

CHAPTER IV

ANALYSIS AND DISCUSSION

4.1 Pre-Cycle

The researcher began to get to know the students in grade 2 in 1st August 2016. On 18th August until 20th October 2016 when the researcher taught in the classroom, the researcher found that the students needed reminders on how to sit on the carpet, how to sit on chair, not distracting their friends (either by talking with their friends or touching their friends), and making some loud noises. The students also did not keep an effort in the tasks given by the teacher, and this was the classroom problems that happened inside the classroom (See Appenndix B -3, B- 4).

The researcher found that student were calling out the answers and talking during the lessons which distracted their friends. They also touched their friends or played games that distracted their attention during the lesson. The students had a hard time to sit nicely and properly on their chair when they worked on their tasks. Sometimes they moved their legs up on the chair or sat lazily on the chair. This hindered them to finish their tasks because they sat lazily on their seat. They did not keep an effort in finishing their tasks because they liked to move around the classroom. They also did not prepare their materials such as pencils and erasers for working, instead they took it during their working time. So the teacher needed to give them more time to prepare. Therefore based on the observation and reflection, it showed that the students lacked to have the

positive behavior in the classroom. The mentor teacher also agreed with this when the researcher discussed about this with her.

The researcher also discussed with the thesis supervisor and the mentor teacher to use reinforcement to increase student's positive behavior because reinforcement can be used to increase or strengthen behavior. Then the researcher made the circle chart and behavior chart based on the suggestions from the mentor teacher and one teacher at school so the recording of the behavior might be more easier.

4.2 Cycle 1

4.2.1 Planning (21st October 2016 – 28th October 2016)

Before cycle 1, the researcher discussed the indicators and prepared the instruments to measure the reinforcement and the positive behavior for observer 1 and observer 2. The researcher discussed with the researcher's thesis supervisor, the mentor teacher, and one teacher at the school in which the research was done. The researcher planned to make the reflection for the reinforcement and positive behavior and the anecdotal notes for positive behavior. The researcher took the camera to record the cycle for observer 2. The researcher made the circle chart along with green circles for positive reinforcement and red circles for negative reinforcement and the behavior chart with students' name on it.

For one student, as positive reinforcement, after positive behavior, the researcher said praise, gave green circle and moved the student's name up (after three times positive behavior). As negative reinforcement, after inappropriate behavior, the researcher reminded the student about the expected positive

behavior, took the red circle and moved student's name down (after three times inappropriate behavior).

4.2.2 Action (21st October 2016 – 28th October 2016)

On the action, the researcher implemented the plan. On cycle 1 – day 1, the researcher explained and modeled the expected positive behavior to the students in the beginning of the lesson. Then the researcher gave the reinforcement according to the student behavior. Then researcher moved around the classroom and found that S4 was working hard and she said “Thank you S4 for working hard.” Then S4 kept on working hard after the teacher gave him the green circle. Then the researcher found that S2 sat lazily on his chair and she said “S2, I take one of yours because you are not showing me that you are ready.” Then S2 suddenly changed his seat position. S2 nodded to the researcher after he listen to that he moved his name down. But then he was not sitting up high again and a little bit lazily sitting on his seat. Then the researcher continued the lesson and gave reinforcements to the students.

On cycle 1 – day 2, the researcher also explained the expected positive behavior to the students before the lesson began and some students' remembered. The researcher gave reinforcements according to their behavior. The researcher saw that S5 did not have his hands to himself then the researcher said “Ok, S5. You are going to have your hands to yourself. I take yours because I see that you are not having your hands to yourself.” S1 looked very heartbroken when he saw one of S5's red circle was taken by the researcher. Then at the time to work on the task, the researcher saw some students were working hard and said, “Thank you S1 for working hard.”, “And let's go S3!”, “Thank you for working hard S2.”

Then S1, S2 and S3 kept on working on their task. By this S4 got motivated to do the same things to keep an effort in the task.

On the third day of cycle 1, the researcher explained and modeled the expected positive behavior. The researcher gave reinforcements based on students' behavior. On working time, the researcher saw that S3 and S4 worked hard and said, "Let's go S3. Thank you S4 for working hard." The researcher put the green circle beside their name and they continued to keep their efforts in their tasks. But S3 did not keep an effort in the task "S3, S3, (twice because he was not listening) you need to keep working on your task." The researcher took his red circle immediately.

4.2.3 Observation (21st October 2016 – 28th October 2016)

4.2.3.1 Reinforcement

The reinforcement given was seen through the observation from the mentor teacher, the researcher as other observer, and the researcher's reflection.

Below is the table from the combination of the instruments for reinforcement.

Table 4. 1

The meaning of the symbol for Indicator in Instruments for Reinforcement

Sign	Meaning
MFS	Mentor Feedback Sheet (The instruments)
1	The researcher did what the statement said.
0	The researcher did not do as what the statement said

Indicator 1: Demonstrating the expected positive behavior before the lesson began

Table 4. 2

Table of observation Cycle 1 – Reinforcement – Indicator 1

MFS Number	C1 - D1	C1 - D2	C1 - D3	Conclusion
1	1	1	1	1,00

Indicator 2: Reinforcement is given in balance amounts

Table 4. 3

Table of observation Cycle 1 – Reinforcement – Indicator 2

MFS Number	C1 - D1	C1 - D2	C1 - D3	Conclusion
2A	0,67	0	1	0,56
2B	0,67	0	1	0,56
3	1	0	1	0,67

Indicator 3: The reinforcement consistently given right after the behavior happen

Indicator 4: Variety of Reinforcement

Table 4. 4

Table of observation Cycle 1 – Reinforcement – Indicator 3 & 4

MFS Number	C1 - D1	C1 - D2	C1 - D3	Conclusion
4A	0,67	0,67	1	0,78
4B	0,33	0,33	0,33	0,33
4C	0,67	0,67	1	0,78
4D	0,67	0	0	0,22
4E	0,33	0	0,67	0,33
4F	1	0,67	1	0,89

Indicator 5: Recognizing student positive behavior

Table 4. 5

Table of observation Cycle 1 – Reinforcement – Indicator 5

MFS Number	C1 - D1	C1 - D2	C1 - D3	Conclusion
5A	0,33	0,67	0,67	0,56
5B	1	1	1	1,00
5C	1	1	1	1,00
5D	1	1	1	1,00

4.2.3.2 Positive Behavior

For the positive behavior, each student will be determined by each indicator on the positive behavior. The positive behavior was seen through the observation from the mentor teacher, the researcher as the other observer, and the researcher's reflection combined with anecdotal notes.

Indicator 1 : Hands to yourself

Table 4. 6

Summary of Positive Behavior – Cycle 1 – Indicator 1

Students	Day 1	Day 2	Day 3	Conclusion
S1	100	100	100	100
S2	100	83,33	100	99,44
S3	100	66,67	83,33	83,33
S4	100	100	83,33	99,44
S5	66,67	83,33	Absent	75,01

In cycle 1, S1 showed positive behavior before the reinforcement was given, but he also can change after some reinforcement were given to him. S2 also had this positive behavior before the reinforcements were given, but there were also some times after the reinforcements were given he changed his behavior. S3 also had the positive behavior before the reinforcement and there were also some time when he showed that he can change after the reinforcement were given to him but sometimes he did not change his behavior. S4 also showed positive behavior before the reinforcements were given and he showed that he changed after the reinforcements were given to him, but there was some times when he did not show positive behavior. S5 can change after the reinforcements were given

but there were times when he got upset with the teacher about this and as a result he could not handle the reinforcements given to him.

Therefore based on this, in cycle 1, S1 got 100%, S2 got 99,44%, S3 got 83,33% and S4 got 99,44% for the first indicator in positive behavior that is hands to yourself. This reached the stage of 'very good' in this positive behavior according to the standard. S5 got 75,01% that is considered 'good' in this research. Therefore in cycle 1, the 5 students have reached the standards in this positive behavior.

Indicator 2 : Raise hands for asking questions and telling thoughts

Table 4. 7

Summary of Positive Behavior - Cycle 1 - Indicator 2

Students	Day 1	Day 2	Day 3	Conclusion
S1	66,67	100	-	83,34
S2	83,33	83,33	100	88,88
S3	100	33,33	100	77,76
S4	100	100	-	100
S5	100	100	Absent	100

In cycle 1, S1 raised his hands and got reinforcement but there was some days when he raised his hands and he is 'good' at it. S2 can raise his hands and then he have this positive behavior, he also got reinforcement because of it. He then got reinforcement because he was talking to his friends but then he changed to have this positive behavior. S3 also showed that he can raise his hands and got the reinforcement, but there was also sometimes when he did not change after the reinforcement were given to him. S4 has this positive behavior and he got

reinforcement because of it, but there was also some days when he did not raise his hands. S5 raised his hands and he got reinforcement but there was also some times when he was calling out, but he changed after the reinforcements were given.

Based on this, it can be seen that S1 got 83,34%, S2 got 88,88%, S3 got 77,76%, and S4 and S5 got 100%. This proved that the student showed positive behavior. Even S1, S2, S4 and S5 were in range of 'very good' based on the standard. Only S3 who is considered 'good' got 77,76%. Then on this positive behavior, the observed students were 'good' in showing their positive behavior.

Indicator 3 : Sit properly on chair

Table 4. 8

Summary of Positive Behavior - Cycle 1 - Indicator 3

Students	Day 1	Day 2	Day 3	Conclusion
S1	66,67	100	100	88,9
S2	58,33	66,67	22,22	49,07
S3	50	100	66,67	72,22
S4	100	100	50	83,33
S5	66,67	100	Absent	83,33

Then in cycle 1, S1 sometimes got the reinforcement and then he showed that he has this positive behavior. S2 was still sometimes seen to not change after some reinforcements were given to him on this cycle. S3 sometimes got the reinforcements and he can change his behavior, he also got positive reinforcement and he showed that he can do it. There were still sometimes when he did not change after the reinforcement was given to him. Then S4, also consider to have

this positive behavior before the reinforcements were given, but there were also some times when he got the reinforcement and he still had a hard time to show it. S5 also got reinforcements and there were times when he changed his behavior, but there was also some times when he was being lazy on his chair after the reinforcements, but then he sat on his chair again and started to write.

Then based on this it can be see that S1 got 88.9%, S2 got 49, 07%, S3 got 72,22%, S4 got 83,33% and S5 got 83,33% in showing this positive behavior on cycle 1. Therefore based on this, S1, S4 and S5 were already in the standard of 'very good'. Then S3 was in range of 'good' because he got 72,77% in the range of 61% - 80%. But S2 was in range of 'did not good' as he got 49,07%.

Indicator 4 : Keep effort in the task given

Table 4. 9

Summary of Positive Behavior - Cycle 1 - Indicator 4

Students	Day 1	Day 2	Day 3	Conclusion
S1	75	100	88,89	87,96
S2	100	100	100	100
S3	80	100	16,67	65,56
S4	80	66,67	66,67	71,11
S5	100	100	Absent	100

In cycle 1, S1 showed that he changed after some reinforcements were given to him because he was not working on his task, and he showed that he later worked on his task. He even showed that he can keep effort in the task after some reinforcement given to him. S2 showed that he had this positive behavior before the reinforcements were given to him. Then when he got positive reinforcement

because he can keep effort in his task, then he showed the teacher that he still can keep an effort in his task. Even on the third day of cycle 1, he did not get any reinforcement because he already ‘good’ in doing it. S3 showed that he actually can keep effort in the task given and he showed that he can keep on doing it after several reinforcement given to him. But there were still also some times when S3 did not change to showed this positive behavior even after the reinforcement was given to him because he was still being lazy on his spot.

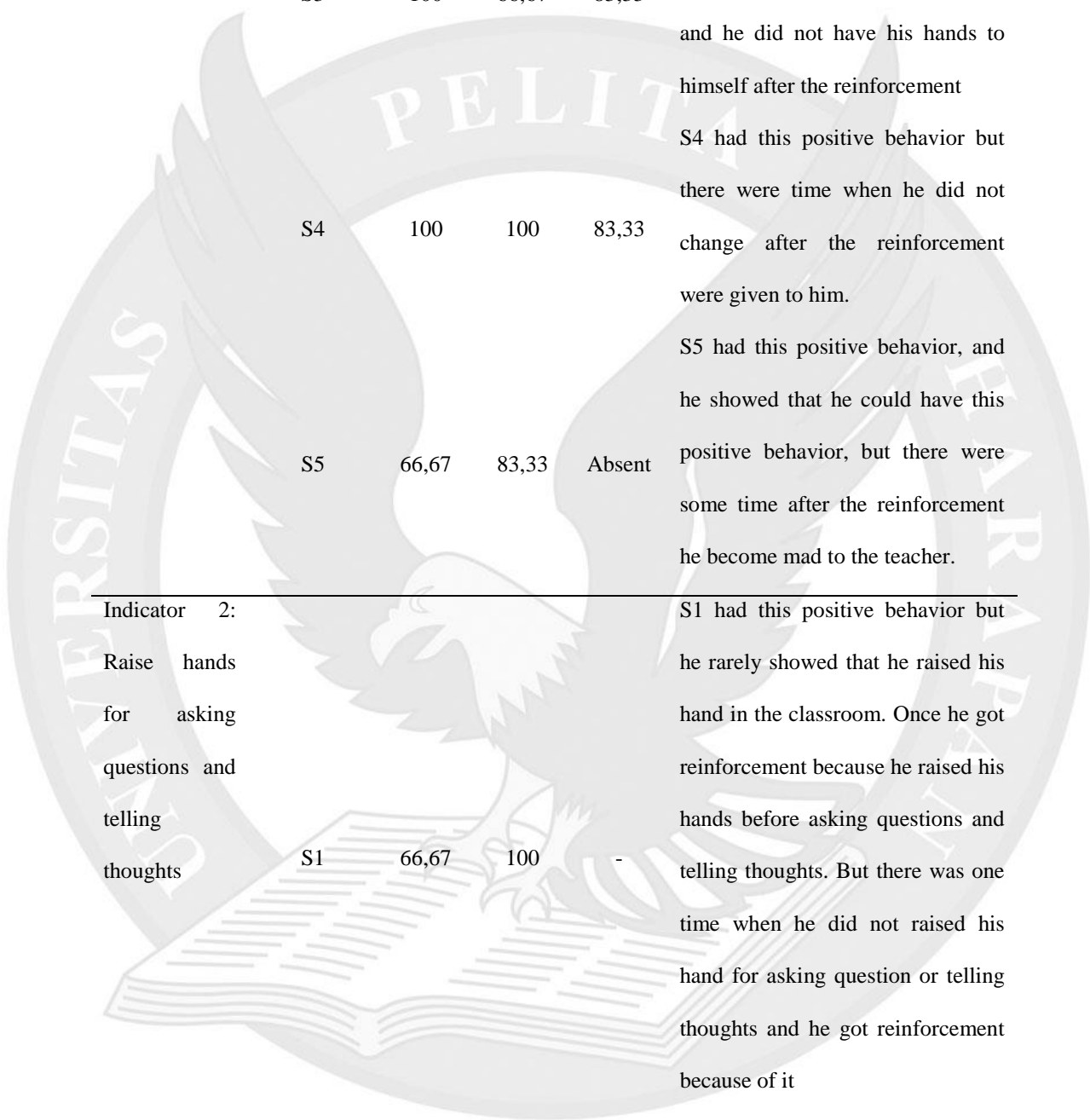
In cycle 1, S4 showed that in the beginning, he still hard to keep an effort in the task given to him but after some reinforcements, he changed his behavior to keep effort in the task given to him. Even he has difficulties in understanding the task, but he showed that he can still keep an effort in his task. Then after the reinforcement, he showed that he can keep effort in the task given to him. In cycle 1, S5 showed that he keep effort in the task given and he keep an effort in the task after the reinforcement were given to him.

In this positive behavior, S1 got 87,96%, S2 got 100%, S3 got 65,56%, S4 got 71,11% and S5 got 100%. Then S1, S2, and S5 were in range of ‘very good’ based on standard of this research. S3 and S4 were in range of ‘good’.

Table 4. 10

Summary of Positive Behavior in Cycle 1

Indicators	Students	D1	D2	D3	Conclusion
Indicator 1:					S1 had this positive behavior
Hands to yourself	S1	100	100	100	because he can have his hands to himself during the lesson.
	S2	100	83,33	100	S2 had this positive behavior even there was some distraction but he



could have this positive behavior.

S3 had this positive behavior but he still did not change after some reinforcements were given to him and he did not have his hands to himself after the reinforcement

S4 had this positive behavior but there were time when he did not change after the reinforcement were given to him.

S5 had this positive behavior, and he showed that he could have this positive behavior, but there were some time after the reinforcement he become mad to the teacher.

S3 100 66,67 83,33

S4 100 100 83,33

S5 66,67 83,33 Absent

Indicator 2:

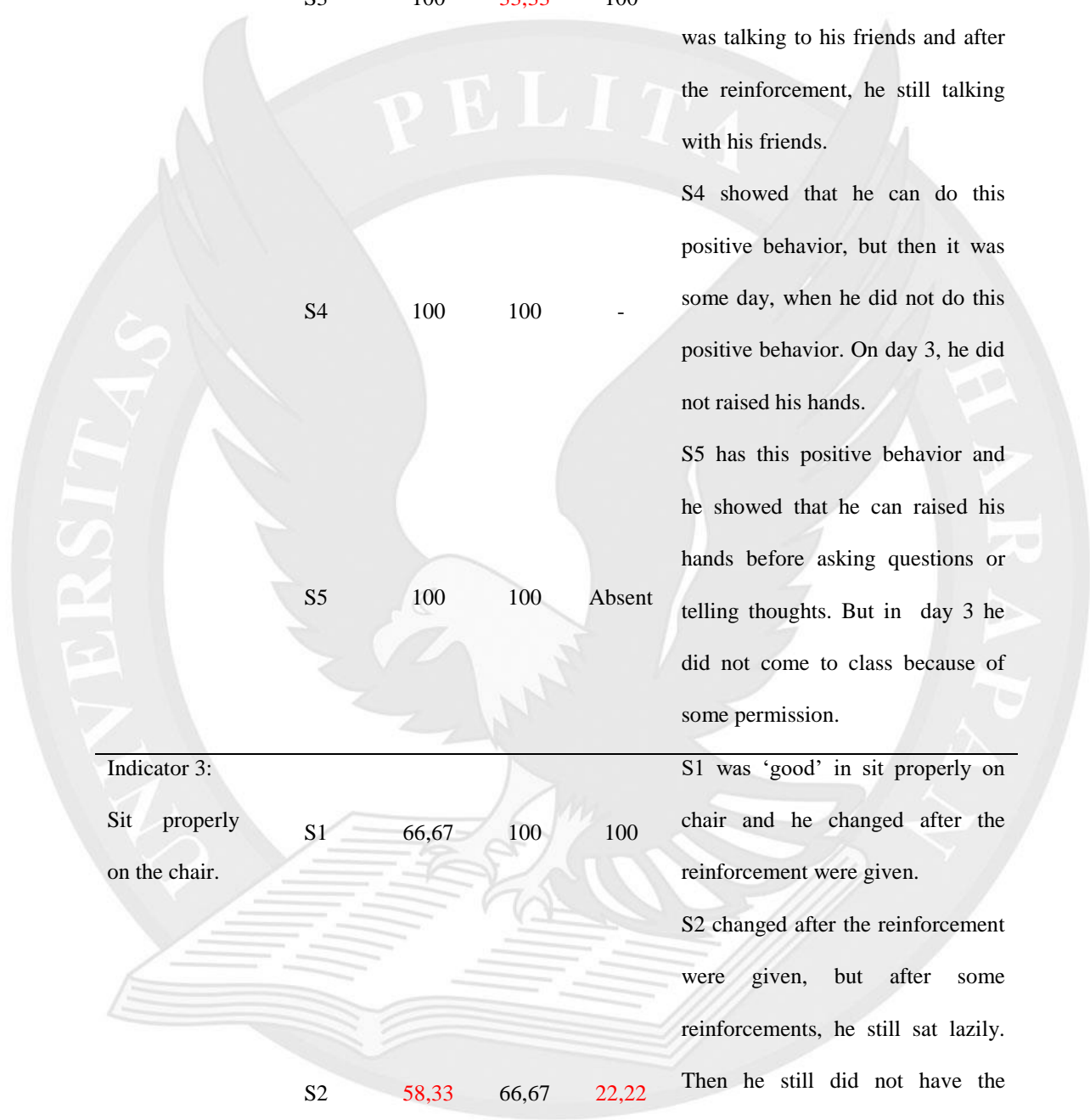
Raise hands for asking questions and telling thoughts

S1 had this positive behavior but he rarely showed that he raised his hand in the classroom. Once he got reinforcement because he raised his hands before asking questions and telling thoughts. But there was one time when he did not raised his hand for asking question or telling thoughts and he got reinforcement because of it

S1 66,67 100 -

S2 showed that he has this positive behavior and he can raised his hands before asking questions or telling thoughts.

S2 83,33 100 100



Indicator 3:

Sit properly on the chair.

S3 100 33,33 100

S4 100 100 -

S5 100 100 Absent

S1 66,67 100 100

S2 58,33 66,67 22,22

S3 50 100 66,67

S3 had this positive behavior of raising his hands but he did not changed after the researcher gave him a reinforcement because he was talking to his friends and after the reinforcement, he still talking with his friends.

S4 showed that he can do this positive behavior, but then it was some day, when he did not do this positive behavior. On day 3, he did not raised his hands.

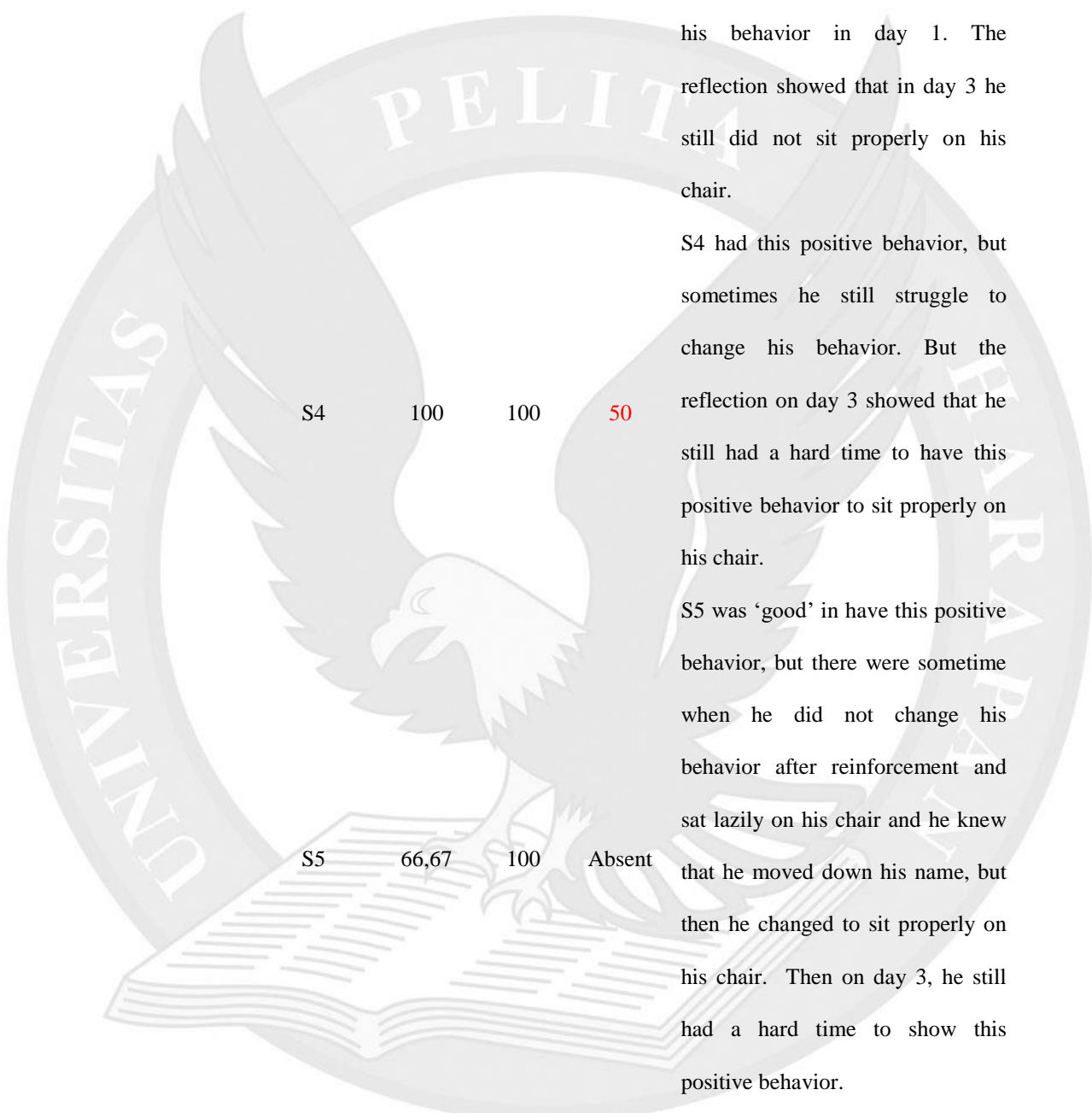
S5 has this positive behavior and he showed that he can raised his hands before asking questions or telling thoughts. But in day 3 he did not come to class because of some permission.

S1 was 'good' in sit properly on chair and he changed after the reinforcement were given.

S2 changed after the reinforcement were given, but after some reinforcements, he still sat lazily.

Then he still did not have the positive behavior on sit properly on the chair after the reinforcement were given.

S3 changed after some



reinforcements were given but there was some time when he did not pay attention to the reinforcement so he did not change his behavior in day 1. The reflection showed that in day 3 he still did not sit properly on his chair.

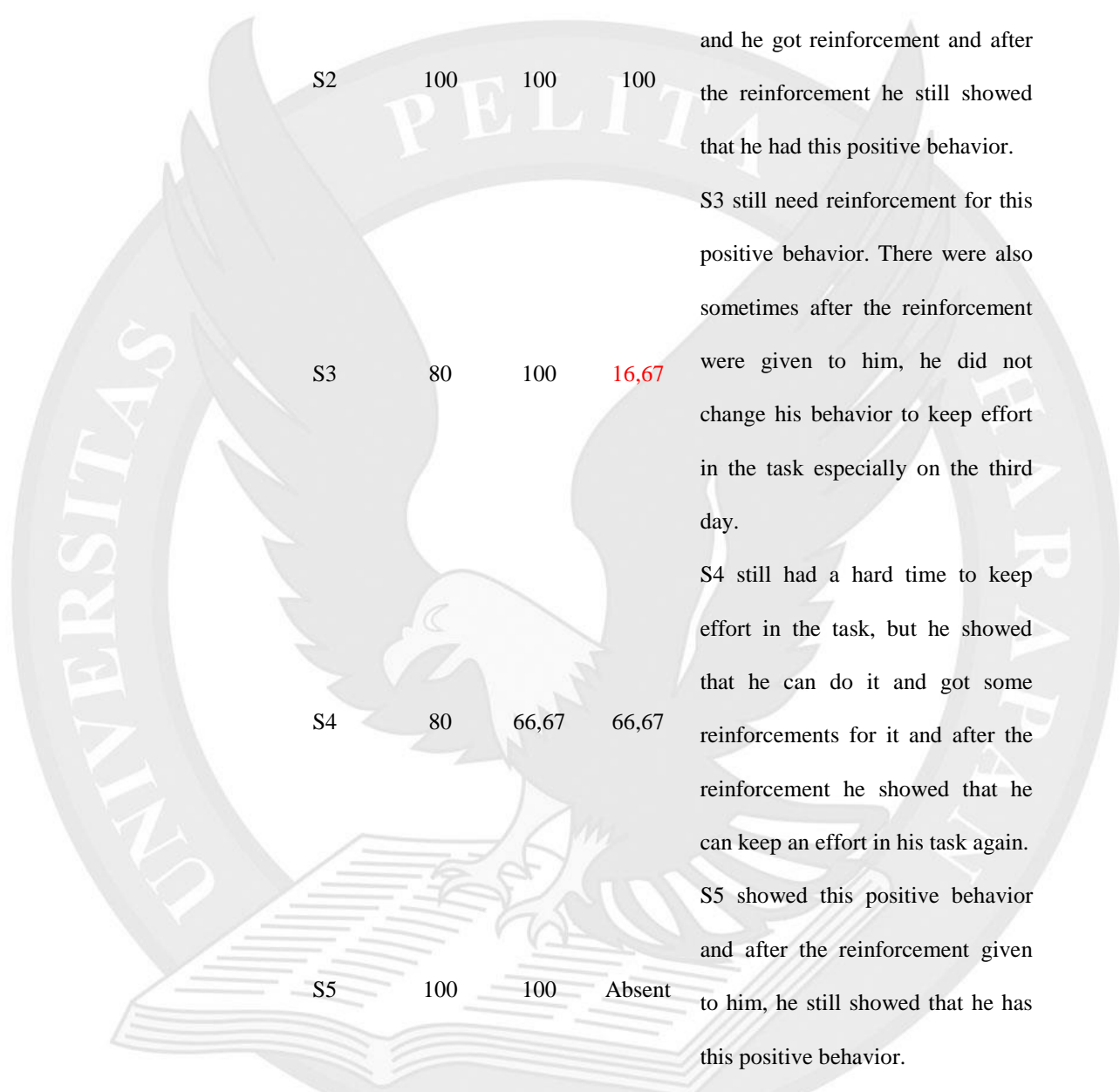
S4 had this positive behavior, but sometimes he still struggle to change his behavior. But the reflection on day 3 showed that he still had a hard time to have this positive behavior to sit properly on his chair.

S5 was 'good' in have this positive behavior, but there were sometime when he did not change his behavior after reinforcement and sat lazily on his chair and he knew that he moved down his name, but then he changed to sit properly on his chair. Then on day 3, he still had a hard time to show this positive behavior.

S4 100 100 50

S5 66,67 100 Absent

Indicator 4:					S1 showed this positive behavior
Keep effort in					and he keep on doing it after the
the task given	S1	75	100	88,89	reinforcement were given to him.
					He still need reinforcement to help



S2	100	100	100
S3	80	100	16,67
S4	80	66,67	66,67
S5	100	100	Absent

him but after reinforcement were given, he showed that he can do this positive behavior.

S2 showed this positive behavior and he got reinforcement and after the reinforcement he still showed that he had this positive behavior.

S3 still need reinforcement for this positive behavior. There were also sometimes after the reinforcement were given to him, he did not change his behavior to keep effort in the task especially on the third day.

S4 still had a hard time to keep effort in the task, but he showed that he can do it and got some reinforcements for it and after the reinforcement he showed that he can keep an effort in his task again.

S5 showed this positive behavior and after the reinforcement given to him, he still showed that he has this positive behavior.

4.2.4 Reflection (21st – 28th October 2016)

After the cycle 1, the researcher made reflection about the strength and weaknesses on cycle 1. The researcher found out that there were several weaknesses as well as strengths. The reseracher found some strengths in cycle 1.

First, the researcher already demonstrated the expected positive behavior to the students in the beginning of the lesson. Also moved student's name up after three times positive behavior happened and moved student's name down right after three times inappropriate behavior happened. The researcher recognized the student positive behavior by said praise, gave green circle and moved the student's name up right after three times positive behavior happened.

Second, the researcher liked to use the positive reinforcement because after the students got the positive reinforcement, the students were motivated to do the positive behavior, like S3 showed after reinforcement were given, he can become the role model for others on the positive behavior. Then positive reinforcement brought good impact to the other students like S4 motivated and triggered to sit properly on chair after the reinforcement were given to S1, S2, and S3.

Third, after the negative reinforcement, the student changed to have the positive behavior. This happened to S3 because he called out and the researcher gave him negative reinforcement. Then he stopped to call out and showed the positive behavior.

Then the researcher also found some weaknesses and needed to make some improvement plan. First, the researcher did not specific in mentioning the student positive behavior and did not specific in reminding the student about the expected positive behavior after they did inappropriate behavior.

Second, the researcher did not give the immediate and consistent reinforcement because the researcher still finished her teaching first and then gave green circle or took red circle. This made the researcher did not directly placed the

green circle beside student name right after positive behavior happened and not took red circle right after inappropriate behavior happened.

Third, there were some negative reinforcement given but then the student did not change their behavior or they tried to do another thing. This happened to S2 because after reinforcement was given, he changed his position on his chair but he later he did not sit properly on his chair again. It also happened when S2 reminded not to play with his pencils because he needed to work hard, he put down his pencils, but he did not start work, he stretched and only worked when the teacher were near him.

Then reflecting on this, the researcher decided to implement the new ways to give the reinforcement that so the researcher might be more immediate in giving the green circle and in taking the red circle. The researcher also thought on how she could be more clear and specific to give praise and mentioned about student's positive behavior and clearer to explain expected positive behavior.

The researcher decided to go to the next cycle since on cycle 1, the observed students were in the range of 'good' until 'very good' based on the standard in the positive behavior of hands to yourself, raise hands for asking questions or telling thoughts and keep an effort in the task given. But the researcher still found that one student was in the range of 'did not good' in the positive behavior to sit properly on the chair. There was also still some weaknesses in the implementation of the reinforcement. Therefore the researcher decided to go to the second cycle because the researcher wanted to improve the implementation of the reinforcement in cycle 1 and to see whether or not the

observed students can reach the range of ‘very good’ for the positive behavior in the next cycle.

4.2.5 Analysis of Cycle 1

In the first cycle, the researcher found some things that can be of use and things that the researcher needs to focus on and try to change. First, the researcher already demonstrated the expected positive behavior before the lesson began and gave a balance amounts of reinforcements. Also the researcher moved the students’ name up or down according to the reinforcement program. This was good because the researcher already demonstrated expected positive behavior and made the students follow it, so they knew what to do. This happened as Martella et. al., said that the teacher has to model the appropriate behavior that she wants them to have and ask the students to do the same. “Modeling is a demonstration of a behavior” (2012, p. 46). Then the researcher also gave a balance amounts of reinforcements in which this did not make the students got satiated because of the reinforcement.

Then second strength was the researcher found that positive reinforcement made student more willing to do the positive behavior. This happened like S3 after he got reinforcement because he sit properly on his chair, he wanted to do this positive behavior more. This in line as positive reinforcement according to Feldman is stimulus addition to environment that brings an increase in the previous behavior (2011). Therefore in cycle 1, the positive reinforcement given made the student increased in the previous behavior that is the target behavior that reinforced, like for S3 to sit properly on his chair and he increased his behavior.

It also found that the researcher did not specific in mentioning the positive behavior of the student. This happened like when the researcher said, “Thank you S3 for working hard.” With this, even the student understand about that, but on some occasion they might not get fully what the researcher expected them to do. The observer 2 seen that the researcher did not mention clearly about the positive behavior that the student did. The observer 1 said that the researcher should be specific about the positive behavior that the researcher saw (see appendices D-2). Kohn said that the praise given should be based on what the teacher see the students do. (2001 as cited in Tuckman and Monetti, 2011). Thompson then added that the specific and sincere praise from the teacher make the students know about the things that they did correctly (2007). Therefore the researcher needed to learn how to give specific praise based on the student performance and implement it on next cycle.

The researcher was also not specific in reminding the student about the expected positive behavior. The observer 1 said that the researcher need to be specific (see appendix D - 2). The observer 1 gave encouragement that the researcher needed to tell the student exactly which behavior was not acceptable and why it was not acceptable. Then tell the student about the behavior that the researcher wanted them to do instead. (see appendix E – 2). The observer 2 said that sometimes the researcher forgot to do it. (see appendix D - 2). The reflection also said that sometimes the researcher was more easy to see the wrong that the student did rather than to remind about the expected positive behavior (see appendix E - 9). Because of this, the resarcher was not consistent in implementing

the reinforcement to the students. This was not good as Epsom (2006, p.169) said that “Children need consistent, firm training.”

On this cycle, that the researcher did not consistent and immediate in giving the green circle or taking the green circle because the researcher still waited until the researcher finished her teaching. This impacted the students as S3 the started not to sit up high after positive reinforcement given to him but the researcher forgot to gave him the green circle. This happened because Umbreit and Others said that the reinforcer will be more effective when it applied as soon as the target behavior displayed by the child (2007, as cited in Santrock, 2011). Therefore S3 did not get the effect of reinforcement. Because the researcher did not give immediate reinforcement and even forgot to gave him green circle, then he started to sit lazily on his spot. This could made the student confused as Epsom (2006, p. 169) said that “Children need consistent, firm training.” The Deuteronomy also said that the parents should teach God’s command diligently, it means that the children that taught diligently and consistently will eventually had the behavior that expected by the person who taught it to them. Therefore it is important to give the consistent and immediate reinforcement to the students.

The researcher found out that the negative reinforcement changed the student behavior. This happened when S3 called out, he got negative reinforcement then he changed his behavior to raise his hands and wait for the researcher to call on him. Therefore the negative reinforcement that the researcher conducted on this research is really the negative reinforcer. Feldman said that the only way to know something is a reinforcer for someone is by observing the frequency of the behavior after the reinforcer is presented (2011). Therefore the

negative reinforcer that the researchers chose was effective because the frequency of the positive behavior increased after the reinforcement.

It was also found that after the negative reinforcement were given, the students not always changed their behavior or the student did another things. This happened to S2, after the negative reinforcement given to him because he did not sit nicely on his chair, he did not change his behavior. Tuckman and Monetti said even if the researcher think, it is good and desirable but it does not mean reinforcing for every students, because students are like teacher in which they also have their own feelings, reinforcement and personal history, interest and special temperament (2011). Based on this, the reinforcer that the researcher chose might not reinforcing for each students as they might have different interest and feelings on that day, like this happened to S2.

This also happened as S2 changed after reinforcement was given, but after the researcher gone, he did not sit properly on chair and started to stretch. Then when the researcher almost near him, he changed his behavior again to sit properly on his chair. This happened as well to ME as he tried to sit up high after the reinforcement given to other students for this positive behavior, but when the teacher did not saw him, he went back to sit lazily on his chair. Scarpaci agreed that once the positive or negative reinforcement was taken, then there is a possibility that the person poor behavior may come again and therefore the result of it will not be in a long term this happens because the researcher are not teaching the student to be responsible for their behavior (2007). This is true as when the researcher did not see the student, then the student poor behavior may come again as JO did not sit nicely and stretched his body when the researcher

was not near him and ME back to lazy position when the researcher did not saw that he sat properly on his chair.

For hands to yourself, four observed students were in the range of 'very good' and only S5 in the range of 'good'. This happened because during cycle 1, there were sometime after the reinforcements were given to S5, he did not change his behavior. Then he still did not have this positive behavior and considered 'good' in this positive behavior. Then in cycle 1, all of the observed students were in the range of 'good' in have hands to themselves.

For raising hands for asking questions and telling thoughts, four observed students were in the range of 'very good'. Only S3 that in the range of 'good' since he did not changed his behavior when he was talking to his friends and keep on doing that behavior after reinforcement. Actually S3 had the potential to raise his hands before asking questions or telling thoughts.

For sit properly on chair, on the cycle 1, S1, S4, and S5 were in range of 'very good', then S3 and S2 were in the range of 'good'. This happened because there were some time that S2 changed after some reinforcement and showed that he kept sit up high. But there were some time when he did not change after reinforcement given and still sat lazily on his chair which is not good.

For keep an efforts in the task, S1, S2 and S5 were in the range of 'very good'. S4 and S3 were in range of 'good'. This happened because S3 did not change his behavior after the reinforcement and he still sat lazily on his spot or not started to work until the researcher need to call him twice to make him aware.

4.3 Cycle 2

4.3.1 Planning (1st November 2016)

In planning, the researcher prepared the instruments for the mentor teacher and the researcher as the other observer. The researcher prepared lesson plan and camera to record video. To improve from the weaknesses on cycle 1, the researcher thought of some ways to improve it. First, the researcher decided to always remind herself to mention the positive behavior that the student did and reminded the expected positive behavior to the student when the students did inappropriate behavior.

Second, the researcher decided to change the way to give reinforcement to the students so that it can be more immediate and consistent. The researcher wanted to teach the students to be responsible for their action by let them put the green circle, and took their red circle, by themselves according to their behavior. The researcher splitted the circle chart so that the students could reach their names.

4.3.2 Action (1st November 2016)

The researcher greeted and explained the expected positive behavior while also told the students about the new ways to give the reinforcement in the beginning of the lesson. Some students shocked when the researcher said that they are going to be responsible for their action and they put the green circle and took the red circle by themselves, include S1. S3 was found by the researcher that he did not sit properly on his chair and the researcher said, “S3, take one of yours down because you are not sitting nicely in 10 seconds, go.” S3 did what the teacher instructed him. Then he changed his behavior. The researcher saw about it

and she said, “Thank you S3 for set to work right away.” The researcher put the green circle on his desk, he directly walked fast to put the green circle on his name and he was very happy because of it.

The researcher noticed that S2 sat up high and the researcher said, “Thank you for sitting up high.” The researcher put the green circle on his desk, S2 still work and not directly put the green circle. Then the researcher found that S5 sat nicely, “Thank you S5 for sit nicely.” Then he directly stick his third green circle beside his name. But he took the red circle from the other sofa and placed it back beside his name. The researcher saw about the mistakes that S5 did and told him that he only put the green circle and never put the red circle back. During this time S1 put his green circle at the same time when S5 gave three green circles to the researcher, so the researcher did not move S5 name up because she got distracted by it.

4.3.3 Observation (1st November 2016)

4.3.3.1 Reinforcement

The reinforcement given was seen through the observation from the mentor teacher, the researcher as other observer, and the researcher’s reflection. Below is the table from the combination of the instruments for reinforcement.

Table 4. 11

The meaning of the symbol for Indicator in Instruments for Reinforcement

Sign	Meaning
MFS	Mentor Feedback Sheet (The instruments)
1	The researcher did what the statement said.
0	The researcher did not do as what the statement said

Indicator 1: Demonstrating the expected positive behavior before the lesson began

Table 4. 12

Table of observation Cycle 2 – Reinforcement – Indicator 1

MFS Number	C1 - D1	C1 - D2	Conclusion
1	1	-	1

Indicator 2: Reinforcement is given in balance amounts

Table 4. 13

Table of observation Cycle 2 – Reinforcement – Indicator 2

MFS Number	C1 - D1	C1 - D2	Conclusion
2A	0,33	-	0,33
2B	1	-	1
3	1	-	1

Indicator 3: The reinforcement consistently given right after the behavior happen

Indicator 4: Variety of Reinforcement

Table 4. 14

Table of observation Cycle 2 – Reinforcement – Indicator 3 & 4

MFS Number	C1 - D1	C1 - D2	Conclusion
4A	0,67	-	0,67
4B	1	-	1
4C	1	-	1
4D	0	-	0
4E	1	-	1
4F	0,67	-	0,67

Indicator 5: Recognizing student positive behavior

Table 4. 15

Table of observation Cycle 2 – Reinforcement – Indicator 5

MFS Number	C1 - D1	C1 - D2	Conclusion
5A	0,33	-	0,33
5B	1	-	1
5C	1	-	1
5D	1	-	1

4.3.3.2 Positive Behavior

For the positive behavior, each student will be determined by each indicator on the positive behavior. The positive behavior was seen through the observation from the mentor teacher, the researcher as the other observer, and the researcher's reflection combined with anecdotal notes.

Indicator 1 : Hands to yourself

Table 4. 16

Summary of Positive Behavior - Cycle 2 - Indicator 1

Students	Day 1	Conclusion
S1	100	S1 had this positive behavior before the reinforcement given to him and he was 'good' in doing this positive behavior.
S2	100	S2 had this positive behavior and he could handle himself to do this positive behavior.
S3	100	S3 got reinforcement because he did not have his hands to himself, but he changed after the reinforcement to have his hands to himself.
S4	100	S4 was accountable to keep his hands to himself, even there were some distraction. The researcher did not give him reinforcement because he already 'good' in doing this positive behavior.
S5	100	S5 had this positive behavior before the reinforcement given and he did a good job in doing this positive behavior.

Then in cycle 2 on the first indicator of positive behavior that is in hands to yourself, S1 got 100%, S2 got 100%, S3 got 100%, S4 got 100% and S5 got

100%. This showed that all observed students were in the range of ‘very good’ for this research on cycle 2.

Indicator 2 : Raise hands for asking questions and telling thoughts

Table 4. 17

Summary of Positive Behavior - Cycle 2 - Indicator 2

Students	Day 1	Conclusion
S1	100	S1 had this positive behavior but on cycle 2, he seemed did not raise his hands but he already has potential in doing it.
S2	100	S2 could stop talking to his friends after the reinforcement given to him. He was also ‘good’ in raise his hands before speaking and had this positive behavior before the reinforcement given to him.
S3	100	S3 had this positive behavior before the reinforcement given to him and then he also accountable in doing this positive behavior.
S4	100	S4 has this positive behavior before the reinforcement given to him and he knew that he had to raise his hand before he asking questions or telling thoughts. But S4 did not get reinforcement when he raised his hand because he was asking about silly things.
S5	100	S5 had this positive behavior before the reinforcement given to him. He raised his hands before gave answer to the teacher and got reinforcement. He was ‘good’ in doing this positive behavior.

Then in cycle 2 on the second indicator of positive behavior about raise hands for aksing questions and telling thoughts, S1 got 100%, S2 got 100%, S3 got 100%, S4 got 100% and S5 got 100%. This showed that all observed students were in the range of ‘very good’ for this research on cycle 2.

Indicator 3 : Sit properly on chair

Table 4. 18

Summary of Positive Behavior - Cycle 2 - Indicator 3

Students	Day 1	Conclusion
S1	50	S1 had this positive behavior after the reinforcement given to him, but sometimes he still had hard time to show this positive behavior based on the reflection from the researcher.

S2	83,33	S2 did not have this positive behavior at first but after the reinforcement, he showed this positive behavior, but there was time when he did not change his behavior after the reinforcement was given to him.
S3	0	S3 still had a hard time to show this positive behavior and even after the reinforcement were given to him, he still did not have this positive behavior.
S4	100	S4 had this positive behavior before the reinforcement given and he was 'good' in doing this positive behavior.
S5	25	S5 changed after the reinforcement given to him, but there were sometime when he did not change because he still sat lazily on his spot and there was sometime when he did not change his behavior because his stomach was hurt.

Then on cycle 2 in the third indicator of positive behavior that is to sit properly on your chair, it can be seen that S1 got 50%, S2 got 83,33%, S3 got 0%, S4 got 100% and S5 got 25%. Then S2 and S4 were in the range of 'very good' in this positive behavior. But the concern was S1, S3 and S5 were in the range of 'did not good' in this positive behavior on cycle 2.

Indicator 4 : Keep effort in the task given

Table 4. 19

Summary of Positive Behavior - Cycle 2 - Indicator 4

Students	Day 1	Conclusion
S1	83,33	S1 got reinforcement because he kept effort in his task and he showed that he did it after the reinforcement given. He also reminded himself that he needed to have this positive behavior.
S2	83,33	S2 got reinforcement and he changed, but there was some time when he did not change his behavior to keep effort in his task. But actually he was accountable boy to do this positive behavior.
S3	77,78	S3 changed his behavior after the reinforcement, but there was time when he started to work, but then he looked to his friends work.
S4	100	S4 got reinforcement because he kept effort in his task and he kept doing this positive behavior after the reinforcement given to him. He was accountable in doing this positive behavior.
S5	100	S5 had this positive behavior before the reinforcement given. He got reinforcement because of it and then he showed that he had this positive behavior.

Then in cycle 2 in the fourth indicator to keep effort in the task given, it can be seen that S1 got 83,33%, S2 got 83,33%, S3 got 77,78%, S4 got 100%, and S5 got 100%. Therefore S1, S2, S4 and S5 were in range of 'very good' in this positive behavior. S3 was in range of 'good' in this positive behavior because he got 77,78%. Therefore based on this, all the observed students considered to be in range of 'good' until 'very good' in this positive behavior.

4.3.4 Reflection (1st November 2016)

The researcher reflected on cycle 2 and found some weaknesses and strengths. The first strength was the researcher increased in giving immediate and consistent reinforcement after the researcher decided to only give the green circle to student and later student put it beside their name. The students were happy to do that. The student also took their red circle after the instruction from teacher after the student did the inappropriate behavior

Second, the students were more responsible for their action. This in line with the purpose the researcher changed the way the reinforcement given to the students because the researcher wanted to see that the student have the full responsibility towards their behavior in the classroom. This proved as the students became responsible to do the positive behavior and put their green circle beside their names, even they stopped what they were doing when they got the green circle and directly put the green circle beside their name on the circle chart. But they also had hard time when they knew that they needed to take their own red circle. Third, is the same with cycle 1 that after positive reinforcement, the student did the positive behavior again in the future.

There were some weaknesses in cycle 2. First, the researcher still did not increase to give specific praise and mention the student positive behavior. The teacher only said “Thank you S2 for working.” Second, the researcher still did not remind the student about the expected positive behavior, instead the researcher mentioned the inappropriate behavior that the student did.

Third, the researcher need to pay attention to the student who did the reinforcement. Because there was one time when ME needed to move his name down but he did not tell the teacher about it. He put back all three red circle beside his name (*actually he only can do it when he already moved down his name) because the researcher was teaching at that time (See appendix F-5). The researcher also missed to move the student’s name up because distraction from S1 who put his green circle at the time S3 gave three of his green circle so the researcher forgot to move the S3’s name up.

4.3.5 Analysis of Cycle 2

Therefore on cycle 2, the researcher already gave immediate reinforcement to the students by immediately gave the green circle to the students after they did positive behavior, and made the student took their red circle right after they did inappropriate behavior. Some of the students still wait for some time and had hard time to take the red circle. But some of them were directly put the green circle beside their name. Epsom said that “Children need consistent, firm training.” Then God will help and enable the parents to consistently train the children and make them know their boundaries and to feel safe (2006, p. 169). Therefore by this, the researcher gave consistent and firm training for positive behavior of the student as the researcher gave the students immediate

reinforcement. God enabled and helped the researcher found some ways to give reinforcer that different with the previous lesson. Umbreit and Others said that the reinforcer will be more effective when it was applied as soon as the target behavior displayed by the child (2007, as cited in Santrock, 2011) Therefore it was more effective to increase the student positive behavior when the reinforcer given immediately. Deuteronomy 6: 6 – 7 reminded parents to teach God's command diligently to their children. Then the researcher was diligent in teaching the positive behavior to the students through gave consistent and immediate in reinforcement to the students by involving the student to put the green circle and took the red circle by themselves according to their behavior.

Next finding was about the purpose the researcher changed how to give reinforcer was because the researcher wanted to see the student had the responsibility for their action. The reseracher thought about this because Scarpaci said that once the positive or negative reinforcement was taken, then there is a possibility that the person poor behavior may come again and therefore the result of it will not be in a long term this happens because the researcher are not teaching the student to be responsible for their behavior (2007). The researcher hoped that this will make the student not only to get reinforcement but also be responsible for their action so that the poor behavior might not happened again when the reinforcements were not given anymore. This happened as the students were very happy to put the green circle. This happened to S3 and S5 because they put the green circle immediately when they got it. But it also found sometime before the student took the red circle, they had a hard time. This happened as S1 needed to be called twice by the researcher to do it or S3 with the upset situation

or the slow motion in taking the red circle like S5 did. Bos and Vaughn said that acknowledgement from the whole class for the elementary students were more rewarding than the older students which prefer the individual feedback and personal recognition (2006). Thompson said that the teacher can make the chart of positive behavior because this was the easiest way to increase the positive behavior. When student see the chart, they understand about recognition and appreciation of good behavior (2007). Therefore the student was quickly to put the green circle at the same time they got it is because they wanted to show that they had the green circle to the other students so they got the recognition and appreciation from the other student. In taking the red circle, the student was not willing to do it, since they were recognize by their friends as the one who did inappropriate behavior. But the researcher needed to do this to make them responsible for their action. Epsom (2006, p.169) said that “Children need consistent, firm training.” This happened so that the students got consistent training to have the positive behavior and not to do the inappropriate behavior when they obeyed that they needed to take their red circle to encourage them to do positive behavior.

The next finding was the researcher still needed to learn how to give clear and specific praise and mention about the positive behavior that the students did. This impacted the students to know the behavior that they did correctly as Thompson said that specific and sincere praise from the researcher make the students know about the things that they did correctly (2007).

The researcher still did not consistent to remind the expected positive behavior when the students did inappropriate behavior. Martin and Pear said in

maximizing the effectiveness, after the desired response, the reinforcer was applied immediately (2007). Therefore based on this, the researcher needed to learn to be consistent to remind the student about the expected positive behavior and tried to be immediate in giving the reinforcement so it maximized in the effectiveness. Santrock added that the immediate reinforcement given that after a target behavior will help the student in see the contingencies between their behavior and the reinforcement (2011). Then by being consistent and immediate in reminding the student positive behavior, later the researcher made the students saw the contingencies between the reinforcement given and their behavior.

Another finding was the researcher did not pay attention to the student who did the reinforcement so she missed to move the student's name down while S3 did not told her that he needed to move his name down. It also some distraction from S1 who put his green circle at the time S5 gave his three green circle so the researcher forgot to move the S3's name up. Van Brummelen, said that eventually, the researcher get an authority by God to do their task in guiding and enable the students (2009). Then by this, the researcher hoped on the next cycle that the researcher can use the authority that God gave to the researcher to guide and enable the students by watching the student when they did the reinforcement so the researcher became more aware on when to move up or move down the student's name and not giving the chance for the student to lie like S3.

For hands to yourself in cycle 2, all of the observed students in the range of 'very good'. This happened because, all students can handle to have this positive behavior. Even S3 still got one reinforcement, but then he changed his behavior.

For raise hands for asking questions and telling thoughts, in cycle 2, all observed students were in the range of 'very good'. S1 did not raised his hands but he had potential to do it, S2 changed after he got reinforcement because he was talking to his friends but he showed that he raised his hands and got positive reinforcement. S3, S4 and S5 know that they have to raised their hands before speaking and S5 got reinforcement because of it. But S4 did not get reinforcement since he raised his hands but he asked for silly things.

For sit properly on chair in cycle 2, S2 and S4 were in the range of 'very good'. But S1, S3 and S5 were in the range of 'did not good' in this positive behavior. S1 still struggle to have this positive behavior even he also got some reinforcement and he can sit properly on his chair. S5 sometimes changed after the reinforcement, but there was sometime when he did not sit properly because his stomach hurt and there were some time when he sat lazily and still had hard time to have this positive behavior. S3 also did not change after the reinforcement given to him because he did not sit properly again on his chair or stood up or being upset to the teacher

Then in keep effort in the task, S1, S2, S4 and S5 is in the range of 'very good' and S3 is in the range of 'good' for standard of this research. S3 showed that he changed to work after negative reinforcement given. He showed that after positive reinforcement, he still working on his task.

Then the impact was the student have the positive behavior and reinforcement also helped the student to have it. This made the student became the person that responsible for their behavior and the teaching and learning process in

the classroom can going on well because there were more learning time and less disruption time happened in the classroom.

4.4 Final Discussion

In this section, the researcher explained the reinforcement and the positive behavior in both cycle 1 and 2 based on the classroom action research steps according to the indicator for reinforcement and positive behavior.

Table 4. 20

Classroom Action Research Steps in Reinforcement for cycle 1 and cycle 2

Classroom Action Research Steps	Cycle 1	Cycle 2	Conclusion
Plan	<ul style="list-style-type: none"> - The researcher did the reinforcement by herself . - There were circle chart and behavior chart for the reinforcement program. - As the positive reinforcement, the researcher said praise, gave and put green circle beside the student's name and moved the student's name up after 3 times positive behavior. - As negative reinforcement, the researcher reminded the student about the expected positive behavior, took the student's red circle and moved the student's name down right after the 3 times inappropriate behavior. 	<ul style="list-style-type: none"> - The researcher gave the student responsibility toward their own behavior by involving the student in reinforcement program as the student put the green circle after positive behavior or took the red circle after inappropriate behavior and the circle chart divided into two. 	<ul style="list-style-type: none"> - As positive reinforcement, the researcher said praise, gave green circle and moved the student's name up (three times positive behavior). - As the negative reinforcement, the researcher reminded about the expected positive behavior, took red circle and moved student's name down (three times inappropriate behavior). - The researcher involved the students in reinforcement program.
Action	The researcher did the reinforcement program according to the plan for cycle 1.	The researcher implemented new reinforcement program for cycle 2 that involved students.	The researcher implements the reinforcement program based on the plan for each cycle.
Observation	<ul style="list-style-type: none"> - The researcher demonstrated the expected positive behavior before the lesson began. - The researcher did not give balance amounts of 	<ul style="list-style-type: none"> - The researcher demonstrated the expected positive behavior before the lesson began. - The researcher 	<ul style="list-style-type: none"> - The researcher demonstrated the expected positive behavior before the lesson began. - The researcher

	<p>reinforcement.</p> <ul style="list-style-type: none"> - The researcher did not consistent and immediate in implementing the reinforcement program because the researcher did not gave green circle or took the red circle directly, the researcher did not specific in said praise and remind the expected positive behavior that the student did. But she already consistent to move student's name up or down. - The researcher did the variety of reinforcement but only one that did happen is to remind the student about the expected positive behavior. - The researcher said praise, gave green circle and moved student name up to recognize the student positive behavior, but the reseacher was not specific in mentioning the positive behavior that the student did. 	<p>gave balance amount of reinforcements.</p> <ul style="list-style-type: none"> - The researcher was consistent and immediate in giving green circle and taking red circle. But the researcher still not specific in reminding student about expected positive behavior and giving praise. - The researcher did the variety of reinforcement but still the researcher still did not remind the student about the expected positive behavior. - The researcher said praise, gave green circle and moved the student's name up to recognize the student positive behavior. But the researcher still did not specific in mentioning the positive behavior the the student did. 	<p>gave balance amount of reinforcements.</p> <ul style="list-style-type: none"> - The researcher was consistently moved the student's name up or down. - The researcher increased in giving consistent and immediate reinforcement. - The researcher still needed to learn how to gave consistent and specific praise to the students and be specific to remind the student about the expected positive behavior. - The researcher gave variety of reinforcement but not on reminding the student about the expected positive behavior. - The researcher already said praise, gave green circle and moved student name up to recognize positive behavior and need to be specific in mentioning student positive behavior
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Reflection	Strength	Strength	Strength
	<ul style="list-style-type: none"> - The researcher already demonstrated the expected positive behavior before the lesson began and moved up or moved down the student's name according to the the student behavior. 	<ul style="list-style-type: none"> - The researcher increased in giving immediate and consistent reinforcement to the students by asking the students to put the green circle and took the red circle beside their name - The student became more responsible toward their behavior in the classroom after the implementation of reinforcement program. 	<ul style="list-style-type: none"> - The reinforcement program was going well even there were still some aspect that the researcher needed to improve. - The student became responsible toward their behavior after the researcher involved the studetns in reinforcement program.

Weaknesses	Weaknesses	Weaknesses
<ul style="list-style-type: none"> - The researcher did not give immediate and consistent reinforcement in giving the green circle and taking the red circle. - The researcher did not specific to mention the positive behavior that the student did and also not specific to remind the students about the expected positive behavior. 	<ul style="list-style-type: none"> - The researcher still did not give specific praise and mention the student positive behavior. - The researcher still did not remind the expected positive behavior to the students. - The researcher sometimes did not pay attention to student who did reinforcement so there were some mistakes that happened. 	<ul style="list-style-type: none"> - The researcher still not specific to give praise and mention the positive behavior of the student. The researcher still not specific to remind students about the expected positive behavior. - The researcher should pay attention to student who did reinforcement so there will be no mistakes.

All instruments showed that the researcher had done the reinforcement program pretty good but it still somethings to fix and improve. On cycle 2, the researcher only not gave a balance amounts of positive reinforcement. But the researcher already increased from previous cycle in which she did not give a balance amounts of reinforcement. The researcher still needed to be careful as Eggen and Kauchak said when the behaviors are inadequately reinforced or too often reinforced, it can decrease (2007).

The researcher improved to give consistent and immediate reinforcement in giving the green circle and taking the red circle. Because on cycle 2, student put the green circle or took the red circle beside their name. So the researcher did not have to wait again until she finished teaching or explaining something to give the reinforcement, but can be more direct in giving it as she instructed the student to take the green circle from her or take red circle from the circle chart. Tuckman and Monetti said that the occurrence of the reinforcement should be immediately, because when it is delayed, then it will strengthen the behavior that was not the

target behavior (2011). Then the researcher tried to avoid this by give immediate and consistent reinforcement especially in giving the green circle and taking the red circle. But the researcher still needed to learn giving specific and variative praise according to student positive behavior. Thompson said that the specific and sincere praise from the teacher make the students know about the things that they did correctly (2007). So when the teacher gave specific praise, the student knew the positive behavior that they did and wanted to do the positive behavior again.

Next was the researcher needed to improved to be consistent to remind student about the expected positive behavior, because it was easier for the researcher to mention the wrong things that the student did. When the researcher did this, she did not give consistent training that the student needed. Epsom (2006, p. 169) said that “Children need consistent, firm training.” Moreover Deuteronomy 6 : 6 – 7 also reminded the parents that they need to be diligent in the teaching of God’s command. So the researcher needed to give consistent training to the student especially to give specific praise and remind student about expected positive behavior.

The researcher tried to give new reinforcer by change the reinforcement program to overcome the weaknesses in cycle 1. The researcher involved the student in the reinforcement program as the student put their own green circle or took their own red circle. This suggested by Hall and Hall in the 5th step to select reinforcer is to take consideration to look, notice and use something new as a reinforcer (1998, as cited in Bos and Vaughn, 2006). This happen to avoid the satiation because of the reinforcer on cycle 1 and tried a new reinforcer.

Table 4. 21

Classroom Action Research Steps in Positive Behavior for cycle 1 and cycle 2

Classroom Action Research Steps	Cycle 1	Cycle 2	Conclusion
Plan	The researcher observed 4 positive behaviors.	The researcher observed 4 positive behaviors.	The researcher observed 4 positive behaviors.
Action	The researcher did the reinforcement program for cycle 1 according to the student behavior. That was give positive reinforcement after positive behavior happened and negative reinforcement after inappropriate behavior happened.	The researcher did the reinforcement program for cycle 2, that involved the student in reinforcement program. The researcher did this according to the student behavior.	The researcher gave the reinforcement according to student's behavior either it was positive or negative reinforcement.
Observation	<p>Indicator 1: 'Very good': 4 students 'Good' : 1 student</p> <p>Indicator 2 : 'Very good' : 4 students 'Good' : 1 student</p> <p>Indicator 3 : 'Very good' : 3 students 'Good' : 1 student 'Did not good': 1 student</p> <p>Indicator 4 : 'Very good' : 3 students 'Good' : 2 students</p>	<p>Indicator 1: 'Very good' : 5 students</p> <p>Indicator 2 : 'Very good' : 5 students</p> <p>Indicator 3 : 'Very good' : 2 students 'Did not good' : 3 students</p> <p>Indicator 4 : 'Very good' : 4 students 'Good' : 1 student</p>	The positive behavior increased in positive behavior of have hands to yourself, raise hands for asking questions and telling thoughts and keep effort in the task given. But the positive behavior decrease in sit properly on the chair.
Reflection	<p>Strength</p> <ul style="list-style-type: none"> - Positive reinforcement made student do the positive behavior again. - After some negative reinforcement, the students changed their behavior and have the positive behavior. <p>Weaknesses</p> <ul style="list-style-type: none"> - Some negative reinforcement given but the student did not 	<p>Strength</p> <ul style="list-style-type: none"> - Positive reinforcement made student do the positive behavior again. <p>Weaknesses</p> <ul style="list-style-type: none"> - There are some negative reinforcement given but the student did not change 	<p>Strength</p> <ul style="list-style-type: none"> - Positive reinforcement made student do the positive behavior again. - Negative reinforcement made student changed their behavior to have positive behavior. <p>Weaknesses</p> <ul style="list-style-type: none"> - After some negative reinforcement,

change their behavior and tried to do it again or do other thing.	their behavior.	student did not change to have the positive behavior.
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For sit properly on chair, in cycle 1, one observed student is in the range of 'did not good' based on the standard of this research. In the cycle 2, it decreased because there were 3 observed students who considered 'did not good' in this positive behavior. This happened because the researcher gave more reinforcements in this positive behavior rather than the other positive behaviors, this lead the student to get satiated of the reinforcement because of too much reinforcement was given. Eggen and Kauchak described that the concept of satiation is in which the reinforcer has lost the potency (ability to strengthen the behavior) because it was used so frequently (2007). Van Brummelen (2009, p.191), added that "Corrective action should fit the severity of the miss behavior. Overreaction can make the problem worse." This was true as the overreaction of the researcher in using the reinforcement over and over again to make student have specific positive behavior in fact lead them not to have the positive behavior. It can also caused by the individual reinforcement. Van Brummelen (2009, p. 199) said that "God has created each child special. Each deserves to have fitting, optimal opportunities to learn" Because God created them special, they had different preferences about the reinforcer. Feldman said that there is the individual preference makes something become reinforcers (2011). Therefore sometime the student did not do the postitive behavior after the reinforcement since the students specially created by God and have their own preference reinforcement.

On cycle 1, the obseved students showed that they can have the positive behavior of hands to yourself, raised hands for asking questions and telling

thoughts and keep effort in the task given. This increased in cycle 2 as all the observed students were in the range of 'very good' in the positive behavior of hands to yourself and raised hands for asking questions and telling thoughts. Then there were more observed students in the range 'very good' based on the standard on this research in keep effort in the task given rather than in the cycle 1.

The increase might happened as the researcher was more immediate in giving the green circle or taking the red circle as the researcher involved the students in reinforcement program. Tuckman and Monetti (2011, p. 259) said "Any behavior immediately followed by the reinforcement is more likely to occur." In cycle 2, the researcher was more immediate in giving the reinforcement and the student positive behavior started to increase in each person even there was still decrease in some students. Martin and Pear said that the effect of positive reinforcement is the increase in the frequency of the behavior after the immediate reinforcing consequences given (2007). Umbreit and Others agreed that the reinforcer will be more effective when it applied as soon as the target behavior displayed by the child (2007, as cited in Santrock, 2011). Therefore the student behavior had been improved in cycle 2 as immediate reinforcement given and reinforcement was contingent with the behavior.

Then the second factor was the variety of reinforcement given to make sure that the researcher prevented the satiation of reinforcer that had been used three times on cycle 1. Richard, Taylor and Ramasamy agreed that the satiation can happen when the reinforcer that before did reinforced has lost its reinforcing quality and no longer effective as the result of the overexposed of the stimulus given made the person not do the behavior again (2014).

Then the researcher implemented the suggestion from Hall and Hall to take consideration to look, notice and use something new as a reinforcer (1998, as cited in Bos and Vaughn, 2006). The new way to give reinforcement was the student put the green circle and took the red circle by themselves. This was done to make student more willing to do the positive behavior and keep doing positive behavior after the reinforcement. Bos and Vaughn said that the acknowledgements from the whole class for the elementary students were more rewarding than the older students which prefer the individual feedback and personal recognition (2006). Therefore in cycle 2, the students were involved in reinforcement program, this trigger the students to keep doing the positive behavior because they got the recognition from their peers more, as they came forward and put green circle on the circle chart beside the whiteboard. But they needed to take out their red circle when they did inappropriate behavior. This was done to give consistent training to the student to have positive behavior. Epsom (2006, p. 169) said that “Children need consistent, firm training.” Then by doing this the student consistently trained to do the positive behavior and not to do the inappropriate behavior and become responsible for their action.

The increased happen because the researcher taught students to be responsible for their action as they put green circle or took red circle by themselves. Scarpaci said that once the positive or negative reinforcement was taken, is possible that the person poor behavior may come again and the result of it will not be in a long term this happens because the researcher are not teaching the student to be responsible for their behavior (2007). Eienberger said that the approach (reinforcement) is too focus on the external control of the student

behavior and it is better if the teacher help the student to help them to control their behavior (2009, as cited in Santrock, 2011). Then the researcher tried to make the student become responsible for their behavior to prevent the poor behavior that may come again when the reinforcement taken so the student can self-regulate their behavior. Van Brummelen said that “Being the image of God also means that students are responsible and accountable for their actions” (2009, p. 102). Wong and Wong (2009, p. 163) added that teacher needs to “teaches students the concept of responsibility.” Therefore the researcher taught the concept of responsibility to the student as the image of God where the students were responsible for their actions by asking them to put their own green circle and took their own red circle. This is in line as the teacher used the authority given by God to enable student to be responsible for their behavior as Van Brummelen said that “We use God-given authority to enable students to become ever more responsible themselves” (2009, p. 102). Since the student was more responsible for their action, they were mindful on how they should behave in the classroom, and then their positive behavior increased as they are aware that they always have to be responsible for all of their action and hopefully they can always have the positive behavior in the classroom.