

CHAPTER I

INTRODUCTION

This chapter deals with the research background, problem identification, scope of the research, research question, objective of the study and the significances of the study.

1.1 Research Background

A teacher has a big role in a learning process because the success of learning, to a certain extent, depends on the teacher. Harmer (in Ratminingsih, 2014:6) states that there are 8 roles of a teacher in teaching, namely: teacher as a controller, teacher as an assessor, teacher as an organizer, teacher as prompter, teacher as a participant, teacher as a resource, teacher as a tutor and the last is that teacher as an investigator. A teacher is the center of learning. As a role model, a teacher has a big influence on the way of the students' learning in the classroom. The role of the teacher also determines the students' achievement in the learning process.

A teacher has many roles in the classroom, which include: to give and impart knowledge, to guide and help the students to acquire the learning which in this case the language, to motivate the students by using the varieties of task and activity, to organize the students to apply the learning that they get, encouraging the students to learn by giving praise, assessing

and evaluating the students' achievement of learning in the classroom (Chitravelu, Sithamparam, & Choon, 2005: 10).

A teacher has to pay attention to the process of learning, which includes the students' motivation, character, behavior, and skill. So, the teacher cannot only focus to deliver the material but also the process of learning, such as the students' character, students' needs, and also how to manage the process of the learning to become fun and make the students comfortable in the learning.

Motivation is one of the factors that has a big effect on students' achievement in learning. Motivation is something that encourages someone to do something (Zebua, 2017:15). Motivation is very important in the learning activity since it can drive the students to achieve the goal. Brown in (Bakar, 2014: 723) states that the achievement of a goal is depend on the motivation. According to Chitravelu, Sithamparam, & Choon (2005: 10), there are two types of motivation, namely: Extrinsic and Intrinsic motivation. Extrinsic motivation is caused by an external factor such as a student go to a university because he or she wants to get a better job in the future. Meanwhile, Intrinsic motivation comes from someone's desire or someone to do something for their own sake. Extrinsic motivation usually requires rewards while intrinsic motivation does not need a reward.

Reinforcement is one of the techniques that teachers can use to motivate students in learning and engage the students to express their opinion (Wahyudi, Mukhaiyar, & Refnaldi, 2013: 101). Reinforcement is a response that teachers give toward students' actions and behavior. Giving

reinforcement to the students is very important in order to maintain the students' good behavior and decrease their misbehavior. Once the students receive positive reinforcement from the teacher, they will be happy and feel appreciated for what they do or achieve. On the other hand, when the students receive a negative reinforcement from the teacher, they will realize and try to modify their misbehavior. According to Charles and Senter (in Adibsereshki, Abkenar, Ashoori, & Mirzamamani, 2014 : 3), reinforcement is used as the technique to make the students being disciplined in the classroom and they will learn to share their ideas, show their skill and rules. Reinforcement is used to strengthen students' behavior. Giving reinforcement is aimed to motivate the students to do desirable behavior repeatedly in the future.

Teacher's reinforcement can stimulate and improve the students' motivation in the learning process(Niswaty et al., 2017: 149). Giving reinforcement will encourage the students to be active in the classroom, generate the students' motivation, feel appreciated, and try to repeat the behavior reinforced by the teacher. Teachers need to give reinforcement to the students because the teacher's reinforcement has a big influence to motivate the students (Aini, Suandi, & Nurjaya, 2017: 2). As a center of the learning, students will pay attention to what the teacher's say and action. When the students get positive words or treatment from the teachers they will feel proud of themselves and try to get it again and again.

Generally, there are two types of reinforcement: Positive and Negative. The reinforcement is positive when the teachers give a reward in order to appreciate the students because they already do a desirable behavior

and the reinforcement is negative when the teachers give warning in order to decrease students' misbehavior (Chitravelu, Sithamparam, & Choon, 2005: 286). Positive Reinforcement is the contingent presentation of a consequence that increases behavior and negative reinforcement is the contingent removal of some unpleasant stimulus that increases behavior (Alberto & Troutman, 1990: 200). It means that positive and negative reinforcement is used to increase the students' good or desirable behavior in different ways and forms. These reinforcements are not aimed to compare the skill or the behavior in the learning process, but this reinforcement is given to manage all of the students to be motivated and achieve the learning goal.

There are two skills in giving reinforcement, namely: Verbal Reinforcement and Non-verbal reinforcement (Padmadewi, Artini, & Agustini, 2017: 104). Verbal Reinforcement is usually delivered through Praise, appreciation, appointment, for example: Good, Right, etc. Meanwhile, Non-verbal reinforcement is usually delivered through Gesture, such as Smile, approaching the students, symbol, stars, etc. Giving verbal and nonverbal reinforcement to the students is important in order to create an effective and communicative learning process (Aini et al., 2017: 2). Several previous studies have been conducted on this issue which shows that reinforcement has a great significance in learning.

The first research was carried out by (Arista, Artini, & Ratminingsih, 2018) which aimed to study "The Types of Reinforcement Strategies Used by the Teacher in Motivating EFL Students at KG B Class in Bali Kiddy School". The second research was conducted by Adibsereshki, Abkenar,

Ashoori, & Mirzamani (2014) which aimed to compare two kinds of reinforcement. The third research was conducted by Purnamasari, Marhaeni, & Artini (2018) which study the development of teachers' guide in using reinforcement for TEYL.

However, all of those research studied the implementation of reinforcements to normal students. There is still no research that was studied about the implementation of reinforcement to the students with special needs. Students with special needs have different characteristics that cause the teachers also need to have their own strategy to teach the students (Dermawan, 2018: 887). These differences are included in terms of giving the reinforcement to the students with special needs. Giving verbal and non-verbal reinforcement to the normal students and students with special needs must be different. Normal students are able to receive the verbal and non-verbal reinforcement given by the teachers, meanwhile, the students with special needs can not receive well it as a whole. Normal students and students with special needs have differences both physically, mentally, emotionally, and socially. The differences cause teachers who teach students with special needs and teachers who teach normal students have different strategies in giving reinforcement to the students. Based on that problem, the researcher was conducted this research. The researcher wants to know what is the teachers' perception on giving reinforcement to students with special needs. According to Démuth (2012: 16), perception is a way how we experience something at all. Through this research, the researcher hopes that this study will give more information about how do the teachers' perception on giving

reinforcement to the students with special needs and the readers know the implementation of reinforcement from the other side, namely to the students with special needs based on the teachers' perception.

SLB N Singaraja is one of the schools that teaches students with special needs. There are 4 English teachers at this school. However, there are only 2 types of students with special needs who learn English courses at this school, namely: Deaf or Hard Hearing (SLB B) and mentally disabled (SLB C). This becomes the reason for the researchers who conducted the research at SLB N Singaraja. The researcher has studied the teachers' perceptions who teach English to the students with special needs at this school.

1.2 Problem Identification

Giving reinforcement to the students with special needs and normal students are definitely different. If the normal students can receive the reinforcement verbally and nonverbally, the students with special needs can not receive the same and they will have a difference in responding to the reinforcement given by the teachers. Teachers who teach students with special needs and normal students have the differences in the way how they give a reinforcement, the opinion of the advantages and disadvantages of giving reinforcement based on their needs and ability, and the kinds of reinforcement used by the teachers in the learning process.

1.3 Scope of Research

The scope of this research is the teacher's perception on giving reinforcement to students with special needs.

1.4 Research Question

1. How are the teachers' perception about the advantages and disadvantages on giving reinforcement to the students with special needs ?
2. How are the teachers' perception of difficulties in giving reinforcement to the students with special needs ?
3. How are the teachers' perception of the types of reinforcement use by english teachers to the students with special needs ?
4. How are the teachers' perception about the strategy in giving reinforcement to the students with special needs ?

1.5 Objectives of the Study

Based on the research question, this research is aimed

1. To describe the teachers' perception about the advantages and disadvantages in giving reinforcement to the students with special needs.
2. To describe the teachers' perception about difficulties on giving reinforcement to the students with special needs.
3. To describe the teachers' perception about the types of reinforcement use by English teacher in teaching English to the students with special needs.
4. To describe the teachers' perception about strategy in giving reinforcement to the students with special needs.

1.6 Significances of the study

The significances of this research are :

1) Theoretical Significance

1. This research can add insight of the types of reinforcement.

2) Practical Significance

1. Through this research, the teachers get more information about the implementation of reinforcement to the students with special needs based on the teachers' perception.

2. The teachers can consider the differences in giving reinforcement to normal students and students with special needs.

