

**THE CORRELATION AMONG TEACHER'S NEGATIVE
REINFORCEMENT, STUDENTS' ANXIETY, AND
STUDENTS' ACHIEVEMENT OF SOCIAL SCIENCE
DEPARTMENT STUDENTS OF FKIP SRIWIJAYA
UNIVERSITY IN LEARNING ENGLISH**

A THESIS

BY

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ENGLISH EDUCATION STUDY PROGRAM

LANGUAGE AND ARTS EDUCATION DEPARTMENT



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

2022

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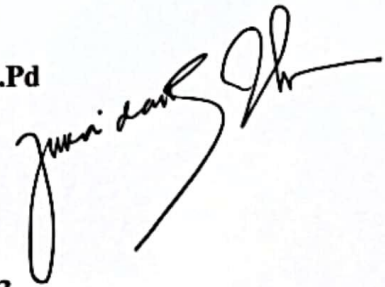
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DECLARATION

I, the undersigned,

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Certified that thesis untitled "The Correlation among Teacher's Negative Reinforcement, Students' Anxiety, and Students' Achievement of Social Science Department Students of FKIP Sriwijaya University in Learning English" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Palembang, December 2022

The Undersigned,



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DEDICATION

This thesis is dedicated to my beloved family. Thank you for your endless and unconditional love, your support, and never-ending prayers which you give to me.

Thank you for everything. I love you to the moon and back.

“If you can’t stand the fatigue of study, you will feel the poignant of stupidity”

-Imam Syafi’i-

“The important thing in life is not the triumph but the struggle”

-Pierre de Coubertin-

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LEARNING ENGLISH**

ABSTRACT

In learning English as foreign language, it cannot be separated from several factors that influence the learning process. Those can be internal and external factors. Teacher's negative reinforcement and students' anxiety are one of the external and internal factors which influence the performance of the students in learning English. The present study aimed to know whether there was any significant correlation between teacher's negative reinforcement and students' achievement; whether there was any significant correlation between students' anxiety and students' achievement; and whether there was any significant correlation between predictor variables (teacher's negative reinforcement and students' anxiety) and criterion variable (students' achievement) in learning English. The instruments used in this study were the Teachers' Negative Reinforcement Questionnaire, FLCAS, and the students' English score documentation. The research findings indicated that; (a) there was statistically no significant correlation between teacher's negative reinforcement and students' achievement in learning English, (b) there was statistically no significant correlation between students' anxiety and students' achievement in learning English, and (3) there was statistically a significant correlation between predictor variables (teacher's negative reinforcement and students' anxiety) and criterion variable (students' achievement) in learning English. It also highlighted that the category of teacher's negative reinforcement of Social Science Department students of FKIP Sriwijaya University was in low category, the level of anxiety of the students in learning English was mildly anxious, and the students' achievement was in the good level.

Keywords: *Teacher's Negative Reinforcement, Students' Anxiety, Students' Achievement*

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CHAPTER I

INTRODUCTION

This chapter introduces (1) background of the study, (2) problems of the study, (3) objectives of the study, and (4) the significance of the study.

1.1 Background of the Study

Language is a tool which is used by human to communicate with others. According to Fromkin et al. (2013) any different cultures' myths and religions teach that language is the key to human existence and the source of human power. Through the use of language, we are able to reveal not only our worldview and level of comprehension of the issue, but also the history of our nation and state, the extent of our education, and even our moral fiber. Thus, language has a vital role in the human interaction process.

The development of the globalization era demands all human to be able to compete globally. It emphasizes people mastering English to make them easier to communicate with many people over the world. It is relevant to what an expert stated that English has become the lingua franca of all nations in the world, so it is essential for people to develop a strong command of English language if they wish to be successful on the worldwide stage (Chaer, 2013). According to Lyons (2017), there are currently more than 1.3 billion English speakers and that figure may rise to 2 billion in the not too distant future. Consequently, mastering English become a vital role to encourage human's level in life.

Furthermore, learning English as foreign language cannot be separated from several factors that influence the learning process. According to Mackey (1975), there are three basic factors which affect the learning process, they are linguistics, social, and psychological factors. Some aspects that fall under the category of social factors that might have an impact on a person's ability to acquire a second language learning are the household, the community, the workplace, the educational institution, the religious gathering, radio, television, and reading materials (Setiyadi, 2020). However, Natawidjaja (1984) revealed there are five factors that

influence on students' learning process in the school such as learning goals, facilities, teacher treatment, and student her/himself.

Teachers play an influential role in education because they provide students with knowledge. Recent findings by Australian educational institutions found that teachers play a crucial part in assisting students' academic development and academic achievement because they foster an engaging and interesting learning environment for their students (CCYP, 2018). Similarly, Fullan (2001) expressed the teacher that makes learning interesting for their students is the greatest teacher to teach them. It is important to consider how a teacher treats the students during the learning process, especially for those learning a second language. As a result, teachers must ensure that all students receive equal treatment since each student has a different interest, potential, intelligence, and effort in the learning process.

One of the actions that the teachers can do to treat their students during the learning process is by using reinforcement. According to Baron (1998), reinforcement is the main concept to facilitate education, particularly in classroom learning. Reinforcement is given to the students to help them feel competent. There are positive and negative reinforcement. Both are used to increase the rate of behavior (Mcleod, 2018). Reward system are used in negative reinforcement for removing unfavorable thing is removed (Conroy and Al-Hendawi, 2019). In addition to that, using negative reinforcement as a management approach enables teachers to lessen the number of disciplinary issues involving students in the classroom (Morrison, 2009).

Negative reinforcement which is given to the students can have both positive and negative impacts on them. According to a study conducted by Yulianti et al. (2019) showed that the positive impact of negative reinforcement is it increases student motivation for a moment and practices student dexterity. However, the negative impact of negative reinforcement found in a previous study conducted by Ern et al. (2019) that negative reinforcement can increase student anxiety and stress and reduce students' self-confidence. To simply eliminating undesirable behaviors: stress, anxiety, loss of sel-confidence, mood, and poor memory is not sufficient unless the desired behaviors are reinforced (Diedrich, 2010).

The process of acquiring a second language is hindered in a negative way by anxiety in any of its myriad presentations. Numerous studies have found that students' level of anxiety have an effect on their academic performance when learning a language. One of them is a study conducted by Huang (2018) which showed that both trait anxiety and linguistic anxiety have a significant impact on how well test takers' performance did on the speaking exam. However, the findings of a number of research on the subject noted there are certain students who successfully in learning language despite having significant levels of anxiety (MacIntyre, 1995). As a result, the students of a second language are interconnected with anxiety in the process of learning.

Therefore, the researcher was interested in conducting a research about the correlation among teacher's negative reinforcement, students' anxiety, and students' achievement of Social Science Department students of FKIP Sriwijaya University in learning English. Then, the researcher conducted a research entitled "The Correlation among Teacher's Negative Reinforcement, Students' Anxiety, and Students' Achievement of Social Science Department Students of FKIP Sriwijaya University in Learning English.

1.2 Problems of the Study

In relation to the background, the problems of this study were formulated in the following questions:

- 1) Is there any significant correlation between teacher's negative reinforcement and students' achievement of Social Science Department students at FKIP Sriwijaya University in learning English?
- 2) Is there any significant correlation between students' anxiety and students' achievement of Social Science Department students at FKIP Sriwijaya University in learning English?
- 3) Is there any significant correlation between predictor variables (teacher's negative reinforcement and students' anxiety) and criterion variable (students' achievement) of Social Science Department students at FKIP Sriwijaya University in learning English?

1.3 Objectives of the Study

Based on the problems above, the objectives of the study were to find out:

- 1) Whether there is any significant correlation between teacher's negative reinforcement and students' achievement of Social Science Department students at FKIP Sriwijaya University in learning English.
- 2) Whether there is any significant correlation between students' anxiety and students' achievement of Social Science Department students at FKIP Sriwijaya University in learning English.
- 3) Whether there is any significant correlation between predictor variables (teacher's negative reinforcement and students' anxiety) and criterion variable (students' achievement) of Social Science Department students at FKIP Sriwijaya University in learning English.

1.4 The Significance of the Study

It was expected that the findings of this study could provide students, teachers, researchers, and other studies with information about the correlation among teacher's negative reinforcement, students' anxiety, and students' achievement in learning English, particularly in the Social Science Department of FKIP Sriwijaya University. For students, the researcher expected that this study will help them knowing that teacher's negative reinforcement and students' anxiety have an influence on students' academic achievement in learning second language, in this case learning English. For the teachers, the researcher expected this study has the potential to offer information that can assist them in developing their instructional methods by using negative reinforcement to increase students' achievement and decrease students' anxiety. Finally, for researchers and other studies, the researcher expected that this study might serve as a useful reference for any additional research that they conduct related to the correlation among teacher's negative reinforcement, students' anxiety, and students' achievement in learning English within the framework of Social Science students.

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