

CHAPTER I

INTRODUCTION

1.1 Background

Van Brummelen in his book said that one of the three main agencies of Christian nurture and education is a school. School as an academic institution is the first place where the students learn about God's world and how they respond it through concept, abilities, and creative gifts to serve God and their fellow human beings (Van Brummelen, 2006). In schools, teachers become one of the most important resources to establish teaching and learning in the classroom because they have the authority to manage the class so that teaching and learning process can take place.

Being a Christian teacher is not easy. The duty of a teacher is not merely to teach. Van Brummelen (2006 p.47) listed that being a Christian teacher means that teacher plays some different roles for the students as artist, technician, facilitator, storyteller, craft person, steward, priest etc. In other words, a teacher should be able to play many roles responsively and responsibly for the different needs of each student. One of these needs is the students' motivation to learn.

In learning processes, students' motivation to learn becomes one of the most important factors that influences student achievement. Students' motivation plays an important role both for teachers and students, especially for the students because it directs how they will learn. Even though a student is clever and has a good ability, if he/she is not motivated to learn, she/he will probably fail in their studies. Someone who has a fairly high intelligence could fail because of the lack of

motivation in learning. Motivation encourages the students to do what they should do. A student with high motivation will have more willingness to learn.

In line with this, Eggen & Kauchak (2007) also said that motivated students are a primary source of job satisfaction for teachers since motivated students usually have more positive view toward school and describe school as satisfying, persistence on difficult task and cause fewer management problem and process information in depth and excel in classroom learning experiences.

In order to motivate the students to learn, Brummelen (2006 p. 104) explained that:

“Learners are an image of God, created to respond to His call. This implies two guidelines for motivating them to learn. First, help students appreciate the value of their learning activities. Second, enable students to achieve success if they put forth a reasonable effort. In other words, the best motivation for students is to master tasks in a supportive setting”

From the passage above, it can be said that the teachers should direct the learning activities to the interest of the students that motivates them to get the value and goals which have been set. The teacher plays an important role in raising student’s sense of love towards the subject or areas of study taught. One thing that teacher can do is by growing student’s motivation to learn through reinforcement.

Eggen and Kauchak (2007) said that effective teachers can use reinforcement selectively to increase learning and motivation. Reinforcement, such as praise, comments on homework, high test scores, good grades are some examples of reinforcement to motivate students to learn. One form of reinforcements that is used

by the most teacher is verbal reinforcement. Verbal reinforcement as it is stated by Djamarah (2010 p.20) is a verbal praise and encouragement spoken by the teacher as a response to students' behavior. The verbal reinforcement may be the form of words, phrases, such as; nice, good, right, etc. It can also be a sentence such as "The result of your work is very good, you're working really well in your work". Verbal reinforcements towards students' positive behavior is the easiest and effective way to increase students' motivation. Verbal reinforcement is a teacher's response to the behavior and student achievement in learning by using words and phrases of praise, it will make the students feel that their efforts are rewarded by the teacher through the praises were given.

Furthermore, the use of verbal reinforcement in motivating the students to learn is in line with the concept of community in Christian. The use of verbal reinforcement in motivating the student is the responsibility of each person as the part of community. Community is considered very important because Christians were also created by God in community. God whom is worshipped by Christians is the triune God. Grudem (1994, p.184) wrote that "*trinity* means "tri-unity" or "three-in-oneness". The triune God or the trinity means that our God is three yet one God. God eternally reveals himself in three persons, the Father, Son, and Holy Spirit. The three persons in one substance that is part of the same deity. The trinity of God means that God is three persons means that the Father is not the Son; they are distinct persons. It also means that the Father is not the Holy Spirit, but that they are distinct persons. And it means that the Son is not the Holy Spirit.

The trinity of God, as well as the truth that Christians are image of God can be also seen in Genesis 1:26 reads” Then God says, let us make man in our image”. Here, the word “us” shows the plural form of the noun for the God. The fact that God is three person in one also shows that the triune God is the God in community. This description of the triune God as the God of community is an inspiration to continue to keep the community in the classroom Because God himself has both unity and diversity, it is not surprising that unity and diversity are also reflected in the human relationships he has established (Erickson, 2005).

The description of the triune God as the God of community is an inspiration for the Christians, especially the Christian teachers to continue to keep the community in the classroom. Since the eternity, this triune God had already existed in a loving relationship with each other. He is the source of the true love, and this why He become the foundation and the ultimate example for Christians’ community life (Erickson, 2005). God "in community" made man in community to be able to relate to, complement, each other, and love each other. Shortly, men are images of God who created by God in community, therefore men are also needed to have community to glorify him. The use of verbal reinforcement is very important in motivating the student to learn as a community in the classroom. The right use of verbal reinforcement encourages each of the student as the part of the community to help and build one with other.

As a future Christian teacher, in Ephesians 4:29, it is also written that Christians should not let any unwholesome talk come out of their mouths, but only what is helpful for building others up according to their needs, that it may benefit those who listen. This verse reminds Christian teachers to be more carefully with

the use of verbal reinforcement in the classroom. Teachers are the dominant part who control verbal communication in the classroom, therefore they have to watch their words in motivating students to learn in the classroom because words are powerful. They can encourage, edify, and give confidence to the hearer. What teachers say to students and the way they say it to make a big difference. Shortly, as teachers, the way they say something to the students is very crucial. It can both motivate and put them down. The words affect the speaker as well as the receiver. God offers the wisdom that teachers need to control their tongues so every words or sentence that come out from our mouth can reflect the love of Christ and the truth found in His word especially for the students during the teaching and learning process in the classroom so that the community can be will be healthy and life-giving.

Starting from the third week, the researcher started to observe the problem happened during the teaching and learning process. In the classroom, the researcher found that there was one student who was not motivated to learn during the learning process, especially a student who continuously showed the characteristic of the unmotivated student. To help the researcher in observing the student easier, the researcher changed the student's name into student CC. In the classroom, she was the students who did not pay attention well during the lesson. The student showed different behavior showing that she was unmotivated to learn in the classroom. In general, this student was often reprimanded by the teacher because she was showing off-task behavior during the learning process as; yawning, playing with their stationery, laying her head on the table, performed actions that disturbed others,

easily bored with the task given, showing low persistence in doing the difficult task etc.

Looking at how verbal reinforcement was used a lot in the classroom and could be given every time easily in responding to the students' behavior, this condition made the researcher decided to bring the problem happened into a research. The research was intended to see the use of verbal reinforcement in motivating student CC to learn during the teaching and learning process in the classroom. Therefore, the title of this final project is "The Use of Verbal Reinforcement in Motivating a Grade 2 Student to learn at XYZ International School in Kemang Village".

The research was conducted in the homeroom teacher's class because the students in the classroom had two other subject teachers meaning that they spent most of their learning time with the homeroom teacher.

1.2 Research Question

In developing research about the use of verbal reinforcement in motivating students to learn, the research question that tried to be answered through this research is "How does the use of verbal reinforcement motivate student CC?"

1.3 Purpose of the Study

The purpose of this research is to know the use of verbal reinforcement in motivating student CC to learn especially during the teaching and learning process.

1.4 Benefits of the study

Through this research, there will be some benefits for the school, homeroom teachers, and the researcher as below:

1) For school

The school can persuade and challenge the teachers to use positive verbal reinforcement in motivating the students to learn

2) For homeroom teachers

a. The teachers can be aware of the importance of using the positive verbal reinforcement in the classroom

b. The result of this research can give input to teachers in using the verbal reinforcement to motivate students to learn especially during the teaching and learning process.

3) For the researcher

a. Researcher can learn the importance of using positive verbal reinforcement in motivating students to learn

1.5 Definitions of Terms

1.5.1 Verbal reinforcement

Djamarah (2010 p. 20) stated that verbal reinforcement is verbal praise and encouragement spoken by the teacher for a response of students' behavior. The verbal reinforcement may be the form of words, phrases, such as; nice, good, right, etc. It can also be a sentence such as; the result of your work is very good, you're working really well in your work,

1.5.2 Motivation

Santrock (2006, p. 414) in his book said that motivation can be defined as “the processes that energize, direct, and sustain behavior”.

1.5.3 Case study

A case study is an in-depth exploration of a bounded system which based on extensive data collection (Creswell, 2012).

