

The Effects of Positive Reinforcement on Students' Writing Achievement in an Indonesian EFL Classroom

Saiful Gaffar

saifulgaffar@gmail.com

Universitas Negeri Makassar

Haryanto Atmowardoyo

haryanto@unm.ac.id

Universitas Negeri Makassar

Syarifuddin Dollah

syarifuddin@unm.ac.id

Universitas Negeri Makassar

Abstract

This research was aimed to find out the effects of positive reinforcement on students' writing achievement and the students' perception about the implementation of positive reinforcement. This research design used a quasi-experimental design. A quasi-experimental design is the design of experiment that use two classes that were investigated. The concept of quasi-experimental design there were two groups, experiment class and control class. The total of sample were 48 students consisted of 24 students for experiment class and 24 students for control class and this research applied cluster random sampling. The instruments used were tests and questionnaires. The results of the research showed: (1) there was a significant effect of positive reinforcement on students' writing achievement. (2) the students have positive perception about the implementation of positive reinforcement in teaching writing.

Keywords: Positive Reinforcement, Writing Achievement, Perception.

INTRODUCTION

Reinforcement is one of the most significant factors affecting students learning during the teaching and learning process. Reinforcement has a lot of definition based on the situation. One of the definitions, Manzoor, Ahmed and Gill (2015) defined that reinforcement is an effect on behavior. Sanjaya in Wahyudi, Mukhaiyar, & Refnaldi (2013) stated that giving reinforcement may probably to bring positive impact to the students' behavior. If the students can keep their attitude in the classroom, for example, giving more attention to the class or active in almost all of the activity that teacher applies or collects the homework on time. The teacher will give appreciation in form of reinforcement because of what the students done and the students will feel appreciated. As a result, there will be any possibility that the students will repeat what they have done.

Regarding this, reinforcement may be said as the important key to change students' behavior in the classroom. In general, reinforcement can be dividing into two types: positive and negative reinforcement. According to Santrock (2018), positive reinforcement is an increasing of response frequency that is happened because of rewarding stimulus, while negative reinforcement when is

that happened because of the removal of unpleasant stimulus. In other word, people commonly said that positive reinforcement as reward and negative reinforcement as punishment.

Furthermore, Otero and Haut (2015) stated that students learn to self-monitor themselves, manage their time, set goals, and self-evaluate through the reinforcement of the teacher. On the top of that, students can be taught to maintain appropriate behaviors and techniques that can be used to future their overall education goal (Otero and Haut. 2015). One of the ways to ensure this is by giving the students positive reinforcement consistently. As Pintel (2006) said that giving reward to the students for their work always result in better performance and high achievement of the students. Consequently, the students will try to push their self to reach a good score in every teaching and learning activity because they will get a reward. Therefore, it can be said that if the teacher can consistently give the students positive reinforcement, it will probably improve their achievements.

According to Sari and Paradina (2018), writing is one of the most difficult language skills. Rass (2001) said that for native speaker and non-native speaker writing is a difficult skill when the researchers must be able to create it in many ways. Therefore, the teacher here will play an important role when the students start to write because the students will face some difficulties to express their idea. As Harmer (2004) stated that some of the teacher tasks when the students start to write are to motivating, provoking and supporting. In this case, the teacher can perform positive reinforcement as a way to motivate, provoke, and support where positive reinforcement may affect students' behavior and emotional. As a final point, by performing positive reinforcement to the students', the writing achievement may possibly improve.

Moreover, there are also some researches that correlate reinforcement and the students' achievement. Adibsereshki, Abkenar, Ashoori and Mirzamani (2014) research the effectiveness of using reinforcements in the classroom on the academic achievement of students with intellectual disabilities found that tangible reinforcement and social reinforcement is improve the student's achievement. In fact, some teachers do not give the students reinforcement well and create unpleasant situation in the classroom which cause the student become misbehavior and unmotivated. As consequent, the students' achievement will also possibly to be affected.

Regarding this, the researcher knows that the significant of reinforcement to enhance the students' achievement especially in writing skill in learning English as a foreign language. Therefore, it leads the researcher interest in conducting research that how the application of reinforcement effects the students' writing achievement and the students' perception on the implementation of positive reinforcement on students' writing achievement at SMK Negeri Campalagian.

LITERATURE REVIEW

Positive Reinforcement

According to Zirpoli (2014), positive reinforcement is recommended way in trying to teach new behaviors, enhance suitable behaviors, or reduce unsuitable behavior. Many researchers have used the simple provision of positive reinforcement in the form of verbal praise to help teachers increase academic performance and decrease the frequency of disruptive classroom behavior (Zebua 2017, Diedrich 2010, Pintel 2006, Adibsereskhi 2016). It can be said that positive reinforcement is one of the powerful tools to manage or increase students' performance

and behavior. In addition, Fajrin, Kustati & Yustina (2019) also stated that there is significance correlation of teachers' reinforcement and students' achievement in English learning process. All of the teachers are expected that using reinforcement in English learning process due to increase the students' achievement. It is also supported by Uddin, Hena & Shanil (2017) said that positive reinforcement helps students to enhance their mental growth and also boost their learning behavior. All the teachers believe that positive reinforcement helps to improve motivation, self-confidence, classroom participation, teacher-student relationship and effective learning of students during ELL classroom activities.

Interactions between teachers and students can have a broader impact than the immediate classroom environment (Diedrich 2010). Therefore, when the teacher can reinforce the students properly, the teachers will have the opportunity to utilize positive reinforcement to help reduce the frequency of negative interactions and possibly reduce the likelihood of these long-term outcomes. As Pratiwi, Sudirman and Adnyani (2018) stated that the main goals of using positive reinforcements in the learning activity is to encourage the learners to repeat the good act that they have done and that would prove useful for them and also for the class. It is also supported by Pratiwi (2015) said that almost all of students agreed that the use of positive reinforcement has positive impacts. Those impacts consist of students' attendance, students' grade, and students' confidence. It was also found that the use of positive reinforcement might increase students' motivation and also could reduce inappropriate behavior. Students believed they will perform better in the class with the increase of motivation.

Furthermore, According to Diedrich (2010), positive reinforcement is often used to efficiently teach students appropriate behaviors and social skills when these behaviors and skills are lacking, as these deficits can create disruption in the classroom. For this reason, it is important for the teacher to apply the positive reinforcement properly. Not only just use it but also should be sustainable in order to obtain a significant result for the students' behavior and achievement. As Zirpoli (2014) said that the programs in applying reinforcement have to be consistent.

Based on positivepsychology.com by Ackerman, positive reinforcement can be further divided into four types which are natural, token, social and tangible. These four types are differentiated by the type of positive stimulus also known as a reinforcer that is used. The first is natural reinforcer, it occurs directly as a result of the behavior. For example, a student studies hard and does well on her exams. As a consequence, the result of the student grade is good. Secondly, token reinforcer is awarding performance of certain behaviors and can be exchanged for something of value. For instance, a teacher devises a reward program in which the child earns stars, points, or some other token that they can save up and turn in for a reward. The third is social reinforcer, it involves others expressing their approval of a behavior. According to Daniels (1994), social reinforcement refers to praising something to another. This includes something that has trophy value. For example, a teacher said "Good job!" or "Excellent!" to the students for their work. The last is tangible reinforcer, in this type of reinforce, it is something that real physical or tangible rewards. Moreover, this reinforce has a salvage value which is something that would value someone else. For instance, a teacher gives students a present like cash, toys, books, stationary or treats to the students who achieve high score in the exam.

According to Sari & Paradina (2015) found that the teachers used positive reinforcement in teaching writing skill to adult learners and it affected the learners' motivations. Positive

reinforcement is one of the most influential factors affecting student learning during classroom activities. Positive reinforcement refers to some methods used by the teacher in the classroom to keep the attention of the student towards classroom activities and to motivate them towards learning especially in writing achievement because writing is one of the most difficult language skills (Sari & Paradina, 2019). The teacher here will play an important role when the students start to write because the students will face some difficulties to express their idea. As Harmer (2004) stated that some of the teacher tasks when the students start to write are to motivating, provoking and supporting. In this case, the teacher can perform positive reinforcement as a way to motivate, provoke, and support where positive reinforcement may affect students' behavior and emotional. As a final point, by performing positive reinforcement to the students, the writing achievement may possibly improve.

It is also supported by Adibsereshki, Abkenar, Ashoori and Mirzamani (2014) research found that tangible reinforcement and social reinforcement is improve the student's achievement. In fact, some teachers do not give the students reinforcement well and create unpleasant situation in the classroom which cause the student become misbehavior and unmotivated. As consequent, the students' achievement will also possibly to be affected. Therefore, it can be said that if the teacher can consistently give the students positive reinforcement, it will probably improve the students' writing achievements.

Writing

Writing is one of ways to communicate or express a language besides speaking. According to Hyland (2003), writing is a method to share personal meanings. In other words, writing is a way to express and share feeling and thought that have a meaning. It supports by Harmer (2004) explained that a way to produce and express idea, feeling and opinion. It means that writing is a functional communication which making people may create imaginative world on their design.

As writing is a productive skill that will contain a symbol and complex process. In other words, it means that the researcher should great at using grammar, choosing vocabulary and considering the coherent and cohesion. Therefore, the reader can understand. As Harmer (2001) said that in writing, the researchers need to be coherence and cohesive. In addition, as productive skill writing needs a process. This process requires the students to write in sequence steps. According to Harmer (2004) stated that there are four processes of writing; planning, drafting, editing and final draft. It explains, the writer will demonstrate many things in the written language, such as the way of thinking, knowledge and word that arranged in the form of sentences. As a result, it can be easy to understand by the reader and both may make a communication better.

Furthermore, Writing is one of a significant skill that EFL students should develop. When the students try to express their idea on writing, they need a teacher to guide them into their best of writing. As Brown (2001) stated that writing is similar to swimming. When someone wants to know how to swim, they will need an instructor to tell them how to do it in the right way. After that, they will find their way to do it and the more they get practice the better it will be. In the same illustration also seen in writing, the students need a teacher to guide them, show the way to do it and then let them practice in their own styles. Therefore, the students may know how to write.

From all the statement above, it can be concluded that writing is a way to communicate or an activity to express idea, feeling and opinion by using a symbol. It means that the researchers or the students need to compose their writing in a good way to make the readers can understand and fell enjoy to read it. Besides that, the students should know about coherent and cohesion to write communicatively and the teachers are requiring as well as practicing. Therefore, the students may write a good writing.

Perception

A word perception is a word that closely discuss about human psychology. The word perception is originally from a Latin word ‘perceptio’ means gathering or receiving, perception is organization, identification, and interpretation of sensory information in order to represent and understand the environment. Based on Cambridge Advanced Learner’s Dictionary, the word “perception” is a belief or opinion, often held by many people and how they things seem. As Nelson and Fast (1997) stated that the process of interpretation information about other people is called perception. In other words, it means that people opinion about others depends on how much the information obtained and to what extent the people interpret the information.

Furthermore, a process interprets messages of our senses to provide order and meaning environment is called perspective (Johns and Saks, 2019). It means that once someone makes perspective, it may be affected the world around. As Blake and Sekular (2006) stated that perception set the people in contact with the world they exist in and shapes our knowledge of that world. Another explanation that perception play a significant role because it provides people with a useful view of the world, where useful means being able to interact and effectively within our environment.

During teaching and learning process, there will be interaction happened between students and teachers. Burnett and Mandel (2010) stated that students who reported that their classroom was a positive environment reported a positive relationship with their teacher and perceived that their teacher gave them a great deal of ability feedback. In line with Lestari (2020), she found that the students all agreed that reinforcement positively helped them in the classroom. As result, the students may achieve a better score as the study conducted by Pratiwi (2015) which showed that more than half of students agreed it helped them improving students’ grade. This is also supported by the study by Hoque (2013) which showed that students treated by positive reinforcement was performing better.

In addition, the students perceived that reinforcement is important and useful. This one is supported by the study by Burnett and Mandel (2010), the students perceived that they felt good inside when they were praised. Thus, this study supported praises as one of the social reinforcements that are important and positively help the students to work harder. Most of the students agreed that giving additional score was often used by the teachers. They thought that it will help them to be more enthusiastic. This finding is supported by the study of Pintel (2006) which showed that there was improvement in students’ achievement who had been given positive reinforcement in form of rewards. The tangible reinforcement was effective to be implemented in the classroom compared with social reinforcement, as showed in Adibsereshki’s study in 2014.

METHOD

In this research, the researcher investigated the effects of positive reinforcement on students' writing achievement in EFL classroom. This was quantitative research and the design of this research is quasi-experimental design. In this design, there were two groups, control and experiment group. The two groups applied three steps according to Mills and Gay (2016) which were began with pretest (O), then treatment (X) and last posttest (O). In this case, in the experimental group, positive reinforcement applied in the treatment, while the control group applied conventional method.

Population and Sample

The population of this research was the students of SMK Negeri Campalagian, Grade X. It consisted of 12 classes with ± 25 students each. The total number of populations was 315 students which was consist of 204 males and 111 females with average age 15 years old. The sample technique was cluster random sampling technique. The sample of this research randomly chose two classes which are consist of 24 students each.

Instrument

There were two instruments in this research that the researcher applied in collecting the data which were test and questionnaire. The test was aimed to find out any significant effects of positive reinforcement on students' writing achievement in EFL classroom. The test was a writing descriptive test in which the students chose one from 10 topics of descriptive text that the researcher provided. While, questionnaire was used to find out how the students' perception on the implementation of positive reinforcement. There were 40 self-development questionnaires that used in this research with a five-point Likert Scale (Strongly agree-5, Agree-4, Undecided-3, Disagree-2, Strongly disagree-1) which was adapted from the seven Likert Scale by Gardner (1985). Before the questionnaire distributed, it was checked and approved by validators.

Procedures of Collecting Data

The data collected through test, treatment and questionnaire. The test employed to gain information about the students' writing achievement toward positive reinforcement. The researcher distributed the test twice. The first test gave in the first meeting (pre-test). Then, the second test was given after the researcher done the treatments for the control and the experiment group (post-test). In treatment, the researcher applied the positive reinforcement for the experimental group and conventional method for the control group. In the experimental group, the positive reinforcement was given to the students who participate actively in the learning process. For example: answer teacher questions, achieve high score, express opinion, and ask a question. Furthermore, there were 2 types of positive reinforcement which were given to the students. The first is the social reinforcement. This type is the teacher giving a praise to the students, for example, a teacher said "Good job!" or "Excellent!" to the students for their work. The second is the tangible reinforcement. The tangible reinforcement is the teacher giving a reward or a present to the students such as snacks or candies for their activity. The questionnaire applied to gain information about the students' perception toward positive reinforcement. The researcher distributed the questionnaire the last meeting in the experiment group only.

FINDINGS

The objective of this research is to find out the effects of positive reinforcement on students' writing achievement and the students' perception about the implementation of positive reinforcement in SMK Negeri Campalagian. The implementation of this research involves two group of classes in X grade which consist of 24 students in each class. The X BB 1 is the experimental group which the researcher used positive reinforcement in teaching writing. While the X BB 2 as the control group, the researcher applied conventional method in teaching writing.

The data which were analysed in this research was the result of the test and the questionnaire. Firstly, the researcher gave pre-test. Secondly, the researcher applied five treatments where positive reinforcement was for the experimental class and conventional method for control class. After giving treatment, the researcher gave post-test to the both classes and questionnaire for the experimental class.

Table 1. The Qualification of Students' Writing Pre-test Score in Experiment and Control Class

No.	Qualification	Score	Experiment		Control	
			F	%	F	%
1	Excellent	91-100	0	0	0	0
2	Very Good	81-90	0	0	0	0
3	Good	71-80	3	12.5	2	8.33
4	Fair	61-70	4	16.67	5	20.83
5	Poor	0-60	17	70.83	17	70.83
Total			24	100	24	100

The table 1 present the classification of students' writing pre-test score in experiment and control class. Based on the data from 24 students, it can be clearly seen that poor classification is the highest frequency by 17 students or 70.83 percent in both classes. The lowest classification is seen in good by 3 students for the experiment class and 2 students in control class. Interestingly, none of the students are categorized as excellent and very good.

Table 2. The Qualification of Students' Writing Post-test Score in Experiment and Control Class

No.	Qualification	Score	Experiment		Control	
			F	%	F	%
1	Excellent	91-100	0	0	0	0
2	Very Good	81-90	8	33.33	2	8.33
3	Good	71-80	10	41.67	11	45.83
4	Fair	61-70	6	25	9	37.5
5	Poor	0-60	0	0	2	8.33
Total			24	100	24	100

The table 2 present the classification of students' post-test writing score in experiment and control class based on all category. Based on the data from 24 students, it can be clearly seen that good is the highest frequency in experiment and control class by 10 students or 41.67% and 11 students 45.83% respectively. In experiment class, the lowest frequency is fair by 6 students or a

fourth while in control class, very good and poor notes the same as the lowest by 2 students or 8.33%. Interestingly, none of the students categorizes as excellent in both classes.

After calculated the score and the classification, the researcher finds out the mean score from the experiment and control class. The purposes to calculate the mean score are to compare the students' score and to find out the improvement in experiment and control class.

Table 3. The Result of Comparison Between Students' Writing Score in Experiment Class and Control Class.

No.	Class	Mean Score		Improvement
		Pre-test	Post-test	
1.	Experiment Class	56.38	75.71	19.33
2.	Control Class	55.63	70.38	14.75

The data above presents the comparison between the students' score in two sample of classes. Overall, it can be clearly seen that the improvement of experiment class is higher than control class.

The normality test is to determine whether the study population is normally distributed or not. The criteria used are data that is normally distributed if the significance value is > than 0.05.

Table 4. Tests of Normality

Tests of Normality							
	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Students' Learning Outcomes	Pre-Test Experiment	.151	24	.167	.938	24	.147
	Post-Test Experiment	.168	24	.079	.930	24	.098
	Pre-Test Control	.089	24	.200*	.966	24	.572
	Post-Test Control	.123	24	.200*	.975	24	.784

The table above provides the result of normality test which obtain by using SPSS version 23. Based on the Kolmogorov-Smirnov calculations, it can be obviously seen that each class with a pre-test and post-test value has a significant value greater than 0.05, so it can be said that the data is normally distributed.

The hypothesis testing is aimed to reveal whether there is significant difference between students' writing skills taught using positive reinforcement and those taught not using positive reinforcement. There are two assumption hypothesizes. First, H0 (Null Hypothesis) means that there is no significant increase of the students' writing achievement between the students who taught by positive reinforcement and the students who did not. Second, H1 (Alternative Hypothesis) means that there is a significant increase of the students' writing achievement between the students who taught by positive reinforcement and the students who did not.

**Table 5. Paired Sample Test
Paired Samples Test**

		Paired Differences					t	df	Sig. (2-tailed)
			Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test Experiment - Post-Test Experiment	-19.333	4.498	.918	-21.233	-17.434	-21.057	23	.000
Pair 2	Pre-Test Control - Post-Test Control	-14.750	4.542	.927	-16.668	-12.832	-15.909	23	.000

Based on the table, it can be clearly seen that the value of sig. (2-tailed) reveals the significant point. It means that there is significant impact of the students' writing achievement between the students who taught by positive reinforcement and those who not do not. Theoretically, the null hypothesis (H0) is rejected because the significant value is $0,000 < 0,05$ and alternative hypothesis (H1) is accepted.

The students' questionnaire in this research aims to determine the extent of students' perceptions about positive reinforcement in learning process of writing subject. The questionnaire was given to students after the post-test in the experimental class. The questionnaire was given to students consisted of 40 questions. Each statement has five responses namely, strongly agree (5), agree (4), undecided (3), disagree (2), and strongly disagree (1). After calculated the score, the researcher converted the score into positive or negative perception based on the student's total score.

Table 6. Students Perception on Positive Reinforcement

No.	Category	Interval Score	Frequency	Percentage
1	Very Positive Perception	161 – 200	7	29.17
2	Positive Perception	121 – 160	15	62.5
3	Fair Perception	81 – 120	2	8.33
4	Negative Perception	41 – 80	0	0
5	Very Negative Perception	0 – 40	0	0
Total			24	100

The table and figure above show the percentage of students' perception on positive reinforcement. Overall, it can be clearly seen that most of students have positive perception about the implementation of positive reinforcement on learning writing.

After calculated the students' percentage, the researcher continues to calculate the mean score of the students' perception on positive reinforcement in learning writing.

Table 7. The Mean Score of The Students' Perception on Positive Reinforcement

Total Respondent	The Total of Students' Score	The Mean Score
24	3486	145.25

The table above shows the mean score of the students' perception on positive reinforcement. Based on the table, the mean score is 145.24 from the total score 3486 and 24 respondent. This suggests that the students have positive perception about the implementation of the positive reinforcement in learning writing.

DISCUSSIONS

In this research, researcher finds that there was a significant impact between the experimental and controlled classes after the treatment was conducted. The result of this research is in line with the previous study by Pintel (2006); Hoque (2013); Adibsereshki et al (2014); Sari and Paradina (2018). Many studies have proved the impact of positive reinforcement on students' achievement. The score difference of both classes in the post-test can be clearly seen from the statistics result as stated in the hypothesis testing above. The result of data statistics of experimental and controlled classes is analyzed the T-test by using SPSS version 23 application. Based on the data, it can be clearly seen that the value of sig. (2-tailed) reveals the significant point (0,000). It means that there is significant impact of the students' writing achievement.

It is also justifying the research conducted by Pintel (2006) who found that there was significant improvement in the achievements of the students' grades in their test when they received positive reinforcements. In short, the use of positive reinforcement is a very simple and effective way to improve students' achievement or another desire behaviour. Positive reinforcement although simple, has to be done properly in order to be effective. The reward must be rewarding to the students, meaning it is something that the student wants; it must be worth the students' effort, meaning that the reward must match the effort; and the reward must be constant, meaning that the students will get the reward every time the required behaviour or achievement is reached. This means that one of the ways to ensure this is by giving the students positive reinforcement consistently.

In the implementation of the positive reinforcement, the researcher was giving the students a lot of opportunity to get a praise or reward in their learning activity. In the treatment, the teacher appreciates every activity that students did not only when the students got high score but also when the students asking or answering question from the teacher. Most of the student were interested to participate and have so much fun. There were at least five times treatments to be done by the researcher. As positive reinforcement was used to help strengthen students' self-efficacy by providing support, praise, and encouragement. According to Glynn, Aultman, & Owens (2005), Teacher feedback is most effective when it is immediate and shows the relationship between successes and effort as well as points out improvement and mastery of a skill. Research from Conroy et.al (2009) found that in order for praise to effectively increase students' behavior, it should contain specific statements about provide frequent praise when students are learning a new skill. Students can be taught to maintain appropriate behaviors and techniques that can be used to future their overall education goal (Otero and Haut. 2015). As

Pintel (2006) said that giving reward to the students for their work always result in better performance and high achievement of the students.

Regarding the result, both of classes get improvement then researcher used gained test to know the effectiveness between two classes. The result of the test showed that the mean score of the experiment class was showed 19.33 points of improvement compared with the control class was showed 14.75 points of improvement which there was approximately 4.58 points of difference between the experiment and control class. Therefore, the researcher concluded that there was significant impact of the students' writing achievement between the students who taught by positive reinforcement and those who did not.

The students' perception has two different categories namely positive and negative. Based on the analysis of the questionnaire items, the mean score of the questionnaire is 145.25 and classified as positive perception. It means that the students were happy in learning writing by using positive reinforcement. According to Johns & Saks (2019), perception is a process of interpreting the messages of our senses to provide order and meaning to the environment. Perception is also used by someone to make a person choose and organize the complex and varied things that they receive from their environment with their sense of smell, touch, sight, taste and hearing. In order to measure the students' perception on the implementation of positive reinforcement, the researcher distributed a questionnaire. The total number of questionnaires was 40. The questionnaire was about the students' perception covering indicators as proposed by Johns & Saks (2019) namely experience, motivation and emotion. The experience indicator consisted of 16 questionnaires while the motivation and emotion indicator were 12 questionnaires each.

Based on the data, the result showed that the students were agree about the implementation of positive reinforcement in teaching writing. This is in line with the study conducted by Pratiwi (2015) that positive reinforcement is giving the students positive impact on their grade. In this study, the students also obtained another improvement such as their participation, attendance, motivation and behavior. A study from Lestari (2020) supported the statement. In the study, all of the students agreed about the importance and usefulness of reinforcement in the classroom. They said that this is one of the ways that teacher used in teaching to bring enthusiasm so they expected that the teacher should give to the students. Furthermore, Hoque (2013) stated that the students treated by using positive reinforcement was performing better.

Regarding the data of this research, it can be seen that 7 students or about 29% have very positive perception, 62.5% of or 15 students have positive perception, 2 students or 8.33% have fair perception and none of the students have negative and very negative perception about the use of positive reinforcement in teaching writing. The mean score of the questionnaire is 145.25. Therefore, the researcher concluded that the students have positive perception about the implementation of positive reinforcement.

CONCLUSIONS

Regarding the findings and discussions, it is concluded that the teacher plays the important role in developing students' writing skill by implementing different strategies and techniques in the classroom which will make learning of learning more effective. For that, the fundamental role of teacher is to create a learning environment where students participate actively in the classroom to achieve the best result. In order to achieve it, teachers might be use positive

reinforcement consistently. As positive reinforcement was used to help strengthen students' self-efficacy by providing support, praise, and encouragement. It can be seen from the students' scores in the experimental class who achieve higher mean score than the students' scores in controlled class. Furthermore, the null hypothesis was rejected and alternative hypothesis was accepted. It means that there was significant impact of the students' writing achievement between the students who taught by positive reinforcement and those who were not.

In the students' perception, the result of the research showed that most of the students have positive perception on the implementation of positive reinforcement on students' writing achievement. It can be seen in analysis of questionnaire items that the mean score is 145.24 classified as positive perception. In addition, it is also found that most of the students are interested and hoped to be given positive reinforcement to encourage them in learning.

SUGGESTIONS

After conducting this research, the researcher would like to give some the suggestion for the lecture, the student and the next researchers. For the English teacher, it is suggested that the teacher should give more appreciation to the students. Giving a praise or a reward is significant for the student to keep their behavior which may cause better result specially in learning writing. The English teacher is suggested to use positive reinforcement in teaching writing in order to improve students' writing ability. For the students, the students are suggested to continue write. They should always have a good motivation and participation in learning. The students should always practice writing some sentence to paragraph until become a text to build their writing habits. For next researchers, this research is focused on the students' writing achievement by using positive reinforcement. The next researchers are suggested to conduct research using other skill such as speaking, listening or reading. Other researcher also may compare the use of positive and negative reinforcement to prove which one is better or more effective. Beside achievement, other researcher may also use reinforcement to find out the students' motivation.

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