

CHAPTER II

LITERATURE REVIEW

2.1 Reinforcement

Djamarah in his book explained thirteen roles required as an educator, they are corrector, inspiration giver, informatory, organizer, motivator, initiator, facilitator, counselor, demonstrator, class manager, mediator, supervisor, and evaluator. One of the roles is that teacher should be a motivator for their students. Being a motivator means that teacher should encourage students to be passionate and active in their learning. Motivation given based on the needs of students will make the students more enthusiastic about learning (Djamarah, 2005).

Along with the role as a motivator, teachers can motivate their student by giving reinforcement for the students. Through reinforcement, students will be encouraged to improve their behavior and their works. Basic skills to provide reinforcement needs to be owned by teachers to create learning conditions that allow each of the students to be able to optimize their potential. Skill to provide reinforcement can broadly interpret as a teacher's ability to provide a response to students' behavior in teaching and learning activities so that the students are encouraged to increase the positive behavior. Reinforcement given by teachers towards student behavior will encourage the student to do better again.

Reinforcement can be defined as a positive response given by the teacher to students on positive behavior achieved in the process of learning, in order to maintain and improve behavior. In line with this, Feldman (2005, p.197) also said that "Reinforcement is the process by which a stimulus increases the probability

that a preceding behavior will be repeated”. Reinforcement in the education of children is defined as a tribute to the students who are expected to improve the attitude and positive developments on students, by giving reinforcement to the students, it is expected that the students can also be consistent with the actions that have been good and can be increased again (Pidarta, 1997).

In order to increase students’ positive behavior through reinforcement, there are two ways that teacher can do so that the students keep the positive behaviors happen, namely by giving the positive and negative response. O’Donnell, Reeve & Smith (2007, 210) defined positive reinforcer as:

“Any environmental even that, when given, increases the frequency of behavior. This positive reinforcer can increase the probability that the behavior will be performed again. The example of positive reinforcers such as praise, privilege, tokens, attentions, grades, certificates, money, food, smiles, public's recognition, and positive feedback. Negative reinforcer as” Any environmental even that, when removed, increases the frequency of a behavior”.

The common example of negative reinforcer in the classroom are naggings, whining, screaming, ridicule, teasing laughing etc.

Another definition of reinforcement was stated by Wardle (2003, p. 286) who divided reinforcement into positive and negative reinforcement. Positive reinforcement is “A positive reinforcer is praise, candy, self-congratulation, grades, money, or other pleasing stimulus-when use immediately after a particular behavior increases the frequency of that behavior, whereas negative reinforcement is “The

behavior is increased by removing a stimulus-something unpleasant or undesirable”.

In positive and negative reinforcement, it is important to remember that something is added or obtained. Negative reinforcement is different from punishment. In punishment, behavior is decreased (Santrock, 2007, p.217). This statement was also supported by O'Donnell, Reeve & Smith (2007, p.210) who defined punishment as “A consequences of behavior that weakens or decreases behavior”. The example of punishment in the classroom, such as time out and parking tickets. Both these forms of reinforcements, positive and negative reinforcement has the same aim namely to create behavior modification, motivate students in their learning (Djamarah, 2005) and also to increase a behavior (Santrock, 2007).

From the definitions above, it can be concluded that reinforcement is an effort to increase the desirable behavior by giving stimulus. Reinforcement is very beneficial to help teachers in motivating students to learn. Reinforcement is also part of a behavior modification of the teacher against students' behavior.

2.1.1 Verbal Reinforcement

Reinforcement basic skills in the teaching process are any form of response that is part of a teacher's behavior modification toward student's behavior, which aims to provide information or feedback to the students for the actions or responses given as an impulse or correction. Through the reinforcement of skills provided by the teacher, the students will feel motivated to respond whenever teacher gives stimulus, as well as the reinforcement skills that have been given by the teacher previously, the students will try to avoid responses that are not considered useful.

Reinforcement has been defined as any form of response to both verbal and non-verbal, that is given by the teacher to the students' behavior to provide feedback for their actions as an impulse or corrective and motivate other students to do the same thing (Sanjaya, 2009). Similar to this definition, Usman (2010) said that skills to provide reinforcement is any response whether verbal or nonverbal, which is part of a behavior modification of the teacher towards student behavior, which aims to provide information or feedback to the recipient (students) for his/her actions as an act of encouragement or correction. This reinforcement also encourages the student to be more active in participation in the teaching and learning interactions.

This statement also supported by Uno (2010) who stated that verbal reinforcement that is given by the teacher to motivate students can be categorized into forms of words and sentences. Verbal reinforcement in the form of words is given to the students in words, done briefly and easy to understand so that students can easily capture the response from the teacher. Example "good", "great", "exactly" etc. Verbal reinforcement in the forms of sentences is given as a feedback provided by the teacher in a series of words or sentences. Here, students will need the ability to understand the reason why teacher gives reinforcement. Example: "I really appreciate your opinion," and "very intelligent mind".

In line with this definition, Djamarah (2010, p.120) defined verbal reinforcement as verbal praise and encouragement were 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. This

statement was supported the definition of Murni, et al (2010 p.123) who stated that verbal reinforcement can be expressed in two forms, namely:

1. Words, such as “good”, “yes”, “right”, “nice”, etc.
2. Sentences such as: "nice job", “you give a very good explanation and so on.

Another type of reinforcement also given by Tim Pengembangan Ilmu Pendidikan FIP-UPI (The Science Education development Team of FIP-UPI) (2014) who categorized reinforcement into verbal and non-verbal reinforcement. Verbal reinforcement is usually expressed by words, words of praise, words of appreciation, or words of correction to help students to feel honored and proud so they will feel satisfied and be more motivated to in learning, for example, verbal reinforcement can be given when a student can answer the question correctly, then the teacher will praise the student by saying” good or exactly”. “You’re cool” etc. When a student cannot answer a question correctly, the teacher will give responses as” you’re almost correct”, “Thank you for trying, please think again” etc. Teacher might say any words to show that answers of the students still need improvement. On the other hand, non-verbal reinforcement is usually expressed through body language and gestures, such as nod, smile, happy face etc.

Based on these opinions, verbal reinforcement can be concluded as all activities that teachers expressed with words or a sentence of praise, approval, advice to give encouragement to the students in learning activities so that positive changes in students' learning activities increase.

In the use, verbal reinforcement in form of sentences works better than verbal reinforcement in form of word because verbal reinforcement in form of sentence is

clearer to whom it is directed and why is it given to him/her. By doing this, a student who has been given this verbal reinforcement in form of sentences would feel proud because of the recognition towards him/her. The recognition from the teacher is actually showing the students that the teacher interest in them by recognizing and noticing something about their selves. Moreover, the use of verbal reinforcement in form of sentences became more meaningful when the teacher called the student's name.

Hawkins & Heflin (2011) stated that praise statements that lack a specific account of student behavior in observable terms are compromised—as they fail to give students performance feedback to guide their learning. For example, a praise statement such as “*Good job!*” is inadequate because it lacks a behavioral description. The use of verbal reinforcement in forms of words usually easily missed the mark because it was not clear to whom it was directed.

The use of verbal reinforcement in form of sentences is mostly used as praise. McDaniel (2016) said that verbal praise can be a powerful tool if teachers understand the requirements of effective praise. Moreover, praise, as one of the forms of positive reinforcement, can increase the frequency of student's desirable behavior (O'Donnell, Reeve, & Smith (2007). This has been also confirmed by (Burnett, 2001) who said that the power of praise in changing student behavior is that it both indicates teacher approval and informs the student about how the praised academic performance or behavior conforms to teacher expectations. As with any potential classroom reinforce, praise has the ability to improve student academic or behavioral performance - but only if the student finds it reinforcing (Akin-Little et al., 2004).

In giving praise, teachers need to be more specific and give descriptive details. The teacher should describe the specific thing she/he likes about the student's behavior. For example, instead of saying "You are doing a good job in your homework", teachers should add specific details to give meaning to the general term "good job". Besides, the teacher also needs to concentrate on the behavior rather than on the person teachers should be more focus on what students do rather than who they are (McDaniel, 2016).

In praising the students, the teacher should praise the effort of the student in their learning process meaning that rather than praising a student because of the result or the score she/he got, the teacher should praise the effort that the student made in it. When praise singles out exertion and work-products, it can help the student to see a direct link between the effort that they invest in a task and improved academic or behavioral performance. Specifically focusing on the performance or process encourages a range of student behaviors (Perle, 2015).

2.1.2 Schedules of reinforcement

Skinner (1953) as cited in Santrock (2007, p.220) developed the concept of schedules of reinforcement. This reinforcement schedule determines when a response will be reinforced. There are four main schedules of reinforcement, they are:

1. Fixed-ratio schedule
2. Variable-ratio
3. Fixed-interval
4. Variable- interval

On a fixed-ratio schedule, a behavior is reinforced after a set number of response. The same statement also stated by Feldman (2005) that on a fixed – ratio schedule, reinforcement is also given after a specific number of responses. He defined a fixed ratio schedule is “A schedule by which reinforcement is given only after a specific number of responses are made”. A teacher might praise his/her students after a couple of responses is given not for every response.

On a variable-ratio schedule, a behavior is reinforced, after average numbers of times, but on an unpredictable basis (Santorck, 2007, p.220). Feldman defined this schedule as “A schedule by which reinforcement occurs after a varying number of responses rather than after a fixed number”. Although the specific number of responses necessary to receive reinforcement varies, the numbers of responses usually hovers around specific average. Reinforcement from the teacher might be given after the fifth correct answer, after the tenth correct answer, after the second correct answer etc.

Interval schedules are determined by the amount of time elapsed since the last behavior is reinforced. On a fixed-interval schedule, the first appropriate response after a fixed amount of time is reinforced (Santrock, 2007, p.220). A fixed-interval schedule provides reinforcement only if a fixed time period has elapsed, overall rates of response are relatively low (Feldman, 2005, p.202).

On a variable-interval schedule, “The time between reinforcement varies some average rather than being fixed”. This schedule can also be used to decrease the delay in responding that occurs just after reinforcement, and to maintain the desired behavior more consistently throughout and interval (Feldman, 2005, p. 202). The similar statement also stated by Santrock (2007) that on a variable-

interval schedule, “A response is reinforced after a variable amount of time has elapsed”. A teacher might praise a student for his/her response after ten minutes have gone by.

The use of reinforcement is vital to creating an effective teaching and learning process. Wardle (2003, p.288) said that the larger and more attractive the reinforcer, the more effective it is. He also explained that when the teacher first tries to change a child behavior, they need to reinforce that behavior each time it happens. Once the behavior is fully changed, it does not need to be reinforced every time, and the interval between the reinforcement should be lengthened. This can be done using the reinforcement schedule that has been explained before. However, it is important to note that reinforcement schedules affect behavior differently, and each has advantages and disadvantages.

2.1.3 Principles in Using Reinforcement

In using reinforcement, the teacher should pay attention to the principles of reinforcement in order to get functioned effectively. According to Wardle (2003, p.286), there are three principles, they are: (1) the reinforcement must follow the behavior because reinforcement that comes before the desired behavior does not work, (2) the reinforcement must follow immediately. The more a reinforcer is delayed, the less effective it is, particularly for young children. Because reinforcer changes the behavior that occurred immediately before it, a time lapse between the behaviors and reinforce could result in reinforcing the wrong behavior, (3) the reinforcer must be based directly on the behavior that is being changed. It is vitally

important for teachers carefully to think through ahead of time the behavior they intend to reinforce, and what they intend to use as a reinforcer.

Along with this principle, Usman (2010, p.840) also listed three principles in using reinforcement; (1) Warmth and enthusiasm, teacher's attitude and style, including the voice, expression, and body language will show the warmth and enthusiasm in giving the reinforcement (2) Meaningfulness, reinforcement should be given according to the students' behavior and performance so that he understands and is confident that she/he deserves the reinforcement. Thus the reinforcement is meaningful to him. (3) Avoid the use of negative response, although reprimand and punishment can still be used, the negative response that is given by the teacher in the form of negative comments, insulting jokes, and rude taunts should be avoided because it will discourage the students to develop themselves. For example, if a student cannot give the expected answer, the teacher should not directly blame the student but could be asking the questions to another student.

Djamarah (2010) also listed some principle in using reinforcement as (1) Warm and Enthusiastic. The warmth and enthusiasm of teachers in providing reinforcement to students have the important aspects of behavior and learning outcomes of the students. The warmth and enthusiasm is the visible part of teacher interaction with students (2) Avoid using negative reinforcement, Although giving criticism or punishment is effective to be changing the motivation, appearance, and behavior of students, but giving this has a complex result and somewhat it is controversial psychologically, thus it should be avoided (3) The varying use,

reinforcement supposed to be varied either its components or the means, and should be given warmly and enthusiastically (4) Meaningful, in order for any reinforcement to be effective, it must be implemented in situations where students know the relationship between the reinforcement towards their behavior and see that it is very helpful. Similar to this, Murni (2010, p.119-122); also listed the principles as:

1. Warmth

The principle of reinforcement is done in a warm way. Warmth attitudes of the teachers can be shown by voice, gestures and body movements. The warmth of the teacher's attitude will make the reinforcement provided by the teacher to be more effective

2. Enthusiasm

Enthusiasm in providing the reinforcement can stimulate students to increase motivation. The enthusiasm of the teachers in providing reinforcement will encourage the emergence of pride and self-confidence in students

3. Meaningfulness

The reinforcement that is given should be able to increase the motivation of the learners. Improving learning achievement, and increasing students' attention. For that, teachers need to pay attention to the current context of when the reinforcement carried out at the wrong time. Keep in mind, that the reinforcement is done just when the attention of the students began to decrease, low motivation, and they do not focus on learning. The whole point of significance is that students understand and believe that he deserved

to be given the reinforcement because it is consistent with the behavior and appearance.

Another important principle in using reinforcement were also stated by Ackerman (2011) who listed the principles as bellows:

1. Reinforcement must be implemented fairly

Teachers may give different consequences to different children, depending on the individual child's needs. One child may need only a stern look together back o task, while another child may need a call home

2. Reinforcement must be implemented immediately

For rewards and consequences to be effective, they must be given immediately following the positive or negative actions. Children need to recognize limits and to know exactly when they have made an error. Again, just as in teaching other skills (such as reading), immediate feedback is always better for improving learning.

3. Reinforcement should target a specific behavior

This can be one of the most important steps for giving rewards and consequences. To effectively deal with a challenging child, a teacher must identify a specific target behavior. Breaking a broad, abstract category or attitude down to a specific behavior makes responding to it possible allows children to better understand acceptable and unacceptable behavior and to take control of their actions.

4. Reinforcement should be implemented in stages

From least restrictive to most restrictive. It is always difficult to determine what types of rewards or punishments to use, but it is always important to start with the simplest, least restrictive reinforcement. Doing so teaches the child to internalize the behavior rather than being motivated by fear of the teacher's severe punishment or being bribed by the teacher's excessive reward.

In this research, the researcher also observed the homeroom teacher in using this principle in giving the verbal reinforcement to motivate the student to learn. From all the theories above, the researcher synthesized the indicators for the principle in giving verbal reinforcement as follows:

1. Warmth and enthusiasm

The warmth and enthusiasm of teachers in providing reinforcement to students have the important aspects of behavior and learning outcomes of the students. The warmth and enthusiasm are the visible part of teacher interaction with students. Teacher's attitude and style, including the appropriate voice, expression, and gesture and body movement. The warmth of the teacher's attitude will make the reinforcement provided by the teacher to be more effective.

2. Meaningfulness

The reinforcement should be given immediately following the positive or negative actions, targeting the specific behavior because it allows children to better understand acceptable and unacceptable behavior. Besides that, giving reinforcement at the right time, sincerely, clearly,

and according to the students' behavior and performance make students understand why they deserve the reinforcement.

3. Avoid using negative response

The reinforcement should increase motivation and improve students' eagerness instead of lowers the motivation and make learners offended or underestimate the audience. Jeers, taunts and insults, rude comments, derogatory comments, bad words should be avoided so that students are not broken in spirit and motivation is not diminishing.

4. The varying use

The reinforcement given is in different words and sentences.

2.1.4 The Function of Reinforcement

The giving of reinforcement is essential to improve the quality of teaching and learning activities. By providing reinforcement, students will be more focused and students' motivation can be more encouraged. In addition, reinforcement through rewards also make students feel valued and appreciated so that students will maintain and enhance the achievements.

Another functions of reinforcement are also stated by Murni (2010, p.117) who listed the functions of motivation as (1) Increase the attention of students in the learning process, (2) generate and maintain student motivation (3) directs the development of students' thinking (4) control and modify student behavior and encourage the emergence of positive behavior and (5) to regulate and develop the students' selves in learning process, and to control and modify the behavior of students who are less positive and encourage the emergence of the productive

behavior. Referring to the opinion of the experts above, it can be concluded that the function of reinforcement in learning is to motivate students to be more confident and to develop their selves and also directs students' behavior in order to be better.

As Christian teacher, using verbal reinforcement is one of a very good way to tell about God to the students in the classroom. Teachers have many opportunities to communicate with the students on the various subject through various way about God. One of the ways is by the use of verbal reinforcement in the classroom. Verbal reinforcement as it is explained before, such as praise, encouragement, approval and advice help students to shape a positive self-concept as an individual created in God's image, and as facilitator who guide the student, teachers have to realize that they play an important role in the use of verbal reinforcement to help students realize how precious each of their selves as it is clearly written in Genesis 1:27 that God created man in His own image which leads to believe that every person is very special in God's presence.

Through the verbal reinforcement given, every student can realize that she/he has the capability in the process of learning. In verbal reinforcement, praises such as "Nice, job, great, I like the way explain it" etc., encouragement such as: "I know that you can do better next time, Thank you for trying, you're almost correct" etc., and another feedback from the teachers show them that they are capable of doing something and it is okay to do mistake as a part of learning as long as they want to try to do better in the future.

As Christian educators, Van Brummelen in his book says that love is undergirding characters that all teacher must possess. This is rooted in God's great love to all his creation. The reason why teachers need love is because the reality in

education is hard and not as easy as what people usually think about. As it is explained in his book, Van Brummelen says that being a Christian teacher requires ability to see “Each of the students not just as object to be in structured but as unique image of God with their own characteristic, abilities, shortcomings and pedagogical and emotional needs”, and the role of Christian educator is to guide them in the paths they should go” (Van Brummelen, 2009).

Realizing that every student is different leads teachers to see the real context in teaching that each student is indeed different both with his / her abilities and shortcomings and as fallen human being, it is common to see the shortcomings of each student as something challenging. Every student has a different ability, some of them are brilliant, some of them are brilliant enough and some of them are not brilliant. This fact is one of the challenges in education. In fact, it is a normal feeling of the student to seek the approval of their teacher as their needs of recognition. In teaching and learning process in the classroom, it is a good feeling for the students knowing that their efforts are recognized and valued by their teacher.

Verbal reinforcement with all the principles as warmth and enthusiastic, meaningfulness, avoiding using negative response and the varying use indirectly shows the students how their teacher love them and always want the best for them. By remembering what God commands Christian teachers to do in in Ephesians 4:29, it is 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. As Christian teachers, this verse reminds teachers to be more carefully watch to the relation of the use of verbal reinforcement

in the classroom so that the words or sentences that are given through verbal reinforcement can motivate them.

In conclusions, the use of verbal reinforcement through the engaging praise, encouragement, feedback and another positive respond from the teacher allows all children to experience success through the building of a positive self-concept that is better geared towards the learning process than that with a negative self-concept. The last, as it is stated before in chapter 1 that the words affect the speaker as well as the receiver that God offers wisdom so teachers need to control their tongues so every words or sentence that come out from their 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. God intends that teachers' words and their relationships be healthy and life-giving.

2.2 Definition Of Motivation

The term motivation comes from the word "motive" or in Latin word *mouvere* meaning to move. The motive is the driving force that drives people to behave. (Anoraga, 1992 as cited in Ma'arif & Tanjung, 2003). Similar to this, Sardiman (2004) stated that originated from the word "motive", motivation can be said as the driving force that has become active. The motives in a person become active at certain times, especially when the need to achieve the goals is urgent. In the learning process, often the inability of students to do something caused by a low willingness to work on it. Less motivation causes the drive and willpower are not strong so that their work does not match the process.

According to McDonald, motivation causes a change in the energy of human beings that would involve the issue of psychiatric symptoms, feelings, emotions to act or to do something because it is driven by their goals or desires. This is also supported by O'Donnell, Reeve, & Smith (2007) who stated that motivation is "The study of the forces that energizes and direct behavior". The study here means all about the forces that create and sustain students' effortful, goal-directed action. Similar to this, Santrock (2006, p.414) stated that motivation is the process that energizes, direct, and sustain behavior. He explained that through motivation, students can encounter challenges in completing their assignment yet still persist and overcome hurdles. On the other hand, those students who do not complete their assignment because they are bored, are a lack of motivation. Another similar statement comes from Uno (2007, p.5) who stated that motivation is the force that drives someone to do something to achieve the goal. Another definition of motivation comes from Schunk, Pintrich & Meece (2008, p. 4) as it is cited in Egen and Kauchak (2010) who said that motivation is "A process whereby goal-directed activity is instigated and sustained". Though motivation that the students have, they are maintaining and sustaining their efforts to reach their goals. Moreover, a statement came from Levin & Nolan (2007, p.114), who defined motivation as "Motivation refers to an inner drive that focuses behavior on a particular goal or task and causes the individual to be persistent in trying to achieve the goal or complete the task successfully".

Based on the definitions above, it can be concluded that motivation is as a driver that converts the energy in a person in the form of real activity to achieve

certain goals. The energy becomes the important factor that directs someone to put how much effort and persistence should they put into the learning.

2.2.1 Types of Motivation

Motivation can be classified into two types, they are intrinsic and extrinsic motivation. A student who learns because of his willingness or curiosity is forced by different types of motivation compare to a student who learns in order to obtain a good grade. They are forced by intrinsic and extrinsic motivation.

Santrock (2006, p.418) stated that intrinsic motivation is “The internal motivation to do something for its own sake”. Another similar statement from Eggen and Kauchak (2010) also defined intrinsic motivation as involvement or engagement in an activity for its own sake. These statements are also supported by Reeve (2009, p.111) who said that “Intrinsic motivation is the inherent propensity to inherent propensity to engage one's interest and to exercise one's capacities and, in doing so, to seek out and master optimal challenges”. This motivation emerges directly from the psychological needs and innate strivings for growth.

Intrinsic motivation does not need stimulation from the outside because the drive was already in itself. All teachers would prefer each of their students to be intrinsically motivated because the student will not need any encouragement from the outside but comes from within each individual. When people are intrinsically motivated then the individual does not need incentives or incentive or penalty to make the move because the activity itself is a reward. Students who have intrinsic motivation will have a goal of becoming the educated, knowledgeable, and an expert in a particular area (Sardiman, 2004, p.90).

On the other hand, extrinsic motivation is defined as “The external motivation to do something to obtain something else” (Santrock, 2006, p.418). Usually, this kind of motivation is influenced by external incentives reinforcement. Individuals who engage in activities because of extrinsic motivation than the individual who do the activities just to get rewards, to avoid punishment, to please the teacher, or for some other reasons that have little connection with the activities undertaken. Indeed there is no sense of interest that arise from within the individual to perform the activities being undertaken. Sardiman (2004, p.91) wrote that “motivasi ekstrinsik adalah motif-motif yang aktif dan berfungsinya karena adanya perangsang dari luar”. Extrinsic motivation are the motives for their active and functioning of the stimulus from the outside. A student who learns to obtain good grades not because she/he wants to know something is an example of extrinsic motivation. Another definition of extrinsic motivation is from Reeve who said that basically extrinsic motivation arises from a “Do this and you will get that” principle. This extrinsic motivation arises from environmental incentives and consequences, such as food, money, praise, stickers, privileges, approval etc. Extrinsic motivation does not arise to experience the inherent satisfactions it can bring but from some consequences that is separated from the activity itself (Reeve, 2009, p.113).

From the explanations above, it can be concluded that intrinsic motivation is the motivation that emerges from within oneself spontaneously and is not done for any instrumental reason, whereas extrinsic motivation is the motivation that emerges from external factors such as incentives and consequences including verbal reinforcement. It is difficult to observe whether someone is intrinsically or extrinsically motivated because the behavior might look the same. Intrinsically

motivated students may study really hard and so do the extrinsically students. They both do the same things. Reeve (2009, p.114) briefly concluded that ‘ ‘ the essential difference between the two types of motivation lies in the source that energizes and direct behavior”.

Researches indicate that intrinsic motivation is preferable because of its focus on learning and understanding (Brophy 2004 as cited in Eggen & Kauchak, 2010, p.285). However, it does not mean that extrinsic motivation is not good and unimportant. Extrinsic motivation is important especially during the teaching and learning process because the students are most likely in a dynamic state, which means they are changes and also the possibility of learning components that are less attractive that require extrinsic motivation to motivate them to learn (Sardiman, 2004).

2.2.2 Theoretical Views of Motivation

As with learning, different theoretical orientations provide frameworks for understanding the motivation to learn (Brophy, 2004; Schunk et al., 2008 as cited in Eggen and Kauchak, 2010, p.286). Below will be explained some theoretical views of motivation.

1. Behaviorist Theory

This theory views learning as a change in behavior that occurs as a result of experience and treats motivation the same way (Eggen & Kauchak, 2010, p.286). Santrock (2009) said that rewards and punishment are important in determining student’s motivation. The use of incentives is emphasized here. Emmer & others, 2000 as cited in Santrock (2009) stated that incentives (negative or positive stimuli

that can motivate student's behavior), such as numerical scores, letter grades, check marks, stars and giving students' recognition in other various ways can add their interest or excitement to the class and direct attention toward the appropriate behavior. This statement also supported by Eggen and Kauchak (2010) that the use of reinforcers such as praise, comments, and good grades are a good motivator. Incentives, such as praise, feedback about the quality of their work, comments and another giving students' recognition are good to motivate students to learn as they know that they are noticed by their teacher.

2. Cognitive and Social-Cognitive Theory

This theory examines people's expectations and beliefs and their attempts to understand how the world works (Eggen & Kauchak, 2010, p.41). The cognitive theory explains that everyone is motivated because of their need to understand and make sense each of their experiences. This perspective more emphasizes in the process of learning rather than the learning result. This perspective's view is that student's thought guides their motivation. Schunk & Ertmer, 2000; Zimmerman & Schunk, 2001, 2004 as cited in (Santrock, 2009 p.416) stated that cognitive perspective also stresses the importance of goal setting, planning, and monitoring progress toward a goal. If behavioral perspective sees that external incentive because of motivation, cognitive perspective argues so that external pressures should be more deemphasized (Santrock, 2009).

Eggen and Kauchak (2010, p.287) listed four things that help explain variety of human behaviors viewed from cognitive perspective; (1) why people are

intrigued by brain teasers and other problems with no practical application (2) why people are curious when something occurs unexpectedly (3) why people are persevering on challenging activities and quiet after they've mastered the task and (4) why people want feedback about their performances. Piaget (1977) as cited in Eggen and Kauchak (2010, p.286) explained that people will be motivated to modify the schemes to reestablish equilibrium when they cannot explain using their existing schemes and the understanding leads to advanced development.

3. Sociocultural Theory

Hickey & Zuiker (2005) as cited in Eggen and Kauchak (2010, p.288) stated that sociocultural views of motivation focus on participation in a learning community. This suggests that a learning environment provides a form of a motivational frame that results in the engagement of each learner to participate in learning activities where differences interest and thinking are respected and everyone helps each other to learn (Eggen & Kauchak, 2010). The affiliation or relatedness of this perspective is reflected on their motivation to spend time with parents, friends, teachers etc (Santrock, 2009 p.417). Santrock (2009) also explained this theory when the need of affiliation or relatedness as motivation. One of the most factors in students' motivation and achievement was their perception of whether they had a positive relative relationship with the teacher (McCombs, 2001; McCombs & Quiat, 2001 as cited in Santrock 2009).

4. Humanistic Theory

Santrock (2009, p.415) stated that "the humanistic perspective stress student's capacity for personal growth, freedom to choose their destiny, and positive

qualities”. This perspective is closely associated with Abraham Maslow’s hierarchy. Abraham Maslow was often viewed as the father of the humanistic movement in psychology. He developed a hierarchy reflecting the needs of a “whole person”. Abraham Maslow’s hierarchy of needs that he divided into four, they are:

1. *Physiological*: hunger, thirst, sleep
2. *Safety*: ensuring survival, such as protection from war and crime
3. *Long and belongingness*: security, affection, and attentions from others
4. *Esteem*: feeling good about ourselves
5. *Self-actualization*: realization of one’s potential (Santrock, 2009 p. 416)

According to Maslow’s hierarchy, the need on the lowest level is a physiological need, such as hunger and thirst must be met before an individual can satisfy the need for security (safety needs). The third need is love and belongingness need, then esteem needs, namely to find it useful and worthwhile life, and ultimately needs namely self-actualization, to be yourself in accordance with the potential.

2.2.3 Forms of motivation in School

In order to give motivation to students, teachers need to be careful and cautious because sometimes they intend to give motivation to their students so that they can be more diligent in learning but what happens students are not motivated because the motivation given is less precise. There are many types of motivation that teachers can use to motivate students to learn in the school. Below is forms of motivation stated by Sardiman (2004, p. 91-95) to motivate students such as:

1. Scoring

Scores symbolize the result of students learning outcomes. Many students learn just to obtain good scores. Good scores is a good motivation for students. However, the teacher should remember to connect the knowledge with the values so the knowledge taught is not only about cognitive but also skill and affection.

2. Present

Giving present can also motivate students.

3. Rivals or competition

Having rivals and competition in the school can be used as motivational tools to encourage students to learn. Competition, both individual and group competition can increase student's achievement.

4. Ego-involvement

Raising students' awareness to see the importance of the task and accept the challenges to work hard and risking their self-esteem is one of the ways to motivate students

5. Test

Students will be very keen to learn to know that they will be tested. Therefore, conducting test can be a motivational tool. The teacher also should not give the test every day because it would be boring and became a routine for the students. Students also need to be reminded before the test so that they can have a better preparation

6. Knowing the learning outcome

Knowing the learning outcome will motivate students to learn more with the hope the results will continue to rise.

7. Praise

Praise is a form of positive reinforcement that is good to motivate students. It is important to praise students for their success in completing the task. Praises should be given in a right time so that students understand why they deserve to be praised. With praises given appropriately, the pleasant learning environment will motivate them to learn.

8. Punishment

Punishment can be also a good motivational tool if it is given properly.

9. Interest

The learning process will run smoothly if accompanied by interest. Interest can be generated through the following means:

- a. generating a need for something
- b. relate current learning with past experience
- c. provide an opportunity to get a good result
- d. use a various form of teaching

10. Recognized purpose

The recognized and accepted purpose by the students will be a very important motivational tool because by understanding the goal that needs to be achieved, students will be more passionate to learn.

11. Desire to learn

By having the desire to learn, means there is an element of intent. Students with a desire to learn will perform better compare to the students who learn without any purpose.

2.2.4 Characteristic of Motivated Student

Sardiman (1986, p.82-83) wrote that someone who has motivation will enhance the characteristic below:

1. Persevering in facing the task, it means someone who is motivated can work continuously for a long time and do not stop until the task is completed.
2. Tenacity in facing the difficulties means that someone who is not easily discouraged when he/she faces difficulty
3. Showing interest in various thing
4. Happy to work independently
5. Easily bored to the repetitive tasks or things that are not creative
6. Can maintain/hold his if opinion if he is sure about something
7. Love to find and solve problems

Along with the characteristic of motivated student above, Uno (2007, p.3) also stated that students' motivation can be seen from the indicators below:

1. The existence of enough interest in teaching and learning process which is expressed through a consistently and continuously attendance in every meeting and high spirit in the learning process

2. The existence of students' interest in the learning process, which is expressed through his active participation in the classroom by asking, respond (comment, or opinion voluntarily or involuntarily) answered questions.
3. The existence of a high enough discipline in students demonstrated by doing the duties and obligations of personal and groups.
4. The oral and written expressions or reactions that expressed interest and positive attitude of students towards learning
5. The desire to cooperate with friends in a class group

Another characteristic of motivated students was stated by Sudjana (2005, p. 61) who listed that some indicators of the students who have the motivation to learn namely:

1. Interest and attention of students to the lesson
2. The spirit of students to perform in the learning tasks
3. The responsibility of the students in their learning task
4. The reaction showed from students to the stimulus provided by the teacher
5. Happiness and satisfied in a given task

Usually, students with a strong motivation will show interest, activity, and participation in the learning or educational activities that are being implemented (Rusyan et, al. (1992, p.127), that make them show many directions, effort, and persistence in the learning process.

From the characteristics explanation above, the researcher then synthesized the characteristic of motivated student used in this research as follow:

1. The Interest and attention of students to the learning will be observed by the student attendance every meeting consistently and continuously, in the classroom, the student asks question In the classroom, answers the questions and share his/her idea in the classroom.
2. Persistence to the task will be observed through the student is not talking with his/her friends, not talking about a topic unrelated to the lesson, not doodling, not daydreaming, not wandering around, not working on other task, not bothering his/her friends, not putting his/ her heads on the table, not sleepy, and do his/her task responsibly. Actually, student's persistence of the task could be easily observed because the teacher had the opportunity to see directly whether the student was working on the task given or not during the teaching and learning process. If a student persisted at the task even in the face of difficulty, boredom, and fatigue, it could be said that the student was motivated to do the task given (Reynolds, 2003).
3. The happiness to work independently will be observed through the student finishes his/her task on time and returns all his/her assignment (homework, unfinished work).
4. The last, the oral and written expression or reactions that expressed interest and positive attitude of students towards learning will be observed through during the lesson, the student follows teacher's instruction and says things like " I like the lesson, I enjoy the activity, learning is fun" etc.

2.2.5 Ways to Motivate Student

In order for motivation to learn can be achieved maximally, some efforts are needed to do to increase motivation in students. Some ways to motivate students are stated by Meece (2002, p.427) as follows:

1. Emphasize the intrinsic value of learning by helping students see the value of what they are learning to their lives outside of school.
2. Help students connect what they are learning to their lives outside of school
3. Link learning material to current events or familiar experiences
4. Learning activities should have worthwhile instructional objectives.

The ways that were stated by Meece above is not far different to what Uno (2010,p.35-38) said that another way that teacher can use to motivate students to learn is by adding some motivation techniques can be used in learning as follows;

1. Using a unique link and unpredictable in applying a concept and principles that have been understood. For something unique and unexpected will be remembered by students than it which was mediocre
2. Requires students to use things that have been learned earlier so that students can see that what has been learned has to do with the upcoming lessons
3. Using the game, the game is something interesting for the student. A very interesting atmosphere causes learning be effectively and emotionally meaningful for the students. Something that has to mean for students will be remembered by the students.

Other ways to motivate students also stated by Santrock (2007) and Eggen & Kauchak (2007) who listed ways to motivate students as follows:

1. Give some choice and opportunities to take personal responsibility for their learning (Grolnick & others, 2002; Stipek, 1996, 2002 as cited in Santrock, 2007)
2. Present a challenge (R, Ryan & Deci, 2000; Stipek, 2002 as cited in Eggen & Kauchak (2007)
3. Provide the learner with a feeling of autonomy (N. Perry, 1998; Ryan & Deci, 2000 as cited in as cited in Eggen & Kauchak (2007)
4. Evoke curiosity (Brophy, 2004 as cited in Eggen & Kauchak (2007)
5. Involve and creativity (Lepper & Hoddell, 1989 as cited in Eggen & Kauchak (2007)

In connection with the views of the students as the image of God, each of which has unique gifts, Brummelen (2009, p.125) also had some of specific strategies that could be used to motivate students:

1. Model interest in learning. Project enthusiasm. Convey that what is learned is important.
2. Treat the students as eager learners as teacher induce curiosity and interest. Keep them actively involved
3. Encourage students to succeed and to learn from mistakes. Affirm good performance and build confidence
4. Make content personal, concrete, or familiar and bring out the unusual and unexpected.

From the description above, in order to motivate students to learn, it can be concluded that it is important to make students understand the importance the significance of what they are learning first and create a learning model that is creative and interesting and also respect each of the students as an individual by building their confidence.

2.2.6 Function of Motivation

According to Sardiman (2004, p.85) the function of motivation are:

1. Encouraging people to do, so as a driver or motor that release energy,
2. Determine the direction of action, namely towards the goals to be achieved
3. Selecting deeds that determine what should be done to match in order to achieve the goal

These statements also supported by Djamarah (2010, p.157) who listed the function of motivation as follow:

1. Motivation as a spur to action

At first, the students are not motivated to learn, but after the student is motivated then motivations for learning in appeared. It encourages students to learn and find out. So, a motivation which serves as a spur affects what attitude the student take in order to learn.

2. Motivation as a driver of actions

Through motivation in their selves, students will participate in learning activities with awareness and desire comes from within their own selves.

3. Motivation as a steering action

Students who are motivated can select which actions that should be done and which actions should be ignored that will direct them in their process of learning

From the functions above, it can be said that the role of motivation in teaching and learning process is very important, learning outcomes will be optimal through the existence of motivation in students. The more precise motivation given, the more similarly it is successful learning. So, through motivation in students, they will be more active in the learning process.

Based on the explanation above, it can be said that motivation encourages someone to do something. Through motivation in their selves, students are expected to perform better learning outcomes. As Christians, educators believe that students are unique creation who bearer God's image. According to Brummelen (2009), bearing God's image means that students are responsible and accountable for their actions. The reason why students have to be responsible for their own actions because God has established the clear norm about what is right and what is wrong as the standard of truth in life. Here, the teacher plays an important role in guiding them living according to the norm.

Bearing God's image also means that God allows each of his creation have freedom a freedom to obey and disobey him. The story of Adam and Eve tell us that they use their freedom to disobey God's command (Brummellen, 2009). Just like the story of Adam and Eve who have been given freedom to choose, this also happens to the students. Each of the students already has their freedom to choose

and how are they going to use it. They can use it to obey or disobey God. They can decide how they are going to respond God's calling.

Guiding the student to walk in the path where they should go is teacher's responsibility as a guide. Teachers are responsible for showing which way should be taken by the student. In guiding the students, the teacher needs to make sure that the students also have motivation in their selves to walk so they can do it responsibly. Unfortunately, the fact that every human being has fallen into sin make everyone, include the students tend to have the wrong motivation in their selves. In this sinful world, people tend to do everything based on motivation that is self-centered. People would do something based on their ego, doing something that it would benefit to their selves only.

Christian educators are called to bring the students to have the right motivation that moves them to do something in their daily life. The motivation that is not based on the need of their flesh. The Bible makes it clear that as Christians, we have to deny ourselves, forget our ego and our obsession to take up the cross and follow him as it is written in Matthew 16:24 that "Then Jesus said to his disciples, "Whoever wants to be my disciple must deny themselves and take up their cross and follow me". From this verse, teachers are given a big responsibility to guide the students realize what kind of motivation that should move their action. The motivation that should move their actions should be a motivation with a pure willingness to please God through their daily life so God's name can be more glorified, this is the true motivation.

2.3 Relevant Research

There are some previous researches that support this research, first research is” “THE EFFECT OF VERBAL REINFORCEMENT TOWARD STUDENT MOTIVATION TO LEARN OF FIFTH GRADE IN A GROUP OF PUBLIC SCHOOL AT KRIDA MANDALA IN PURWOKERTO SOUTH BANYUMAS” (Destia Rinta Cahayani – Primary Education - State University of Semarang). The method used in this research qualitative *was ex-post facto*. The result of this research showed that 19.5 % student motivation to learn was influenced by verbal reinforcement given by the teacher while 80.5% were influenced by other factors not addressed in this research. The difference between this research with the researchers’ research is the method used. This research uses quantitative methods, whereas the researchers use qualitative methods case study. This research is relevant research because it can be used as a support or guidance in analyzing some of the factors associated with verbal reinforcement and motivation.

The second research is “THE IMPLEMENTATION OF CONTEXTUAL TEACHING AND LEARNING (CTL) IN INCREASING GRADE X STUDENTS’ MOTIVATION TO LEARN BIOLOGY IN SMA SDC” (Eska Tio Silaban – Biology Education- Pelita Harapan University). This research used Class Action research (CAR) with Kemmis and McTaggart’s spiral model. The result of this research showed that that CTL can increase grade X students ‘motivation to learn Biology in SMA SDC, shown by effective increasing of their cognitive achievement and less effective improvement of their active participation and on-task behavior. CTL could increase the students ‘motivation by implementing all of Hull’s ten standards of CTL with effective time allocation for each learning activity.

The research is used because it is considered relevant with the topic student motivation to learn that is also discussed in the researcher's research.

The last research is "THE EFFECT OF TEACHER REINFORCEMENT TOWARDS STUDENT MOTIVATION TO LEARN OF GRADE V STUDENTS WIROPATI, GRABAG DISTRICT, MAGELANG REGENCY" Ratna Latifah Jati – Primary Education – State University of Yogyakarta). This research also used ex-post-facto. The result of the research showed that there was a positive and significant influence of reinforcement given by the teacher towards student motivation to learn. This research was also relevant for the researcher since its research variables can be used as study materials for the researcher's research.

2. 4 Relationship between Verbal Reinforcement and Motivation

Woofolk (2012) as cited in Moore (2014) stated that reinforcement is a long-standing motivational technique. Moore (2014) also stated that the reinforcement uses should be varied because some students are motivated by different reinforcement. Some students are motivated by grades, peer, or personal recognition. Align with this, Hancock (2002) as it is cited in Nata (2004 p.132) said that verbal praises, which is one form of verbal reinforcement are often identified as an important mediator in the enhancement of students' motivation in the classroom. He also added that educator may use the words of "good job", "very good", or "great work" to praise the students. More than that, he said that he found the students exhibit a higher motivation to learn in the classroom than do students who do not receive the verbal praise.

Verbal reinforcement is the most important element in the learning process to grow and increase students' motivation. In the use, verbal reinforcement and motivation complement each other. Motivation is the overall driving force both from the student's intrinsic motivation and student's extrinsic motivation that can be raised through verbal reinforcement. This is in accordance with the opinion of Uno (2010) who states that one of the techniques of motivation in learning is by the award-verbal statement. Verbal statements that do well on student behavior is the easiest and effective way to improve students' motivation.

In this research, the researcher's focus is more to student's extrinsic motivation since the verbal reinforcement is given from the homeroom teacher to motivate student CC to learn. Extrinsic motivation, as it is defined before, is influenced by external incentives of reinforcement. Extrinsic motivation arises from environmental incentives and consequences, such as food, money, praise, stickers, privileges, approval etc.

Moreover, according to the two researchers who have given big influences about children development, namely Jean Piaget and Erik Erikson, student CC who was around to 6-9 years old was in concrete operational and industry vs. Inferiority. Based on Piaget's cognitive development, student CC was in concrete operations stages (7-11 years old). In this stages, children acquire concrete logical operations that allow them to mentally classify, add, and otherwise act on concrete objects in their heads (Sigelman & Rider, 2006). Moreover, in this stages, children with their concrete action or concrete intellectual action also start to develop their logic thinking and not abstract, they start to start filling the concept of time and recognize other people's perspective (Capehart, 2002).

As based on the Erik Erikson's theory, student CC was in Student CC: Industry vs Inferiority (6 to 12 years old). In this stage, children usually must master important social and academic skills and keep up with their peers; otherwise, they will inferior (Sigelman & Rider, 2006). Also, in this industry versus inferiority stage, children start to move from playing to working, creating the useful products to demonstrate their ability. In this stage, children need to hears some reinforcement as "Nice work, kid" since they are looking for recognition (Capehart, 2002).

Based on the explanation above about student CC's development stage, verbal reinforcement that is given to her only motivate her extrinsically since student CC will think logically that the verbal reinforcement given to her because she could observe in a concrete way that every time she did good behavior, her teacher would give respond as praise, approval or feedback to her. Moreover, the industry versus inferiority stage also affects student CC a lot to repeat behaviors that have pleasant consequences and cut down on behaviors that have unpleasant consequences since she has the need to be recognized by her teacher as it is stated before. At this point, student CC's development is in line with how reinforcement as well as verbal reinforcement works through operant conditioning. In the language of operant conditioning, reinforcements occurs when a consequences strengthen a response or makes it to more likely to occur (Sigelman & Rider, 2006). In this research, even though the use of verbal reinforcement motivate student CC extrinsically, the researcher hopes that student CC can also be intrinsically motivated as time goes by.

In conclusions, Moore (2014, p.126) says that "Reinforcement can be an effective motivator when used properly". He also explained that four

reinforcements, which are teacher's approval, observation for other students, knowledge of result and reward mechanism have been proven to be effective in motivating students. He categorized teacher's approval into two, they are verbal and nonverbal/ verbal reinforcement. Verbal reinforcement is defined as teachers' response to the student's action by giving positive comment or praise. He also explained that the power of verbal reinforcement can build student self-confidence, competence, and self-esteem (Moore, 2014, p.126).

As Christian, teacher as the part of the community God has created in the classroom is responsible to motivate the students to Learn. Teachers are responsible to create a good community that can help the students to experiences the success through the building of a positive self-concept and confidence. The use of verbal reinforcement through the good sentences to motivate the students with different abilities, gifts and talents in a community can demonstrate the unity in diversity as what God shows to his people.

Van Brummelen in his *Walking with God in the Classroom* book, writes that the Bible makes it clear that God calls every Christians to be a community in which they all contribute to their special gifts that make teachers have to create a classroom community that let students to experiences a caring and supportive yet challenging classroom environment (Van Brummelen, 2009).

Moreover, Van Brummelen also writes that classroom can function as a community by providing an environment in which the students will develop their talents to make a positive contribution to the classroom and to their future life context. In line with this, Vermon and Louis Jones (2006) as cited in Van

Brummelen (2009) suggest that teacher should communicate high expectations of all students by responding as much as possible to positive student behavior and give feedback to the academically weaker as to the stronger to build relationship between the teacher and the students.

The right use of verbal reinforcement along with its principles such as; warmth and enthusiasm, meaningfulness, avoiding the use of negative response, and the varying use, as it is explain later in chapter II motivate students to learn better by contributing in the learning process. This in line to what Van Brumelen (2009, p.180) writes that:

“As teacher you structure your classroom for meaningful learning. You convey trust and respect. Your enthusiasm, warmth, and humor not only motivate your students but show them you want to encourage and support them. You demonstrate that you are trustworthy and are committed to helping each student make a special contribution to the class community”

The use of verbal reinforcement shows how as a community, teachers enjoy the cooperation between the students and the teacher as a Christ's body who build each other mutually. Showing appreciation through the use of verbal reinforcement of the students' effort can motivate them to perform better. It also will make significant changes in the way teachers can get along with the students if they look at the positive things in their lives and express their appreciation. Through a good community in the classroom, teacher can motivate the students to learn better. More than that, through the right use of verbal reinforcement, students can be more

motivated to learn by realizing that different abilities, both the strength and their weaknesses in their selves can be used to glorify his name. Keep encouraging and helping each other in the beauty of a community. This way, the healthy and life giving community can be reached as we see in the activities a reflection of the wisdom of God in allowing both unity and diversity, we can see a faint reflection of the glory of God in his trinity existence (Grudem, 1994, p.213).

