12%

SA A5 : 30 checklists, mean 30/ 247 x 100 % = 12,15 %

SA A6 : 29 checklists, mean 29 / 247 x 100 % = 11, 69%

SA A7 : 30 checklists, mean 30/ 247 x 100 % = 12,15 %

SA A8 : 18 checklists, mean 18 / 247 x 100 % = 7,30 %

SA A9 : 8 checklists, mean 8/ 247 x 100 % = 3,24 %

SA A10 : 30 checklists, mean 30/ 247 x 100 % = 12,15 %

Total : 100 %

Explanation:

SA : category of subject is Active

STA : category of subject is not active

A1-A10 : category for activities.

The conclusion that can be taken by presenting of percentage is all of the subjects are active in learning process.

Percentage of the result of each items in questionnaires as follows:

Item 1 : 138, mean 138/3855 x 100 = 3,58 %

Item 2 : 138, mean 138/3855 x 100 = 3,58 %

Item 3 : 38, mean 38/3855 x 100 = 0,99%

Item 4 : 141 mean, 141/3855 x 100 = 3,66 %

Item 5 : 143 mean, 143/ 3855 x 100 = 3,71 %

Item 6 : 115 mean, 115/ 3855 x 100 = 2,98 %

Item 7 : 75 mean 75/3855 x 100 = 1,95%

Item 8 : 134 mean 134/3855 x 100 = 3,48 %

Item 9 : 113 mean 113/3855 x 100 = 2,93 %

Item 10 : 137 mean 137/3855 x 100 = 3,55 %

Item 11 : 144 mean 144/3855 x 100 = 3,74 %

Item 12 : 41 mean 41/3855 x 100 = 1,06 %

Item 13 : 119 mean 119/3855 x 100 = 3,09 %

Item 14 : 140 mean 140/3855 x 100 = 3,63 %

Item 15 : 34 mean 34/3855 x 100 = 0,88%

Item 16 : 119 mean 119/3855 x 100 = 3,09%

Item 17 : 120 mean 120/3855 x 100 = 3,11 %

Item 18 : 46 mean 46/3855 x 100 = 1,19 %

Item 19 : 133 mean 133/3855 x 100 = 3,45 %

Item 20 : 132 mean 132/3855 x 100 = 3,42 %

Item 21 : 43 mean 43/3855 x 100 = 1,12 %

Item 22 : 118 mean 75/3855 x 100 = 3,06 %

Item 23 : 141 mean 141/3855 x 100 = 3,66 %

Item 24 : 131 mean 131/3855 x 100 = 3,4 %

Item 25 : 119 mean 119/3855 x 100 = 3,09 %

Item 26 : 37 mean 37/3855 x 100 = 0,96 %

Item 27 : 102 mean 102/3855 x 100 = 2,65 %

Item 28 : 37 mean 37/3855 x 100 = 0,96 %

Item 29 : 102 mean 102/3855 x 100 = 2,26 %

Item 30 : 96 mean 96/3855 x 100 = 2, 49 %

Item 31 : 143 mean 143/3855 x 100 = 3,71 %

Item 32 : 111 mean 111/3855 x 100 = 2,88 %

Item 33 : 48 mean 48/3855 x 100 = 1,25 %

Item 34 : 118 mean 118/3855 x 100 = 3,06 %

Item 35 : 135 mean 135/3855 x 100 = 3,5 %

Item 36 : 135 mean 135/3855 x 100 = 3,5%

Total : 100 %

The conclusion that can be taken by presenting of percentage and categorization as follows:

1. All of the subjects are SS, it means subjects agree with the statement of questionnaires

2. Some items of questionnaires are negative statements, it shown by the result of small percentage.

3. Synthesizing The Data

After finishing categorize all of the data so, researcher synthesizes the data. It means the researcher finds the relation among the data. Each relation of category and each category are gave label.

TO : teacher often give reinforcement in learning process

TR : teacher rare give some activities in giving reinforcement

SA : means all of the subjects are active in learning process.

All of the subjects are **SS,** it means subjects agree with the statement of questionnaires

The relation of each data as follows:

Category	Relation
TO,TR,SS,SA	Teacher gives the reinforcement in her activities and the students agree with the statement of their motivation by giving reinforcement so, they are active in learning process.

The analyzing the data above is indicated that to know the specification of data analyzing need quantitative method to make category. In the next part will be interpreted the result of this research.

Interpretation and Explanation

Data interpretation is exposed by Schltman and Straus in Moleong (2006: 257) stated the objective will be reached in data interpretation is one of the objective as follows: description exclusively, description analytically, or substantive theory.

In this research the researcher describes analytically so, produce the theory substantive that the teacher gives reinforcement in learning process is the reason so the students can be motivated in learning English.

Based on the previous part, researcher explains the new concept that is resulted from some analytical process. If the teacher gives reinforcement in learning process is the reason so the students can be motivated in learning English. In this research only analyze the phenomena in real study. Without giving an action that signified to influence another action. After analyzing the data, researcher interprets the data based on the finding that have found in the research process. The process is got from activities that have designed at the beginning of the research. Giving reinforcement phenomena of this study, and students can be motivated in learning English is a objects. So, in the finding of this research that will form a concept that will answer all of the question in problem formulation of this research. The finding of teacher's observation is found that teacher have given reinforcement in learning process. it is marked by the result of analyzing the data in observation part, where the teacher often done some activities in learning English process. It is identified by the result of percentage in analyzing the data. The percentage refer to teacher have done some activities, and the activities are indicators of giving reinforcement in learning process. The other findings are the data that got from student's questionnaires, from that the result of analyzing the data show that after getting reinforcement in learning process students are motivated in learning process. Their motivation can be seen in their activities in learning English, it can be checked by the result of observation of their activities in learning process that going on.

Based on explanation above, so researcher concludes that the interpretation of the result of analyzing the data have cleared the teacher have given reinforcement in learning English and the students are motivated.

Limitation
In this research, the researcher limits the finding of this research such as, the researcher only focus on have the teacher giving reinforcement in learning process and the effect of reinforcement toward students' motivation. in this case, the researcher does not feature one action to influence other action, and compare some action with another action. Here is only the researcher analyzes a phenomena that cause students are motivated and finds the relation in each objects of this study.

Data Validation Inspection
Triangulation
In this research the researcher inspects the validation of the data that got from the research by doing source triangulation, where researcher compare the result of the analyzing of the data that got from questionnaire with the data that got from observation. the result of students observation find that 99.92 % students are active mean almost of students do activities in each activities that show they are motivated, while from the result of questionnaire that 99,2% students agree with positive statement and 0,8 % negative statement the total are 100 % mean all of students are motivated in learning process. So that, the comparative between source the data questionnaire and observation is gained that they are comparable. It means that the validation by triangulation can be trusted.

Peer Debriefing
In addition using triangulation in this research, the researcher inspects the data by using peer debriefing. Concerning the steps that have done as follows:
1. Pre debriefing
The researcher gathers relevant information regarding the critical incident and the needs of the organization and individuals before beginning the

debriefing process, and sets the time and logic location. In this case, the researcher involves observer to observe study at the even semester in SMP Muhammadiyah I as the location.

2. Story
Invite the person to describe what happened just before, during, and after the research and ask open-ended questions that help them explore the facts, thoughts, and sensory experience related to the event.

3. Follow-up
The researcher asks the observer if there is anything else they would like to talk about or ask before the researcher end this debriefing. The researcher sets up follow up time if needed or just informally check on them within the week. From that debriefing the researcher got that the research bring advantages and adapt with the real life of that school.

Based on two the data validation inspection above, can be concluded that the data are valid and can be used in real life study and develop in other research.

CONCLUSION
Having analyzed the result of the data, the writer finds some findings to arrange the conclusion as follows :
1. The students of SMP Muhammadiyah I Way Jepara East lampung,
especially in the eight B grade are motivated in learning English, it is indicated by the result of students' observation found that about 9.92 % in percentage that the students done some indicator's activities such as : Students challenge for other students and compete by raising their hand, try to make sense of teacher's explanation, give attention to the learning activity, do a lot of things that are effective, do some exercises, and compete to get the good score.

2. The result of the questionnaire found that almost of students 100 % in percentage, the students agree with all the item that indicated they are motivation after getting learning English by giving reinforcement through some indicators of motivation as follows: like to learn english,like an english teacher, like to do english subject, willing to do english test , willing to do homework, willing to get good score , Get good score, students' awareness to study English ,students' awareness to comprehend material, students' awareness not to cheat,motvation from outside , motivation to do the best.

3. The result of teacher's activities on observation is the teacher given reinforcement in learning english, from the analysing got 75 % teacher often give reinforcement and 25 % in percentage is identified that the teacher have given reinforcement in learning program. This result concludes that the teacher have given reinforcement in learning english. The indications of teacher have given reinforcement can be seen by the indicators that have arranged in this researh. All of the indicators as follows: Choosing effective reinforce, make depending reinforce in suitable time, choose the right schedule to reinforcement, considerate closing bargain contractually, use negative reinforcement effectively use direction and formation.

Based on the findings above so, the writer concludes that the teacher have given reinforcement in learning English that make students are motivated in learning English.

SUGGESTION
Referring to the research findings on the last chapter, the researcher would like to propose some recommendations as follows :

1. As the good educator and designer in education side, so an English teacher especially have to design a good learning process by entering reinforcement in each lesson plan and apply in each learning process.
2. An English teacher should understand how to motivate students in learning English by giving a kinds of reinforcement in suitable time.
3. An English teacher have to know that students' motivation can be grown by giving reinforcement in learning English.
4. The English teachers do not focus on the transfer of knowledge only, but also they must notice behavioral side.
5. The English teacher should teach how to appreciate students' activity by giving reinforcement to motivate them in learning process.
6. By giving reinforcement in learning English students are expected they can motivate their self to do the best in learning process.

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