



NEGATIVE REINFORCEMENT AND ENGLISH LANGUAGE TEACHING

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui jenis penguatan negatif yang diberikan oleh guru bahasa Inggris dan pengaruhnya terhadap motivasi belajar siswa dalam pengajaran bahasa Inggris. Penulis menggunakan pendekatan kualitatif dalam penelitian ini dengan teknik observasi langsung dan kuesioner terbuka yang terdiri dari lima belas item pertanyaan yang berkaitan dengan motivasi belajar siswa dalam pengajaran bahasa Inggris. Hasil penelitian menunjukkan bahwa ada beberapa penguatan negatif yang diberikan oleh guru bahasa Inggris kepada siswa, seperti a) Tidak memberikan pujian, b) Menegur siswa dengan suara keras, c) Menghentikan siswa yang sedang bercanda, d) Membacakan nilai siswa di depan kelas, e) Selalu memberikan teks untuk diterjemahkan setiap pertemuan, f) Menghilangkan waktu istirahat untuk mereka yang tidak menyelesaikan terjemahan, g) Terus menekan siswa untuk memperbaiki jawabannya jika belum tepat, h) Ekspresi wajah (menggelengkan kepala, mengerutkan kening, dan menunjukkan wajah kecewa). Penguatan negatif tersebut membawa pengaruh positif dan negatif terhadap motivasi belajar siswa. Akhirnya, penulis berharap bahwa hasil temuan ini dapat membantu para pembaca, khususnya guru bahasa Inggris, untuk mempertimbangkan situasi, waktu, cara, dan komponen yang tepat dalam memberikan penguatan negatif.

Kata Kunci: penguatan negatif, motivasi belajar, pengajaran bahasa Inggris

Abstract

The objective of this study is to find out the negative reinforcements given by English Teacher and its influences towards the students' learning motivation in English Language Teaching. The writer uses the combination of quantitative and qualitative approach in this study. The instruments used in this study are direct observation and open questionnaires that consist of fifteen question items related to students learning motivation in English Language Teaching. The finding result shows that there are some negative reinforcements given by English Teacher to the students, such as a) Giving no praise, b) Reprimand students with a loud voice, c) Stopping student's ridicule, d) Reading students' mark in the front of class, e) Always give some text to be translated, f) Taking away the break time for they who did not finish the translation, g) Still Pressure the student to fix their answer, h) Face expression (shaking head, furrowed her brow, and show disappointed face). Those negative reinforcements bring both positive and negative influences towards students learning motivation. Finally, the writer hopes that this finding result can help readers especially the English teacher to consider the proper situation, time, ways and component in giving negative reinforcements.

Keywords: negative reinforcement, learning motivation, ELT

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INTRODUCTION

The objective of the implemented curriculum nowadays is how to make students and teachers interact more in the process of teaching-learning. In English Language Teaching, teachers combine many methods, approaches, and strategies to make students able to reach the goals of the teaching-learning process.

Not only be the subject in teaching and learning process, a learner also has a role as an object of the instructional activity. The viewpoint of learning is “changing” can happen in the learners after going through the learning activities. Teaching and learning in two terms like two sides of a coin that always happen in an instructional activity. The teacher is teaching and the learner is learning are two important points that cannot be separated each other. In teaching and learning process in the classroom, not every student has the same desire to learn English. At this point, a teacher must have the capability to motivate the students. Katz (In Sardiman, 1994:141) stated that generally, the teachers’ role in teaching and learning process, such as:

- Educating: It is expected that a teacher should have the ability in developing students’ civilization.
- Teaching: It is expected that a teacher will develop students’ knowledge and technology appropriate with students’ way of thinking.
- Training: It is expected that a teacher should develop students’ skills.
- Motivating: It is expected that a teacher should motivate the students in learning.

In giving motivation to students, teachers should use ways which are suitable with students’ ways of learning. The reason is by having the motivation, students will be enthusiastic in a teaching and learning activity.

In second language acquisition, there is assumption stated that Motivation plays an important part in a student’s learning. It has been found that students find it easier to learn what they want to learn but have great difficulty in learning what does not interest them (Dardjowidjojo, 2014).

In connection with the process of teaching and learning interaction, especially in motivating students, reinforcements is really badly needed. In achieving the teaching and learning goals, students need extrinsic motivation from their teacher. An assignment or a learning activity will successfully achieve if it is accompanied by encouragement or reinforcement given by the teacher (Sardiman, 1994:79). Relating to the statement above, the writer would like to say that students will be more motivated if their achievement in teaching and learning process is noticed and appreciated by the teacher. Reinforcement should be given by teachers to let students know that their achievement or their progress in teaching learning process is noticed by the teacher.

The role of giving reinforcement in learning English as a foreign language is not in question. Many studies of the relationship between reinforcement and language achievement have done by some researchers; one of those researchers did by Ngura Jala at SMK Kristen 1 Kupang in academic year 2021/2022. The research has shown evidence of the relationship between reinforcement given by English teacher and students’ language achievement. By giving reinforcement, teacher successfully motivates the students to increase their participation in English lesson. Moreover, Abdellah Bennane introduces the intelligence in teaching software. Bennane stated that in software

elaboration process, one can use reinforcement learning approaches as an artificial intelligence technique to adapt the teaching software to characteristics of a student (Bennane, 2012).

METHOD

This study explores the English teaching-learning process in the classroom of a second-grade of Senior High School in Banat, a school in South Middle East regency in East Nusa Tenggara Province. Specifically, it looks into the negative reinforcements given by English teacher and its influence towards students learning motivation.

This study used a combination of the quantitative and qualitative method. The writer uses simple statistics to calculate the percentage of students' answers and analyze then described them in descriptive qualitative manner. The population is the second-grade students which consists of 89 students and distributed into three classes: one language program, one social science program and one natural science programs. Purposive sampling technique is used to choose 40 students in language study program as the sample which represents the three study programs. In this study, direct observation and open questionnaires are combined to gather the data.

After three-month preliminary study observing the teaching-learning process in sampling class to know the negative reinforcements given by English teachers, the questionnaires were distributed to the students to know how their learning motivation affected by the negative reinforcements which have given by the teacher.

DISCUSSION

Negative Reinforcements Given by English Teacher

Table 1: Data from Direct Observation

No.	Observed Aspects		Scale			
			4	3	2	1
1.	Component of Giving Negative Reinforcement					
	a.	Verbal			x	
	b.	Non-verbal			x	
2.	Ways of Giving Negative Reinforcement					
	a.	To certain students		x		
	b.	To all students	x			
3.	Time of Giving Negative Reinforcement					
	a.	Every teaching-learning process		x		
	b.	In certain time		x		
4.	Model of Giving Negative Reinforcement					
	a.	Directly	x			
	b.	Indirectly				x

5.	Kinds of Negative Reinforcement given				
a.	Taking away an assignment deadline				x
b.	Taking away a surveillance				x
c.	Taking away a daily test			x	
d.	Giving no reward	x			
e.	Giving no praise	x			
f.	Reprimand the students who made noisy in the classroom		x		
g.	Taking away the break time for who does not finish a task		x		
h.	Stopping student's ridicule		x		
i.	Stopping student's teasing		x		
j.	Reading students mark in the front of class			x	
k.	Giving no remedial for the good scores students	x			
l.	Giving addition assignment	x			
m.	Taking away students' phone when they use it for unimportant things				x
6.	Students' attitude in classroom				
a.	Pay attention to the teacher's explanation	X			
b.	Giving questions		x		
c.	Asking questions		x		
d.	Giving suggestion or idea			x	
e.	Analyzing the material			x	
<i>where</i> 4: <i>always</i> 3: <i>sometimes</i> 2: <i>seldom</i> 1: <i>never</i>					

From the direct observation, the writer found that English teacher still uses negative reinforcement in English Language Teaching. The teacher sometimes uses non-verbal negative reinforcement (gestures or face expression) such as furrowed her brow, shaking her head or show disappointed face but she also uses verbal ones for instances reprimand students with a loud voice. The teacher always gives a text to be translated to the whole class and press the student to make their own vocabulary dictionary. If the students did not finish their assignment or answered the question incorrectly, the teacher pushes them to fix their wrong answer, it's only given to certain students. The negative reinforcement occurred at the time the behavior was done by students, for instances after students did a mistake, or they make some noise in the class. She gave the negative reinforcements immediately or when students did not finish their translation, the teacher sometimes did not give them chance to take a break time.

Briefly, some negative reinforcements given by English teacher as follows : Giving no reward, Giving no praise, Reprimand students with a loud voice, Stopping student's ridicule,

Stopping student's pleading, Reading all students mark in the front of the class, Always give some text to be translated, (sometimes) taking away the break time when students did not finish the translation, Still Pressure the student to fix their answer, Use some face expression such as shaking head, furrowed her eyebrow, and showing disappointed face.

Even they got so much negative reinforcement, the students still have a strong motivation to learn, it can be seen from their behavior in the classroom, they still pay attention to the lesson explained, analyzed the material carefully, asking a question and still have a good participation in answering the question.

Based on the data above, the writer thinks that English teacher is allowed to give negative reinforcers during the teaching and learning process but she or he should to remember that negative reinforcement given is expected to give positive impact to the students learning motivation. As Sardiman (1994:274) stated that negative reinforcement occurs when the desired behavior is strengthened by the removing of a contingent stimulus. The aversive, behavior-increasing, contingent stimulus that is removed during negative reinforcement is referred to as a negative reinforcer. It is defined as any environmental event that, when taken away in response to the behavior, increases the strength and frequency of that behavior (Hill, 1990:101). Because giving negative reinforcements to the students in teaching and learning process is expected to bring positive influences to their learning motivation.

The Influence of Negative Reinforcements Given by English Teacher

Table 2: Data from Questionnaires

No.	Questions	Students' answers			
		Yes	%	No	%
1.	<i>Do you like to learn English?</i>	40	100	0	0
2.	<i>Do you like your teacher's style in teaching English?</i>	37	92,5	3	7,5
3.	<i>When you give an incorrect answer, Do you like if the teacher still pressures you to fix the answer till u produce the right one?</i>	33	82,5	7	17,5
4.	<i>Do you feel more motivated to learn if your teacher asks your friend to fix your incorrect answer?</i>	38	95	2	5
5.	<i>Do you feel happy when your teacher shows disappointed face?</i>	7	17,5	33	82,5
6.	<i>Do you feel more motivated to learn if your teacher shows her disappointed face (furrowed her brow) when she saw ur unsatisfaction mark?</i>	29	78,5	11	25,5
7.	<i>Do you feel happy when your teacher asked you to translate some English text every English class?</i>	24	60	16	40

8.	<i>Do you feel more motivated to learn if you were given a task to translate every English subject?</i>	30	75	10	25
9.	<i>Do you feel happy if you teacher reprimanded you when you were joking with your friends during the lesson?</i>	26	65	14	35
10.	<i>Do you feel more motivated to learn when your teacher reprimanded you in a harsh manner in the front of your classmates?</i>	28	70	12	30
11.	<i>Do you feel happy when your teacher giving you no praise when you were able to answer her question?</i>	18	45	22	55
12.	<i>Do you feel more motivated to learn if the teacher did not give you praise?</i>	33	82,5	7	17,5
13.	<i>Do you agree if the teacher warning you immediately when you did not work the assignment?</i>	30	75	10	25
14.	<i>Do you feel more motivated when you get punishment in the front of the class?</i>	31	77,5	9	22,5
15.	<i>Do you agree that all of you scores are read by the teacher in the front of the class?</i>	15	37,5	25	62,5

From questionnaires distributed, we can see that the percentage “yes” option is chosen by all (40) students (100 %). They presented the reason why they like to learn English because English is Fun, interesting and challenging, they added that English become an international language which important to learn because by learning English they are able to speak with a foreigner and can carry on their study abroad. By looking at the reasons why the students choose “yes” option which show that all of them like to learn English, the writer can say that all of the students have the strong passion from themselves (it can be said that they have an intrinsic motivation) to learn English. They realize that English is important for their academic future.

The writer also asks whether they like their English teacher style in teaching or not. Option “yes” is chosen by (37) students (92,5 %) with some reasons such as the teacher is able to make them understand the lesson very well, the teacher ways of teaching is clear and good. But there are some students (7,5%) who choose the option “no” because the teacher is wicked and always ask them to translate some text every English subject.

In item number (3), the writer found that option “yes” is chosen by 33 students (82,5 %). They like if the teacher still pressures them to fix their incorrect answers till they produce the right one because it is good for them to know why their answers wrong and how to make the right one. By doing like that teacher pressures them to study harder and able to fix their answer then they will not do the same mistakes more. It is proved that teacher is one of the extrinsic factors (people around the learners) which influence students learning motivation. In another hand, some students (17,5%) choose the option “no” because they feel that the action will make them afraid and ashamed with the other friends. They were not motivated because they think that teacher forced their mind

to think too much. Based on the data, the writer can say that the teacher successful bring positive influence by giving a negative reinforcement such still pressure the students to fix their wrong answer. It will make the students want to study harder.

Coming to item number (4), the writer found that there are 38 students (95%) provided the option "yes". They feel more motivated to learn if the teacher asked the other friends to fix their wrong answer. They will feel ashamed of that action and then they will study harder for they can answer the latter question well. There are only 2 students (5 %) who choose the option "no". They were not motivated because if the teacher asked other students to fix their wrong answer, it means that the teacher underestimate them and their mates will think the same. It can be seen that students are being motivated to learn because they do not want to feel ashamed when the teacher ask their mates to fix their incorrect answer. The teacher is successful to bring positive influence by giving a negative reinforcement. The students have the desire to change their negative behavior.

In item number (5), there are only 7 students (17,5%) who choose the option "Yes" and the option "no" were provided by 33 students (82,5 %). It shows that students also feel dislike if their teacher shows disappointed face or furrowed brow as a response to their assignment. Same with the later item, 29 students (72,5%) feel more motivated to learn if the teacher shows disappointed face. They want to study harder so their teacher will always smile on their satisfaction result. But there are some students (27,5%) which were not motivated by the disappointed face from their teacher. They said that they will lazier if the teacher shows disappointed expression. As a teacher, we should realize that not every student has the same reactions or responses towards their teacher attitudes. The teacher should make it sure that at the certain time by giving or showing disappointed face, students are motivated to learn harder.

In the item number (7), (60%) students choose the option "yes". They like if every English class they were given some text to be translated. They are being motivated to learn because in their opinion by translating some text in every English class, it will enrich their English vocabulary. By giving an addition tasks to do every English subject, the teacher motivates the students to learn new English vocabularies every day. While the other 16 students (40%) choose the option "no" they do not like because they felt bored if every English class they were given some English text to be translated. It will be ended vainly without further explanation from the teacher about the proper meaning of that vocabulary.

In item number (9), (65%) students choose the option "yes". They are like if the teacher reprimanded them when they were joking with friends during the lesson because they thought that it is supposed to be like that. While the 14 students (35%) choose "no" option because it could embarrass them and make them hate the teacher also the subject. One of the crucial factors in learning is an individual difference, a teacher should understand well about the students' difference (Stanton in Sardiman 1994:43). They come to learn in the classroom with the different background. They will not give the same response to a negative reinforcement given by teacher so the teacher should think over the proper way to motivate students. In item number (10), 28 students (70%) which choose the option "yes" and feel more motivated if the teacher reprimanded them when they were joking with friends during the lesson because they thought that it is supposed to be like that. It can control their negative behavior and they will change it to be better. While the 12 students (30%) said that they were not motivated if the teacher reprimanded them when they were joking

with friends during the lesson because they will hate the teacher also the subject which taught. The teacher is able to control students' negative behaviors and resulting a new positive behavior by giving the negative reinforcement right at the time or immediately following the behavior.

In item number (11), the writer asked students: whether they like if their teacher giving no praise when they answered the question well? Only 18 students (45%) which choose the option "yes" and said that they like. The other 22 students (55%) choose the option "no" they do not like if the teacher giving no praise. Sardiman (1994:79) stated that students will be more motivated if their achievement in teaching and learning process is noticed and appreciated by the teacher. So students will achieve the goal because they feel that their progress was noticed by the teacher. While in the next item, the writer asks whether they feel more motivated if the teacher giving no praise when they answered a question well? The result is 33 students (82,5%) which choose "yes" they are motivated. When the teacher does not give them praise, they were challenged to learn harder till get the best scores and maybe at the end the teacher will praise them. So by having no praise, they learn to study and study again. In the contrary, 7 students (17,5%) the choose option "no" and said that they were not motivated because they feel that their effort is in vain because the teacher did not pay any attention to their progress and appreciate it. So they feel bored and lazy to learn.

If we look at the Sardiman (1994:79) statement that students will be more motivated if their achievement in teaching and learning process is noticed and appreciated by the teacher then the teacher should let students know that their achievement or their progress in teaching learning process are noticed by the teacher.

In number (13), The "yes" option is chosen by 30 students (75%) and the other 10 students (25%) provided "no" option. It shows the large awareness from the students about their risk if they did not work the assignment or made a noise during the lesson. Some students (77,5%) feel more motivated if they were warned in the front of their mates because it embarrassed them and they will try to change the negative behavior with the positive one and the remaining which said "no", they do not feel motivated. They will hate the teacher if she warned them in the front of the classroom. By looking at the reason why they feel more motivated, it can be said that if students do a bad attitude or behavior, the teacher should give an educative warning to let them know that they were inappropriate and they should try to change the behavior. It is a positive influence of giving negative reinforcement explained by Djamarah (2010:118).

In the last question, item number (15) the writer asked whether the students agree if all their mark were read in the front of the class? The result is only 15 students (37,5%) said "yes" they agree because by knowing their mark, they will try to improve their English but 25 students (62,5%) said "no" they did not agree if the teacher read all their mark in the front of class because the will be an object of their mate's ridicule if their mark is not good enough.

CONCLUSION

The result of this finding analysis shows that there are teachers who still use negative reinforcement to motivate their students. It can be seen from the direct observation result which done during the English teaching-learning process for about three months.

The teacher sometimes uses non-verbal negative reinforcement such as furrowed her eyebrow, shaking her head or show disappointed face when the students did an inappropriate

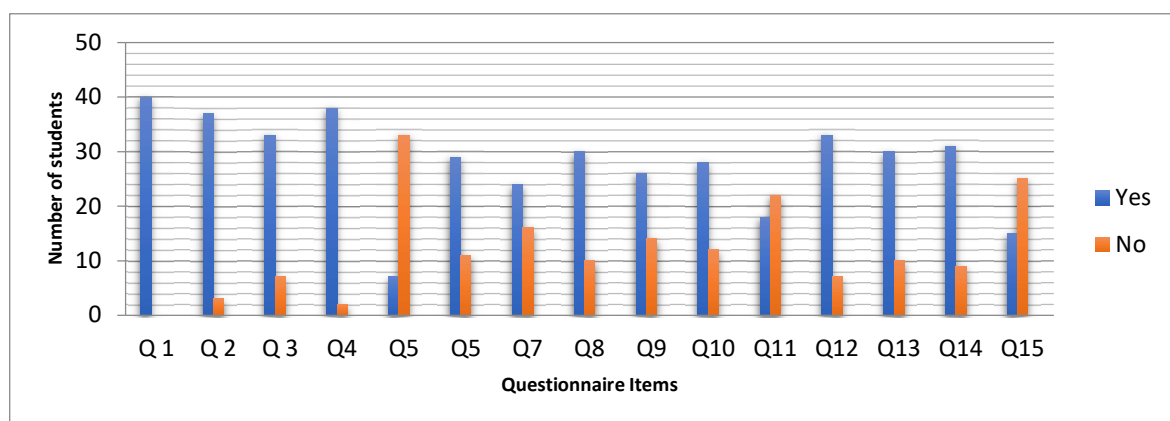
behavior or did not meet the skill or did not finish the assignment given. The teacher also uses verbal negative reinforcement, for instances reprimand students with a loud voice, give a text to be translated to the whole class and press the student to make their own vocabulary dictionary. Sometimes, if the students answered the question incorrectly, the teacher push them to fix their wrong answer, and it's only given to certain students. The negative reinforcement occurred at the time the behavior was done by students, for instances after students did a mistake, or they make some noise in the class. The negative reinforcement is given immediately or when students did not finish their translation, the teacher sometimes did not give them chance to take a break time.

In short, some negative reinforcements still given by English teacher consist of verbal and non-verbal negative reinforcement such as: Giving no reward, Giving no praise, Reprimand students with a loud voice, Stopping student's ridicule, Stopping student's pleading, Reading all students mark in the front of the class, Always give some text to be translated, (sometimes) Give the students no break time when they did not finish the translation, Still Pressure the student to fix their answer, Use some face expression such as shaking head, furrowed her eyebrow, and showing disappointed face.

Even they got so much negative reinforcement, the students still have a strong motivation to learn, it can be seen from their behavior in the classroom, they still pay attention to the lesson explained, analysing the material carefully, asking some questions and still have a good participation in answering the question.

English teacher should remember that negative reinforcement given is expected to give positive impact to the students learning motivation. So in giving and using negative reinforcement, teachers should consider the component given which should proper to the time and way it needed by the students. The diagram below shows students answer as a response to the question about how the negative reinforcement given by teacher affected and even influenced their motivation in learning English.

Figure 1: Students' Answer Diagram



From the finding result and discussion, it can be said that negative reinforcement given influenced students differently. For some students may be the negative reinforcement makes them feel motivated but for others not. It is the important thing that cannot be ignored by the teacher. Because every student in the class does not have the same motivation, a teacher should think over

and over again about what the best way to use and when the appropriate time to give negative reinforcement in an English teaching-learning process in the classroom. It in line with the study conducted by Ding Ying et.al (2017) which publish in 6th American Psychological Association. They use gender difference in their study to assert the differences among students in their feedback through the reward or punishment given.

Suggestion

Hopefully, this finding's result can help teachers in considering a proper ways and time in giving negative reinforcement because negative reinforcement can be used as the ways to motivate students and it will bring positive influence towards students learning motivation if it is used properly. In giving negative reinforcement teachers have to consider several things such as students' difference intrinsic motivation and the right time or situation of giving the negative reinforcement itself. Keep in mind that reinforcement should be given in the right situation and time so it will be effective. Teachers are able to provide negative reinforcement in some situation such as: at the time the students answer the question, or respond to the stimulus given by teacher or another students, at the time students finish their assignment, at the time students practice tasks, at the time students repair and improvement task, at the time students completion of tasks and independent assignment, at the time students discussing and sharing the results of practice and repetition, at the time of certain situations when the students take part seriously, at the time of certain situation when students did some negative behaviors, negative reinforcement should give right at the time (directly). When a teacher gives negative reinforcement right at the time and situation, some positive influences will raise up in the English teaching and learning process. As B.F. Skinner's theory of classroom management which based on operant conditioning and reinforcement schedules that stated his belief that education will be enjoyable and effective for all students if the teacher is able to combine the best way to modify behavior (Patac, 2015).

The writer also suggests the researcher who wants to conduct another study in this field to put some social characters as the distinctive factor in their study about students learning motivation related to negative reinforcements.

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