

## **TEACHERS' REINFORCEMENT AND STUDENTS' PERCEPTION ON ENGLISH LANGUAGE SUBJECT**

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### **ABSTRACT**

This study aims at determining the types of reinforcement that the teachers use in the classroom as well as students' perceptions on teachers' reinforcement when teaching English in the classroom. This research is a qualitative design. It describes the reinforcement used by English teachers and the students' perception, as well. There are three instruments to obtain the data, namely; observation, questionnaire and interview. Observation is used to see teachers' reinforcement and students' response when the teachers use reinforcement, the questionnaire is to see and get more information about students' perception towards teachers' reinforcement in teaching English, while interview is used to see the types of teachers' reinforcement in the classroom activities. All the data are processed and presented into descriptive form to ease the readers to get the complete information about the research results. The findings show that teachers' reinforcement in the classroom influence the students' response. It means that students' response and perception will depend on the types of reinforcement used by the teachers. Then, it can be concluded that the more positive the teachers' reinforcement, the more positive and the better the students' response and perception will be.

**Keywords:** *Reinforcement, students' perception*

### **INTRODUCTION**

To achieve educational goals, we need the readiness of human resources involved in it, one of which is the teacher who is one of the determining factors who have a strategic position in achieving this educational goal because the teacher plays an important role in the teaching process (Astuti, 2016).

As we know teaching is the process of guiding learning activities, where learning activities are only meaningful when there are teaching activities for students. Therefore, a teacher needs to understand the best about student learning processes, so that a teacher can provide guidance and appropriate learning environment (Hamalik, 2014:27).

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.

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 behavior that is less positive and encouraging the emergence of positive behavior.

The application of reinforcement by the teacher will make students feel appreciated for every effort that has been done. Students will know the responses and behaviors which are good and positive, so the students will be aware of the good behavior in their daily life both in the learning process and in their daily activities (Sari,2019).

The form of reinforcement given by the teacher to the positive behavior shown by the student can be in the form of reward in the form of a gift, verbal (like praise), and also in the form of warm, permissive behavior, and full acceptance or punishment such as punch, bad grades, and other physical torture, (Çetin,2019).

A positive reinforcement given by the teacher will change the behavior of learners, in this case the behavior shown by the motivation of learners follow the learning and learning activities undertaken. The effect of reinforcement on behavior as revealed by Mudjiran (2011) which states that the reinforcement of positive behavior is very effective to change a person's behavior. Thus, the provision of reinforcement appropriately and hastened will be able to support the formation of student behavior, than it can support the success of the learning process carried out.

While giving a negative reinforcement to the students will make the students become lazier and do not care to follow the process of learning in school, it can also cause a sense of trauma to someone who gives punishment to the student, and there is a fear in giving opinions when held a discussion session in the learning process. This will change students' effectiveness in learning.

In the use of reinforcement, there are also some problems of applying reinforcement to the education process in schools. This also reveal by Arista (2018) she found that many behaviors are actually of positive value, such as students daring to ask questions to teachers, students to answer questions of teachers, or students are able to collect tasks on time, but the behaviors are often wasted by teachers. Conditions like that is actually a "moment" is very good in building student motivation to learn and achievement. The impact of the teacher's attitudes makes students feel less valued in their efforts to behave positively, and cause students to be less motivated to provide positive responses to teacher stimuli.

From the results of preliminary observations at SMKS Yaspib Bontolempangan on 13-16 May 2019, it is found several problems at the school. The first problem is related to reinforcement. Since some teachers offer strengthening in punishment form rather than providing reinforcement in the form of rewards. Teachers assume that by giving punishment, students can be more discipline and more polite at school or outside school, but in reality by giving punishment students will feel fear to the teacher and cause a sense of trauma for students. Teachers are not aware that there are other ways that teachers can be encouraged to motivate and discipline students who are less disciplined by giving rewards to students.

Another problem is the lack of maximum guidance and counseling role in supporting the teacher's effort to apply reinforcement. As an integral part of education, counseling has responsibility for the success of the educational process in school. The problems found in the role of counseling teacher in supporting the efforts of subject teachers to improve students' positive behavior through reinforcement application include: lesson teachers less information to the counseling teacher about the problems encountered in the learning process, it is make a teachers cannot do consultation activities and establish effective

cooperation with subject teachers, counseling teachers feel that the process of learning in the classroom is the responsibility of subject teachers, so the problems faced by teachers in the learning process is not counseling teachers business, and has not established communication and exchanging information about the problem and students' needs in learning, whereas information about students themselves can be used by subject teachers to determine the kind of reinforcement that fits the student's characteristic.

Perception is a cognitive process experienced by each individual in selecting, organizing, interpreting and interpreting information and sensation inputs received through sight, hearing, smell, touch, feeling and appreciation so as to produce a picture. This is also stated by Parek (2013), perception is the process of an individual selecting, organizing and interpreting information inputs to create a meaningful picture of the world. According to Asrori (2013), perception is all processes of selecting, organizing and interpreting information input, sensations received through sight, feeling, hearing, smell and touch to produce meaning.

#### The Process of Perception

After looking a problems in the school, it is found that the use of reinforcement is very useful for shaping student character. and after seeing the results of research on teachers' reinforcement from previous researchers, it turns out that they did not do research and focus on the two types of reinforcement, they only do researches the success of teachers in using positive reinforcement on the other side, they did not reveale the negative reinforcement. Therefore, this study is conducted.

There are two questions that have been formulated in this study. The first one What are the types of reinforcement used by the teachers in English learning process at SMKS Yaspib Bontolempangan. Second, what is the students' perception on the teachers' reinforcement in English learning process at SMKS Yaspib Bontolempangan.

Afterwards, there are two research objectives. First is to describe the types of reinforcement used by the teachers in English learning process at SMKS Yaspib Bontolempangan. Second, to describe students' perceptions on the

teachers' reinforcement in English learning process at SMKS Yaspib Bontolempangan.

## **MATERIALS AND METHOD**

This research employed qualitative research to describe the reinforcement used by English teacher and the students' perception. There are three instruments used to obtain the data, namely observation, questionnaire, and interview. Observation is to see the reinforcement used by teacher in school as well as students responses when the teacher uses reinforcement, a questionnaire is to see and describe more information about students' perception towards reinforcement that used by the teacher in teaching English. Then, interview also used to see the types of reinforcement used by teachers in the classroom activities and students' behavior during the teaching and learning process. All the data processed and presented into descriptive form in order make the readers easier to get the complete information about the research results.

The subjects of this research were the English teachers' and the students of SMKS Yaspib Bontolempangan in academic year 2019/2020. There are six classes in this school. Each class consisted of 20 students. The sample selected using random sampling technique. However, only 20 students of them were employed as the sample of the research. The sample select based on students who are more active in class discussions, students are completely strangers to the researcher in order they provide free in-depth information on their perspectives by the teachers' reinforcement used in the teaching process.

## **RESULTS**

Based on the research questions, then the findings of this study consists of two; The types of reinforcement used by the teacher in English learning process at SMKS Yaspib Bontolempangan and Describes students' perceptions on the teachers' reinforcement in English learning process at SMKS Yaspib Bontolempangan.

## 1. The types of reinforcement used by the teacher in English learning process at SMKS Yaspib Bontolempangan.

After conducting the research, researcher found that the type of reinforcement used by teachers in learning English in general are divided in to two parts, namely verbal and non-verbal reinforcement, while in specifics are divided into five parts, namely verbal, gestural, proximity, contact and token/ symbolic reinforcement.

### Verbal reinforcement

Verbal reinforcement is the reinforcement used by the teacher using words of praise, support, recognitions or encouragement that makes students feel satisfied and encouraged so that they feel compelled to be more active in learning.

### Teacher A

Giving verbal reinforcement by the teachers can be proven by referring to the results of teachers interview bellow:

#### Extract N1:

*Researcher* : "What kind of compliment do you give?"

*Teacher A* : "I usually say very good, excellent, good, right, smart and yes.

*Researcher* : okay mam, so we move to the next question, how if the student make a

*scan in the class? What do you do?"*

*Teacher A* : "I usually reprimand an warn to the teachers' office and then I give punishment like cleaning the class in a week or I make the students run on the field"

*Researcher* : "do you reprimand the students with a big voice when students interfere with learning in the class room?"

*Teacher A* : "yes of course,"

Data in Table 1 shows that the words or sentences used by the teacher A in gestural reinforcement are:

Table 1. Verbal Reinforcement

No	Positive Reinforcement	Negative Reinforcement
1	Good	Warn
2	Very Good	Reprimand

3	Correct	
4	Excellent	
6	Smart	

Table 1 shows that teacher A uses verbal reinforcement by revealing to students the words Good, very good excellent and smart in a positive way when giving rewards to students. Warn and reprimand the students in the negative when students make scans in the classroom.

### Non-Verbal Reinforcement

Non-verbal reinforcement is those that do not use verbal actions but instead use direct actions such as touch. Non-verbal reinforcement are divided into four parts, namely gestural, proximity, contact and token/symbolic reinforcement.

#### 1) Gestural Reinforcement

Gestural reinforcement is the reinforcement given by teachers in gesturing, for example nodding or shaking the head, smiling, frowning, thumbs up, bright face, cool, friendly eyes or sharp gaze. Giving gestural reinforcement by the teachers can be proven by referring to the results of teachers interview bellow:

#### Teacher A

##### Extract N1 and N2:

*Researcher* : "How with giving thumps up, claps hand, smiling, winking and nodding up and down when the students give a good answer?"

*Teacher A* : "I often do that when active in the classroom and give a good answer or claps hand when the students dare to express their opinion."

*Researcher* : "okey mam, so we move to the next question, how if the student make a scan in the class? what do you do?"

*Teacher A* : "usually I reprimand an warn to the teachers' office and then I give punishment like cleaning the class in a week or I make the students run on the field."

*Researcher* : "Its good, so how if the students late to come in the class? What do you do?"

*Teacher A* : "I usually told the students to stand up in the classroom for 15 minutes, if too long, I am afraid the students are lazy to study."

Data 2 shows that the words or sentences used by the teacher A in gestural reinforcement are:

Table 2, Gestural Reinforcement

No	Positive reinforcement	Negative reinforcement
1	Smiling	Standup
2	Claps Hands	Run on the field
3	Thumps Up	Cleaning the class
4	Winking	
6	Nodding up and down	

Data in Table 2 shows that teacher a uses gestural reinforcement in a positive form to reward students by doing smiling, claps hand, thumps up, winking, nodding up and down. In positive form she instructs students to run on the field and cleaning the class.

## 2) Proximity Reinforcement

Proximity reinforcement is the reinforcement by used approach, it is mean that the teacher approaches students to express their attention and pleasure towards the lesson, behavior, or appearance of the students. For example, the teacher stand beside the students, or walks beside the students. This reinforcement serves to increase verbal reinforcement. Giving proximity reinforcement by the teachers can be proven by referring to the results of teachers interview bellow:

Teacher A

Extract M3

*Researcher* : “have you ever approached the students while teaching?”

*Teacher A* : “yes, I often approach the students, standing next to the students or sitting close to the students.”

Data in Table 3 shows that the words or sentences used by the teacher A in proximity reinforcement are:

Table 3, Proximity Reinforcement

No	Positive reinforcement	Negative reinforcement
1	Moving nearer	

2	Sitting close to students	
3	Standing next to students	

Table 3 shows that teacher A does not use negative reinforcement in learning, she only uses proximity reinforcement in a positive form by moving nearer, sitting close to students and standing next to students.

### 3) Contact Reinforcement

Contact Reinforcement is reinforcement by touch (contact), meaning that the teacher can express approval and appreciation for the student's efforts and appearance by tapping the student's shoulder or shoulder, shaking hands, raising the winning hand of the student in the match. Giving contact reinforcement by the teachers can be proven by referring to the results of teachers interview below:

#### **Extract N4:**

*Researcher* : "Have you ever physically punishment to the students?"

*Teacher A* : "yes, I have, like I told to the students run on the field, stand up and I

hit the students' hand when they took their friends things. But after that, I said to the students not to do it again."

*Researcher* : "Have you ever stroked or touch the students when the students give the correct answer?"

*Teacher A* : "Yes I have, I usually patting the students' shoulder or shaking the

students' hand and raising the students' hand."

Data in Table 4 shows that the words or sentences used by the teacher A in contact reinforcement are

Table 4, Contact Reinforcement

No	Positive reinforcement	Negative reinforcement
1	Patting the students' shoulder	Hit students

2	Shaking the student's hand enthusiastically	stepping on students
3	Raising the student's hand	

Table 4 shows that teacher a uses contact reinforcement in a positive form in learning by patting the students' shoulder, shaking the student's hand enthusiastically and raising the student's hand and using the negative form by doing hit students and stepping on students.

#### 4) Token/symbolic Reinforcement

Token / symbolic Reinforcement is the reinforcement that the teacher gives in the form of symbols or objects. This reinforcement is done by using various symbols such as picture cards, plastic starts, or written comments on students book. Giving contact reinforcement by the teachers can be proven by referring to the results of teachers interview bellow:

Teacher A

#### **Extract N4 :**

*Researcher : "In addition to praise Do mothers often give signs or messages in Student notebooks when students do a good assignment or do not do an assignment well?"*

*Teacher A : "Yes often"*

*Researcher : "What kind of sign or message did you give"*

*Teacher A : "If students are doing assignments or have neat writing, I will write*

*Them in the student notebook "very good", put numbers and stars. With gold ink continue to give asterisks too. If the student does not do the assignment well, I write "bad or very bad" in red ink and then I give him a smile. Then every weekend I put a star on the achievement board in the classroom".*

*Researcher : "what kind of reward do you give to students?"*

*Teacher A : "At the end of the semester I used to give students gifts or star."*

Data in Table 5 shows that the words or sentences used by the teacher A in token/symbolic reinforcement are

Table 5, Token/Symbolic Reinforcement

No	Positive reinforcement	Negative reinforcement
1	Smile icon	Red Ink
2	Stars	Write Bad
3	Numbers	Write very bad
4	written comments on textbooks	
5	gold ink	

Table 5 shows that teacher A uses token / symbolic reinforcement in positive form in learning English by giving students Smile icons, Stars, Numbers, written comments on textbooks and gold ink and in negative form teacher A Write Bad and Write very bad with Red Ink in student notebooks.

## 2. Students' perceptions on the teachers' reinforcement in English learning process

In this section the researcher explains the students' perceptions of the reinforcement used by the teacher in teaching English in the classroom. Students' perceptions will be divided into three indicators, namely absorption, understanding and assessment or evaluation.

### Verbal Reinforcement

#### Positive reinforcement

Students feel proud and always want to answer questions when the teacher says "good answer, or very good", even the students make students more competent in answering questions from the teacher, this makes them happy. This is put forward by students when answering the third question.

#### Extract k3 and Q3

*The third questions is "does your teacher say "you have good answers" when successfully answering questions??' 20 students said "yes" and 8 students gave their perceptions, one of them said that when the teacher said "you have the right answer" they felt very proud and always wanted to answer questions from the teacher, there were also those who said they competed to answer questions from*

*the teacher. There is one student said "when the teacher said that he felt happy and hope the teacher always do it in the class".*

*The third questions is "does your teacher say "you have good answers" when successfully answering questions??" 20 students said "yes" and 12 students gave their perceptions, one of them said that the teacher always said good or very good and sometimes the teacher patting the students' shoulder.*

When the teacher always gives prizes to students like saying smart, very good and good, students also feel very happy and feel glad and always want to answer questions from the teacher. This was stated by the students when they answered a questionnaire number four.

#### **Extract K4 and Q4**

*The fourth question is "does your teacher immediately give praise each time the student answers the question correctly? If "yes" what praise is given?" 20 students answered "yes" and 20 students gave almost the same perception of each other. They said that the teacher often gave praise like very good, waw "smart" to me, it is make me getting exited in learning english". Other students also said "wow right, I am so glad dan make me want to anwer the next question."*

*"The fourth question is "does your teacher immediately give praise each time the student answers the question correctly? If "yes" what praise is given?" 10 students answered "yes" and 10 students gave almost the same perception of each other. They said that the teacher often gave praise like very good, right and amazing."*

#### **2). Negative reinforcement**

The teacher must pay attention to the words "no, that's not true, wrong, bad" when students answer incorrectly. When the teacher says it could be left not confident anymore. This is inversely proportional to if the teacher says "good, can anyone improve their friend's answer?" When students' answers are not correct, this makes students feel embarrassed and insecure and makes students excited.

#### **Extract K12 AND Q12**

*"The second questions is "when students don't give complete answers, does your teacher say "no, that's not right, wrong, bad ", rather than giving someone*

*else to complete it?”. 20 students answered "no", and 5 students gave their perceptions. One of the students said that the teacher never said that. There were also students who said that the teacher said "good, is there anything else that could improve their friend's answer? There were also students who said the teacher would give other students the opportunity to answer. this makes students who answer incorrectly do not feel ashamed or insecure and make other students excited about answering questions from the teacher.”*

*“The second questions is “when students don't give complete answers, does your teacher say "no, that's not right, wrong, bad ", rather than giving someone else to complete it?”. 20 students answered "yes", and 13 students gave their perceptions. One of the students said that the teacher always said that and the other students said it is making me shy and afraid to answer the question again.”*

Giving negative reinforcement by reprimanding students with a big voice that is not loud, is enough to make students better, even fostering the enthusiasm for student learning the better. This was said by several students when answering questionnaire in number five and six.

### **Extract K15and Q15**

*The fifth question is” does the teacher reprimand students when you are not doing assignment? If "yes" what kind of punishment is given?. 10 students answered "no" and 6 students gave their perception that the teacher will only warn the students who are not concentrating and ask the students to explain again what has been explained by the teacher.*

*“The fifth question is” does the teacher reprimand when you are not doing assignment? 10 students answered "yes" and 16 students gave their perception that the teacher will expel students and make it students run on the field.”*

### **Gestural reinforcement**

#### **Positive reinforcement**

It is the same as when teachers give prizes or awards such as giving stars gifts, thumbs up, claps hand winking and smiling when students have good

achievements. students feel enthusiastic about the competition in the classroom when the teacher holds a quiz.

### **Extract K2 and Q2**

*The second question is “does your teacher give reward like smiling and winking when students have good achievements? 10 students answered “yes” and 10 students gave their perceptions about the prizes and awards given by the teacher. Usually, the teacher always smiling and winking when students answer question from the teacher or students get good grades. There are also students who hope that the teacher continues this, so that they are always enthusiastic in competing in the classroom.*

*“The second question is “does your teacher give reward like smiling and winking when students have good achievements? If “yes” what prizes is given?” 10 students answered “yes” and 15 students gave their perceptions. They said that the teacher smile or winking when the students have good achievement. It ois make the students happy and always spirit to learn English.”*

The teacher often gives a thumbs up, claps hand, smiles and winking when students do class activities well. This makes students happy to answer questions from the teacher and makes students study English diligently so that they can speak and answer questions in the classroom.

### **Extract K8 and Q8**

*“The eighth question is “does your teacher give a thumbs up and claps hand when you do class activities well?. 10 students gave the answer “yes” and 12 students gave their perceptions. One of the students said this made them more excited and always competed when they wanted to answer questions from the teacher. Other students also said that what the teacher did was to make students read and learn English so that they could speak and answer in class”.*

*“The eighth question is “does your teacher give a thumbs up and claps hand, when you do class activities well?. 10 students gave the answer “no” and 12 students gave their perceptions. One of the students said “that the teacher never doing that and hope the teacher appreciates our work by giving thumbs up or clapping when we answer the question correctly”*

### Negative reinforcement

Not only by standing, running or hitting, negative reinforcement includes punishment in the form of writing a word in their notebook, so that students don't make other mistakes, it can also be a warning using a big voice. This was said directly by the students in the sixth question in the negative reinforcement section.

#### **Extract K16 and Q16**

*The sixth question is “does your teacher punish you with a big voice when not doing homework?”. 10 students answered "no" and all the students said the teacher did not raise his voice when the student was not doing homework, but the teacher would punish the students by writing "I will do homework" in two sheets.*

*The sixth question is “does your teacher punish students with a big voice when not doing homework?”. 10 students answered "yes" and 10 the students give their perception, they said that “sometimes our teacher tell us to leave the classroom with big noises or step on our feet.”*

Giving negative reinforcement to students if done correctly, and according to student needs, it will make students better. This was said by students who answered questionnaire number seven and eight.

#### **Extract K17, and Q17**

*“The seventh questions is “what did the teacher do when you disturbing other students in the learning process?” 10 students answered "no" and 3 students gave their perception that the teacher ask the students to run on the field or cleaning the class.”*

*“The seventh questions is “what did the t eacher do when you disturbing other students in the learning process?” 10 students answered "no" and 7 students gave their perception that the teacher hit students and make students run on the field.”*

### **Proximity reinforcement**

#### Positive reinforcement

In learning English in the classroom, teachers also often moving nearer and sitting close to the students. This makes students feel enthusiastic about doing

the assignments given by the teacher. This was said by students when answering questionnaire number nine.

#### **Extract K9 and Q9**

*“The ninth question is “does your approach you when you answer assignment correctly?. All students answered "yes" and 10 students gave their perceptions. The teacher always moving nearer and sitting close to the students if the student be the best in class. there were students who said they more enthusiastic when teacher moving nearer”.*

*“The ninth question is “does your teacher approach you when answer assignment correctly? if " All students answered "no" and 10 students gave their perceptions. The teacher never does that.”*

Moreover, students feel excited and feel close to their teacher when the teacher should always move nearer, sitting and standing close to the students. This is said by the student in question number 10 on the questionnaire.

#### **Extract K10 and Q10**

*“The last is “does your teacher approach you when you are the best in class? 10 students answered "yes" and they also gave almost the same perception. They said that the teacher should standing close to the students if the students answer many question from the teacher correctly or one of the students get high marks.”*

*“The last is “does your teacher approach you when you be the best in class? 10 students answered "no" and they also gave almost the same perception. They said that the teacher never doing to them. If the teacher did that, maybe we will compete to be the best in class.”*

#### 1) Negative reinforcement

Negative reinforcement in the form of expelling students, restraining students from entering the classroom. can make students embarrassed and lose enthusiasm in learning? this was said by the student in the questionnaire

#### **Extract K18 and Q18**

*“The eighth question is “does your teacher give punishment when you arrive late? 10 students answered "yes" and all students gave the perception that the*

*teacher expelling students, restraining students from entering the classroom. It make us shy and we lose our spirit for learning english”*

*“The eighth question is “does your teacher give punishment when you arrive late? 10 students answered “yes” and 16 students gave the perception. One of them said that the teacher expelling students and restraining students from entering the classroom.”*

Giving negative reinforcement that is subtle and does not offend students' feelings will even make students not feel ashamed and continue to follow English learning in the future. This was said by the students who answered a questionnaire number ten.

#### **Extract K20 AND Q 20**

*“The last question is “does your teacher ask student to leave class when not answering questions from the teacher?” 10 students said “No” and 8 students gave their perception that the teacher will give other students the opportunity when students do not answer questions by the teacher. they say that what their teacher did makes them not ashamed when didn’t answering the questions.”*

*“The last question is “does your teacher asks students to leave class when not answering questions from the teacher?” 10 students said “No” and 6 students gave their perception that the teacher would scold us with big voice when none of the students answer question from the teacher”*

#### **Contact reinforcement**

##### **Positive reinforcement**

In fact, teachers often approach students when students answer questions correctly. The teacher often does petting the students' shoulder, standing or sitting near the students. This makes students feel proud of themselves and feel happy when the teacher touches the student's shoulder. Inversely proportional when the teacher does not do this, students feel lazy and not enthusiastic in participating in learning English. This was raised by the students when answering the questionnaire number five.

### **Extract K5 and Q5**

*“The fifth question is “does your teacher touch you when you answer the question correctly? If “yes” what praise is given? 10 students answered “yes” and 10 students also gave almost the same perception. They said usually the teacher approaching me while patting the students’ shoulder, shaking the students’ hand enthusiastically and raising the students’ hand. One of the students also said that “at the first, I am nervous when teacher raising my hand when I answer the question correctly, but after that I feel proud of myself”. Other students also said “I am happy when teacher touch my shoulder and said good answer””.*

*The fifth question is “does your teacher touch you when you answer the question correctly? If “yes” what praise is given? 10 students answered “NO” and 10 students also gave almost the same perception. They said “usually the teacher never approaching us.”*

As it turns out, students feel proud and feel very happy in themselves when the teacher writes "very good" in their book. The teacher also say amazing, yes, good and very good. this makes students proud of their self, happy and show the words "very good" to their friends. The student said this when he answered questionnaire number six.

### **Extract K6 AND Q6**

*“The sixth questions is “does your teacher raise the students hand when they get the highest score in the class? 10 students answered “yes”, and 9 students gave their perceptions. One of the nine students said that “I am very happy when the teacher raise my hand because it is very proud for me.”*

*“The sixth questions is “does your teacher raise the students hand when they get the highest score in the class? 10 students answered “yes”, and 6 students gave their perceptions. One of the 6 students said that “the teacher always does that and said amazing, it is make me happy.”*

### **Negative reinforcement**

The same as the perception above, when the teacher uses physical punishments to students, students will be lazy to take part in learning English

because they are afraid of the teacher. This was said by several students in questionnaire number three.

### **Extract K13 and Q13**

*“The third question is “does your teacher provide physical punishment when students don't pay attention to the teacher's explanation? If "yes" what kind of punishment is given?”. 10 students answered "no" and 7 students gave the same mixed perception. They said that their teacher would hit with a pen”.*

*The third question is “does your teacher provide physical punishment when students don't pay attention to the teacher's explanation? If "yes" what kind of punishment is given?”. 10 students answered "yes" and 15 students gave the same mixed perception. They said that their teacher would say to the students to stand up, hit with a pen.”*

When giving negative reinforcement is considered heavy by students, the results obtained by the teacher from the results of giving incorrect reinforcement are the reduced interest of students in participating in English lessons. This was raised by the students who filled out questionnaire number nine.

### **Extract K19 and Q19**

*“The ninth question is “does your teacher hit the student when one of student fighting with other students?” 10 students said yes, and 4 students gave their perceptions. One of the students said that the teacher did not hit the students, but the teacher only grabs the student's hand so the students don't fight anymore.”*

*The ninth question is “does your teacher hit the student when one of student fighting with other students?” 10 students said yes, and 9 students gave their perceptions. One of the students said that the teacher always does that and sometimes the teacher hit our feet with crossbar.”*

### **Token/Symbolic Reinforcement**

#### **Positive reinforcement**

Giving reinforcement makes students feel happy and feel proud of themselves when their teacher gives an asterisk when students are the best in the class. This was stated by several students who served as research samples.

### **Extract K1 and Q1**

*The first question is “does your teacher give a star every time you become the best in class?” Was answered by 20 students, all of whom answered "yes" and 15 students gave their perceptions of what the teacher was doing. They are said that “I am very happy that the English teacher gave me stars, with the stars that the teacher gave, I became passionate about learning, and I was very proud when I got a star from the teacher.*

*“The first question is “does your teacher give a star every time you become the best in class?” Was answered by 10 students, all of whom answered "yes" and 8 students gave their perceptions of what the teacher was doing. They said that “when teachers give us a stars we fell happy and spirit.”*

In providing reinforcement teachers also often use token / symbol reinforcement such as very good, good, and excellent, star and numbers. This was raised by the student in question number seven in the questionnaire. This makes students more enthusiastic in writing their learning material.

### **Extract K7 and Q7**

*“The seventh question is “have your teacher leave a written message in your notebook when your note is complete? "yes" what score or message is written? All students answered "yes" and gave almost the same perception. They said that the teacher usually gave the words "very good, good, and excellent, star and numbers. And besides the writing, the teacher would draw a star using gold ink. they said that what the teacher did, made them excited about noting the subject matter provided by the teacher.”*

*“The seventh question is “have your teacher leave a written message in your notebook when your note are complete? "yes" what score or message is written??. All students answered "yes" and have the same perception. They are said that the teacher usually gave the words "very good, good, star and numbers. And beside the writing, the teacher would draw a star using gold ink.”*

### Negative reinforcement

Giving negative reinforcement by the teacher have an impact on students' insecurity and makes students feel down. This is raised by some students when the teacher wrote in the student books such as bad and very bad in red ink.

#### **Extract K11 and Q11**

*The first question is “does your teacher give punishment when students do badly on assignments? If “yes” what kind of penalties is given?”. 20 students answered “yes” and they also gave the perception that give notes in a book using red ink and write bad and very bad. They also said that it is make them shy and down.*

*The first question is “does your teacher give punishment when students do badly on assignments? If “yes” what kind of penalties is given?”. 20 students answered “yes” and they also gave the same perception, the students said that the teachers give notes in a book using red ink and write bad and very bad*

Negative reinforcements such as writing Big Zero in student notes given by the teacher, made students feel embarrassed and did not come to class for 2 weeks. Indirectly this will affect student grades. This was brought up by several students in the questionnaire.

#### **Extract K14 and Q14**

*The fourth questions is “does your teacher give a big zero in the student notebook when the answer is wrong?”. 20 students answered “no” and all students gave their perceptions. They say the teacher never puts a big zero on their notes, but the teacher writes “study again” in black ink and puts smiles on their books. One of the students also said that their teacher once gave a big zero in their notebooks, it made some people who got it embarrassed and didn't go to class for 2 weeks.*

*The fourth questions is “does your teacher give a big red zero in the student notebook when the answer is wrong?”. 20 students answered “yes” and all students gave their perceptions. They say the teacher puts a big zero on their notes, and writes “bad or very bad ” in red ink.*

## CONCLUSION

The findings showed that giving reinforcement by the teacher in the classroom makes students more diligent or lazier, if the student is better or even decreases, or even likes the teacher or dislikes the teacher, this all depends on the type of reinforcement used by the teacher and the character of students who are given reinforcement.

Reinforcement is a feedback or response made by the teacher when students do something positive or something negative. For example, when the teacher is writing learning materials, the teacher should approach the students and then stand next to the students, stroking their shoulders and saying their job is good. If the teacher does not give students reinforcement while working on something, the students will feel bored and not excited in the learning process.

Providing reinforcement by the teacher in class must be in accordance with student behavior in class, meaning that the teacher provides positive reinforcement when students do something positive so that students maintain and improve their quality in learning English. Conversely, the teacher gives negative reinforcement when students do something negative so that students change something negative into something positive.

In providing reinforcement by the teacher, the teacher must pay attention to the type of reinforcement that is given when students do something positive or negative. The type of reinforcement given by the teacher should be based on what students need and in accordance with the character of the student. For example, when students make mistakes such as not doing homework or being late in class then students are given physical punishment such as being hit or ordered to run around the field, then students give the perception that the teacher does not have to hit them, just give a warning they already understand that what what they do is wrong and should not be repeated.

Therefore, giving reinforcement must look at the character, needs, feelings of students, and the teacher must understand and choose the type of reinforcement given to students in accordance with what the students are doing. If the student's mistakes are not so heavy, then the reinforcement given should not

make students feel hurt or pressured. In fact, even if you make a big enough mistake, the teacher must admonish him and then ask the students why he made the mistake, after that the teacher can provide relief if according to the teacher the problem can be resolved and provide negative reinforcement to students.

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