

# Teacher's Intensity In Giving Positive Reinforcement To Motivate Students

**Musfira Hidayat**

(Pendidikan Bahasa Inggris, Universitas Muslim Indonesia)  
musfirahidayat19@gmail.com

**Sulastri**

(Pendidikan Bahasa Inggris, Universitas Muslim Indonesia)  
sulastri.sulastri@umi.ac.id

**Awaluddin Syamsu**

(Pendidikan Bahasa Inggris, Universitas Muslim Indonesia)  
awaluddin.syamsu@umi.ac.id

## Abstrak

Tujuan penelitian ini adalah untuk mengetahui intensitas guru dalam memberikan penguatan positif dan pengaruhnya terhadap motivasi siswa dalam belajar bahasa Inggris. Populasi penelitian ini adalah siswa kelas satu. Peneliti menggunakan teknik cluster random sampling dalam memilih sampel. Oleh karena itu, cluster yang terpilih adalah kelas X MIPA 2 yang berjumlah 36 siswa. Penelitian ini menggunakan desain metode deskriptif. Peneliti menggunakan tiga instrumen yaitu observation checklist, angket dan wawancara. Hasil observation checklist menunjukkan bahwa intensitas penguatan positif yang diberikan oleh guru tergolong sedang dengan persentase 64,25%. Kemudian peneliti menyebarkan angket untuk mengetahui motivasi siswa terhadap intensitas penguatan positif dengan menggunakan skala Likert. Hasil menunjukkan bahwa siswa memiliki motivasi yang tinggi karena nilai rata-rata 58,9. Selain itu, diperkuat oleh hasil wawancara bahwa siswa memiliki motivasi tinggi karena penguatan positif yang diberikan oleh guru.

**Kata kunci:** Intensitas guru, Penguatan Positif, Motivasi siswa.

## Abstract

*The objectives of this research were to find out the teacher's intensity in giving positive reinforcement and its effect on students' motivation in learning English. The population of this research was the first grade students. The researcher used the cluster random sampling technique in selecting the samples. Therefore, the cluster chosen was class X MIPA 2 which consisted of 36 students. This research used a descriptive method design. The researcher used three instruments namely: observation checklist, questionnaire and interview. The result of the observation checklist indicated that the intensity of positive reinforcement given by the teacher categorized into very high as the percentage was 64.25%. Then, the researcher distributed the questionnaire to find out the students' motivation toward the intensity of positive reinforcement by using Likert scale. The result indicated that students were highly motivated since the mean score was 58.9. Moreover, it was supported by the results of the interview that students had high motivation because of the positive reinforcement given by the teacher.*

**Keywords:** Teachers' Intensity, Positive reinforcement, Students' motivation

## **INTRODUCTION**

Learning motivation is a significant thing for every student in change enthusiasm for learning. Successful teachers are teachers who have the ability to foster the spirit and motivation to learn students (Karwati, E., & Priansa, 2013). There are two factors influence each other in the learning process so that to produce effective learning. Internal factors include; physiological/physical factors and psychological factors, while external factors include; family factors and school factors. The internal factors consist of physical health, leisure time availability, hobby or passion, self-maturity, and intelligence. The external factors consist of family and friends' support, faculty facilities, problems encountered, peer relationships, and the influence of parents and friends (Nyambe, H., 2016). The level of students self-directed learning readiness also can be influenced by family social support (Tarmidi, 2010) academic environment in terms of learning facilities and academic atmosphere (Leatemia et al., 2016).

The teacher is external factors that support students motivation. As motivators, the teacher must find strategies so that students can be more motivated to learn. One way that can help those who become more enthusiastic and earnest in learning is to provide positive reinforcement in the learning process according to the learning objectives. The reinforcement given by the teacher in the learning process consists of two such as verbal and nonverbal reinforcement. As for what is meant by verbal reinforcement, for example in the form of words of praise such as good, good, excellent, true, amazing, and so on. While nonverbal reinforcement is reinforcement in the form of expressions with gestures, such as a smile, nod, thumbs up, or applause, which the teacher gives to students to make students motivated to learn and be more active in class.

As we know the situation in Indonesia right now is not conducive since the emergence of Covid-19. This situation limits activities outside the home such as educational activities. Currently online learning is carried out using a distance learning system such as online meeting by using some kinds of medium (zoom, google meet, etc.). Unfortunately, since the last two years students have become familiar with online learning, students have become less active in conveying their aspirations and thoughts, which can lead to boredom in learning because they usually look for material on the internet and so on. Therefore, it is necessary to provide reinforcement so that students are enthusiastic in learning.

## **METHOD**

Descriptive with a qualitative method used in the research. The goal of descriptive research in drawing and classifying the phenomenon (Nassaji, 2015). This research aimed to determine the teacher's intensity in giving positive reinforcement and the effect of teacher's intensity in giving positive reinforcement to the first grade students motivation.

This research was conducted at MAN 1 Makassar in academic year 2022/2023 which is located on Jl. Tala Salapang No. 46, Makassar City, South Sulawesi. This research was started in March.

The instruments of this research are observation checklist, questionnaire and interview. The researcher used an observation checklist to find out the teacher's intensity in giving positive reinforcement. Thus, the observation checklist that used in this research is adapted from Alma's theory about kinds of positive reinforcement which modified by the researcher that is appropriate to this research's objective.

The researcher also used instruments in the form of interviews to support the data to be obtained. Interviews were conducted to the teacher and students. However, there were ten questions that for the teacher and ten questions for students. The questionnaire is a technique data collection by means of the researcher providing a list of questions or written statement to be answered by the respondents (Sugiyono, 2014). Therefore, the questionnaire in this research aimed to determine the level or category of the students' English learning motivation.

The data analysis technique used by researchers is the percentage test to determine the intensity of positive reinforcement. Meanwhile, to find out the results of the questionnaire, researchers analyzed and collect the data that collected based on the level of the likert scale.

## **FINDINGS AND DISCUSSION**

The findings of this research based on the data obtained from the classroom observation, questionnaire and interview explained as follow:

### **The Teacher's Intensity in Giving Positive Reinforcement to the Students in Learning English**

The Observational data was taken from teaching and learning process in class which provides 7 indicators such as words, sentences, gestural reinforcement, proximity reinforcement, contact reinforcement, activity reinforcement, and token reinforcement, which divided into two types of positive reinforcement (verbal and nonverbal). Therefore, the result of observation checklist can be seen as follows:

Tabel 4.1 Verbal Reinforcement Given by The Teacher

| No | Verbal Reinforcement |                                                                                                              |
|----|----------------------|--------------------------------------------------------------------------------------------------------------|
| 1. | Word                 | Good (5 times), smart (2 times), alright (3 times), excellent (3 times), good job (1 time)                   |
| 2. | Sentence             | Yes, very good answer (2 times), I am satisfied with your answer (2 Times) l, you did a great work (2 times) |

Tabel 4.2 Nonverbal Reinforcement Given by The Teacher

| No. | Nonverbal Reinforcement |                                                            |
|-----|-------------------------|------------------------------------------------------------|
| 1.  | Gestural                | Smiles (10 times), thumbs up (3 times), applause (3 times) |
| 2.  | Proximity               |                                                            |
| 3.  | Contact                 | Pat on the shoulder (1 times)                              |
| 4.  | Activity                | Playing games (1 time)                                     |
| 5.  | Token                   | Additional scores (2 times)                                |

Furthermore, the details were elaborated as follows:

#### The first meeting

Based on these results it can be seen in tables 4.1 and 4.2 that there was 57.1% positive reinforcement given by the teacher. There were 2 indicators of verbal reinforcement and 2 nonverbal reinforcement appeared. From the verbal side, reinforcement in the form of words "excellent", "good" and the sentences "yes, very good answer" and "I am satisfied with your answer" were given by the teacher during the first meeting. Meanwhile, nonverbal side, reinforcement in the form of gesture (smile, thumbs up), and token (additional scores) were also given by the teacher.

#### Second meeting

Based on the result, it is shown in the table 4.1 and 4.2 that there were 71.4% positive reinforcement given by the teacher. There were 2 indicators of verbal reinforcement and 3 nonverbal reinforcement appeared. From the verbal side, reinforcement in the form of word "good", "alright", "good job" and sentence "you did a great work" were given by the teacher during the second meeting. While, in the nonverbal side, reinforcement in the form of Contact (Pat on the shoulder), activity (giving games), and token (additional score) were also given by the teacher. However, the researcher aware that there was no nonverbal reinforcement in the form of proximity, activity, and contact reinforcement given.

Table 4.3 The Percentage of Teacher's Intensity in Giving Positive Reinforcement

| Positive Reinforcement | Meeting |       |
|------------------------|---------|-------|
|                        | I       | II    |
| Verbal                 | 2       | 2     |
| Nonverbal              | 2       | 3     |
| Frequency              | 4       | 5     |
| Percentage             | 57.1%   | 71.4% |

The table above presents the classification of positive reinforcement given by the English teacher. Based on the classroom observation results that have been conducted from 2 meetings in class X MIPA 2 starting from 7th march 2023 until 14th march 2023, the researcher found that in the first meeting there were 57.1% intensity of positive reinforcement given by the teacher. It means that there were 5 out of 7 indicators of positive reinforcement appeared. While in the second meeting there were 71.4% intensity of positive reinforcement. It means that there were 4 out of 7 indicators of positive reinforcement appeared. It can be seen that the intensity of positive reinforcement given by the teacher was continued to increase at each meeting. However, the researcher found that the teacher's intensity in giving positive reinforcement was categorized into very high for both verbal and nonverbal since the mean score of the whole meetings was 64.25.

Table 4.4 The Classification of The Teacher's Intensity in Giving Positive Reinforcements

| Range         | Category         |
|---------------|------------------|
| 64 - 75 %     | <b>Very high</b> |
| 51- 63 %      | High             |
| 38 - 50 %     | Moderate         |
| 25 - 37 %     | Low              |
| 12 - 24 %     | Very low         |
| Interval 12 % |                  |

#### **The Teacher's Intensity in Giving Positive Reinforcement to Motivate the Students in Learning English**

The data of the students' English learning motivation toward the positive reinforcement given by the teacher were obtained from the questionnaire. It is distributed directly on the 14th March 2023 and answered by a total of 36 respondents. The result of the questionnaire showed that the positive reinforcement provided by the teacher has motivated the students.

The result of the mean score was 58.9 which gained from the total row score 2121 then divided into the total of the participants that is 36 students. This result was categorized into High motivated. It can be seen in table below:

Table 4.5 The Frequency and Percentage of Students' Motivation Toward the Teacher's Intensity in Giving Positive Reinforcement Range

| Range   | Category  | Frequency | Percentage |
|---------|-----------|-----------|------------|
| 64 – 75 | Very high | 9         | 25         |
| 51 – 63 | High      | 21        | 58.3       |
| 38 – 50 | Moderate  | 6         | 16.7       |
| 25 – 37 | Low       | 0         | 0          |
| 12 – 24 | Very low  | 0         | 0          |
| Total   |           | 36        | 100        |

The table frequency and percentage of students' motivation toward the teacher's intensity in giving positive reinforcement range shows that there were 5 (25%) out of 36 of students have very high motivation after being given positive reinforcement, 21 (58.3%) of 36 students were highly motivated, and also, there were 6 (16.7%) of 36 students were motivated in learning English after being given positive reinforcement. No one of the students' motivation in learning English classified as low and very low. It means that most of the students had high motivation toward the positive reinforcement given by the teacher.

In this section, the researcher presents a discussion based on the research findings. It is concerned about the teacher's intensity of giving positive reinforcement to motivate the students in learning English. Giving positive reinforcement to students greatly triggers their enthusiasm in learning. This is evidenced by increasing student motivation in class learning.

### **The Teacher's Intensity in Giving Positive Reinforcement to the Students**

Based on the research results in the findings section, it shows that the intensity of positive reinforcement given by the teacher to class X MAN 1 Makassar students was categorized into very high in the form of face-to-face learning. This result was relevant to the previous study conducted by Pratiwi (2018) found that the intensity of rewards given by the teacher is categorized into moderate in the form of face-to-face teaching and learning.

Based on the result, the researcher assumed that there were two factors that caused the high classification of the teacher's intensity in giving positive reinforcement. The first factor is the teacher's awareness of their roles as the source of extrinsic motivation for the students. The second factor is that teachers must have awareness of the decreased motivation of students after online learning. Because the students' motivation had greatly decreased after online learning. The teacher focused in giving positive reinforcement especially giving praise at every meeting and the additional score for students who actively participate in learning. As stated by Asril (2012:77) said that in general appreciation gives a positive influence on human life, because it can encourage and improve one's behavior and increase their enthusiasm. It means that reinforcement is something that is given to increase the behavior based on the expectation. This is also supported by Paul (2011:4) it is common to assume that rewards have a positive effect on children.

### **The Teacher's Intensity in Giving Positive Reinforcement to Motivate the Students in Learning English**

The result showed that students were highly motivated in learning English toward the positive reinforcements given by teacher. This result is relevant to the statement of (Uno, 2016) "extrinsic motivation arises because of stimuli from outside the individual such as a teacher". Also, it is supported by the statement that the main goals of using positive reinforcements in the learning activity is to encourage the students to repeat the good behavior that they have done and that would be useful evidence for them and also for the class (Sari, 2019)

Based on several theories above, the researcher concluded that giving positive reinforcement is very important to encourage students to learn and attract attention so that they are more enthusiastic about learning.

The researcher found that some students liked the way their teacher taught English and how their teacher motivated them using positive reinforcement. It was supported (Sardiman, 2014) intrinsic motivation is a motive that becomes active and functioning does not need to be stimulated from the outside, because in each individual manage something. Intrinsically motivated students are bound to do much better in classroom activities, because they are willing and eager to learn new material. Their learning experience is more meaningful, and they go deeper into the subject to fully understanding it. Therefore, the researcher argues that students interest also depends on the way how the teacher is teaching English. By considering the limitation of the data collection process, especially when the researcher observed the teacher and students only through second meetings, the researcher did not dig too deeply about intrinsic motivation factors. Instead, the researcher only focused on extrinsic motivation factor that is the teacher's intensity in giving positive reinforcement.

## **CONCLUSION**

The intensity of the positive reinforcement given by the teacher was classified into very high both verbal and nonverbal reinforcement in the second meeting since the mean score was 64.25. It was proved by the result of the observation checklist that in the first meeting there were 57.1% intensity of positive reinforcement given by the teacher, while in the second meeting there were 71.4% intensity of positive reinforcement. The students were highly motivated in learning English toward the intensity of positive reinforcements given by the teacher since the result of the mean score was 58.9 . Besides, it was also proved by the result of the interview where the students admitted that they were highly motivated toward the positive reinforcements given by the teacher.

The teacher's intensity in giving positive reinforcement was categorized into very high which resulted that students were highly motivated. It caused by the teacher's awareness of their roles as the source of extrinsic motivation for the students. The teacher focused on giving positive reinforcement especially giving praise at every meeting and the additional score for students who actively participate in learning which it may improve students' motivation. Besides, students liked the way how the teacher teach English where it can be another reason of students' high motivation.

Based on the research and discussion as concluded above, the authors suggest the following:

1. It is suggested for the students should pay attention and tend to be active in the class.
2. It is suggested for the English teachers to maximize the teaching method as fun as possible and provide more positive reinforcement since the students motivation may decrease after online learning.

3. It is suggested for the next researcher to study another source of students' motivation, not only extrinsic motivation, but also intrinsic motivation.

## REFERENCES

- Asril, Z. (2012). *Micro Teaching*. Rajawali Pers.
- Karwati, E., & Priansa, D. J. (2013). *Kinerja dan profesionalisme kepala sekolah Membangun Sekolah yang bermutu*. Alfabeta.
- Leatemia, L. D., Susilo, A. P., & van Berkel, H. (2016). Self-directed learning readiness of Asian students: students perspective on a hybrid problem based learning curriculum. *International Journal of Medical Education*, 7, 385–392. <https://doi.org/10.5116/ijme.582e.021b>. Accessed on January 08<sup>th</sup> 2023
- Nassaji, H. (2015). Qualitative and Descriptive Research: Data Type versus Data Analysis. *Research, Language Teaching*, 19, 129–132.
- Nyambe, H., H. and G. R. R. (2016). Factors influence self directed learning readiness of first, second and third years students at medical faculty of Hasanuddin University in PBL. *Indonesian Journal of Medical Education*, 5(5), 67–77. <https://doi.org/10.20448/journal.509.2018.51.37.42>. Accessed on January 15<sup>th</sup> 2023
- Paul, D. (2011). *Teaching English to Children in Asia*. Person Longman LT, 2011. <http://repository.uinjambi.ac.id/8299/1/SKRIPSI ANI.pdf> . Accessed on March 14<sup>th</sup> 2023
- Pratiwi, A. (2018). *The Teacher's Intensity of Giving Rewards to Motivate Students In Learning at the Second Grade*. Universitas Negeri Makassar.
- Sardiman. (2014). *Interaksi dan Motivasi Belajar Mengajar*. PT.Rajagrafindo Persada. [https://digilibadmin.unismuh.ac.id/upload/1252-Full\\_Text.pdf](https://digilibadmin.unismuh.ac.id/upload/1252-Full_Text.pdf) . Accessed on March 14<sup>th</sup> 2023
- Sari, R. K. (2019). *Teachers ' Reinforcement On Students ' Behavior In English*. <http://repository.uinjambi.ac.id/8299/1/SKRIPSI ANI.pdf> . Accessed on March 14<sup>th</sup> 2023
- Sugiyono. (2014). *Metode Penelitian Pendidikan dan Pendekatan Kualitatif, Kuantitatif dan R&D*. Alfabeta. <https://doi.org/10.47191/jefms/v4-i5-05> . Accessed on January 13<sup>th</sup> 2023
- Tarmidi, R. A. R. . (2010). Correlation between social support of family and self directed learning on students of senior high school. *Journal of Psychology*, 37(2), 216–223. Accessed on January 15<sup>th</sup> 2023
- Uno, H. B. (2016). *Teori Motivasi dan Pengukurannya*. Bumi Aksara.