

The Influence of Reinforcement on Students' Attitude to study English at SMA Negeri 1 Bontolempangan

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Abstract: The aims of This research is to know the influence of reinforcement on students attitude to study English. This research used descriptive research. From 120 students the research took 40 students as a sample by using random sampling technique. In collecting data, the research used questionnaire, in which the students choosed on of fine response provided. The result of the students answer was analyzed using linker scale to see whether or not there was any influence of reinforcement on the students' Attitude to study English. The finding of the research revealed that very positive. The result of data analysis showed that the mean score of the positive reinforcement is 95,4%, and the negative Reinforcement is 36,7 %. From the research of data analyst, the researcher concluded the influence of reinforcement on students' attitude to study English at SMA Negeri 1 Bontolempangan Kabupaten Gowa are it means that the student were very enthusiastic towards the teachers in study English.

Keywords: reinforcement, attitude, student

Abstrak: Penelitian ini bertujuan untuk mengetahui pengaruh penguatan terhadap sikap siswa dalam belajar bahasa Inggris. Penelitian ini menggunakan penelitian deskriptif. Dari 120 siswa penelitian ini mengambil 40 siswa sebagai sampel dengan menggunakan teknik random sampling. Dalam pengumpulan data, penelitian ini menggunakan angket, dimana siswa memilih jawaban baik yang diberikan. Hasil jawaban siswa dianalisis menggunakan skala linker untuk melihat ada tidaknya pengaruh penguatan terhadap Sikap belajar Bahasa Inggris siswa. Temuan penelitian mengungkapkan hal yang sangat positif. Hasil analisis data menunjukkan rata-rata skor penguatan positif sebesar 95,4% dan skor rata-rata penguatan negatif sebesar 36,7%. Dari penelitian analis data, peneliti menyimpulkan adanya pengaruh penguatan terhadap sikap siswa dalam belajar bahasa Inggris di SMA Negeri 1 Bontolempangan Kabupaten Gowa yang berarti siswa tersebut sangat antusias terhadap guru dalam belajar bahasa Inggris.

Kata kunci: penguatan, tingkah laku, siswa

INTRODUCTION

Teachers are required to be able to use techniques or methods in the teaching and learning process that can facilitate students in understanding the learning material provided especially in English subjects, (Scrivener 2012). From the aspect of learning process, there are eight basic teaching skills that are considered very important in the success of teaching and learning activities. The eight basic teaching skills are: questioning skills, skills to provide reinforcement, variation skills, skills to explain, skills to open and close lessons, skills to guide discussion small

groups, classroom management skills and individual teaching skills (Mather, 2001) One type of basic teaching skill needed in the classroom is "reinforcement". Skinner, (2010) stated that reinforcement is a response to a behavior that can increase the likelihood of repetition of such rigid behavior. A teacher needs to master the skills of giving reinforcement because reinforcement is an encouragement for students to improve appearance.

The important thing to used reinforcement in teaching refers to the improvement of students' learning abilities while attending lessons. This also was stated

by Muslihin (2013), he said that reinforcement could increase student attention and help students learn if reinforcement was used selectively, and motivate students to do better than before. Reinforcement also able to control or change disruptive student behavior, improve productive learning and develop students' self-confidence to organize themselves in the learning experience.

In the learning process, there are two kinds of reinforcement used by the teacher, namely positive reinforcement and negative reinforcement which is then supported by Witting, (1981) states that Reinforcement has two aspects namely positive and negative reinforcement. Positive reinforcement is any stimulus or event which when present increases or maintains the strength of response. Negative reinforcement is any stimulus or event that when terminated or removed increases or maintains the strength of response, skinner (1948). Yatim, (2016: 79) found that giving reinforcement in the class includes several objectives, namely: increasing student attention, arouse and maintain student motivation, facilitate student learning, controlling and modifying student attitude that is less positive and encouraging the emergence of positive attitude.

Good (1959:48) defines attitude as readiness to react towards or against some situations, persons or thing in particular manner, for example with love or hate, fear and resentment, to a Kerlinger (1975) in Habe (1999) states that attitude is an organized predisposition to think, feel, perceive, and believe towards a referent or cognitive object. In connection with the above explanations, the researcher can be found that attitude is the potential tendency to react towards a stimulant. It is integrated in the individual's

personality, which prompts him or her to do or not to do something.

Related to English language learning, the students' attitude play an important role. Both positive and negative attitude should be watched closely for successful achievement in English language learning and teaching process. Besides, the teacher should recognize that all successful achievements of the process are accompanied by positive attitude. In connection with learning, if the students have positive attitude towards a lesson, they will always study lesson and probably. They will attend the class regularly. The degree of success of learners can be expected to attain in their learning activities depends in great measure upon their own attitude. Aiken (1988: 303) states that attitude is a leader predisposition to respond positively or negatively to creation object, situation, institution, or person.

RESEARCH METHOD

This research employs descriptive method. In taking sample the researcher uses random samples technique. There are four kinds of instruments that the researcher employs to the data relates to this research. They are passive participant, observation, interview, field notes and documentation. The instrument of the research used questionnaire to collect data which the students have to answer honestly, what they feel about the statements. The questionnaire used linker scale to the students as responses. In scoring positively, the responses will indicates a positive attitude the attitudinal object result in high score and the responses indicating negative attitude towards the attitudinal object result in low scale score.

To collecting data the researcher given the questionnaire to the students, after that the

researcher explanation carefully about reinforcement. At the time will allocates for it 15 minutes, and 75 minutes for the students to respond the questionnaire..

RESULTS AND DISCUSSION

The results of this research show that there were 40 class II students at SMA Negeri 1 Bontolempangan, Gowa Regency, who were used as respondents in this research. The frequency and percentage level of data analysis through questionnaires can be seen in table 1 to table 8 as follows:

1. Positive reinforcement

The following describes the reinforcement table indicators, based on Item 1 of the questionnaire about getting reinforcement in the form of a greeting, handshake from the teacher.

| Options | Value (x) | Frequency (f) | Score (fx) | Percentage |
|-------------------|-----------|---------------|------------|------------|
| Strongly agree | 5 | 19 | 95 | 47.5 % |
| agree | 4 | 20 | 80 | 50 % |
| doubtful | 3 | 1 | 3 | 2.5 % |
| 1 | 2 | 0 | 0 | 0 |
| don't agree | 1 | 0 | 0 | 0 |
| strongly disagree | | | | |
| Total | | 40 | 178 | 100% |

Table 1 shows that 19 (47.5%) of the 40 students said they strongly agreed, 20 (50%) students said they agreed, 1 person (2.5%) said they were doubtful, and none of the students said

they disagreed and strongly disagree. The student's score was 178.

Based on questionnaire item 2 regarding receiving prizes or awards from your teacher, if students have good achievements, then table 2 is described below.

| Options | Value (x) | Frequency (f) | Score (fx) | Percentage |
|-------------------|-----------|---------------|------------|------------|
| Strongly agree | 5 | 16 | 80 | 40 % |
| agree | 4 | 21 | 84 | 52.5 % |
| doubtful | 3 | 3 | 9 | 7.5 % |
| 1 | 2 | 0 | 0 | 0 |
| don't agree | 1 | 0 | 0 | 0 |
| strongly disagree | | | | |
| Total | | 40 | 173 | 100% |

Table 2 shows that 16 (40%) of the 40 students said they strongly agreed, 21 (52.5%) students said they agreed, 3 people (7.5%) said they were doubtful, and none of the students said they disagreed and strongly disagree. The student's score is 173.

Based on the description of tables 1 and 2, researchers can conclude the following for each item in table 3:

| Serial | Frequency Of Each Table | | | | | | | | | | Percentage |
|--------------|-------------------------|---|---|---|---|---|---|---|---|----|------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| A | 1 | 1 | 2 | 1 | 8 | 1 | 1 | 9 | 9 | 2 | 30 % |
| B | 2 | 2 | 1 | 2 | 2 | 1 | 2 | 2 | 1 | 1 | 42% |
| C | 1 | 3 | 4 | 2 | 3 | 1 | 5 | 4 | 9 | 1 | 7,2 |
| D | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 0 | 3 | 0 | 1,5 |
| E | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL | | | | | | | | | | | 96.9 % |

2. Negative Reinforcement

The following describes the negative value in giving punishment to teachers who give punishment if students have poor performance, which can be explained in table 4 below.

| Options | Value (x) | Frequency (f) | Score (fx) | Percentage |
|-------------------|-----------|---------------|------------|------------|
| Strongly agree | 5 | 18 | 56 | 45 % |
| agree | 4 | 14 | 54 | 15 % |
| doubtful | 3 | 6 | 12 | 35% |
| 1 | 2 | 1 | 5 | 2.5 % |
| don't agree | 1 | 1 | 1 | 2.5% |
| strongly disagree | | | | |
| Total | | 40 | 128 | 100 % |

Table 1 shows that 1 (2.5%) of 40 students said they strongly agreed, 6 (15%) students said they agreed, 18 (45%) students said they were doubtful, 14 (35%) students said they disagreed and 1 (2.5%) students disagreed.) stated strongly disagree. The student's score is 128.

Based on point 2 of the questionnaire about when students give a complete answer, the teacher says "No, that's not right, try again", then another teacher completes it, which can be described in table 5 below.

| Options | Value (x) | Frequenc y (f) | Score (fx) | Percentag e |
|-------------------|-----------|----------------|------------|-------------|
| Strongly agree | 5 | 26 | 104 | 65 % |
| agree | 4 | 8 | 40 | 20 % |
| doubtful | 3 | 5 | 15 | 12.5 % |
| 1 | 2 | 1 | 2 | 2.5% |
| don't agree | 1 | 0 | 0 | 0 |
| strongly disagree | | | | |
| Total | | 40 | 161 | 100% |

Table 2 shows that 8 (20%) of the 40 students said they strongly agreed, 26 (65%) of them said they agreed, 15 (12.5%) of them said they were

doubtful, and 1 (2.5%) of them said they disagreed. and not a single student stated it stated strongly disagree. The student's score is 161.

Based on the indicators of strengthening negative values, researchers can conclude each item by following table 6 below.

| Scale | Frequency Of Each Table | | | | | | | | | | Percentage |
|--------------|-------------------------|----|---|---|---|---|----|----|----|----|------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| A | 18 | 26 | 2 | 2 | 1 | 7 | 10 | 8 | 14 | 18 | 28 % |
| B | 14 | 8 | 8 | 2 | 1 | 1 | 13 | 14 | 24 | 9 | 20% |
| C | 6 | 5 | 5 | 2 | 5 | 1 | 15 | 15 | 2 | 3 | 10,5 % |
| D | 1 | 1 | 2 | 0 | 2 | 6 | 2 | 3 | 0 | 0 | 1,2 |
| E | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0.2 |
| TOTAL | | | | | | | | | | | 68.4 % |

Furthermore, based on the scoring system all items can be described in table 7 below.

| Positive statements | | | Negative statements | | |
|---------------------|------------|---------------|---------------------|------------|---------------|
| Items | Percentage | Categories | Items | Percentage | Categories |
| 1 | 97.5% | Very positive | 5 | 90% | Very positive |
| 2 | 92.5% | Very positive | 11 | 82.5% | Positive |
| 3 | 90% | Very positive | 15 | 65% | Fair |
| 4 | 95% | Very positive | 17 | 75% | Fair |
| 6 | 92.5% | Very positive | | | |
| 7 | 87.5% | Very positive | | | |
| 8 | 90% | Very positive | | | |
| 9 | 70% | Very positive | | | |
| 10 | 97.5% | Very positive | | | |
| 12 | 85% | Positive | | | |
| 13 | 82.5% | Positive | | | |
| 14 | 97.5% | Very positive | | | |
| 16 | 55% | Very positive | | | |
| 18 | 55% | Fair | | | |
| 19 | 95% | Very positive | | | |
| 20 | 92.2% | Positive | | | |
| | | Positive | | | |
| | | Very positive | | | |
| | | Negative | | | |
| | | Negative | | | |
| | | Very positive | | | |
| | | Very positive | | | |

Based on the data above, the researcher can conclude that there is a strengthening effect on students' attitudes in learning English, this is proven by the students' responses to statements in the questionnaire, especially positive statements. So the effect of reinforcement on student attitudes is very positive.

Strengthening means adding strength to something that is considered not so strong. Reinforcement gives strength to motivational results. It is known that positive reinforcement is when the teacher improves English language material and gives rewards to students if they have good assignments. For example, if a student has a good assignment, the teacher will call the student's name and give a tick, give a prize and say "well done, good job and perfect assignment". Negative reinforcement is where the teacher punishes students if they do not concentrate on the material. For example, the teacher asks students to stand up in class, if students do not concentrate on the material, if students come late the teacher gives punishment, and if

students have bad assignments then the teacher gives red link in student notebook. Reinforcement here can help students in class so they can concentrate on the material and can help students change bad attitudes into good ones.

CONCLUSION

Based on the findings and discussion of this research, the researcher concluded that the application of reinforcement is very positive, students are always enthusiastic about learning English if the teacher gives rewards and punishments to students. Students are very enthusiastic about teachers in learning English if teachers use reinforcement theory. The results of data analysis show that the average positive reinforcement score is 96.9% and the average negative reinforcement score is 68.4%.

Based on the conclusions above, the researcher provides suggestions to teachers to improve their competence in learning English to improve student learning and English teachers must know students' attitudes towards the teaching implemented in the classroom to decide what to do. the best for the students

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