

CHAPTER I

INTRODUCTION

1.1 Research Background

In the world of education, teachers have a very important role in motivating the students' learning process. Teacher professionalism supports the learning process in the classroom. One way that teachers use to motivate students is by implementing reinforcement for students every time they teach in class. In general, to motivate students, the teacher will provide reinforcement in the form of praise and reward. However, in 2019, Indonesia experienced an education crisis caused by The Coronavirus Disease-19 (COVID-19). Puwanto, Pramono, Santoso, Wijayanti, Hyun & Putri (2020) stated that the COVID-19 pandemic is the foremost health crisis in the world. Many countries have decided to close schools and universities.

The spread of the corona virus, which initially had a major impact on the slowdown in the world economy, is now also being felt by the world of education. Many countries, including Indonesia, have closed all educational activities, so that the government and related agencies must present an alternative education process for students who cannot carry out the educational process in schools. Currently in Indonesia, several campuses and schools have started implementing online teaching and learning processes. Social distancing is promoted in order to break the chain of transmission of COVID-19. The corona virus also has a serious impact on the world of education, both in Indonesia and globally.

Calista et al., (2019) stated In that situation many students feel less appreciation from the teachers and which can affect the online learning process. Many students feel that their efforts and positive behavior are less appreciated. It makes the students not supported to give positive responses towards the stimulus from the teacher (Wibowo, 2015). Lacking support from the teacher becomes one of the reasons for the students' feel less appreciations (Calista et al., 2019). The implementation of reinforcement in the learning process at Junior High School is relatively low (Wibowo, 2015). In addition, students need teachers to provide positive reinforcement that can support students to learn English simply and effectively.

Giving reinforcement is one of the basic teaching skills that a teacher should have (Yatim, 2016). In general, reinforcement is a stimulus to increase the students' probability to do the desired behavior, the main point of providing reinforcement is the enhancement of students' response towards the repetition of that behavior. According to Padmadewi, Artini, & Agustini (2019), reinforcement is a response given to a behavior that can increase the likelihood of repeating that behavior. The purpose of giving reinforcement is to support and enhance students to be more active in the learning process. By designing the environment properly, the students can be enthusiastic about learning. Thus, the only way to support the students to learn and keep on task is the consistency of making positive changes in the external environment through reinforcement (Weiten et al., 2015). Padmadewi, Artini, & Agustini (2019) stated that the effective use of reinforcement has to pay attention to three important points such as warmth and effectiveness, meaning, and avoid the use of negative responses.

According to Padmadewi, Artini, & Agustini (2019), reinforcements are divided into two types, namely verbal reinforcement, and non-verbal reinforcement. Verbal reinforcement is usually shown by using praise, awards, agreements, etc. While non-verbal reinforcement is usually indicated by body gestures. This statement is complemented by Damayanti (2018) which shows that the implementation of the reinforcement component includes: verbal reinforcement in the form of praise to students to support students in the form of words and sentences, and non-verbal reinforcement in the form of smiles and movements, approaching students by interacting with students, fun activities in the form of chants or songs as well as symbols and objects. In addition, the implementation of providing reinforcement is applied to certain individuals or groups, besides that the implementation of reinforcement is carried out immediately and also provides variations in providing reinforcement.

(Wahyuni, 2016) believed that reinforcement can be interpreted as a way to encourage students to actively participate in learning activities. Reinforcement gives pride to students who receive it. Students will be happy when the teacher provides reinforcement. The positive reinforcement supported the students to persist in learning activities, so, that the reinforcements will be remembered and felt during the activity. Arista et al., (2018) explains there are five ways to implement reinforcement by giving warm and enthusiastic reinforcement, avoiding the positive meaning, principles of meaningfulness, providing individual or group reinforcement, and the last is with the variation of reinforcement. Reinforcement strategies should be used in the classroom, it is not only taught at school but also from themselves, parents can also cultivate the motivation of

learning to their children (Arista et al., 2018).

Teachers and students must support each other and play their roles well in the learning and teaching process. According to Purnamasari et al., (2018), the effectiveness of using reinforcement is determined by how it is delivered by the teacher and perceived by the students. It means that the teacher should have clear goals in giving reinforcement for the students. Sholikhah et al., (2017) added that a teacher should have good skills in providing reinforcement, which reveals that the presence of reinforcement can make the students feel appreciated and proud of their efforts.

Preliminary observations were conducted in January, 2021, at the SMP Laboratorium Undiksha Singaraja, using a zoom meeting platform and attended by approximately 55 students from seventh grade students, and an English teacher. It was found that Reinforcement could not be fully implemented considering that the learning process was still being carried out online. In online learning using a zoom meeting platform, the teacher tends to use positive reinforcement in the form of praising, such as; good, good job, excellent, well done, etc. besides giving rewards in the form of additional scores for students who answered the questions correctly. Due to the online learning, the teacher rarely implements non-verbal reinforcement, such as gestures like nodding, smiling, thumbs up, approach or touch.

SMP Laboratorium Undiksha Singaraja was chosen as the setting of the research since it has complete facilities and students thoroughly participate in online learning so that the results of this study can be used as a reference for English teachers in implementing reinforcement or knowing the types of

reinforcement.

1.2 Problem Identifications

This study focused on the types of reinforcement that the teacher uses in online learning and the way teacher implements the reinforcement in online learning in SMP Laboratorium Undiksha Singaraja. One of the reasons for the low motivation of student in online learning English is the lack of support from the teacher in the online learning process. Reinforcement is one of the teaching skills that is very important in developing students motivation, but the implementation of reinforcement in online learning process at Junior High School is relatively low. This cause many students feel less appreciated for they efforts behave positively and because students become less motivated to give positive responses towards the stimulus from the teacher. Meanwhile, the reinforcement has an important role to make online learning English successful. Therefore, the study focused on the types of reinforcement that teacher used in online learning process and the way the teacher implemented the reinforcement in online learning process.

1.3 Scope of the Study

The researcher limited this study in finding and describing the types of reinforcement that teacher used in online learning process and the way teacher implements the reinforcement in the online learning process at SMP Laboratorium Undiksha Singaraja.

1.4 Research Questions

Based on the background of the research and the problem identification, there were two research questions formulated for this study. The research questions were as follows.

1. What are the types of reinforcement implemented in online learning process in SMP Laboratorium Undiksha Singaraja.
2. How is the implementation of reinforcement in online learning process in SMP Laboratorium Undiksha Singaraja.

1.5 Research Objectives

1. To describe the type of reinforcement used in the online learning process at SMP Laboratorium Undiksha Singaraja.
2. To investigate how the teacher implements the reinforcement in the online learning process at SMP Laboratorium Undiksha Singaraja.

1.6 Research Significance

1.6.1 Theoretical Significance

The result of the study is expected to give positive contribution to the theoretical insight about the type of reinforcement and the implementation of the reinforcement at SMP Laboratorium Undiksha Singaraja.

1.6.2 Practical Significance

a. For Students

Through the implementation of reinforcement, the students will eventually increase their motivation in learning English.

b. For Teacher

This research can be used as a references for the teacher to use reinforcement in teaching. Besides, the teacher will be easier to teach because the student will support the learning process by high learning spirit.

c. For Reader

This research is expected to be useful for readers to know the importance of reinforcement in the teaching and learning process, especially in reinforcement

d. For Researcher

This research is expected to help researchers to conduct further researches related to reinforcements implementation in online learning.

