

**THE APPLICATION OF STIMULUS, RESPONSE, AND
REINFORCEMENT IN OBSERVING METHOD IN TEACHING
READING COMPREHENSION**

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Abstract

In education field, the relationship between Teacher and Student is relationship that cannot be separated between the two. Without these two relationship, the teaching learning process cannot run properly. The relationship between Teacher and Student will bring up the stimulus, response, and reinforcement. Stimulus is stimuli or positive input given by the teacher in the form of motivation or values that can arouse student's interest and coriousity. Response is the coriousity and student's interest in the learning material prpvided by the teacher. Meanwhile, the reinforcement is thus always the occasion for things becoming better than they were. The objectives of this research are to describe the application of stimulus, response and reinforcement in lesson plan, and in teaching reading comprehension on tenth grade students of TBSM 1 at SMK Diponegoro Karanganyar. This research used descriptive qualitative. There are some methods of collecting data in this research. The first step is observation, then interview, and documentation.

Keywords: Stimulus, Response, and Reinforcement, Observing, Reading Comprehension.

Introduction

Learning is the result in studying behavior. Behavior is controlled by the stimulation and response given by the student. Students' response is behavior which is born as a result of the inclusion of stimulus given by the teacher to the student or response to learn something in good feeling. Therefore, students' response is one of important factors to determine the success in learning English. Each student has his or her own uniqueness which is not the same as the others. Therefore, teacher needs to pay attention to these differences,

also learning strategies. So, learning can change students from those who do not know to know, from those who do not understand, and from those who has bad attitude to good attitude.

Learning objective is not only asks student to memorize and imitate what teacher teaches. But, learning objective is intentions communicated through statements that describe the expected changes of students, Mager in (Sumiati and Asra, 2009: 10). Language is a communication tool used by humans to express thoughts to the others. English is an international language which is use

not only in its own country, but English is already global which has been used in various countries in the world, including Indonesia. In Indonesia, English is one of subject which is students must learn, starting from school to college level. In fact, in schools there are still many students who think that English is scary subject. They even assume that English is not important, so student feels lazy to learn it. One of the reasons is uninteresting and bored experience in learning English.

Learning is a process changing behavior in person because of experience and training. Experience and training occur through interactions between individual and environment, (Hamalik, 1991: 1) in Laeliyah, 2012: 2. Therefore, student's response is important factor to decide the success in learn English. The other factor which is influence learning success is students' interests. With interest, student will be encouraged to study harder, because they feel that what they learned is meaningful for them. Students' less response and interest in learn English will block learning process.

One of the factors which make student has less response is teacher's ability to deliver the materials so, that it can make classroom become bored. Furthermore, the method used by the

teacher is less varied and inappropriate which can make student not interest in learning process, so it can decrease in students' respond. The teacher must be careful in using methods and strategies which are appropriate with student's needs and psychology, so student will be interest in learning English. At the end, student will respond what the teacher teaches.

A good learning method is a method which is able to deliver to the students for achieving the expected goals. Furthermore, the teacher must look at student's intellectual factors, also how to choose the learning methods. The learning method chosen must appropriate with student. To determine what method is appropriate for student, the teacher must have a plan before entering the class. The students are expected feel bored during learning English process, the teacher need to think about this challenge. The way to overcome is in teacher's hand. So, teacher needs to make and plan to avoiding student reluctance in teaching materials. Lesson plan is one option for teacher to manage class properly. Spratt, Pulverness and Williams, 2005 as cited in Nesari (2014: 25) pointed out that lesson plan is a series of course plan which provides direction for a teacher of what kind of materials of study to be taught and how to teach them. Shrum and Glisan as cited in Jamali (2014)

point out that for English language lesson, the effective objectives of a lesson plan describe what students will be able to do in terms of observation, behavior, and using the foreign language.

In the class, there are students who are active and passive. Teacher preparation in making lesson plan is also very important, since making students be more active in classroom is depends on teacher himself. Based on the background of the study and reasons for choosing the topic, the researcher defines the research questions as follows: (1) To describe the application of stimulus, response, and reinforcement in lesson. (2) To describe the application of stimulus, response, and reinforcement in teaching reading comprehension.

Observing

In scientific approach, it consists of learning phases constructed from observing, questioning, collecting information or experimenting, associating, and communicating (Kemendikbud, 2016). Based on syllabus of 2013 curriculum, the teacher can do several observing activities. The teachers asks the students to observe pictures, videos, power point, or texts. Here, students and teachers are provided with objects, real objects, or phenomena. Hosnan (2014: 34) states that the teacher facilitates students to make observation,

training them to pay attention (see, read, and listen) to the main aspects of an object.

Stimulus

According to Bacanli (2005: 165), Stimulus is composed of changes in the internal and external states that move the organism. For a great part of behaviorist approach, this change of state is mostly external. They may not deal with internal changes of state. If someone sticks a pin in you and this makes you jump, the pin-prick may be termed the 'stimulus'. (Walker, 1995: 147). Based on those definitions can be conclude that stimulus is same as an input in teaching learning activities. The teacher can give stimulus to the student in the form of written or oral.

Types of stimulus

These following are types of stimulus :

Positive reinforcement

Positive reinforcement is presentation of stimulus that increases the probability of response.

Negative reinforcement

Negative reinforcement is restrictions on unpleasant stimulus, which is if stopped will result in the probability of response.

Punishment

According to McLeod, et al (2007: 4), “Punishment is defined as the opposite of reinforcement since it is designed to weaken or eliminate a response rather than increase it”.

Response

According to Suryabrata (2004: 267) in Laeliah (2012: 7-8), response is an objective reaction from the individual to the situation as a stimulus, whose can be many types.

Types of response

According to Skinner’s theory, operant conditioning, there are two types of response.

Respondent response

Respondent response (reflexive response) is response caused by certain stimulants.

Operant response

The response that arises and develops is followed by certain stimulants. Such stimuli are called reinforcing stimuli or reinforcers, because those stimulants strengthen the response that has been made by the organism.

Reinforcement

According to Schunk (2012: 90), Reinforcement is responsible for response strengthening—increasing the rate of responding or

making responses more likely to occur. stimulus, response, and reinforcement is the purpose by giving reinforcement here means that to make someone (student) wants to respond when the teacher gives a stimulus (learning materials) to them.

Types of reinforcement

The following are the types of reinforcement :

Positive reinforcement

According to Schunk (2012: 92), Positive reinforcement involves presenting a stimulus, or adding something to a situation, following a response, which increases the future likelihood of that response occurring in that situation. when teacher in the classroom, there is a student who asks about the material, then the teacher smiles, says something pleasant to the student, and commend for student’s brave, so the teacher using positive reinforcement.

Negative reinforcement

According to Schunk (2012: 92), negative reinforcement involves removing a stimulus, or taking something away from a situation following a response, which increases the future likelihood that the response will occur in that situation.

Reading comprehension

According to Celce-Murcia (2001: 104), reading is taking general comprehension as the example requires that the reader draws information from a text and combines it with information and expectations that a reader already has. Reading comprehension is the ability to understand a written passage of the text. According to Snow (2002: 11) there are three elements in reading comprehension. (1) The reader who is doing the comprehending. (2) The text that is to be comprehended. (3) The activity in which comprehension is a part.

Methodology

Descriptive qualitative was used in this research. Qualitative research is conducted through an intense and prolonged contact with a “field” or life situation (Miles and Humberman, 1994: 6). According to Miles and Humberman (1994: 1), qualitative data usually in the form of words rather than numbers, have been always staple of some field in the social sciences, notably anthropology, history, and political science. The researcher analyzed the data descriptively and the presentation of the result is in the form of explanation of words. Through descriptive qualitative approaches, the researcher described the application of stimulus, response,

and reinforcement, both in lesson plan and the application process of stimulus, response, and reinforcement in teaching learning process in tenth grade students of TBSM 1 at SMK Diponegoro Karanganyar.

The population of this research was tenth grade students in SMK Diponegoro Karanganyar in academic year 2018 / 2019. One class was chosen as the sample. It was tenth grade students of TBSM 1. The researcher used TPS method to teach this class, and applying the stimulus, response, and reinforcement in teaching reading comprehension.

The analysis sheet, observation sheet were used as the instrument. Also interviewing students for supporting the data. To analyzed the data the researcher was used several steps. According to Miles and Humberman (1994: 10) define qualitative analysis as consisting of three concurrent flows of activity, they were (1) data reduction. (2) data display, and (3) data conclusion and verification.

Discussion

To answer the two of research problems, the researcher used analysis sheet and observation sheet to describe it. The analysis sheet show that the result of application of stimulus, response,

and reinforcement in observing method in reading comprehension in lesson plan was good enough. Based on the lesson plan that researcher made, there was only one kind of stimulus that applied, it was positive reinforcement. Actually, there are three types of stimulus according to skinner's theory, they are positive reinforcement, negative reinforcement, and punishment. The negative reinforcement and punishment were not applied in lesson plan. After giving the stimulus, the researcher hope the students will give the good response.

There were two types of response that applied in lesson plan. They were reflexive response (respondent response) and instrumental response (operant response). Meanwhile, there were two types of reinforcement that applied in lesson plan. They were positive reinforcement and negative reinforcement.

Second, the researcher was used the observation sheet to show the result of the application of stimulus, response, and reinforcement in observing method in reading comprehension. The researcher applied the stimulus in the class was good, because the researcher give the text that appropriate with the student's level, giving student's motivation in observing, also the teacher always asks student is there any questions or difficulties about

the text. But, the researcher did not applied the negative reinforcement and punishment, it can be see the researcher did not give something that made student afraid to response. Also the researcher did not give punishment to the students when the learning process.

The response of the students when the researcher gives the stimulus was good. It can be proven when the researcher spread the text, they were curious and read the text directly. Also, when they were interviewed by the researcher, almost of them were said that they felt curious when got the text. Meanwhile, the application of the reinforcement was good enough. It can be proven that the researcher giving motivation, for example smiles and praising the students, so the students would be responsive.

Conclusion

The conclusion of this research is the application of stimulus, response, and reinforcement in observing method in teaching reading comprehension in lesson plan is good. It is appropriate with the form of lesson, also it is appropriate with the teaching method that the teacher used. Furthermore, there is no significance different between in lesson plan and in the real situation. There are some students that active and responsive. The

students who are active and responsive only that students, and the rest of students still passive. So, the teacher must be prepared to make a lesson plan before entering class as well as possible.

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