

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

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**Abstracts**

One of the ways to increase the students' a 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 threetheories used as the foundation in making observation checklist and questionnaire. The researcher applied Classroom Action Research (CAR) for this research. 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.

**Keywords:** Positive reinforcement, motivation, classroom action research

**Introduction**

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.

## **Literature Review**

### ***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.

### ***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).

### ***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).

### ***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:

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). 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.

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).

## **Motivation**

### ***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.

### ***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).

### ***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.

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.

### **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 positive environment, and improve the students outcomes. In other words, action research is a research that can be done by teachers for themselves. 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 seven grade students in the class 7D. The research was done in February - March 2018. 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. Then, the researcher provides the four instruments; observation checklist, field note, questionnaire, and interview guideline in order to answer the research problems.

## **Finding and Discussion**

### ***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 5<sup>th</sup> and 12<sup>th</sup> 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 5<sup>th</sup> 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 12<sup>th</sup> 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 5<sup>th</sup> 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 12<sup>th</sup> 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 uncondusive 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!"*

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 textto 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!"*

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."*

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 26<sup>th</sup> and March 26<sup>th</sup> 2018. The four steps of cycle 2 were done in two meetings. The planning was done on Monday, February 26<sup>th</sup> 2018. The other three steps were done a month later in the second meeting which was held on March 26<sup>th</sup> 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 26<sup>th</sup> 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 26<sup>th</sup> 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 pay 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? Yeaayyy"*

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 4.1 The Implementation of Positive Reinforcement

No	Statement	SD	Frequency		
			D	A	SA
1.	Teacher always motivates me by giving positive reinforcement.	1 (2.6%)	4 (10.5%)	6 (15.7)	27 (71%)
2.	Teacher gives reinforcement in the form of giving praise.	1 (2.6%)	3 (13.1%)	7 (18.4%)	25 (65.7%)

3.	Teacher gives reinforcement in the form of extra score.	5 (13.1%)	7 (18.4%)	10 (26.3%)	16 (42.1%)
4.	Teacher gives reinforcement in the form of food/beverage.	4 (10.5%)	16 (42.1%)	5 (13.1%)	13 (34.2%)

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.

### ***The Benefits of Applying Positive Reinforcement in SMP Pangudi Luhur 1 Yogyakarta***

#### **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 Enthusiasmin Learning English

No	Statement	Frequency			
		SD	D	A	SA
5.	By positive reinforcement, I am getting motivated to join the English extracurricular class.	2 (5.2%)	4 (10.5%)	7 (18.4%)	25 (65.7%)
6.	By positive reinforcement, I am getting motivated to do the assignment.	1 (2.6%)	9 (23.6%)	7 (18.4%)	21 (55.2%)
7.	By positive reinforcement, I become more active to ask question in the class.	1 (2.6%)	13 (34.2%)	6 (15.7%)	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 question 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 question. Then, 18 students (47.3%) even strongly agreed that positive reinforcement will help them to be more active in asking question.

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)

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)

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 enthusiast. 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"

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"

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 4.3 Better Comprehension of The Materials

No	Statement	Frequency			
		SD	D	A	SA
8.	By positive reinforcement, I have better understanding in learning English.	3 (7.8%)	2 (5.2%)	10 (26.3%)	23 (60.5%)

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 form 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)

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)

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 4.4 Increasing The Students' Confidence**

No	Statement	Frequency			
		SD	D	A	SA
9.	By positive reinforcement, I become more confident in learning English.	3 (7.8%)	10 (26.3%)	9 (23.6%)	16 (42.1%)

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\**

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!!"*

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.

## **Conclusion**

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 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.

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