APPLYING POSITIVE REINFORCEMENT TO INCREASE STUDENTS’ MOTIVATION IN LEARNING ENGLISH FOR GRADE VII IN SMP PANGUDI LUHUR 1 YOGYAKARTA

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

By
Emmelia Dyah Kirana
Student Number: 141214028

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I dedicated this thesis to:
My family
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I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, 4 June 2018
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ABSTRACT


Motivation has an important role in order to help the students in learning English (Al-Tamimi & Shuib, 2009). Based on the researcher’s thorough and careful observation while teaching English extracurricular in SMP Pangudi Luhur 1 Yogyakarta, English course is one of the subjects that is considered difficult by many students. In this case, the students lack of motivation to learn English. One of the ways to increase the students’ motivation is by giving positive reinforcement. This research aims to find out how the positive reinforcement is given to motivate the seventh grade students in SMP Pangudi Luhur 1 Yogyakarta and to explain the benefits of applying positive reinforcement. In order to answer the two research problems; how is positive reinforcement given to motivate the students in SMP Pangudi Luhur 1 Yogyakarta and what are the benefits of applying positive reinforcement in SMP Pangudi Luhur 1 Yogyakarta, the researcher used mixed-method for this research.

The researcher used three theories in order to answer the first and second research problems. For the first problem, the researcher used the theory from Becker, Engelman, and Thomas (1975) which explained about the ways of apply positive reinforcement. Meanwhile, the theories from Al-Tamimi and Shuib (2009) and Maehr (1984) which defined about the benefits of applying positive reinforcement were used to answer the second research problem. Those three theories used as the foundation in making observation checklist and questionnaire.

The researcher applied Classroom Action Research (CAR) for this research. In applying Classroom Action Research, the researcher conducted 2 cycles and each cycle consisted of planning, action, observation, reflection. The instruments which were used to collect the data were observation checklist, field note, questionnaire and interview to some students. The use of observation checklist and field note was to observe the class before conducting cycle 1 and 2. After conducting cycle 1 and cycle 2, the researcher distributed the questionnaire to the 38 students and did the interview with six students.

The research showed that applying positive reinforcement in the form of giving praise and extra score was used by English tutor to motivate the students in learning English. Applying positive reinforcement in the class also gave three benefits for the seventh grade students. The three benefits were the students had a higher enthusiasm in learning English; the students had better comprehension of the materials; and increasing the students’ confidence.

Applying positive reinforcement in the form of giving praise and extra score was beneficial for the students to increase their motivation in learning English. In the end, the researcher recommend this research to all the English
teachers and future researchers to apply positive reinforcement as a useful teaching strategy while teaching in the class.

**Keywords:** positive reinforcement, motivation, classroom action research
ABSTRAK


Motivasi memiliki peran penting dalam membantu siswa belajar bahasa inggris (Al-Tamimi & Shuib, 2009). Berdasarkan pengamatan yang dilakukan secara seksama oleh sang peneliti selama mengajar ekstrakurikuler Bahasa Inggris di SMP Pangudi Luhur 1 Yogyakarta, pelajaran Bahasa Inggris merupakan salah satu mata pelajaran yang dianggap sulit oleh para murid. Dalam hal ini, murid-murid tidak memiliki motivasi dalam belajar Bahasa Inggris. Satu dari sekian banyak cara untuk meningkatkan motivasi kepada murid adalah dengan cara memberikan penguatan yang positif. Penelitian ini bertujuan untuk mencari tahu bagaimana penguatan positif yang diberikan kepada murid kelas tujuh untuk memotivasi mereka dan untuk menjelaskan keuntungan yang didapatkan dari penerapan penguatan positif di SMP Pangudi Luhur 1 Yogyakarta. Untuk menjawab dua rumusan masalah; bagaimana penguatan positif yang diberikan untuk memotivasi murid di SMP Pangudi Luhur 1 Yogyakarta dan apa saja keuntungan dari penerapan penguatan positif di SMP Pangudi Luhur 1 Yogyakarta, peneliti menggunakan metode kombinasi.


Penelitian ini menunjukkan bahwa penguatan positif berupa pujian dan nilai tambahan yang diterapkan oleh guru ekstrakurikuler dapat memotivasi murid dalam belajar Bahasa Inggris. Penerapan penguatan positif di dalam kelas juga memberikan tiga manfaat bagi murid kelas tujuh. Ketiga manfaat tersebut ialah murid menjadi lebih antusias dalam belajar Bahasa Inggris, murid menjadi lebih paham terhadap materi yang diberikan, dan dapat meningkatkan kepercayaan diri para murid.
Penerapan penguatan positif berupa memberikan pujian dan nilai tambahan memberikan manfaat bagi para murid untuk memotivasi mereka dalam belajar Bahasa Inggris. Pada akhirnya, peneliti merekomendasikan penelitian ini kepada semua guru Bahasa Inggris dan semua peneliti untuk menerapkan penguatan positif sebagai teknik pengajaran yang berguna ketika sedang mengajar di kelas.

Kata kunci: penguatan positif, motivasi, penelitian tindakan kelas
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CHAPTER I

INTRODUCTION

This chapter will discuss the background information of the research. It consists of research background, research problems, research significance, and definition of terms.

A. Research Background

English language is used as a language for international communication. In Indonesia, English language is used as a foreign language (EFL). However, many students in Indonesia are not really interested in learning English. They have a mindset that English is difficult. According to Meizi (2015), Indonesian students find that English is quite challenging to be learned. The students are more familiar with two languages. Those two languages are mother tongue which is Bahasa Indonesia and one local language such as Javanese, Sundanese, Balinese etc. It means that they need to adapt with the new language.

There are two factors which influence the students to be successful in learning English which are external factors and internal factors. An external factor is something that comes from outside. Meanwhile, an internal factor means something that comes from inside. One of the internal factors is motivation. In the learning process, motivation has an important role; it helps the students to be more interested in learning English (Al-Tamimi & Shuib, 2009). One of the ways to give motivation to students is by giving positive reinforcement. Positive Reinforcement is used to engage the students’ motivation in the learning process.
In conducting this research, the researcher chose SMP Pangudi Luhur 1 Yogyakarta because the researcher had an access to teach English lesson in SMP Pangudi Luhur 1 Yogyakarta. The researcher was an English tutor of seventh grade in SMP Pangudi Luhur 1 Yogyakarta for one semester. During the teaching practice, the researcher found that seventh grade students of SMP Pangudi Luhur 1 Yogyakarta were not really interested in learning English. It was looked from how they responded to the English teacher’s instruction and their readiness in doing the assignments. The students preferred to talk with their friends than to do the English assignments. They were not serious in doing the assignments. The situation in the class showed that the students were not motivated in learning English. Since the students of SMP Pangudi Luhur 1 Yogyakarta lacked of motivation in learning English, then the researcher is interested in applying positive reinforcement as a strategy to increase the students’ motivation in SMP Pangudi Luhur 1 Yogyakarta. Therefore, it is important to conduct this research in SMP Pangudi Luhur 1 Yogyakarta in order to motivate the students in learning English.

B. Research Problems

The two research problems are formulated as follows:

1. How is positive reinforcement given to motivate the students in SMP Pangudi Luhur 1 Yogyakarta?

2. What are the benefits of applying positive reinforcement in SMP Pangudi Luhur 1 Yogyakarta?
C. Research Significance

This research is expected to give some contributions to the following parties.

1. **English Teachers of SMP Pangudi Luhur 1 Yogyakarta**

   This research gives benefits for the teachers of SMP Pangudi Luhur 1 Yogyakarta because this research helps the teachers to use positive reinforcement as a useful strategy in teaching English. They can evaluate and develop any aspect of the positive reinforcement. The aspect can be applying reinforcement to create an active learning.

2. **Students of SMP Pangudi Luhur 1 Yogyakarta**

   This research is used to motivate the seventh grade students of SMP Pangudi Luhur 1 Yogyakarta in learning English. It will make them realize that positive reinforcement is a strategy to help them to be more attracted with English course.

3. **Pre-Service Teachers**

   This research gives a reference to the pre-service teachers to use this strategy. They will use it as a method to motivate the students in learning English. The pre-service teacher can also apply positive reinforcement when they are taking the Program Pengalaman Lapangan (PPL) or as an English tutor.

4. **Future Researchers**

   This research gives a benefit for the future researchers in applying positive reinforcement. This study will encourage the other researchers to evaluate and develop this research.
D. Definition of Terms

This part provides the definition of terms used in this research in order to avoid misunderstanding.

1. Positive Reinforcement

According to Skinner’s (1938) study, it is found that positive reinforcement is a reward that strengthen a conditioned response after it has occurred. In other words, the teacher gives the stimulus or response to the students after they answer or ask questions during teaching and learning process in the class. Miltenberger (2008) also states that the reinforcement is the process in which a behavior is strengthened by the immediate consequence that reliably follows its occurrence.

In this study, the positive reinforcement is the act of giving praise to the students. This action helps the teacher to increase motivation for the students.

2. Motivation

 According to Gradler, Broussard, and Garrison (2004), motivation is the attribute that will move someone to do or not to do something. In general, motivation is the act that causes someone to act (Shank, 2012).

Motivation has an important role in the class, it helps the students to be more interested in learning English (Al-Tamimi & Shuib, 2009). In other words, motivation will only lead to educational successes.

In this study, motivation is used in the classroom because it has an important role to help the students in learning English.
3. Grade VII in SMP Pangudi Luhur 1 Yogyakarta

SMP Pangudi Luhur 1 Yogyakarta is located at Jalan Timoho II number 29, Muja Muju, Daerah Istimewa Yogyakarta. This school has seven classes for grade seven. Each of the class has at least 40 students. In this research, the researcher choose VII D class because during the English extracurricular, the researcher has an access to teach this class. The VII D class consists of 24 males and 18 females. The total students of VII D is 42 students.
CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher will discuss about theories that are used as a theoretical basic of this study. There are two sections in this chapter, which are theoretical description and theoretical framework.

A. Theoretical Description

In order to motivate the students in learning English, the teacher uses some certain ways to increase the motivation. One of them is by giving positive reinforcement. In applying positive reinforcement in the learning process, the teacher should know about how positive reinforcement should be given in SMP Pangudi Luhur 1 Yogyakarta and what the benefits of positive reinforcement are. There are some theories related to the motivation, positive reinforcement, and classroom action research.

1. Positive Reinforcement

In this section, the researcher presents the four parts of positive reinforcement. Those are definition of positive reinforcement, aspects of positive reinforcement, benefits of positive reinforcement, and ways to apply positive reinforcement.

a. Definition of Positive Reinforcement

According to Skinner’s (1938) study, it is found that positive reinforcement is a reward that strengthen a conditioned response after it has occurred. In other words, the teacher gives the stimulus or response to the students
after they answering or asking questions in the class. Miltenberger (2008) states that the reinforcement is the process in which a behavior is strengthened by the immediate consequence that reliably follows its occurrence.

b. Aspect of Positive Reinforcement

Positive reinforcement is considered as tools in order to modify behavior. According to Becker, Engelmann, and Thomas (1975), “People perceive that positive reinforcement gives a praise or reward to someone who has done something. Saying “good job” is one of the expressions of giving positive reinforcement. The “good job” word becomes the stimulus for the students to be more attracted in learning English” (p. 95).

c. Benefits of Positive Reinforcement

Applying positive reinforcement has four benefits for the students in learning English. The first benefit is to help the students to be active in asking question by raising their hand. Next, helping the students to reinforce appropriate behavior and it can strengthen the students’ behavior by giving rewards and incentives. The last benefit is to help the students to be more interested in learning English (Al-Tamimi & Shuib, 2009).

d. Ways to Apply Positive Reinforcement

In order to apply positive reinforcement in the learning process, there are some ways that can be used to reinforce the students:

1) In 1975, Becker, Engelman, and Thomas stated, “Saying “good job” is one of the expression of giving positive reinforcement. The “good job” word
becomes the stimulus for the students to be more attracted in learning English” (p.95).

2) It can be applied by utilizing extrinsic rewards or intrinsic rewards. Extrinsic rewards are extra score, food, and beverage while intrinsic rewards are praise, smile and encouragement.

3) A promise is made by someone to change someone’s behavior. This promise can be used as a tool to reinforce someone. A promise can be represented in a language or signal and communication to evoke people to do something (Burgess, 2015).

2. Motivation

In this part, the researcher provides the three parts of motivation. Those are definition of motivation, types of motivation, and characteristics of motivated students.

a. Definition of Motivation

According to Gradler, Broussard, and Garrison (2004), motivation is used as the attribute that will move someone to do or not to do something. Tamimi and Shuib (2009) stated that motivation has an important role in the class, it helps the students to be more interested in learning English. In other words, motivation will only lead to educational successes.

b. Types of Motivation

According to Deci and Ryan (1985) motivation is divided into two different types in self-determination theory. The two different types are presented below:
1) **Intrinsic Motivation**

It refers to doing something because it is inherently enjoyable and interesting. Intrinsic motivation is the urge to do or achieve something that is needed by a person, mostly it takes pleasure in doing so (Pintrich, 2003). It can be defined as the doing of an activity for the satisfaction rather than for the consequence. In other words, it motivates a person to move in order to act for the fun rather than for the pressure.

2) **Extrinsic Motivation**

It refers to doing something because it leads to a separable outcome so the individual’s motivational stimuli are coming from outside. Basically, it is the desire to do or achieve something not for the enjoyment of the thing itself, but because doing so leads to a certain result (Pintrich, 2003).

c. **Characteristics of Motivated Students**

In this part, Maehr described “five behavioral patterns that can be used as indices of motivated students” (as cited in Stipek, 1993, p. 11). The list of five behavioral patterns are presented below:

1) **The Direction of an Individual’s Attention and Activity**

When the students focus on one thing and not another, or choose to complete one task and not another, they are assumed as motivated students.

2) **Persistence**

This is the length of time a person engages in an activity, especially a difficult task, is often used as a behavioral index of his or her motivation. When the
students give up easily on the difficult task, then those students will be assumed less motivated than students who persevere.

3) Activity Level of the Individual

The students are motivated when they can work intensively on tasks without cheating. The level of intensity is related to their level of motivation.

4) Continuing Motivation

The students who return the tasks without external incentives and do the tasks “on their own” are apparently highly motivated.

5) Performance

This fifth behaviour is about performance of individual. As the four factors described above, a student who works intensively on a task, persists when the task is difficult, and engages in the task without external incentives and performs better than the other students who give up easily, complain on the difficult tasks and avoid the tasks. Those performances show that the students are motivated.

B. Theoretical Framework

In order to answer the first research problem “How is positive reinforcement given in SMP Pangudi Luhur 1 Yogyakarta?”, the researcher will use the theory from Becker, Engelman, and Thomas (1975) of Ways to Apply Positive Reinforcement which is suitable to answer the first problem. The researcher uses this theory to classify the ways how to apply positive reinforcement. There are three ways; positive reinforcement in the form of giving extra score, giving praise, and giving food/beverage. Furthermore, the researcher
explains which ways of applying positive reinforcement that help the students to improve their motivation in learning English.

For the second problem “What are the benefits of applying positive reinforcement in SMP Pangudi Luhur 1 Yogyakarta?”, the researcher will use the theory from Al-Tamimi and Shuib (2009) and Maehr (1984). The researcher uses Al-Tamimi and Shuib (2009) theory which explains about the benefits for the students after getting positive reinforcement during the English lesson. Then, the theory of five behavioral patterns from Maehr (1984) helps the researcher to determine whether the students’ behavior really show they are motivated or not. Those two theories will be used by the researcher to support the result of questionnaires and interviews which are suitable to answer the second research problem. The researcher uses also the two theories as the foundation in making observation checklist and questionnaire.
CHAPTER III
RESEARCH METHODOLOGY

This chapter consists of five parts which are used in order to answer the two research problems.

A. Research Method

Classroom Action Research (CAR) was used as a method in this research. According to Mills (2009) action research is a systematic inquiry conducted by teachers, researchers, or other stakeholders in the teaching environment to gather information about how their particular schools operate, how they teach, and how well their students learn. Through this action research, a teacher can gather the information with the goals of gaining insight, develop a reflective practice, change the school environment into a positive environment, and improve the students’ outcomes. In other words, action research is a research that can be done by teachers for themselves.

Kemmis and McTaggart (1988) developed a concept which is used as a model for action research. This model was named spiral model. This concept consists of four steps. The first step is planning. This step is a plan to conduct treatment or make sure about the problem of the research. In this cycle, the researcher observes the situation in the classroom in order to know the problems. The second is action. Action is the implementation of planning. This cycle contains of the steps or activities that would be taken by the researcher. In this cycle, the researcher takes the teaching practice for around two times.
The third step is observation. This is the time for the researcher to observe all the activities during the research. Through this cycle, the researcher distributes the questionnaires and does the interview. Then, the last step is reflection. It is the inspection efforts on the successes or failures in reaching the goals of the research. The researcher evaluates the result of the action.

Figure 3.1 Kemmis and McTaggart Action Research Model (1988)

B. Research Setting

The research was conducted in SMP Pangudi Luhur 1 Yogyakarta which is located at Jalan Timoho II number 29, Muja Muju, Umbulharjo, Daerah Istimewa Yogyakarta. This research was conducted for seventh grade students in the class 7D. The research was done in February - March 2018.

C. Research Participant

The participants of this research were seventh grade students of SMP Pangudi Luhur 1 Yogyakarta. The researcher only chose one class for the
research, it was 7D. There were 42 students in the 7D class. The class consisted of 18 females and 24 males.

D. Research Instruments

In this step, the researcher provides the four instruments; observation checklist, field note, questionnaire, and interview guideline in order to answer the research problems. The instruments were classified below:

1. Observation Checklist

The researcher used an observation checklist as a tool to obtain the data. This observation checklist served as a guideline in observing the situation in the classroom and the learning process. The observation checklist is presented below:

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<tr>
<th>No</th>
<th>Statements</th>
<th>Yes</th>
<th>No</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The students are enthusiastic during the English lesson.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The students respond to the teacher's instruction actively.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There were five columns which consisted of numbers, statements, yes and no checklists and notes. The statements part consisted of statements which were arranged by the researcher based on some theories related to the motivation and students’ behavior. In the middle, the researcher provided the yes and no checklist. For the right side, there was notes for the researcher to write down the additional information while observing the class.
2. Field Note

In order to collect the details of the data, the researcher used the field note when observing the class, teaching the class, collecting the questionnaires’ answers, and interviewing some students. This helped the researcher in writing down all the details while obtaining the data. The field note was used as a detailed note for researcher in the educational setting as they observe what is going on or as they interview their respondents (Fraenkel & Wallen, 2009). The template of field note is presented below:

<table>
<thead>
<tr>
<th>Date</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday February 26th 2018</td>
<td></td>
</tr>
</tbody>
</table>

3. Questionnaire

The questionnaire is used to collect the data. The researcher made the questionnaires to get the data about how the positive reinforcement was given in the class of VII D and the benefits of positive reinforcement. The researcher used open-ended and close-ended questions because the data was about the students’ experiences in learning English. According to Ary, Jacobs, and Sorensen (2010) the open-ended question permits a free response rather than restricting the respondent to a choice from among stated alternatives. The researcher had distributed the questionnaires to all the students in class VII D. The template of questionnaire is presented below:
Table 3.3 Questionnaire Template

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SD</td>
</tr>
<tr>
<td>1.</td>
<td>Teacher always motivates me by giving positive reinforcement.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Teacher gives reinforcement in the form of giving praise.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>etc.</td>
<td></td>
</tr>
</tbody>
</table>

4. Interview Guideline

This instrument helped the researcher to get a deep information about the benefits of positive reinforcement for the students. The interview took a big portion in this research because through the interview the researcher could answer the research question number two which was about the benefits of positive reinforcement. Personal interview is often conducted one-on-one. There are many advantages to this method. It allows the interviewer to develop rapport with respondents, increase trust from respondents and get more honest answers (Frankel & Wallen, 2009).

In order to gather the data, the researcher had interviewed six students from class VII D who are active in the class. Those students were chosen using purposive sampling because the researcher only wanted to interview the active students. Six students were considered as active students based on the observation sheet. The questions were related to the positive reinforcement that increased the students’ motivation in learning English and the benefits for students after receiving positive reinforcement. The template of interview guideline is presented below:
### Table 3.4 Interview Guideline Template

<table>
<thead>
<tr>
<th>No</th>
<th>Student</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Student 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Student 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Student 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>etc.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### E. Data Gathering Technique

In conducting this research, the researcher used some techniques to collect the data. First, the researcher did the observation. In doing this observation, the researcher needed one observer to observe the class objectively. Then, the researcher asked for helps from one collaborator. The collaborator was the English tutor in SMP Pangudi Luhur 1 Yogyakarta and she was also the eight semester student of English Language Education Study Program in Sanata Dharma University. The observation helped the researcher and collaborator to find out the situation of the class and the students’ behavior.

Second, the researcher also distributed the questionnaires to the students after conducting cycle one and two. The questionnaires were given to the students at the end of the English extracurricular class. The purpose of this questionnaire was to help the researcher answering the first and second research problem.

For the last technique, the researcher did the personal interview with six students of 7D. The researcher chose those six students in purpose, based on the observation results and their answers in the questionnaires which were related to
the research questions. The result of interview helped the researcher to find out
the benefits of applying positive reinforcement in order to motivate the students
during the English extracurricular.

F. Data Analysis Technique

For the data analysis technique, the researcher used three steps that have
been suggested by Ary, Jacobs, and Sorensen (2010). The steps were:

1. Organizing the data

For the questionnaires, the researcher had to collect the questionnaires that
had been filled in by the students. The researcher found a lot of answers. To
anticipate this, the researcher had checked the data using Likert scale. Likert scale
is a four or seven point scale, to give the expression of agree or disagree of a
statement. By using Likert scale, the researcher collected the answers which one
was suitable with my first research problem and which one was not suitable.

In the interview part, the researcher invited six active students as the
informants. While interviewing those students, the researcher wrote down the
answers in a blank paper. After that, the researcher checked the answers by
highlighting the important points. The answers that had personal experiences
about what benefits did they get after receiving positive reinforcement in the
learning process were considered as the important points.

2. Coding and reducing the data

The researcher checked the data based on the questionnaire results. All of
the statements were shown using Likert scale (scale 1-4) which indicates the
strongly disagree, disagree, agree and strongly agree. To reduce the data, the
researcher took only the statement which had been chosen by many students. Then, the other statements which had been chosen by few students were not be taken as the data to answer the research problems.

In order to reduce the data of interview results, the researcher selected the parts of interview which were answering the first and second research problem. When the students answered that he or she got many benefits through positive reinforcement, then those answers were considered as the important point. However, the students who answered that they did not get anything after receiving positive reinforcement were considered as unnecessary answer. Then, the researcher reduced those unnecessary answers.

3. **Interpreting and representing the data**

The researcher interpreted the result of the questionnaires in a form of table which consisted of four statements (scale 1-4). Each statement would be presented in the form of percentage. The table gave information about the result of students’ answers which represented the positive reinforcement that had been done in the classroom. The table also showed the benefits of positive reinforcement in increasing students’ motivation. The researcher represented the data through a quantitative and qualitative data analysis. A qualitative technique was used to present the data in the form of descriptive. In this research, the researcher used a qualitative technique to describe the report of cycle one, cycle two, and the results of interview. For the quantitative, the researcher showed the data from the questionnaire results in the form of percentage. The percentage of
each statement were used to support the data in order to answer the research problems. The formulation to count the percentage of the data is:

\[
\frac{n}{\Sigma n} \times 100\%
\]

Note:

\( n \) = the number of participants who choose certain statements

\( \Sigma n \) = the total number of participants

The interview results would be presented in the form of dialogue. The researcher showed the results of interview by putting the excerpts between the respondents and the researcher in the discussion part.
CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

This chapter provides the results and discussion in applying positive reinforcement to increase students’ motivation in learning English. This chapter will discuss the results of cycle I and cycle II. The two research problems will be answered in this chapter.

A. The Implementation of Positive Reinforcement to Motivate The Students in SMP Pangudi Luhur 1 Yogyakarta

The researcher conducted the research in SMP Pangudi Luhur 1 Yogyakarta. In the first meeting, the researcher did the observation using the observation checklist related to the situation of the class. After doing the observation, the researcher conducted cycle I and cycle II for two meetings of each cycle. Here is the result of cycle 1 and cycle II:

1. The Report of Cycle 1

The first cycle was conducted on Monday, February 5th and 12th 2018. In this cycle, there were four steps: the planning, the action, the observation, and the reflection. Those steps were done in two meetings. The planning was done in the first week of February on Monday, February 5th 2018 which was a week ago before doing the second meeting of cycle 1. The other three steps were done in the second meeting. The researcher was done the three steps: the action,
the observation, and the reflection on Monday, February 12th 2018. The results of cycle one is presented below:

a. Planning Step of Cycle 1

The first step of cycle one was planning. In planning, the researcher prepared the lesson plan for two meetings. This planning was done on Monday, February 5th 2018. The researcher made the lesson plan based on the syllabus which was given by the teacher in SMP Pangudi Luhur 1 Yogyakarta. According to the syllabus, the material for the next two meetings was caution. In this case, the researcher used basic competences number 3.9 and 4.11. This lesson plan helped the researcher to prepare the material and activity in the class.

b. Action Step of Cycle 1

In the action step, the researcher would be the English teacher and taught class VII D for two meetings. The teaching action was done on Monday, February 12th 2018. The researcher used power point to explain the definition, purposes, and examples of Caution Text for the students in VII D class.

In this action, the researcher came into the class with one observer to observe the students’ behavior. The observer was the tutor for English extracurricular in SMP Pangudi Luhur 1 Yogyakarta. The situation of classroom was not really conducive because there were still many students who were busy with other things. Most of the students were busy talking with their friends. Moreover, they walked around and ate their food in the class. In this case, the researcher and the observer had to wait until the situation was calm.
The first action, the researcher taught the “Caution” materials and started the lesson by showing the title “Caution” in the projector. After showing the title, the researcher asked the students about their knowledge related to the topic “Caution”. The purpose of this activity was to know whether the students had ever heard or known about topic “Caution”. The questions were how far they know about caution and the definition of Caution Text. Most of the students did not know about Caution Text. A few of them answered they had heard the word caution but they did not know the definition.

Since a lot of students did not know the definition of caution, so the researcher explained the definition of Caution Text. While explaining the definition, some students who sat at the back did not pay attention to the teacher. They were busy talking to each other. Those students who sat at the back started to create unconducive atmosphere. To anticipate this situation, the researcher made the strategy in order to make the class become more conducive.

Next action, the researcher started to apply the positive reinforcement. First, the researcher asked the students about the purpose of Caution Text. Some of them raised their hands and were very enthusiastic. Since a lot of the students raised their hands so the researcher decided to pick one of them randomly. The chosen student could answer the purpose of caution text correctly. In addition, the researcher gave the positive reinforcement in the form of giving praise.

*Teacher:* “What is the purpose of caution text”

*Student:* “It give a sign to people so they will be more careful in doing something”

*Teacher:* “Yes, very good!”

*(See Appendix F / Observation Result)*
Besides, the researcher invited the students in the class to give him around of applause. By applying those positive reinforcement, the chosen student was happy because he got applause from all the students.

The researcher showed the texts of giving instruction, short notice, and caution through projector. Then, the students should mention the purpose of those three kinds of texts. The purpose of this activity was to help the students to differentiate the purpose between giving instruction, short notice, and caution text. First, the researcher showed the example of giving instruction text to the students and asked them to mention the purpose. All of the students knew the purpose of giving instruction text. They had answered it correctly. Since they could answer the purpose of giving instruction text then the researcher gave them positive reinforcement in the form of giving praise like “Yes, very good” and “Great job!”.

Teacher: “Who knows the purpose of instruction text?”
Student: “I am, miss. To give instruction.”
Teacher: “Yes, great answer!”

(See Appendix F/Observation Result)

Moving on to the next question, the researcher asked the students about the purpose of a short notice text. This time, only a few of them who could answer the purpose of a short notice text. Some of the students who did not know the answer were confused. Next, the researcher asked once again, talking about the purpose of notice text. Some of them tried to answer but the other students said that they did not understand. They looked bored and started to talk with other friends. Then the researcher motivated them who did not understand by giving positive reinforcement in the form of smile.
Then, the researcher continued the activity by giving assignment to the students. The assignment was multiple choice, consisting of 40 questions. Time allocation for this assignment was one hour. In 30 minutes later, some of the students were distracted by other things. They started to give up on the difficult task and talked to other students. At the end of the lesson, the researcher concluded the lesson by discussing and reviewing the material.

c. Observation Step of Cycle 1

This step was done by the researcher during the first meeting in cycle one. The researcher observed the students with the help from one observer. The observer was a tutor in SMP Pangudi Luhur 1 Yogyakarta and also the students of the eight semesters of English Language Education Study Program of Sanata Dharma University. In this case, the researcher wanted to know the students’ motivation by seeing their attitude during the lesson.

The result of observation sheet which was done by the researcher showed that in the first meeting of cycle one, the students were not really enthusiastic during the lesson. The students did not respond to the teacher’s instruction actively because they were not paying attention. Most of the students preferred to talk to each other and busy doing something such as combing hair, eating, and gossiping.

The result also showed the students were not really serious during the class. When the teacher asked the question about the definition of caution text, the students did not answer the question. The students were not motivated while joining the lesson so they preferred to talk with their friends. The researcher and
the observer found that there were a lot of students who did not pay attention during the lesson because they preferred to talk and play with their friends. Those behaviors invited the researcher to give positive reinforcement to the students in the class. Applying positive reinforcement increased the students’ motivation in learning English in the class.

d. Reflection Step of Cycle 1

In this step, the researcher and the collaborator found that the implementation of positive reinforcement in the form of praises were successful. It was proved from how they responded to the teacher. The students who got praise from the teacher were happy and very enthusiastic during the English extracurricular. It was shown from how they responded to the teacher:

Teacher: “Hello, good afternoon students.”
Students: “Good afternoon, miss.”
Teacher: “Okay, are you ready for today’s class?”
Students: “Yesss! Miss.”

(See Appendix F/Observation Result)

Meanwhile, the unsuccessful action was when the students got the assignment. After getting the assignment from the teacher, some of the students who sat at the back started to complain and did not want to do the assignment. The students were bored and did not do the assignments. Some of the students did not complete the assignment because they thought that doing the assignment was boring. Giving the “Caution” assignment to the students was not successful.

2. The Report of Cycle 2

The second cycle was conducted on Monday, February 26th and March 26th 2018. The four steps of cycle 2 were done in two meetings. The planning was
done on Monday, February 26th 2018. The other three steps were done a month later in the second meeting which was held on March 26th 2018. The results of cycle two is presented below:

a. Planning Step of Cycle 2

For the planning step, the researcher prepared the lesson plan for the next meeting. This lesson plan would be used for two meetings. This planning was done on Monday, February 26th 2018. The function of lesson plan helped the researcher to plan the activity and materials before teaching the class. The next action that should be improved in the action of cycle two was how to engage the students’ attention. In the previous meeting, while doing the assignment, there were a lot of students who did not focus in doing the assignment. They were noisy and busy doing other things. The ten students did not finish the assignments. For the next meeting, the researcher planned to provide more activities to keep the students’ attention during the lesson. The researcher planned to add group work discussion and presentation for the action of cycle two.

b. Action Step of Cycle 2

After preparing the planning, it was the time for the researcher to conduct the action of cycle two. The researcher conducted the second meeting of cycle 2 on Monday, March 26th 2018. The teaching action was done a month later after the first meeting of cycle 2 due to the examination. Since the students of SMP Pangudi Luhur 1 had examination so they had no class for English extracurricular.

In the first action of cycle 2, the researcher continued teaching material from the previous meeting and giving group work discussion. The material for this
meeting was Descriptive Text. In this meeting, there were 38 students who joined this class. To begin the class, the researcher started the lesson by asking some questions about the previous material. The researcher asked about the definition and purpose of Descriptive Text. Some of the students could answer the question correctly.

Next, the researcher showed two texts of Descriptive Text. The text consisted of two pictures and its description. The pictures were a house and a tree. After showing the picture, the students started to lose their concentration. They were busy talking to their friends. Some of them walked around the class and played with their friends. The researcher explained the assignment to the students but none of the students gave attention to the teacher. The researcher had to raise the voice volume while explaining the assignment. The researcher asked the students to choose one out of two descriptive texts then find the purpose of its text, the language feature, and the adjective words. When the assignment had been explained, the students refused to do the assignment.

In this case, the researcher started the next action; applying positive reinforcement. They said that they were tired and bored. The researcher motivated them by giving them positive reinforcement in the form of extra score. The students who had done the assignment and presented the result in front of the class would get extra score.

*Teacher: “Come on, for those who can finish their task on time and present their result in front of the class will get extra score.”*

*Student: “Are you sure miss? Yeaayy”*

*(See Appendix F/Observation Result)*
The positive reinforcement in the form of extra score worked well. Some of the students responded it enthusiastically. They had to do the assignment in group of four people. The time for doing the assignment was 35 minutes. While the students were discussing with their friends, the researcher walked around and observed their works. There were two students who sit in the middle asking one question. They did not know the meaning of “stem”. Then, the researcher gave the explanation.

When the discussion was finished, the researcher invited the students to present their results in front of the class. There were four groups who wanted to present their result of discussion. The first group explained the description text entitled “My House”. They presented the purpose and the language feature of the text clearly. After they finished presenting their result, the researcher appreciated them by giving praise words such as “Very good!” The second and third group also presented their discussion about descriptive text, the title was “A Tree”. For the last group, they presented the descriptive text “My House” in front of the class. As the presenter promised, the four groups who presented their result would get extra score.

By giving them positive reinforcement in the form of extra score, the students who had done the presentation were happy and satisfied. Moreover, the other groups were struggling to get the extra score. The students had to compete with the other groups to come in front and present their result. Due to the fact that the time was limited so not all the groups could present their result of discussion.
At the end of the lesson, the researcher distributed the questionnaire to the students in the last ten minutes before the bell was ringing. The 38 students were asked to fill in the questionnaire.

c. **Observation Step of Cycle 2**

The next step was observation. In doing the observation, the researcher asked for help from the same observer. This second meeting, the researcher and the observer found that the students’ enthusiasm was good than the previous meeting. It was shown from how they responded to the teacher. The first thing that had been noted by the observer was that the students pay attention to the teacher while explaining the material. This behavior indicated that those students were motivated because they could focus and listen to the teacher (Maehr, 1984, cited in Stipek, 1993, p. 11).

Based on the observation sheet, the students were highly motivated in doing the assignment. According to Maehr (1984, cited in Stipek, 1993, p. 11) the behavior patterns for motivated students could be seen from how they work intensively on task without cheating. The real situation in the class is consistent with what Maehr (1984) stated. It was found that the students could do their assignment intensively without cheating.

d. **Reflection Step of Cycle 2**

In this step, the researcher discussed with the other observer to evaluate the action of cycle 2. The implementation of positive reinforcement in the form of giving extra score and praise in cycle 2 was done successfully by the researcher.
Those reinforcements could evoke the students’ enthusiasm in presenting their group discussion.

The researcher and collaborator found one unsuccessful thing while doing the action of cycle 2. The time for presentation was considered as unsuccessful thing. While doing the cycle 2, the researcher provided the group discussion for the students and presentation. The time for the presentation was limited because the students spent most of the time for the group discussion.

After conducting cycle 1 and cycle 2, the researcher distributed the open-ended and close-ended questionnaires to the students. This questionnaires aimed to collect the data in order to answer the first research question.

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Frequency</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SD</td>
<td>D</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>1.</td>
<td>Teacher always motivates me by giving positive reinforcement.</td>
<td>1</td>
<td>4</td>
<td>6</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(2.6%)</td>
<td>(10.5%)</td>
<td>(15.7%)</td>
</tr>
<tr>
<td>2.</td>
<td>Teacher gives reinforcement in the form of giving praise.</td>
<td>1</td>
<td>3</td>
<td>7</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(2.6%)</td>
<td>(13.1%)</td>
<td>(18.4%)</td>
</tr>
<tr>
<td>3.</td>
<td>Teacher gives reinforcement in the form of extra score.</td>
<td>5</td>
<td>7</td>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(13.1%)</td>
<td>(18.4%)</td>
<td>(26.3%)</td>
</tr>
<tr>
<td>4.</td>
<td>Teacher gives reinforcement in the form of food/beverage.</td>
<td>4</td>
<td>16</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(10.5%)</td>
<td>(42.1%)</td>
<td>(13.1%)</td>
</tr>
</tbody>
</table>

In the first statement, there was one student (2.6%) who strongly disagreed with the statement that teacher always motivates the students by giving positive reinforcement. Four of 38 students (10.5%) even disagreed with it. Meanwhile,
based on the same questionnaire, there were six students (15.7%) stated they agreed that teacher always gives positive reinforcement to motivate the students. Then, the 27 students (71%) also strongly agreed with the statement.

The second statement of questionnaire, the researcher found that one of 38 students (2.6%) strongly disagreed that teacher gives positive reinforcement in the form praise. There were three students (13.1%) who disagreed with the second statement. On the other hand, seven students (18.4%) agreed that teacher motivates them by giving praise. The other 25 students (65.7%) even stated that they strongly agreed if the teacher motivates the students in the form of giving praise. These data showed that most of the students stated that the teacher is applying positive reinforcement in the form of giving praise. This result supports the theory from Becker, Engelmann, and Thomas (1975) talked that giving praise is the way to give stimulus for the students to be motivated in learning English.

The table showed that five students (13.1%) strongly disagreed that teacher gives positive reinforcement in the form of extra score. The other seven students (18.4%) also disagreed that teacher gives extra score during the lesson. However, in the same statement, there were ten of 38 (26.3%) students agreed that teacher gives positive reinforcement in the form of giving extra score. The 16 students (42.1%) even strongly agreed that teacher gives extra score to the students during the lesson.

Based on the data above (table 4.1), there were four students (10.5%) stated that they strongly disagreed with the statement number four. Sixteen of 38 students (42.1%) disagreed that teacher gives positive reinforcement in the form
of food/beverage. On the contrary, there were five students (13.1%) agreed that teacher gives food/beverage to the students as positive reinforcement. Then, 13 students (34.2%) stated that they strongly agreed with statement number four.

The reports of cycle 1, cycle 2, and questionnaires above answered the first research problem; how is positive reinforcement given to motivate the students in SMP Pangudi Luhur 1 Yogyakarta. The report of cycle 1 and cycle 2 showed that English tutor applied positive reinforcement in the form of giving praise and extra score to motivate the students. The results of questionnaire showed also the same result, applying positive reinforcement in the form of giving praise and extra score were commonly used by English tutor while teaching in the class.

B. The Benefits of Applying Positive Reinforcement in SMP Pangudi Luhur 1 Yogyakarta

In this part, the researcher presented the results of questionnaire and interview. The use of questionnaire and interview helped the researcher to answer the second research problem. The results showed the students’ statements and their changing behavior after getting positive reinforcement that motivate the seventh grade students of SMP Pangudi Luhur 1 Yogyakarta to learn English.

1. Higher Enthusiasm in Learning

Based on the questionnaire results, the researcher found the students statements which stated that they got higher enthusiasm in learning English. Those statements were presented below:
Table 4.2 Higher Enthusiasm Learning English

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Frequency</th>
</tr>
</thead>
</table>
| 5. | By positive reinforcement, I am getting motivated to join the English extracurricular class. | SD  2 (5.2%)  
      |                                                                            | D  4 (10.5%)  
      |                                                                            | A  7 (18.4%)  
      |                                                                            | SA 25 (65.7%) |
| 6. | By positive reinforcement, I am getting motivated to do the assignment.   | SD  1 (2.6%)  
      |                                                                            | D  9 (23.6%)  
      |                                                                            | A  7 (18.4%)  
      |                                                                            | SA 21 (55.2%) |
| 7. | By positive reinforcement, I become more active to ask question in the class. | SD  1 (2.6%)  
      |                                                                            | D 13 (34.2%)  
      |                                                                            | A  6 (15.7%)  
      |                                                                            | SA 18 (47.3%) |

Based on the result of questionnaire, it was found that two students (5.2%) strongly disagreed with the statement which said the students are getting motivated in joining English extracurricular after getting positive reinforcement. Next, the data showed that four students disagreed that they were not motivated in joining the English class. Meanwhile, there were seven students (18.4%) agreed that they are getting motivated after getting positive reinforcement from the teacher. For the 25 students (65.7%) they strongly agreed that positive reinforcement can make them to be more confident in learning English. The data result showed that positive reinforcement causes the students to be more motivated in joining English extracurricular class (Shank, 2012).

In the sixth statement of questionnaire, only one student (2.6%) strongly disagreed that the students are motivated in doing the assignment after getting positive reinforcement. Nine of 38 students (23.6%) disagreed with it. Besides, there were seven students (18.4%) who agreed with the statement that after
getting positive reinforcement, the students are getting motivated in doing the assignment. Then, the other 21 students (55.2%) strongly agreed that positive reinforcement helps them to be more confident in doing the assignment.

The data above showed that only one student (2.6%) strongly disagreed that after getting positive reinforcement they tended to ask questions actively in the classroom. The 13 of 38 students (34.2%) also disagreed with that statement. On one hand, it found six students (15.7%) who agreed that positive reinforcement influences them to be more active in asking questions. Then, 18 students (47.3%) even strongly agreed that positive reinforcement will help them to be more active in asking questions.

The researcher found also two students who answered in the open-ended questionnaire said that they were enthusiastic in learning English after getting positive reinforcement. It was shown by their written answers in the questionnaire.

Student no 1 wrote:

(Positive Reinforcement makes us to be more enthusiastic and gives us a support in learning English)

(See Appendix G/Questionnaire Result)

The statement above showed that positive reinforcement in the form of praise became the stimulus for the students so they could be more enthusiastic and motivated in learning English. It was in line with the theory of Becker, Engelman
and Thomas (1975) which said that positive reinforcement becomes the stimulus for the students to learn English.

Student no 4 wrote:

(Within reinforcement, I can be more enthusiastic in studying)

(See Appendix G /Questionnaire Result)

Based on the student’s statement above, the researcher stated that positive reinforcement gave a stimulus for the students to learn English because they become more motivated and enthusiastic. The result showed the similarity with the theory which said that positive reinforcement is used as a stimulus for the students to be more attracted in learning English (Becker, Engelmann, Thomas, 1975, p.95).

After distributing the questionnaire, the researcher also did the personal interview with six students in SMP Pangudi Luhur 1 Yogyakarta. Based on the interview results, the researcher found that four out of six students agreed that after teacher applied positive reinforcement, they had higher enthusiasm in learning English.

Student no 4 said:

“If we get praise from the teacher, it will support us, then motivate us to be more enthusiastic in learning”

(See Appendix I / Interview 4)

The students believed that praises which were given by the teacher could help them to be more enthusiastic in learning English. The positive reinforcement in the form of praise gave the positive impact to the students. They could be more
motivated in doing the assignments during the English extracurricular class. This result was support the theory from Skinner (1938).

Student no 3 said:

“I am getting excited in studying English, getting motivated, and getting enthusiastic in doing the assignments”

(See Appendix I/ Interview 3)

The researcher found that the students’ enthusiasm could be increase after getting positive reinforcement. The students believed that they were getting excited in learning English since the teacher gave them positive reinforcement in the form of praise and extra score.

2. Better Comprehension of The Materials

The applying positive reinforcement could help the students in having better comprehension on the English materials. This result was presented in the table of questionnaire below:

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SD</td>
</tr>
<tr>
<td>8.</td>
<td>By positive reinforcement, I have better understanding in learning English</td>
<td>3 (7.8%)</td>
</tr>
</tbody>
</table>

The next statement presented the three students (7.8%) who strongly disagreed with the ninth statement. There were two students (5.2%) also disagreed that they have better understanding in learning English after getting positive reinforcement from the teacher. Meanwhile, the researcher found that ten out of
38 students (26.3%) agreed that positive reinforcement will help them to have better understanding in learning English. Then, there were 23 students (60.5%) even strongly agreed with it.

Based on the open-ended questionnaire results, there were two students who wrote their answer related to the benefits of positive reinforcement which showed that they had better comprehension on the materials.

Student no 7 wrote:

(I can comprehend and understand the material better than before)

(See Appendix G / Questionnaire Result)

It was found that the benefit of applying positive reinforcement was to help the student to be more interested in learning English. This benefit was the same with the theory of Benefits of Positive Reinforcement from Al-Tamimi and Shuib (2009). This theory stated that applying positive reinforcement would help the students to be more interested in learning English.

Student no 8 wrote:

(I can comprehend the material and be active in the class)

(See Appendix G / Questionnaire Result)

From the student’s answer above, it could be seen that students’ comprehension had changed. They stated that positive reinforcement such as praising and extra score helped them to have better comprehension on the materials which given by the teachers.
3. Increasing The Students’ Confidence

In this part, the researcher found that the benefit of applying positive reinforcement during the English class was to increase the students’ confidence. This was shown by the result of questionnaire and observation of cycle 2.

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SD</td>
</tr>
<tr>
<td>9.</td>
<td>By positive reinforcement, I become more confident in learning English.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(7.8%)</td>
</tr>
</tbody>
</table>

There were three students (7.8%) strongly disagreed with the statement which stated that positive reinforcement will increase the students’ confidence in learning English. Followed by the ten students (26.3%) who also disagreed with that statement. They thought that positive reinforcement will not affect their confidence in learning English. Besides, it was found that nine students (23.6%) stated that they agreed with the statement that positive reinforcement affects them to be more confident in learning English. There were 16 out of 38 students (42.1%) agreed with the statement which said that positive reinforcement affects the students’ confidence in learning English.

The students who can work intensively on tasks and be confident in doing the tasks without cheating are assumed as a motivated student (Maehr, 1984, cited in Stipek, 1993, p. 11). The questionnaire result showed that 16 (42.1%) out of 38
students become more confident in learning English (table 4.4). Their confidence were increased after they got positive reinforcement from the teacher.

The positive reinforcement in the form of extra score were given to the students when they had no confidence and enthusiasm in doing the assignment. Based on the observation sheet of cycle 2 the students were not active in responding the teacher’s instruction.

*Teacher: “Who wants to present their result of discussion in front of the class?”*
*Students: *“keep silent”*

*(See Appendix F / Observation Result)*

Meanwhile, after the teacher applied positive reinforcement in the form of extra score to the students, the students’ reactions were different.

*Teacher: “Who wants to present their discussion result in front of the class?”*
*Students: “no answers”*

*Teacher: “Okay, I will give you an extra score to those who want to present the result in front of the class”*
*Students: “Me miss!!”*

*(See Appendix F / Observation Result)*

From the excerpt above, it showed that the students were active in responding to the teacher’s instruction. In other word, the seventh grade students were confident after getting positive reinforcement in the form of extra score from the teacher.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

In this chapter, the researcher presents the conclusions and recommendations of this study. The first part explains about the conclusion after conducting this research. The recommendation part provides the recommendations for the English teachers and for the future researchers.

A. Conclusions

In conclusion, the researcher found out the answer for two research questions. The first research question was “How is positive reinforcement given in SMP Pangudi Luhur 1 Yogyakarta?”. From the report of cycle 1, the researcher applied positive reinforcement in the form of giving praise to the students while teaching in the class. The researcher applied positive reinforcement in the form of praise after the students answering the teacher’s question. After getting positive reinforcement the students were enthusiastic in learning English. The report of cycle 2 showed that the researcher applied the positive reinforcement in the form of extra score. Extra score was given to the students who had presented their discussion results in front of the class. Based on the questionnaire results, 25 (65.7%) out of 38 students strongly agreed that teacher motivated the students by giving them positive reinforcement in the form of praise. Then, 16 (42.1%) students out of 38 strongly agreed that teacher applied positive reinforcement in the form of extra score to motivate the students in learning English. In other
words, there were two ways of applying positive reinforcement in SMP Pangudi Luhur 1 Yogyakarta. The two ways were by giving praise words like “Good job”, “Great”, and “Very good” to the students and giving extra score. The implementation of applying positive reinforcement in the form of praise and extra score was given in seventh grade students in SMP Pangudi Luhur 1 Yogyakarta to motivate them in learning English.

The next problem was “What are the benefits of applying positive reinforcement in SMP Pangudi Luhur 1 Yogyakarta?”. Based on the questionnaire and interview results, there were three benefits of positive reinforcement. The benefits were higher enthusiasm in learning, better comprehension of the materials, and increasing students’ confidence. In conclusion, applying positive reinforcement gave many benefits for the seventh grade students in SMP Pangudi Luhur 1 Yogyakarta to increase their motivation in learning English.

B. Recommendations

In this part, the recommendations were delivered to English teachers and future researchers.

1. For English Teachers

This research will help the teachers to give motivation to the students. English teachers are recommended to apply positive reinforcement while teaching in the class. Furthermore, the English teachers should apply positive reinforcement as a teaching strategy to improve students’ motivation.
2. **For Future Researchers**

   To all the future researchers who will have the same topic as this research, the researcher should be understand more about the implementation of positive reinforcement while teaching in the class.
REFERENCES


APPENDICES
APPENDIX A

The Letter of Permission to Conduct Research
APPENDIX B
The Lesson Plan of Cycle 1 and Cycle 2
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : SMP Pangudi Luhur 1 Yogyakarta
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/Dua
Alokasi Waktu : 2 x 40 menit
Topik Pembelajaran : Caution

A. Kompetensi Inti

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu nya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyiap, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

KD 3.9 :Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks instruksi (instruction), tanda atau rambu (short notice), tanda peringatan (warning/caution), sesuai dengan konteks penggunaannya.
### Kompetensi Dasar

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.9 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks instruksi (instruction), tanda atau rambu (short notice), tanda peringatan (warning/caution), sesuai dengan konteks penggunanya.</td>
<td>3.9.1 Menyebutkan fungsi sosial dari teks tanda peringatan (warning/caution).</td>
</tr>
<tr>
<td></td>
<td>3.9.2 Menganalisis struktur teks dari teks tanda peringatan (warning/caution).</td>
</tr>
<tr>
<td></td>
<td>3.9.3 Menganalisis unsur kebahasaan dari teks tanda peringatan (warning/caution).</td>
</tr>
</tbody>
</table>

### C. Tujuan Pembelajaran

Pada akhir proses belajar dan mengajar, siswa diharapkan mampu untuk:

1. Siswa mampu untuk menyebutkan fungsi sosial dari teks tanda peringatan (warning/caution).
2. Siswa mampu untuk menganalisis struktur teks dari teks tanda peringatan (warning/caution) secara pendek dan sederhana.
3. Siswa mampu untuk menganalisis unsur kebahasaan dari teks tanda peringatan (warning/caution) secara pendek dan sederhana.

### D. Metode/Model Pembelajaran

1. Metode pembelajaran:
   - Diskusi
   - Tanya jawab
   - Penugasan
2. Model pembelajaran:
   - *Discovery Learning*

### E. Media / Alat Pembelajaran

1. Media
   - Laptop
   - LCD
2. Bahan
- Power Point
- Gambar

F. Materi Pembelajaran

Materi pembelajaran yang digunakan dalam pembelajaran adalah *Descriptive Text*. Meliputi:

a. Fungsi sosial
b. Struktur teks
c. Unsur kebahasaan

Interaksi antara guru dengan murid di dalam dan di luar kelas yang melibatkan tindakan sesuai dengan KD 3.9

G. Sumber Belajar

- Internet
- Buku Paket kelas VII

H. Langkah-langkah Pembelajaran

A. Pertemuan ke-1 (2x2JP)

Indikator:

3.9.1 Menyebutkan fungsi sosial dari teks tanda peringatan (warning/caution).
3.9.2 Menganalisis struktur teks dari teks tanda peringatan (warning/caution).
3.9.3 Menganalisis unsur kebahasaan dari teks tanda peringatan (warning/caution).

a. Kegiatan Pendahuluan (5 menit)
   1. Siswa bersama guru mengucapkan salam.
   2. Siswa bersama guru mengkondisikan kelas.
   4. Guru menyampaikan langkah-langkah pembelajaran dan kompetensi dasar yang akan dicapai oleh siswa.
b. Kegiatan Inti

<table>
<thead>
<tr>
<th>No</th>
<th>Tahapan Pembelajaran</th>
<th>Deskripsi Kegiatan Pembelajaran</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Memberi Stimulus</td>
<td>Disajikan tulisan “Caption” di dalam PPT dan ditanyai mengenai sejauh mana murid mengetahui tentang “Caption”.</td>
</tr>
<tr>
<td></td>
<td>Mengidentifikasi Masalah</td>
<td>Siswa mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks tanda peringatan (warning/caution).</td>
</tr>
<tr>
<td></td>
<td>Mengumpulkan Data</td>
<td>Siswa diminta membaca teks tanda peringatan (warning/caution) yang ada di dalam PPT.</td>
</tr>
<tr>
<td></td>
<td>Mengolah Data</td>
<td>Secara berkelompok, siswa mengidentifikasi dan mendiskusikan teks tanda peringatan (warning/caution) tersebut dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan sesuai dengan konteks penggunaannya.</td>
</tr>
<tr>
<td></td>
<td>Memverifikasi</td>
<td>Siswa membandingkan hasil diskusi dengan kelompok lainnya dengan cara mempresentasikan hasil diskusi mengenai teks tanda peringatan (warning/caution) dilihat dari isi, fungsi sosial, struktur dan unsur kebahasaan.</td>
</tr>
</tbody>
</table>
Menyimpulkan | Siswa dan guru menyimpulkan hasil diskusi secara umum.
---|---

c. Kegiatan Penutup
1. Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
2. Guru menutup pembelajaran dengan salam.
The Lesson Plan of Cycle 2

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMP Pangudi Luhur 1 Yogyakarta
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/Dua
Alokasi Waktu : 2 x 40 menit
Topik Pembelajaran : Descriptive Text
Skill : Speaking

A. Kompetensi Inti

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.
KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI 4: Mengolah, menyajikan, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

KD 3.10 : Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</td>
<td>3.10.1 Menyebutkan fungsi sosial dari teks <em>descriptive</em>.</td>
</tr>
<tr>
<td></td>
<td>3.10.2 Menganalisis struktur teks dari teks <em>descriptive</em>.</td>
</tr>
<tr>
<td></td>
<td>3.10.3 Menganalisis unsur kebahasaan dari teks <em>descriptive</em>.</td>
</tr>
</tbody>
</table>

C. Tujuan Pembelajaran

Pada akhir proses belajar dan mengajar, siswa diharapkan mampu untuk:
4. Siswa mampu untuk menyebutkan fungsi sosial dari teks *descriptive*.  
5. Siswa mampu untuk menganalisis struktur teks dari teks *descriptive* secara pendek dan sederhana.  

D. Metode/Model Pembelajaran

3. Metode pembelajaran:  
   - Diskusi  
   - Tanya jawab  
   - Penugasan  
4. Model pembelajaran:  
   - *Discovery Learning*

E. Media / Alat Pembelajaran

3. Media  
   - Laptop  
   - LCD  
   - Papan Tulis  
   - Karalink
4. **Bahan**
- Power Point
- Gambar

**F. Materi Pembelajaran**

Materi pembelajaran yang digunakan dalam pembelajaran adalah *Descriptive Text*. Meliputi:

- d. Fungsi sosial
- e. Struktur teks
- f. Unsur kebahasaan

Interaksi antara guru dengan murid di dalam dan di luar kelas yang melibatkan tindakan sesuai dengan KD 3.10

**G. Sumber Belajar**

- Internet

**H. Langkah-langkah Pembelajaran**

B. Pertemuan ke-1 (2x2JP)

**Indikator:**

- 3.10.1 Menyebutkan fungsi sosial dari teks *descriptive*.
- 3.10.2 Menganalisis struktur teks dari teks *descriptive*.
- 3.10.3 Menganalisis unsur kebahasaan dari teks *descriptive*.

a. Kegiatan Pendahuluan (5 menit)

1. Siswa bersama guru mengucapkan salam.
2. Siswa bersama guru mengkondisikan kelas.
4. Guru menyampaikan langkah-langkah pembelajaran dan kompetensi dasar yang akan dicapai oleh siswa.
b. Kegiatan Inti

<table>
<thead>
<tr>
<th>No</th>
<th>Tahapan Pembelajaran</th>
<th>Deskripsi Kegiatan Pembelajaran</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Memberi Stimulus</td>
<td>Disajikan gambar binatang di dalam PPT</td>
</tr>
<tr>
<td></td>
<td>Mengidentifikasi Masalah</td>
<td>Siswa mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks <em>descriptive</em>.</td>
</tr>
<tr>
<td></td>
<td>Mengumpulkan Data</td>
<td>Secara berkelompok, siswa memilih teks <em>descriptive</em> berserta gambar yang ditampilkan di PPT.</td>
</tr>
<tr>
<td></td>
<td>Mengolah Data</td>
<td>Secara berkelompok, siswa mengidentifikasi dan mendiskusikan teks <em>descriptive</em> tersebut dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan sesuai dengan konteks penggunaannya.</td>
</tr>
<tr>
<td></td>
<td>Memverifikasi</td>
<td>Siswa membandingkan hasil diskusi dengan kelompok lainnya dengan cara mempresentasikan hasil diskusi mengenai teks <em>descriptive</em> dilihat dari isi, fungsi sosial, struktur dan unsur kebahasaan.</td>
</tr>
<tr>
<td></td>
<td>Menyimpulkan</td>
<td>Siswa dan guru menyimpulkan hasil diskusi secara umum.</td>
</tr>
</tbody>
</table>
d. Kegiatan Penutup


I. Penilaian

1. Rubrik Penilaian Speaking Skill

<table>
<thead>
<tr>
<th>ASPEK</th>
<th>SKOR</th>
<th>KETERANGAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pengucapan</td>
<td>5</td>
<td>□ Mudah dipahami dan memiliki aksen penutur asli</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>□ Mudah dipahami meskipun dengan aksen tertentu</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>□ Ada masalah pengucapan yang membuat pendengar harus konsentrasi penuh dan kadang-kadang ada kesalahan pahaman</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>□ Sulit dipahami karena ada masalah pengucapan, sering diminta mengulang</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>□ Masalah pengucapan serius sehingga tidak bisa dipahami</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ASPEK</th>
<th>SKOR</th>
<th>KETERANGAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tata Bahasa</td>
<td>5</td>
<td>□ Tidak ada atau sedikit kesalahan tata bahasa</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>□ Kadang-kadang membuat kesalahan tata bahasa tetapi tidak mempengaruhi makna</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>□ Sering membuat kesalahan tata bahasa yang mempengaruhi makna</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>□ Banyak kesalahan tata bahasa yang menghambat makna dan sering menata ulang kalimat</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>□ Kesalahan tata bahasa begitu parah sehingga sulit dipahami</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ASPEK</th>
<th>SKOR</th>
<th>KETERANGAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kosa Kata</td>
<td>5</td>
<td>□ Menggunakan kosa kata dan ungkapan seperti penutur asli</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>□ Kadang-kadang menggunakan kosa kata yang tidak tepat</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>□ Sering menggunakan kosa kata yang tidak tepat, percakapan menjadi terbatas karena keterbatasan kosa kata</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>□ Menggunakan kosa kata secara salah dan kosa kata terbatas sehingga sulit dipahami</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>□ Kosa kata sangat terbatas sehingga percakapan tidak mungkin terjadi</td>
</tr>
<tr>
<td>ASPEK</td>
<td>SKOR</td>
<td>KETERANGAN</td>
</tr>
<tr>
<td>-------------</td>
<td>------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Kelancaran</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>□ Lancar seperti penutur asli</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>□ Kelancaran tampak sedikit terganggu oleh masalah bahasa</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>□ Kelancaran agak banyak terganggu oleh masalah bahasa</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>□ Sering ragu-ragu dan terhenti karena keterbatasan bahasa</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>□ Bicara terputus-putus dan terhenti sehingga percakapan tidak mungkin terjadi</td>
</tr>
<tr>
<td>Pemahaman</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>□ Memahami semua tanpa mengalami kesulitan</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>□ Memahami hampir semuanya, walau ada pengulangan pada bagian tertentu</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>□ Memahami sebagian besar apa yang dikatakan bila bicara agak diperlambat walau ada pengulangan</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>□ Susah mengikuti apa yang dikatakan.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>□ Tidak bisa memahami walaupun percakapan sederhana</td>
</tr>
</tbody>
</table>

Keterangan:
Skor 5: terdapat 0 kesalahan
Skor 4: terdapat 1-5 kesalahan
Skor 3: terdapat 6-10 kesalahan
Skor 4: terdapat 11-15 kesalahan
Skor 5: terdapat ≥16 kesalahan

Total skor x 4

Yogyakarta, 17 Maret 2018
A. Definition and Purpose

Descriptive text is a text that describes a particular person, animal, or thing. Its purpose is to describe a characteristic for person, animal, or thing in detail.

B. Generic Structure of Descriptive Text

1. Identification: identifying the phenomenon to be described / introducing the subject of description.
2. Description: giving details of the characteristic features of the subject. It may describe shape (round, square, oval), touch (soft, hard, sharp, smooth), color (black, pink, red), size (large, small, long, small short), etc.

C. Language Feature of Descriptive Text

- Using simple present tense → verb 1
- Using adjectives.

D. Example

My New Bag

I got a new bag from my mother on my birthday. It is small unique plastic handbag. It has red flowery color with two small round pockets in front. It is so large that I can put everything inside. I think it is very expensive. My lovely mother was just coming from Singapore and brought that bag for me.
# APPENDIX C

**Questionnaire Blue Print**

<table>
<thead>
<tr>
<th>No</th>
<th>Theories</th>
<th>Citation</th>
<th>Indicators</th>
<th>Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Theory of Positive Reinforcement</td>
<td>Becker, Engelman, Thomas (1975), “Saying “good job” is one of the expression of giving positive reinforcement. The “good job” word becomes the stimulus for the students to be more attracted in learning English” (p.95).</td>
<td>Ways how to apply positive reinforcement</td>
<td>Teacher always motivates me by giving positive reinforcement</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>Teacher gives reinforcement in the form of praise.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>Teacher gives reinforcement in the form of extra score.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td>Teacher gives reinforcement in the form of food/beverage.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Theory of Benefits Positive Reinforcement</td>
<td>Al-Tamimi and Shuib (2009) stated that positive reinforcement help the students to be more attracted with the subject matter.</td>
<td>Getting motivated to join the class</td>
<td>By positive reinforcement, I am getting motivated to join the English extracurricular class.</td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td>Getting motivated to do the tasks</td>
<td>By positive reinforcement, I am getting motivated to do the assignment.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Active in asking question</td>
<td>By positive reinforcement, I become more active to ask question in the class.</td>
<td></td>
<td></td>
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<td>---</td>
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</tr>
<tr>
<td>8.</td>
<td>Theory of Five Behavioral Patterns</td>
<td>Maehr described “five behavioral patterns that can be used as indices of motivated students” (as cited in Stipek, 1993, p. 11).</td>
<td>The Direction of an Individual’s Attention and Activity</td>
<td>By positive reinforcement, I have better understanding in learning English.</td>
</tr>
<tr>
<td>9.</td>
<td>Students’ performance</td>
<td>By positive reinforcement, I become more confident in learning English.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX D
Observation Checklist

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Yes</th>
<th>No</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The students are enthusiastic during the English lesson.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The students respond to the teacher's instruction actively.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The students ask questions actively.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The students answer questions actively.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>The teacher motivates the students using positive reinforcement.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>The students are motivated after getting positive reinforcement by the teacher.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>The students are attracted to English lesson.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>The students focus on completing the tasks.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The students are distracted by other things while completing the exercise.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>The students give up easily on the difficult task.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>A student completes the task by herself / himself.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>The students return the tasks without external incentives.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>The students complain on the difficult task.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>The students avoid or refuse to do the tasks.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX E
Questionnaire

Nama :  
Kelas :  
No Telp :  

A. Berilah tanda (✓) pada kolom dibawah yang Anda anggap paling sesuai.

Keterangan:
1 = Sangat tidak setuju (STS)
2 = Tidak setuju (TS)
3 = Setuju (S)
4 = Sangat setuju (SS)

<table>
<thead>
<tr>
<th>No</th>
<th>Pertanyaan</th>
<th>1 STS</th>
<th>2 TS</th>
<th>3 S</th>
<th>5 SS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Guru selalu memotivasi siswa dengan memberikan penguatan positif/positive reinforcement.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Guru memberikan penguatan positif/positive reinforcement dengan cara memberikan pujian.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Guru memberikan penguatan positif/positive reinforcement dengan cara memberikan nilai tambahan.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Guru memberikan penguatan positif/positive reinforcement dengan cara membagikan hadiah berupa makanan atau minuman.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Saya menjadi lebih semangat dalam mengikuti pelajaran Bahasa Inggris setelah mendapat penguatan positif/positive reinforcement.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Saya menjadi lebih semangat dalam mengerjakan tugas Bahasa Inggris setelah mendapat penguatan positif/positive reinforcement.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Saya menjadi lebih aktif bertanya di kelas setelah mendapat penguatan positif/positive reinforcement.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Saya dapat memahami Bahasa Inggris lebih baik setelah mendapat penguatan positif/positive reinforcement.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
9. Saya lebih percaya diri dalam belajar Bahasa Inggris setelah mendapat penguatan positif/positive reinforcement.

B. Untuk pertanyaan isian, jawablah pertanyaan di bawah ini.

1. Apakah menurut Anda, belajar Bahasa Inggris itu menyenangkan? Berikan alasannya!

   _______________________________________________________________
   _______________________________________________________________

2. Apakah guru selalu memotivasi Anda ketika di kelas?

   _______________________________________________________________
   _______________________________________________________________

3. Bagaimana cara guru memotivasi Anda saat proses belajar berlangsung?

   _______________________________________________________________
   _______________________________________________________________

4. Apa saja keuntungan yang didapat selama mendapatkan penguatan/reinforcement dari guru?

   _______________________________________________________________
APPENDIX F
The Result of Observation

No Observation/Class : I / 7D

Date of Observation : 12 February 2018

Observer : The researcher and one collaborator

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Yes</th>
<th>No</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The students are enthusiastic during the English lesson.</td>
<td>V</td>
<td></td>
<td>The students are tired</td>
</tr>
<tr>
<td>2.</td>
<td>The students respond to the teacher’s instruction actively.</td>
<td>V</td>
<td></td>
<td>The students respond the greeting from the teacher actively.</td>
</tr>
<tr>
<td>3.</td>
<td>The students ask questions actively.</td>
<td>V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The students answer questions actively.</td>
<td>V</td>
<td></td>
<td>Some students know the purpose of caution text.</td>
</tr>
<tr>
<td>5.</td>
<td>The teacher motivates the students using positive reinforcement.</td>
<td>V</td>
<td></td>
<td>Giving praise: “Yes, very good!”, “Great job”, and “Yes, great answer!”</td>
</tr>
<tr>
<td>6.</td>
<td>The students are motivated after getting positive reinforcement by the teacher.</td>
<td>V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>The students are attracted to English lesson.</td>
<td>V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>The students focus on completing the tasks.</td>
<td>V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>The students are distracted by other things while completing the exercise.</td>
<td>V</td>
<td></td>
<td>They start to talk with their friends.</td>
</tr>
<tr>
<td>10.</td>
<td>The students give up easily on the difficult task.</td>
<td>V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>A student completes the task by herself / himself.</td>
<td>V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>The students return the tasks without external incentives.</td>
<td>V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>The students complain on the difficult task.</td>
<td>V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>The students avoid or refuse to do the tasks.</td>
<td>V</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
No Observation : II
Class : 7D
Date of Observation : 26 March 2018
Observer : The researcher and one collaborator

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Yes</th>
<th>No</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The students are enthusiastic during the English lesson.</td>
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<td></td>
<td>The students are tired</td>
</tr>
<tr>
<td>2.</td>
<td>The students respond to the teacher’s instruction actively.</td>
<td>V</td>
<td></td>
<td>The teacher asks but no answer from the students</td>
</tr>
<tr>
<td>3.</td>
<td>The students ask questions actively.</td>
<td>V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The students answer questions actively.</td>
<td>V</td>
<td></td>
<td>Some students know the purpose of caution text.</td>
</tr>
<tr>
<td>5.</td>
<td>The teacher motivates the students using positive reinforcement.</td>
<td>V</td>
<td></td>
<td>Giving extra score for the students who present the discussion.</td>
</tr>
<tr>
<td>6.</td>
<td>The students are motivated after getting positive reinforcement by the teacher.</td>
<td>V</td>
<td></td>
<td>The students are happy after getting extra score. They said “Yayyy”.</td>
</tr>
<tr>
<td>7.</td>
<td>The students are attracted to English lesson.</td>
<td>V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>The students focus on completing the tasks.</td>
<td>V</td>
<td></td>
<td></td>
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<td>9.</td>
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<td></td>
<td></td>
</tr>
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<td>The students return the tasks without external incentives.</td>
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<td></td>
<td></td>
</tr>
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<td>13.</td>
<td>The students complain on the difficult task.</td>
<td>V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>The students avoid or refuse to do the tasks.</td>
<td>V</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### APPENDIX G

#### The Result of the Questionnaire

**A. Close-ended**

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SD (2.6%)</td>
</tr>
<tr>
<td>1.</td>
<td>Teacher always motivates me by giving positive reinforcement.</td>
<td>1 4 6 27</td>
</tr>
<tr>
<td>2.</td>
<td>Teacher gives reinforcement in the form of giving praise.</td>
<td>1 3 7 25</td>
</tr>
<tr>
<td>3.</td>
<td>Teacher gives reinforcement in the form of extra score.</td>
<td>5 7 10 16</td>
</tr>
<tr>
<td>4.</td>
<td>Teacher gives reinforcement in the form of food/beverage.</td>
<td>4 16 5 13</td>
</tr>
<tr>
<td>5.</td>
<td>By positive reinforcement, I am getting motivated to join the English extracurricular class.</td>
<td>2 4 7 25</td>
</tr>
<tr>
<td>6.</td>
<td>By positive reinforcement, I am getting motivated to do the assignment.</td>
<td>1 9 7 21</td>
</tr>
<tr>
<td>7.</td>
<td>By positive reinforcement, I become more active to ask question in the class.</td>
<td>1 13 6 18</td>
</tr>
<tr>
<td>8.</td>
<td>By positive reinforcement, I have better understanding in learning English.</td>
<td>3 2 10 23</td>
</tr>
<tr>
<td>9.</td>
<td>By positive reinforcement, I become more confident in learning English.</td>
<td>3 10 9 16</td>
</tr>
</tbody>
</table>
B. Open-ended

1. Do you think that English is fun? Please explain!
   Yes, because learning a new language is fun.
2. Does your teacher always motivate you while teaching in the class?
   Yes, she does.
3. How does your teacher motivate you while teaching in the class?
   Giving positive reinforcement, giving praises, and giving extra score.
4. What is/are the benefit(s) of getting positive reinforcement from the teacher?
   - It makes us to be more enthusiastic and gives us a support in learning English.
   - I can be more enthusiastic in studying.
   - I can comprehend and understand the material better than before.
   - I can comprehend the material and be active in the class.
APPENDIX H

Field Note 1 and 2

Field Note 1

Today was the first day of my observation in SMP Pangudi Luhur 1 Yogyakarta for my research. SMP Pangudi 1 Yogyakarta has an English extracurricular that is held every Monday. This extracurricular is held only for grade seventh. Since I am the English tutor in that school then I have an opportunity to do my research by doing the observation on Monday. The first meeting was held on Monday February 26th 2018. Before doing my observation, I met the coordinator of English extracurricular due to the letter of permission. I had to get the permission before conducting my research in SMP Pangudi Luhur 1 Yogyakarta. Luckily, I had the permission to continue my research and collect the data in this school.

A day before, I had to prepare all the stuffs that would help me to do the observation. Printing my observation sheet and field note was the thing that I should have done before the observation. I came at the school at 13.45 because the extracurricular class started at 14.00 p.m. Each of class had two tutors to teach English lesson. At that time, I was with my friend, named Prida. While waiting the bell rang, my friend and I talked to some students who sat in front of the class. As the bell rang, I went into class VII D with my friend.

When I came to the class, some students greeted me enthusiastically, they called my name and smiled. First thing to do was doing the absence. They were 42 students who were in the class. The class started at 14.00 p.m. but some of the
students still walked around in the class. The situation of class was not conducive because some of the students were still talking with their friends, eating some snacks, running, screaming, walking, and busy with other things which was not related to the lesson. When this situation happened, my friend and I were quiet, waiting them to be silent. For almost 15 minutes, the situation was a bit quiet than before. Then my friend started the lesson by showing the power point. The topic of today’s class was Caution Text.

I was observing the class while my friend teaching in front of class. My friend explained the definition and purpose of Caution Text but some students were not really enthusiastic during the class. Some of them did not respond the teacher’s instruction. They preferred to talk with their friends. Since the situation was not conducive, my friend asked the students to read the example of Caution Text. After that, the situation in the class became conducive.

The next activity, the teacher gave tasks to the students. They needed to work individually, but some of the students started to talk with the others. Most of the time, the students were busy with their friends and did not focus on completing the task. Then, before closing the lesson, the students had to submit their task. The teacher found that not all the students finished completing the task. To overcome this, the researcher need to find another interesting activity for the next meeting.
Field Note 2

This was the last meeting to do my second cycle in SMP Pangudi Luhur 1 Yogyakarta. I arrived at school at 13.40 and sat down in the front of the class before the class started. The cycle two was done on Monday, March 26th 2018. First of all, I had to prepare the lesson plan before teaching English extracurricular in 7D class. Then, I met the other tutor who was my friend to discuss the planning for today’s class. I asked the other tutor to help me in filling the observation sheet. She would be the observer in my class. I gave her two observation sheets before going inside the class.

The bell was ringing at 14.00, then my friend and I came into the class. When I came in, there were a lot students who still walked around and talked with their friends. I started the class by greeting the students. The students were enthusiastic answering my greeting. Some of them were waving and smiling at me. I was happy with this situation. Before going further to the main activity, I was asking the total students who were present in the class. There were 38 students who attended the class and four students were absent. After that, I asked them about their readiness in joining today’s class. Some of them said yes but there were also students who said no. The students who said no were students who made trouble in the class when I was teaching. Since the first meeting of cycle one, those students were busy with themselves and did not focus in joining my class. They preferred to talk with the other friends.
By having those kind of students who could not focus in the class, then I was planning to make today’s class to be more interesting. The material was descriptive, continuing the previous meeting. The first meeting explained the definition, purpose, language feature, and text structure of descriptive text. Then, for this second meeting, I would like to give them exercise and make them to discuss with their friends.

I asked them to recall what they had learned a week ago. Some of them remembered the definition and the purpose of descriptive text. I appreciated them by giving positive reinforcement using praise words such as “very nice, great, and good”. For those who did not remember it, I had to recall the material again until they got remember. Since all students remembered the material, then I gave them exercise. In my power point, I showed them two descriptive texts with picture. The students had to choose one of them and identified the text. First of all, the class should be divided into seven groups. Each of group had to identify the chosen text. The things that should be identified were purpose, language feature, and text structure. They also had to list the verb and adjective words.

After finishing the exercise, I invited some groups who wanted to present their discussion in front of the class. There were five groups who presented the result of their discussion. Then, I gave them a reward by giving extra score for their willingness to present in front of the class. Some students were satisfied because of that extra score. Before closing the lesson, I asked them to answer my questionnaire. I distributed the questionnaire to the students at 14.10.
APPENDIX I
The Transcript of Interview
INTERVIEW 1

Researcher

Student 1

R :Halo, selamat siang.
S1: Siang miss.
R :Baik pertama-tama miss ingin tany, kamu suka tidak dengan pelajaran Bahasa Inggris?
S1: Ya lumayan miss.
R :Alasannya kenapa?
S1: Karena bisa menambah wawasan, ya begitulah miss.
R :Baik, apakah sebelumnya kamu tahu apa yang dimaksud dengan positive reinforcement/penguatan positif?
S1: Hmm apa ya? Oh seperti pujian gitu miss. Kayak dikasih bimbingan sama guru.
R :Oke, lalu apakah selama mengikuti ektrakurikuler Bahasa Inggris ini, guru/tutornya selalu atau pernah memberikan pujian atau bahkan nilai tambahan?
S1: Pernah kok miss, ngasihnya berupa pujian gitu.
R :Contoh pujian seperti apa yang sering dikatakan guru/tutor Bahasa Inggris kepada kamu?
S1: Ya kayak, “Wow so nice”, “Great”, “You can do it”, “Nilaimu sudah bagus, ditingkatkan lagi ya”.
R :Selain itu guru pernah memberikan apa lagi?
S1: Nilai tambahan juga pernah sih miss.
R :Biasanya kamu dapat nilai tambahan karena apa?
S1: Kalau sering tanya-tanya dikelas atau maju presentasi.
R :Baik, setelah mendapat pujian atau nilai tambahan di kelas, keuntungan apa saja yang kamu dapatkan?
S1: Jadi lebih semangat dan nyaman belajar di kelasnya miss.
R :Oh begitu ya, baik terima kasih ya atas waktunya.
S1: Oke miss.
INTERVIEW 2

Researcher

Student 2

R : Selamat siang.
S2: Selamat siang.

R : Kamu suka tidak dengan pelajaran Bahasa Inggris?
S2: Suka dong.

R : Alasannya kenapa?
S2: Seru aja sih miss, bisa belajar bahasa baru.

R : Oke, lalu sebelumnya kamu pernah mendengar atau tahu yang dimaksud dengan positive reinforcement/penguatan positif tidak?
S2: Nggak tahu miss.

R : Tidak tahu ya. Baik jadi positive reinforcement/penguatan positif itu merupakan aksi dari guru/tutor yang diberikan kepada murid bisa berupa pujian atau memberi reward berupa makanan dan minuman, memberikan senyuman atau nilai tambahan.
S2: Oh begitu.

R : Apakah kira-kira tutor Bahasa Inggris pernah memberikan positive reinforcement/penguatan positif tidak selama mengajar di kelas?
S2: Sering miss.

R : Contohnya apa saja?
S2: Sering bilang bagus gitu.

R : Berarti memberikan pujian gitu ya?
S2: Iya miss.

R : Keuntungan apa saja yang kamu dapatkan setelah mendapat pujian dari tutor?
S2: Jadi semangat belajar bahasa inggrisnya.

R : Oke, terima kasih.
S2: Sama-sama miss.
INTERVIEW 3

Researcher

Student 3

R : Hai, selamat siang.
S3: Hai miss, selamat siang.
R : Wah semangat sekali kamu jawabnya. Pertama-tama kamu suka nggak sih sama pelajaran Bahasa Inggris?
S3: Suka sekali.
R : Alasannya kenapa kok suka sekali?
S3: Karena aku besok ingin kuliah di Oxford makanya suka belajar Bahasa Inggris.
R : Wow, Amin. Sebelumnya kamu pernah tahu apa yang dimaksud dengan positive reinforcement/penguatan positif?
S3: Tahu miss. Kayak ngasih penghargaan gitu kan miss?
R : Iya, benar sekali. Pernah tidak guru/tutor memberikan positive reinforcement/penguatan positif kepada kamu?
S3: Pernah.
R : Contohnya seperti apa?
S3: Banyak, kayak ngasih skor tambahan, dikasih pujian.
R : Pujian seperti apa yang kamu dapatkan?
S3: “Wah hasil kerjamu keren”.
R : Jadi keuntungan apa saja yang kamu dapatkan setelah mendapat positive reinforcement/penguatan positif?
S3: Jadi makin semangat belajar sih miss, makin termotivasi, terus semangat ngerjain tugasnya.
R : Baik, terima kasih banyak ya.
S3: Iya miss, sama-sama.
INTERVIEW 4

Researcher

Student 4

R : Halo, selamat siang.
S4: Selamat siang miss.

R : Pertama-tama, miss ingin tahu apakah kamu menyukai pelajaran Bahasa Inggris?
S4: Iya suka dong miss.

R : Kenapa suka?
S4: Ya, karena belajar bahasa inggris itu kan fun ya miss, terus bisa belajar bahasa lain selain bahasa indonesia.

R : Oke, baik. Oh iya sebelumnya kamu pernah mendengar kata positive reinforcement belum?
S4: Pernah, setahuku sih itu kayak bantuan atau dorongan gitu sih miss.

R : Iya bisa, kira-kira guru/tutor pernah memberikan positive reinforcement tidak selama mengajar?
S4: Pernah miss.

R : Contohnya seperti apa?
S4: Kalau kita dapat nilai bagus, ya dipuji terus dibilangin “Great job!” gitu.

R : Baik, lalu keuntungan apa saja yang kamu dapat setelah dapat penguatan?
S4: Kalau dapat pujian bisa membangun kita, terus mendorong kita dan memotivasi kita biar lebih semangat.

R : Oke, terima kasih.
S4: Sama-sama.
INTERVIEW 5

Researcher
Student 5

R : Selamat siang.
S5: Siang miss.

R : Oke, kamu suka tidak sih dengan pelajaran Bahasa Inggris?
S5: Biasa aja sih miss.

R : Kenapa?
S5: Ya, karena kadang susah dipelajari.

R : Apa saja yang menurutmu susah untuk dipelajari?
S5: Vocab sama cara ngomongnya miss.

R : Baik, tapi kamu tahu tidak apa itu positive reinforcement?
S5: Tahu miss, kayak dorongan itu.

R : Baik, Dorongan apa saja yang biasanya kamu dapatkan?
S5: Hmm seperti pujian miss.

R : Biasanya setelah dapat pujian, keuntungan apa saja yang kamu dapatkan?
S5: Jadi lebih semangat belajar bahasa Inggrisnya miss.

R : Oke, terima kasih ya.
S5: Iya miss.
INTERVIEW 6

Researcher

Student 6

R : Halo selamat siang!
S6: Halo selamat siang juga miss.

R : Miss mau tanya sesuatu, kamu suka nggak sih sama pelajaran Bahasa Inggris?
S6: Lumayan suka miss.

R : Kenapa lumayan suka Bahasa Inggris?
S6: Ya, soalnya Bahasa Inggris itu kan, kalau semisal besok mau kerja pasti bakal lebih gampang cari kerjanya, terus nanti kalau ngomong sama bule bisa pakai Bahasa Inggris.

R : Oke baik. Kemudian, kamu pernah mendengar kata reinforcement/penguatan belum sebelumnya?
S6: Belum pernah sih miss.

R : Baik, miss kasih tau terlebih dahulu ya. Jadi reinforcement/penguatan untuk konteks ini merupakan tindakan yang dilakukan guru untuk memberikan reward kepada murid. Tindakan tersebut bisa berupa memberikan pujian, atau senyuman, makanan, nilai tambahan, dll.

S6: Oh iya iya miss.

R : Lalu, kira-kira guru/tutor disini apakah pernah memberikan reinforcement/penguatan kepada kamu selama mengajar di kelas?
S6: Kalau guru/tutor disini kadang-kadang miss.

R : Penguatan apa yang biasanya diberikan?
S6: Lebih sering ngasih pertanyaan terus nanti kalau bisa menjawab bisa dapat tambahan nilai.

R : Oh jadi lebih cenderung memberikan nilai tambahan ya. Lalu apa saja keuntungan yang di dapatkan selama guru memberikan nilai tambahan?
S6: Biar nilainya tinggi dan bagus miss, terus nanti kita jadi semangat belajar dan lebih giat belajar Bahasa Inggrisnya.

R : Baik, terima kasih banyak atas waktunya.
S6: Iya, sama-sama miss.
### APPENDIX J

#### Interview Result

<table>
<thead>
<tr>
<th>No</th>
<th>Students</th>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
</table>
| 1. | Student 1 | Q1: Apakah selama mengikuti ekskul Bahasa Inggris ini, guru tutornya selalu atau pernah memberikan pujian atau nilai tambahan atau senyuman atau makanan?  
    A2: Jadi lebih semangat dan nyaman belajar di kelas. |
| 2. | Student 2 | Q1: Apakah kira-kira guru tutor bahasa inggris pernah memberikan positif reinforcement tidak?  
    Q2: Contohnya apa saja?  
    A2: Dipuji seperti, "Nilainya sudah bagus, kalau bisa ditingkatkan lagi ya."  
    A3: Jadi semangat belajar bahasa inggrisnya. |
| 3. | Student 3 | Q1: Guru pernah tidak memberikan pujian kepada kamu?  
    A2: Jadi makin semangat belajar miss, makin termotivasi, terus semangat ngerjain tugasnya. |
| 4. | Student 4 | Q1: Kira-kira guru pernah memberikan reinforcement tidak selama mengajar di kelas?  
    A2: Pujian bisa membangun kita, mendorong kita, memotivasi kira biar lebih semangat. |
| No. | Student   | Q1: Pernah mendapat reinforcement dari guru tidak?  
|     |           | Q2: Reinforcement berupa apa?  
|     |           | Q3: Keuntungan apa saja yang didapatkan setelah mendapat pujian?  
| 5.  | Student 5 | A1: Pernah miss  
|     |           | A2: Diberi pujian  
|     |           | A3: Jadi lebih semangat belajarnya miss.  
| 6.  | Student 6 | Q1: Kira-kira guru/tutor disini apakah pernah memberikan reinforcement/penguatan kepada kamu selama mengajar di kelas?  
|     |           | Q2: Biasanya penguatan berupa apa yang diberikan?  
|     |           | Q3: Jadi berupa tambahan nilai ya. Lalu, apa saja keuntungan yang di dapatkan selama guru memberikan nilai tambahan?  
|     |           | A1: Kadang-kadang sih miss.  
|     |           | A2: Lebih sering ngasih pertanyaan terus nanti kalau bisa menjawab bisa dapat tambahan nilai.  
|     |           | A3: Biar nilainya bagus miss, terus nanti kita jadi semangat belajar dan lebih giat belajar bahasa inggrisnya.  

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI