

CHAPTER I

INTRODUCTION

This chapter presents: (1) background, (2) research problems, (3) research objective, (4) significance of the study

1.1 Background

English is one of the most important subjects learned at schools. According to Paltridge and Starfield (2013), English has captured a large number of learners all over the world due to its significant role in the advancement of science, technology, culture, politics, economics, international relations, and education. Therefore, English's growth as an international language is undeniable at the moment (the British Council, 2013). As a result, many people all over the globe attempt to learn English because English is one of the international languages that can facilitate communication between nations. Additionally, learning English can help someone pursue and choose more career opportunities, such as by becoming a translator, a language teacher, or an English marketing professional for a multinational corporation (Ilyosovna, 2020). Learning English provide a plethora of entertainment opportunities to online resources, read world news, and participate in a discussion forum (Ilyosovna, 2020 and Nishanthi, 2018). Nishanthi (2018) added that there are 3 reasons why English is so important in today's world; 1. One of the most popular international languages; 2. access to Education materials are limitless and; 3. The chances to travel, entertainment, and business are widely open by mastering English.

In learning English, speaking is one of the most important skills that students should learn. Richard and Renandya (2002) argued that speaking is one of the most important aspects of communication because speaking is a process of constructing meaning. In addition, according to Rao (2019), speaking covers almost all of the language components. Furthermore, Kadamovna (2021) argued that someone can express themselves by speaking, for share ideas and thought. Therefore, the goal of teaching speaking is to help both teachers and students use English for speaking activities in daily life.

Despite its importance, it takes a lot of work to generate appropriate statements in English speaking activities, especially for the students. Pertiwi (2019) argued that there are several psychological obstacles that impair the students' speaking ability, such as: shyness, lack of desire, self-confidence, fear of making mistakes, and anxiety. In addition, Kusumawardhani et al., (2019) argued that commonly, psychological issues affect students when they are forced to elaborate concepts in oral output are one of the aspects that contribute to the difficulties. Furthermore, Wahyuningsih and Afandi (2020) proposed that other difficulties for students in speaking are a lack of appropriate vocabulary, a lack of grammar mastery, a lack of correct pronunciation. Therefore, the role of the teacher to interact is needed, since the teaching-learning process will not go as well as it should without interaction (Fitriati et al., 2020).

Interaction between teacher and students is one of the important aspects for effective learning (Lestari, 2020). To build great communication, it is also necessary to have strong interactions between teacher and students. In addition,

Brazelton and Greenspan (2000) proposed that the foundation of a positive teacher-student relationship is to help the student's cognitive, social and enthusiastic development and upgrades their mental well-being. Moreover, Erfiani (2017) argued that teacher's ability to bond with students is needed to make learning euphoric become fun and also more enjoyable for learning and get the students' developmental, emotional and students' attention for educational needs.

One of the way to build a great communication and interaction in speaking with student is the use positive reinforcement. Teachers can improve the classroom environment by using positive reinforcement (Sari and Paradina, 2018). In addition, Smith (2017) argued that positive reinforcement is important on students' speaking because it can be used to change students behavior effectively. Futhurmore, reinforcement is really necessary to encourage students' bravery in speaking and express their idea (Sari and Paradina, 2018). Moreover, Huang (2017) argued that to encourage the students and provide them with positive reinforcement, teachers can create a fun environment that will lower students' nervousness and increase their readiness to speak in English. And last, Kirana and Angelina (2019) argued that positive reinforcement encourages pupils to be more enthusiastic about learning and speaking English.

Despite its advantages, there are some limitations to the use of positive reinforcements on students' speaking. Parsonson (2012) argued that some teachers are hesitant to employ reinforcement because they worry it will cause pupils to lose sight of the intrinsic incentive to learn and response more. In

addition, Sari and Paradina (2018) argued that in order for positive reinforcement to become an effective technique in speaking class, teachers must know their students' need, but sometime teacher gives more attention on material until they forget to give possitive reinforcment to students. Futhermore, Fitiani et al, (2020) proposed that giving reinforcement should be fair to all of the students to avoid favoritism.

Preminary study was conducted by interviewing one of the teachers of English at SMA Muhammadiyah 6 Palembang. Based on the interview, the students' speaking skill in SMA Muhammadiyah 6 is considered as low because they do not have any idea of what to speak and they do not know how to pronounce the word correctly. Therefore, one of the method that the teacher use is to give positive reinforcement toward the students to make the students feel happy when they do something good, and they feel appreciated and proud of themselves. Furthermore, the teacher provide positive reinforcement on students' speaking by giving them an appreciation, such as: thumb up, clap hands or complementing the students so that class provide better class interaction (S. R, Personal Communication, June 17th, 2022).

Previously, several studies have been undertaken to investigate the students' perception on teacher's positive reinforcement in learning speaking. A study by Kusumawardhani et al., (2019) at SMAN 7 Bengkulu found that the compliments provided can encourage students to take a more active role in the learning process. As their speaking skills improved, students lost their fear of speaking in English. The second study was conducted by Pertiwi (2019) in a

senior high school in East Java, Sidoarjo revealed that reinforcement plays an important role especially in speaking activities. Giving reinforcement to the students can make the students feel motivated and make them do their best in classroom activity. The third study was conducted by Lestari (2020), which indicated that the majority of the students at SMA Kristen YSKI Semarang concurred that teachers employ reinforcement as a method of student motivation. The research revealed that motivation and reinforcement are related. They also concurred that positive feedback is crucial for them, particularly when they put up an effort in class. They experienced gratitude and motivation. Additionally, it can be said that the teachers effectively used reinforcement during the teaching and learning process.

Therefore, the researcher is strongly interested in investigating the teachers' positive reinforcement perceived by students. Therefore, the researcher would like to find out the students' perceptions on teachers' positive reinforcement. Finally, regarding all those statements, theories and conditions above, the writer is encouraged to conduct a study with the title 'Students' Perception on Teacher's Positive Reinforcement in Learning speaking: A case study at SMA Muhammadiyah 6 Palembang.'

1.1 Problem of the Study

Based on the background above, the research problem is formulated in the following questions:

“How were the students’ perceptions on teachers’s positive reinforcement in learning English speaking at SMA Muhammadiyah 6 Palembang?”

1.2 Objective of the Study

Based on the research problems, the objectives of this study is to find out:

“The students’ perceptions on teachers’s positive reinforcement in learning English speaking at SMA Muhammadiyah 6 Palembang.”

1.3 Significance of the Study

The findings of this study are expected to provide certain parties, including English teachers, students, researchers, and future researchers, with more useful information on the students’ perception on teacher’s positive reinforcement in learning speaking.

1. For English teachers, The researcher hopes by knowing about the effect by using positive reinforcement in class and to know the students’ perception about it, it is hopes that the teacher can more understand how important the positive reinforcement giving to students to develop students’ speaking skills and can apply it in daily teaching.
2. For students, It is believed that this research would help students understand when their teachers give them positive reinforcement to participate more actively in learning speaking.
3. For further researcher, the researcher hopes that the results of this study are expected to facilitate for the future research as a previous study.

4. For the researcher, the researcher wants to learn how to build a good teaching atmosphere that is conducive but also fun and respects each others in the class especially while teaching speaking skills.