

CHAPTER I

INTRODUCTION

1.1 Background

Edlin& Ireland (2006, p. 22) states that

Teaching is one of the highest of all callings. Jesus was a teacher (Matt 23:10), and teaching is cited as one of the gifts of the spirit (Rom 12:7). Teachers are vitally important to our world because they serve as primary guides for the next generation. The nature of the world some 20 or 30 years from now depends greatly on the type of nurture received by today's youth, and teachers play a very formative role in that process.

The quotation above points out 1) Jesus was a teacher, and that makes teaching one of the highest of all callings and also is one of the gift of spirit. 2) Teacher is important because they guide the young people to be useful to the world in the future. In line with the quotation above, Sidjabat(1994, p.19) states that

¹Bahwa tugas mengajar itu sangat penting dapat pula kita pahami dari kehidupan dan pelayanan Yesus Kristus sendiri. Dia yang datang ke dunia, sudah memperkenalkan Allah kepada manusia melalui kegiatan mengajar, berkhotbah, mengadakan mujizat, dan mendemonstrasikan teladan hidup yang baik. Menurut kitab Injil meskipun sebenarnya Yesus lebih daripada seorang guru, namun Ia telah dikenal sebagai "guru yang akan datang dari Allah" (Yoh.3:2). Dan memang Yesus sendiri dengan tegas mengakui diri-Nya sebagai "Guru" kepada murid-murid-Nya. "Kamu menyebut Aku Guru dan Tuhan, dan katamu itu tepat, sebab memang Akulah Guru dan Tuhan" (Yoh. 13:13)

¹ That the teaching task is really important can also be understood from the life and the service of Jesus Christ himself. He who came to this world, has introduced God to mankind through teaching, preaching, performing miracles, and demonstrating the good example of living a life. According to the Bible, even though Jesus is more than a teacher, but He is well known as a "Teacher (Rabbi) who has come from The Lord" (John 3:2). Jesus indeed firmly called himself a "Teacher" to his disciples. "You call me 'Teacher' and 'Lord', and rightly so, for that is what I am" (John 13:13)

The quotation above also stresses on the importance of teaching since Jesus is a teacher. Wolterstorff (2007, p.111), in his book of *Educating for Life* states something broader, speaks about teacher's role in education as follows

²Yang pasti pendidik bertujuan untuk membuat perubahan-perubahan tertentu dalam diri anak. Jikalau tidak demikian, berarti kita hanya terlibat sebagai pengasuh anak, bukan terlibat dalam pendidikan. Niscaya para pendidik berharap agar perubahan-perubahan itu akan relevan pada kehidupan di dalam ruang kelas, tetapi mereka terutama berharap agar banyak dari perubahan itu yang akan relevan di luar kelas. Dan kendati guru yang bertanggung jawab berharap bahwa beberapa perubahan akan relevan pada kehidupan anak hari ini, ia juga berharap bahwa banyak dari perubahan itu yang akan relevan pada kehidupan anak di masa mendatang: mengajar hari esok pada hari ini.

The quotation above pointed out that teachers are agents of change and give impacts that relevant both for now and in the future. In line with that, Van Brummelen (1998, p. 12) says that "Learning and teaching must take place in humble dependence on God: Trust in the Lord with all your heart and lean not on your own understanding" (Proverb 3:5)".

Van Brummelen (1998, p. 17) further explains that

Teachers strive to be a servant leaders and models. They help pupils use their unique gifts to complete products that are personally meaningful. They encourage them to make judgments and decisions within a Biblical framework. They give them space to become responsible and learn from failures.

The quotation above can be analyzed as follows: 1) Teachers have to be a good leader and gives example to the students, 2) Teachers need to work together with students to unfold the unique gifts from God, 3) Teachers let the students choose

² One thing for certain is an educator is to make particular changes inside the children. Otherwise, we are only involved as a child's nurse and not involved in education. Certainly, the educators are hoping that those changes will be relevant to the life inside the classroom, and more importantly most of the changes would be relevant outside the classroom. And even though a teacher who is in charge is hoping that some of the changes would be relevant to the children's life today, he would also hope that most of the changes would be relevant to the children's life in the future: teaching tomorrow, today.

and let them take the responsibilities to have the consequences of it and learn from their mistakes.

Van Brummelen (1998, p. 96) states that

God created all persons, including teachers and students, in His image and likeness (Ge 1:26; Jas 3:9)... Students, like teachers, will fall short, even when they have turned their lives to Jesus in trust and service. They are sinners in need of redemption and daily renewal (Ro 3:23-24). That students are sinners does not mean, however, that they will fail from time to time even when they try to make good decisions or take correct action. Their conduct, effort, and relationships with others will not always reflect a Biblical lifestyle. Therefore students need guidance, supervision, and discipline. A key role of teachers is to direct their students "in the way [they] should go" (Pr 22:6).

The quotation above can be analyzed as follows, 1) all of us are created in the image of God, and teachers are to teach the students who are also image of God. However, students are also sinners that have fallen and need to be led into the right path toward God; 2) as the image of God yet still is a sinner, students have to be helped by the teachers to look for the right view about life and God.

Based on pre-observation class, it was identified that most of the students were not really interested in both answering teacher's questions and asking questions to teacher. Whenever the teacher asked them some questions, they did not want to answer it, or whenever teacher asked them to ask any questions about the lesson the students also did not want to ask any questions. The writer then came into conclusions that the students were reluctant in answering teacher's questions and also to ask questions to the teacher. The students could not answer the teacher's questions because they were too afraid of make mistakes and also they were afraid to be embarrassed if the answer apparently the wrong ones. The students also did not want to ask the teacher if they have any questions because the same problem they had. They were unconfident with themselves, they were

afraid to make unimportant questions. The students were also did not want to show their friends that they did not understand about the material, so they never tried to ask questions to the teacher about the lesson.

Based on the above-mentioned problems, the writer intense to study the use of positive reinforcement to develop grade 7 Students' English speaking ability.

1.2 Statement of the Problem

1. Can the use of positive reinforcement develop grade VII students English speaking ability?
2. How can the use of positive reinforcement develop grade VII students' English speaking ability?
3. What are the constraintsof using positive reinforcement to develop grade VII students' English speaking ability?

1.3 The Purpose of theStudy

1. This research is done to see that positive reinforcement can develop grade VII students' English speaking ability.
2. This research is done to determine the use of positive reinforcement to develop grade VII students' English speaking ability.
3. The research is to determine and to overcome the constraints in applying positive reinforcement to develop grade VII students' English speaking ability.

1.4 The Significance of Study

The research can help the students to participate actively in the learning process of English and develop their English speaking ability with the positive reinforcement used in class by the teacher. The research can help the teacher to provide alternative strategy to develop grade VII students English speaking ability.

1.5 Definitions of Terms

1. Students: the participant in the classroom in this discussion, the VII graders in the Junior High School. The learners are foreign language learners. They learn English as a foreign language.
2. Positive Reinforcement: procedure whereby a student, likely upon performing a specific behavior, is immediately rewarded to maintain or increase that behavior.
3. English Speaking: one of the four basic competencies in English analyzed in the communicative approach.