

# **TEACHER'S REINFORCEMENT IN TEACHING SPEAKING**

**A PAPER**

Submitted to the English Language Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University as a partial fulfillment of the requirements for *Sarjana Pendidikan* Examination

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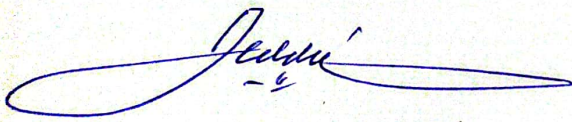
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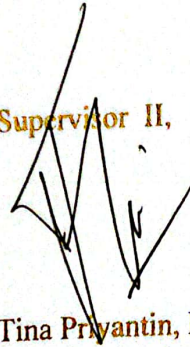
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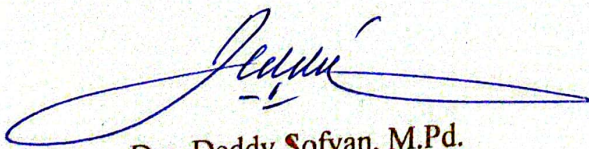
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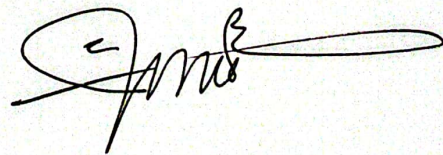
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## **DECLARATION**

I hereby declare that the paper entitled “ **TEACHER’S REINFORCEMENT IN TEACHING SPEAKING**” is completely my own work. I am fully aware that I have quoted some statements and ideas for many resources. All quotations are properly acknowledgement in the next. Should there be a claim on the originality of this paper, I would be prepared to take my legal responsibility.

Bogor, 28 October 2019

Silvatu Nikmatul Karomah

## PREFACE

*Bismillahirrahmanirrahim,*

*Alhamdulillahirabbil alami*, all of praises to Allah, the lord of the universe, the most gracious and the most merciful, who has given the writer health, strength, and guidance to finish this paper Entitled, “Teacher’s Reinforcement in Teaching Speaking”.

This paper is submitted to fulfill one of the requirements of *Sarjana Pendidikan* Examination at English Education study program, Faculty of Teachers Training and Educational Sciences, Pakuan University, Bogor.

The writer realizes that this paper is still far from being perfect both in writing and content. Therefore, she welcomes all constructive comments and criticism for her better writing in the future. Finally, she hopes that this paper will be useful and give some worthwhile of knowledge for those who read it.

Bogor, 28 October 2019

Silvatu Nikmatul Karomah

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## **ABSTRACT**

Reinforcement stands as a crucial element in facilitating the teaching and learning process, and it is necessary for the teachers to master it. Reinforcement is needed in the speaking class to maintain student's positive behaviour and also to decrease student's negative behaviour in learning process. The teacher must make sure that the reinforcement is given appropriately. This research employes descriptive qualitative method. It is also involved two teachers of SD Kreativa Bogor as the participants. The aims of this research are to find out the types of reinforcement, which are used by the teacher in teaching speaking and also to find out how the teacher applies reinforcement in teaching speaking. The instruments used are observation, interview, and questionnaire. Findings of this research describe the two teachers observed use positive reinforcement in verbal and non-verbal.

**Keywords : Reinforcement, learning behaviour, teaching speaking.**

## TABLE OF CONTENTS

<b>APPROVAL PAGE</b> .....	<b>i</b>
<b>DECLARATION</b> .....	<b>ii</b>
<b>PREFACE</b> .....	<b>iii</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>iv</b>
<b>ABSTRACT</b> .....	<b>vi</b>
<b>TABLE OF CONTENT</b> .....	<b>vii</b>
<b>CHAPTER I: INTRODUCTION</b> .....	<b>1</b>
A. Background of the Study .....	1
B. Reason for Choosing the Topic .....	2
C. Aims of the Research .....	3
D. Research Questions .....	3
E. Research Focus .....	3
F. Operational Definition .....	3
G. Research Significance .....	4
<b>CHAPTER II: THEORETICAL FOUNDATION</b> .....	<b>5</b>
A. Speaking .....	5
1. Definition and Phenomenon .....	5
2. Teaching Speaking .....	6
B. Reinforcement .....	8
1. Definition and Purpose .....	8
2. The Principles of Giving Reinforcement.....	10
3. Types of Reinforcement .....	10
a. Positive Reinforcement.....	11
b. Negative Reinforcement .....	12
4. Reinforcement Strategy .....	13
C. Related Research .....	16
<b>CHAPTER III: RESEARCH METHODOLOGY</b> .....	<b>19</b>
A. Research Method and Design .....	19



B. Research Site and Participants .....	21
C. Research Instruments .....	21
D. Data Collection Techniques .....	22
E. Data Analysis .....	23
<b>CHAPTER IV: DATA DESCRIPTION AND ANALYSIS .....</b>	<b>25</b>
A. Data Description.....	25
1. Data from Classroom Observation .....	25
a. Classroom Observation 1.....	25
b. Classroom Observation 2.....	27
c. Classroom Observation 3.....	28
d. Classroom Observation 4.....	30
e. Classroom Observation 5.....	31
f. Classroom Observation 6.....	33
2. Data from Questionnaire.....	34
3. Data from Interview.....	35
B. Data Analysis .....	41
<b>CHAPTER V: CONCLUSION AND SUGGESTION.....</b>	<b>44</b>
A. Conclusion .....	44
B. Suggestion .....	45
<b>BIBLIOGRAPHY .....</b>	<b>46</b>
<b>APPENDICES .....</b>	<b>48</b>
Appendix 1: <i>Instrumen Penelitian</i> .....	49
Appendix 2: <i>Lembar Observasi</i> .....	61
Appendix 3: <i>Kuesioner</i> .....	76
Appendix 4: <i>Transkrip Interview</i> .....	80
Appendix 5: <i>SK Bimbingan</i> .....	92
Appendix 6: <i>Buku Bimbingan Skripsi</i> .....	93
Appendix 7: <i>Surat Izin Penelitian</i> .....	97

# CHAPTER I

## INTRODUCTION

### **A. Background of Study**

A teacher is a key element for the students to learn English, especially in speaking skill. It happens because the students' progress depends on how good the teacher handles students' inability to speak up. One of the most difficult aspects in becoming a teacher who teaches English speaking is encouraging the students to speak up. However, some students may not feel the need to speak up because they think the class is boring or they have no interest in it, which may prevent them from participating in the classroom. Therefore, a way to break this stillness in the class that teachers mostly use is reinforcement.

Reinforcement is one of enthusiasm techniques that can control students' learning environment, interest and excitement if it is used appropriately. Reinforcement can lead the classroom environment into positive or negative depending on how the teacher gives or expresses the reinforcement to the students. Teacher may use reinforcement not only to improve the self-confidence of the students, but also to improve the excitement level in the classroom. The teacher may use some rewards, comments or praises. Those often simulate and engage students' enthusiasm in participating the speaking activity in the class.

Teaching speaking can be tricky because it depends on how students react to the teacher, and that may lead the class to a quietness if the students are not able to do so. Reinforcement exists to break that silence and stiff environment.

Additionally, this consists of many types, and it can be used as a way to increase the excitement and interest in speaking class. The statements above are what makes the researcher insists to conduct a research in this field, entitled “Teacher's Reinforcement in Teaching Speaking”.

## **B. Reasons For Choosing The Topic**

Students might feel that performing in the classroom is unnecessary when the topic is heavy. Reinforcement may solve such problem come to the students. This is why the researcher choose this topic and put some reasons.

First, reinforcement can improve the mind of the students. Reinforcement is known to be given in an interesting way, which may improve the mood of the students. Thus, students’ mind can be improved just by giving reinforcement. Second, the researcher find this topic interesting. The researcher assumes that the research in this field might be refer to psychology, because it is closely related to the change of mindset. Third, the researcher is interested in speaking skill. This skill has been the most favourite subject to learn for the researcher in the university.

Reinforcement may improve the situation in the classroom if given appropriately. Moreover, reinforcement also may help the students perform better when their self confidence is improved. Therefore, the researcher intends to choose this topic to be conducted.

### **C. Aims of the Research**

The study aims to accomplish the researcher to find out the types of reinforcement used by the teachers in teaching speaking. The researcher also intends to find out how the teaches apply reinforcement in teaching speaking.

### **D. Research Questions**

This research is guided by using two questions below:

1. What types of reinforcement are used by the teacher in speaking class?
2. How does the teacher apply reinforcement in teaching speaking?

### **E. Research Focus**

Since the research is too broad to be discussed in every point of view, it will be narrowed down into types of positive reinforcements which includes verbal and non-verbal reinforcements.

### **F. Operational Definition**

This section explains every definition or terminology used in this research. The terminologies used are stated as follows:

1. Reinforcement is one of enthusiasm techniques that can control students' learning environment, interest and excitement if it is used appropriately. There are two types of reinforcement including: positive reinforcement, and negative reinforcement . Reinforcement can be used in every subject, for example speaking.
2. Speaking is the ability to express the speaker's feelings, ideas and arguments by using words. Speaking is also one of the ways to communicate with each other.

## **G. Research Significances**

This research is necessary for the researcher who will be the teacher. The researcher can apply the types of reinforcement in teaching, especially for teaching speaking. For the students it is hopefully beneficial for them as the knowledge used to improve their self confidence.

## CHAPTER II

### THEORETICAL FOUNDATION

#### A. Speaking

##### 1. Definition and Phenomenon

Speaking is one of the important skills needed to learn English. Speaking can be defined as an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994 as cited in Liaw, 2012). In other words, speaking skill is the ability to use words or language to express oneself in natural ways. In the other hand, speaking is the ability to express linguistic knowledge in actual communication.

Gökhan and Gurbuz (2014: 3) defines speaking as the productive skills among others language skills, and nowadays in language classrooms, students try to develop their productive skill in many ways. He also states that speaking activities which are required the students to perform in front of the class, triggers more anxious and also afraid. He adds that in the students' perspective, speaking in a foreign language will invite more worries rather than presenting in front of the class. Therefore, speaking should be given in a communicative activity, and teacher should find appropriate activities to make students get involved actively.

In English as a foreign language context, the teachers always try to encourage students to speak in the classroom, and their participation in speaking is evaluated by the teacher according to the amount and quality of

their talk, even though opportunities are not always available for everyone to participate orally. Weaver and Qi (2005:570) state that classroom participation is about “involvement matters” and is usually a concern to both teachers and students. In most EFL classrooms, students are put in teacher-fronted activities where they are only able to contribute the minimum of speech and, moreover, participation in such setting is more difficult to elicit. Putting students into face to face activity with their teacher it will give minimum contribution while speaking. Furthermore, this kind of participation is difficult to get.

## **2. Teaching speaking**

Speaking our mother tongue is something everybody takes for granted as it is used naturally on everyday basis from various classes with different social status and intellect. Thornbury (2005:1) gives his opinion that speaking is so natural and integral that a person may forget how s/he once struggled to achieve the ability. Regarding teaching English speaking skill, Harmer (1998: 64) mentions that the students need to be present and clear before they are able to master the language.

In terms of teaching speaking, the English teacher have to understand that speaking a language is difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction. In supporting with that statement, Richard and Renandya (2002: 204) give their opinion that diversity in interaction involves not only verbal communication but also

paralinguistic elements such as gestures and body language, facial expression that may accompany speech or convey message directly without any accompanying speech in order to ensure the success of achieving the main objection of teaching speaking.

The goal of teaching speaking skill is to be able to communicate efficiently. Learners should be able to make themselves understand, using their current proficiency to the fullest. The students should try to avoid confusion in the message due to incorrect pronunciation, grammar or vocabulary, and to observe the social and cultural rules that apply in each communication situation. The English teacher has to be able to create an interesting classroom situation, thus, the students feel enjoyable environment during the class and keep practicing their speaking ability (Rasyid, 2016: 161-168).

Kayi (2006) mentions that there are several meanings of teaching in producing the English sounds and sounds patterns, choosing words sentence stress, intonation patterns and the rhythm of the second language. Kayi also adds that using the right words and sentences based on the social settings, audience, situation and also subject matter will give effect to managing the students thought in a meaningful and logical sequence, using language to show the values and judgments and using the language responsively and fluently are also important matters in teaching speaking.

Although there are many approaches in teaching speaking, the learning process still faces many failures. One of the problems, as stated by



Ur (1996), is related to individual learners' personalities and attitude to the learning process and learning speaking in particular. Inhibition, which consists of fear of making mistakes, losing face, criticism, shyness, and the inability to find motives to speak and conclude opinions or relevant comments, are the most frequently appeared symptoms in the English classroom.

## **B. Reinforcement**

### **1. Definition and Purpose**

According to Turney et al. (1983: 14), reinforcement refers to the affirmative feedback provided by the teacher in response to student behavior, with the aim of raising the likelihood of that behavior recurring. It can be defined as any pleasant voluntary and/or monitored modification in the environment or the behavior of a person that changes the strength of a desired behavior and increases it. Thus, any pleasant action that increases the desired behavior will be considered as reinforcement.

In addition, it is supported by Moore (2001: 181) who states that reinforcement is a long recognized and essential skill for classroom teacher. It means that reinforcement is one of the most important parts to support learning process to runs well, and the teacher must know this important thing. Reinforcement is needed in the class to maintain students' positive behaviour and also to decrease student's negative behaviour in learning process. The teacher must make sure that the reinforcement is given appropriate.

As the purpose of a teacher is to conduct teaching and learning to a very high level which depends on the intrinsic motivation of a person, the teacher may try to change his or her behaviour, or the environment to provide an incentive for students to develop the intrinsic motivation to be interested in a learning activity. However, no matter how kind the teacher is or no matter how well the lesson is planned, teacher with even little teaching experience will understand, if the students find it less interesting, teaching learning process will not happened.

Referring to the definition above, the teacher gives this kind of positive response and treatment in order to increase students' positive behaviour. In this process, the students should have attention and motivation from their teacher. Therefore, catching students' attention, motivation, and increasing their positive behavior in teaching and learning process are the purposes of giving reinforcement. In line with that statement, Suwarna (2006: 77) adds that the purpose of giving reinforcement in general can be (1) increasing the students' attention to the subjects, (2) increasing the students' learning motivation, (3) easing the students' ability to comprehend the subject, (4) eliminating the students' negative behavior and elucidating their positive behavior.

Because every individual has different lack of motivation, it means that each individual can be attracted by different reinforcement. Some of students might be motivated by grades while others can be motivated by recognition from their friends or persons. When every student repeated

action is strengthened in some pleasant consequences for them, aside from being appropriate or not, they will be motivated by the gift because of their behavior, and for increasing that behavior because the consequences make them happy. Therefore, reinforcement can be an effective motivator when it is used appropriately, for example to create comfortable learning situation.

## **2. The Principles of Giving Reinforcement.**

Usman (2013: 82) explains that there are several principles when giving the reinforcement. The first principle is called Warm and Enthusiastic. This principle focuses on the teachers' behavior and gestures, including voice, facial gestures, and body language. By doing so, the teacher will show his/her friendly gesture and enthusiastic feeling when giving reinforcement. The second principle is called Meaningful. It means that when the teacher gives reinforcement, it should be referring to the students' behavior and appearance, thus, it gives the students an impression that they are worthy of that reinforcement. Therefore, the reinforcement is meaningful for the students.

The third principle is named Avoiding a Negative Response. This principle explains that negative responses such as comments, rude jokes, mocking the students, should be avoided, because it can demotivate the students in improving themselves.

## **3. Types of Reinforcement**

Reinforcement is a process in which a consequence is given following a desired behavior to increase the likelihood that the behavior will

occur again under similar conditions. In the process of improving the students' motivation in learning speaking in the classroom, reinforcement has a role on putting the students on a situation that their effort is acknowledged, thus may increase the frequency of this behavior to happen in the future.

Reinforcement is designed to be used systematically and incidentally. It is important to establish how frequently the reinforcement will be given. Too frequent use of reinforcement may cause the individual to grow tired of the reinforcement and result in a loss of reinforcement effectiveness.

Pierce and Epling (2003) describe reinforcement as either positive or negative in nature. Positive reinforcement is an event that is presented immediately, following a behavior and which causes and desired behavior to increase in frequency. It is when a student receives something that s/he values as a result of a specific action by the students. Possible positive reinforces are good grades, praise, free assignment, or extended break time etc. In contrast with that, Pierce and Epling also, however, describe negative reinforcement as a removal of an unpleasant event or stimulus; a removal is aimed at being reward for a desired behavior, therefore boosts the future occurrence of that behavior.

a. Positive Reinforcement

According to Alberto and Troutman (2012), positive reinforcement occurs when the resulting consequences of a specific

behavior increases the occurrence of the behavior across time. Many people think that positive reinforcement and praise are similar however, Sigler and Aamidor (2005: 249) note the importance of distinguishing between two phrases, suggesting that although praise is a form of positive reinforcement, the terms are not interchangeable.

Lalli et al. (1999: 285) explain that positive reinforcement may occur in the form of specific praise, individualized reward system, such as a sticker chart or token economy, edibles, or positive adult attention. To define specific character and component of positive reinforcement for a student is needed knowledge of student preference and attitudes. One of the best common ways to give what students needed in giving positive reinforcement is using structured interview of students' likeness or assessing what students' needs.

#### b. Negative Reinforcement

All of the punishments that are given by the teacher that related and undesirable phenomenon it is called negative reinforcement. The process of negative reinforcement usually involves the removal, reduction, postponement, or prevention of stimulation. These operations strengthen the response in which they are depending on these processes (Himeline, 1977: 364). Removal or reduction of going stimulation usually produce behavior that is called "escape". On the other hand postponement and prevention which have stimulation that produce behaviour is called "avoidance".

Negative reinforcement is another way to learn the students' behaviour in which the possibility of the behaviour to happen is made increased because of avoid unpleasant consequence. When the punishment decreasing negative behavior, negative reinforcement is often used by the students to escape or avoid unpleasant consequence.

#### **4. Reinforcement Strategy**

The success of teaching learning process is decided by the teacher strategy to manage the class. To improve the achievement of teaching learning process, a teacher must have basic teaching skills, one of the skill is giving reinforcement. This ability is necessary because reinforcement can increase students' motivation and enthusiasm in learning English. This statement is also in line with Irawan (1997) who stated that teacher must own reinforcement skill because it provides support for students to improve their performance.

Gerson (2002: 35) explains that giving reinforcement is a strategy to convert the students' behavior and strengthen the students' response in every subject, especially in Speaking. Moreover, Budiningsih (2012: 21) describes reinforcement as an important stimulus given to increase the possibility of a good response in terms of words, praises, supports, or verbal and non-verbal acknowledgements. Therefore, two strategies of giving reinforcement in teaching learning process are divided into two parts, which are verbal and non-verbal reinforcement.

According to Djamarah (2007: 120), verbal reinforcement is one of the simplest reinforcement strategies used in the teaching learning process. Verbal reinforcement can be showed as word of praises, supports and acknowledgements that can improve the students' behaviors and appearances.

Uzer Usman (2006:81) explains that bear a meaning of verbal reinforcement as a reinforcement that usually expressed by words of praise, appreciation and approval. For example: good, well, excellent, smart, etc. These aims to give students a feedback and they would hold their positive behavior.

In line with the above opinion, D. N. Pah (1984:6) verbal reinforcement is the behavioral reinforcement that in the form of praise, support, recognition, and encouragement. When the teacher give feedback or given similar comments to the students it is used for their future to be better. D. N. Pah (1984: 6) classified that verbal reinforcement in two components, they are: first is words, reinforcement given to students is in the form of words. It is one of the easy way to give the students reinforcement so, the students will be easy to receive the teacher's response. For examples: **Good**, this word is expressed when the students work on a task or complete a command well, neatly and systematically. **Right/correct/true/exact**, those word are expressed when the students answer a question correctly. **Clever/ smart**, those words are expressed when the students have a better intellectual capability than other friends. It

can also be expressed when the students answer a question correctly. **Yes**, this word is expressed when the students answer a question and also give an opinion correctly. Second components is sentences, reinforcement given by the teacher in the form of sentence is to make clearly the order of the words, so the students would understand the reason behind why teacher give them such reinforcement. For examples:

- You should be very please with that work!
- You did a great job!
- I love your work!
- The way you give the opinion is very excellent!

Djamarah also (2007: 120) states that non - verbal reinforcement is a reinforcement given by showing gesture, approach, touch, and symbol. Reinforcement given by gesture is reinforcement in the form of gesture or movement, such as showing a thumb up, nodding, and clapping. Reinforcement by showing facial expression can be showed in the form of smiling, winking, and raising eyebrows. Another ways to show non-verbal reinforcement is approaching the students by touching part of their body for example their shoulder.

According to Hamzah B. Uno (2005: 169), the components of non-verbal reinforcement are: Gestural reinforcement, this kind of reinforcement usually associated with the teacher's use of non verbal response such as nod, smile, applause, twinkle in the eyes, pointing or showing the thumb. Second components is proximity reinforcement, this involves teacher's physical



nearness to students to display concern for and interest in their performance, and is frequently associated with verbal, contact, and token reinforcement. It includes such acts as standing alongside or sitting near a group. Third components is contact reinforcement, teacher may acknowledge student's effort and performance through the restrained use of appropriate physical contact such as pat on the back, caress student's hair or shaking hands. Next components is activity reinforcement, teacher may use activities or task which the students enjoy or prefer to reinforce effectively some prior performance. These may be educational activities or games related to previous learning or may include distribution of materials, permission to television, assisting a peer or being a leader. The last components is token reinforcement, the use of various kinds of symbols, signs and objects by the teacher to reinforce an appropriate student behaviour or achievement may be generally termed token reinforcement. The token may be ticks, stars, stamped symbols or comments, plastic chips, candy, chocolate or handwritten comments in books.

### **C. Related Research**

There are two researchers who have written researches related to Teachers' Reinforcement in Teaching Speaking. Both of them used different variables during the conduction of their research.

First researcher was Yuli Eka Putri (2014), who conducted a research titled "An Analysis of Teachers' Reinforcement toward Students' Interaction in Teaching Speaking". She used descriptive-qualitative research design to the

English teachers of SMPN 7 Padang in West Sumatra. The research employed two data collection techniques, which were Questionnaire and Observation. Data analysis for this research was conducted over the course of Speaking. The data from the Observation was noted and transcribed, then interpreted.

The research found that there were two types of reinforcement, including Verbal and Non-Verbal reinforcement. However, Non-Verbal reinforcement was seen to be the only reinforcement that appeared and occurred during the observation, with the rate of percentage hit perfect (100%). Thus, this research proved that by giving reinforcement in the teaching learning process, the students felt motivated in every activity of the Speaking class.

Another researcher titled “An Analysis of Reinforcement Implemented by English Teachers” was conducted by Deddy Wahyudi and Refnaldi Mukhaiyar (2013). The research tried to find out the type, frequency of use, time, and purpose of reinforcement of the English teachers in SMAN 1 Kecamatan V Koto Kampung Dalam, Padang Pariaman Regency. It employed a descriptive qualitative method because it gave a depth description from the subject towards the use reinforcement phenomenon.

The researcher used triangulation to collect the data, such as observation, questionnaire, and interview. The open ended questionnaire was used to identify the type and purpose of the reinforcement, while interview and frequency were covered by classroom observation and interview. Afterwards, the result was analyzed and presented. Hence, the result of the research reported that all teachers in SMAN 1 Kecamatan V Koto Kampung Dalam, Padang

Pariaman Regency only used intrinsic reward and positive punishment. The frequency of using reward was 128 whereas for positive punishment, only hit for about 29. Teachers used reward and punishment on pre, whilst and post activity.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Method and Design**

A qualitative approach was used in this research. In this research, qualitative approach was chosen to know the type of reinforcement and how the teacher applies reinforcement in the teaching-learning process. Descriptive method was suited to use because the researcher allows describing types of reinforcement and how the teacher applies in teaching-learning process.

Descriptive analysis was chosen as the design for this research. The design was used to know how the teacher produce reinforcement during teaching-learning process. This research design was used by the researcher to collect an appropriate needed in this research.

The researcher took some steps in collecting the data about types of reinforcement over teaching-learning process. The aim of the research was to find out types of reinforcement and also to know how the reinforcement was applied by the teacher. So, the researcher used three instruments to get the data, including classroom observation, interview, and also questionnaire. Then the data have been analyzed and the researcher draws a conclusion. The detail of the steps in this research would be described in figure 3.1.

The design is as follows:

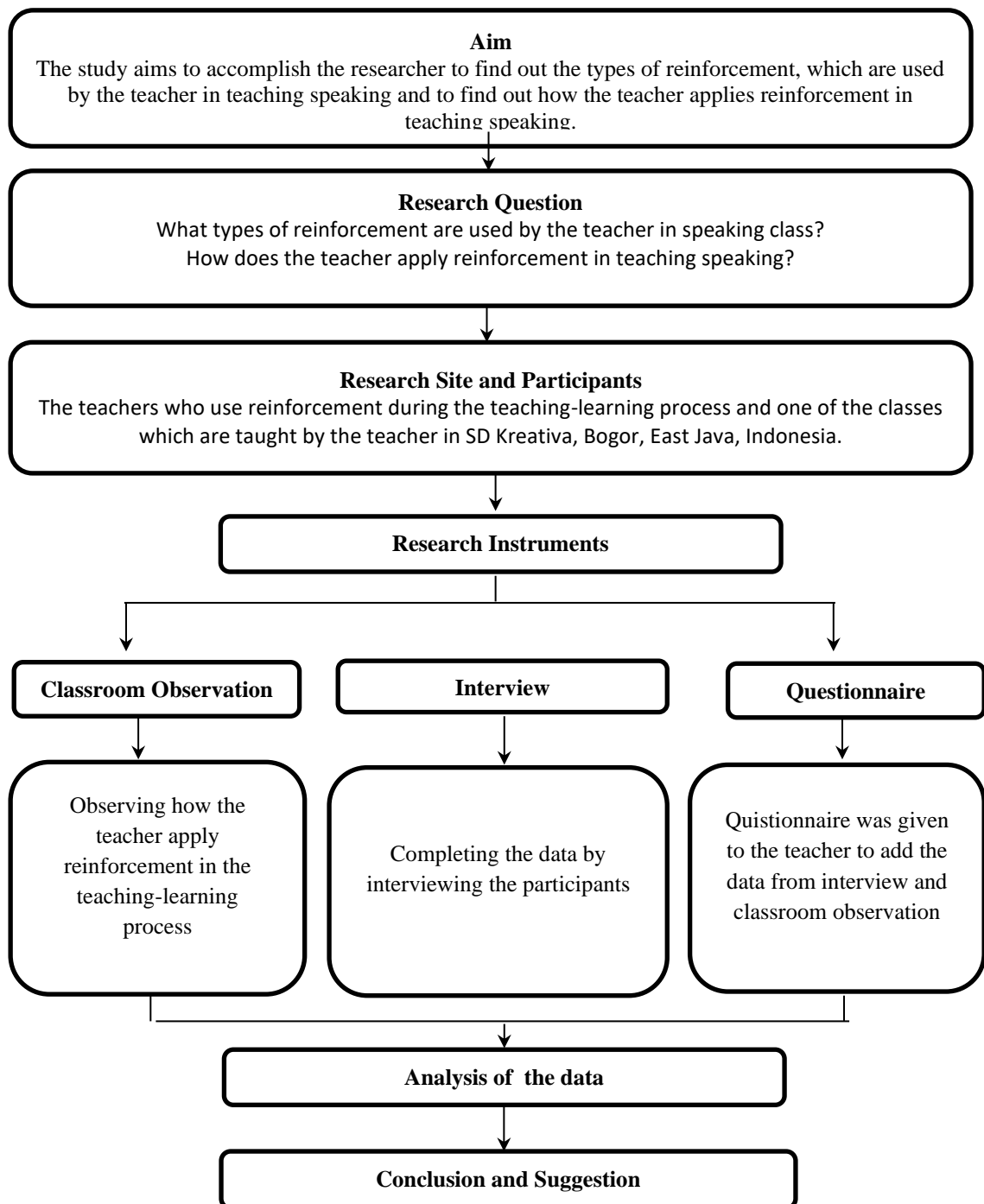


Figure 3.1 Research design

## **B. Research Site and Participant**

This research was conducted in SD Kreativa Bogor, West Java, Indonesia. Two English teachers who teach different classes were the participants for this research. They were chosen as they often give reinforcement. It was to see the frequency of reinforcement used by them.

## **C. Research Instruments**

This research used three instruments, which were classroom observation, interview, and questionnaire. Classroom observation was conducted in the class which was taught by the teacher as the participants. The Interview was used to get more detailed data, which was not covered by the classroom observation. Questionnaire was the last instrument, it was used to know the students' perspective about reinforcement.

First, classroom observation was used to get accurate information regarding reinforcement used by the teachers during teaching-learning process from pre-activity up to whilst activity. Note taking was done to list the reinforcement that produced during the teaching-learning process.

Second instrument was interview. This interview was conducted to elicit verbal feedback from the observed teachers. Aside from getting the data from the classroom observation, the teachers were required to be interviewed to get more valid data. The researcher gave 18 questions to the participants, the question was about the types of reinforcement that used by the teacher in each class. Semi structured interview was used in this section. Interview section was done when the researcher finish conducting classroom observation.

The last instrument was questionnaire which was given to the teachers. It was provided to the teacher with the aim of gaining a deeper comprehension of how reinforcement was utilized in the classroom. The data from this questionnaire was used to add the data from classroom observation and interview. The type of the questionnaire was close ended questions. fifteen questions were given to the teacher. The teacher needed to answer the question based on their experience during teaching-learning process. So, the researcher got the actual data of the students.

#### **D. Data Collection Technique**

After having three instruments to collect the data, the researcher explained the whole technique from each instruments to get the data. First of all was classroom observation. In this part, the whole classroom activity since pre-activity, whilst activity, and post activity are observed and documented through recording.

Second instrument was interview section, the interview section was done after all classroom observation are done. Three teachers invited to participate in the interview section. Face-to-face interview section was done conducted as well.

After the interview section, the researcher invited the teachers that observed by the researcher to full fill the questionnaire. This questionnaire used to add the information from classroom observation and interview.

## **E. Data analysis**

The next step in this research was analysed the data from the instrument. First was the data from classroom observation, the data from classroom observation transcribed one by one. After finishing transcribed the researcher classified each word produced by the teacher into reinforcement's classifications that focused on positive reinforcement and included into verbal or non-verbal reinforcement. After transcribing the data finished, then the data presented in the form of a graphic/ diagram with presentence. In a drawing conclusion, the researcher used the data from this section to figure out how the teacher applies reinforcement in the teaching-learning process.

After analysing classroom data observation, the researcher analysed interview section data, it was transcribed one by one. The answer classified based on the definition of reinforcements. The data classified was from each number of questions. Then, the data presented in the form of description. As for drawing conclusion, the researcher used this data from this section to find out the type of reinforcement used by the teacher.

The last data was analysed in this research was questionnaire data. The researcher analysed one by one from each question, then the data classified. After classifying the data, the data presented in the form of description. As drawing conclusion, the data from this section used to add the data from classroom observation and interview section.



All the data that the researcher gets from three instruments will be connected to theories. After that the data is analysed so the researcher will know whether there are any similarities or difference.

## CHAPTER IV

### DATA DESCRIPTION AND ANALYSIS

#### A. Data Description

This research was conducted in an Elementary school in Bogor. The data taken were collected through classroom observation, questionnaire, and interview. The data were analyzed and interpreted to obtain the result about teacher's reinforcement in teaching speaking.

##### 1. Data from classroom observation

The first data were collected through classroom observations which were held for sixth meetings with two different teachers. They were used to figure out how the teacher applied reinforcement during teaching learning process. The description of classroom observations and the results were shown below.

##### a. Classroom Observation 1

The first observation was done on Thursday 8 August 2019. The first class was 4C grade, exactly at 09.30 – 10.40 AM. The topic of that day was Comparison. In the beginning of the class, the teacher started the class by praying, and also greeted the students by saying "Assalamualaikum". When the teacher greeted them, one of the students did not answer clearly so the teacher came to the student while standing beside him and asked him to answer clearly. Before starting the lesson, the teacher showed them a purple turtle doll. She asked the students to

guess kind of the doll, and also the colour of the doll. One of the students guessed the doll incorrectly, and also mispronounced the word “Turtle”. So, she asked the student to repeat after the teacher pronounced it. By saying “Can you repeat after me?”, after that, the teacher kept the doll and to be used for playing game.

Then the teacher reviewed the previous lesson, which was about “feelings”. She asked the students to mention the kinds of feeling. “Can you mention the word which is included in feelings?” After that, she was showing the students to pronounce the word then they repeated, “Okay good job, repeat after me: afraid, angry.”. Next, she asked them to give applause and also say “Good job”. The teacher continued and explained the lesson while trying to make the students quiet. Suddenly, one of the students came to her and asked for permission to go to the toilet. Then, the teacher asked him to ask for the permission in English, “Can you asked for permission in English?” but he refused because he could not to do it. After that, the teacher taught how to say it and the student repeated it, “Miss, may I go to toilet please”. Next, the teacher asked the students to open the book. The students were asked to fill the assignment, which was about “My Journal”. While they were doing the assignment, the teacher went around to and also helped them.

After 20 minutes, the teacher played a game by using the turtle doll. The rules were when the teacher stopped singing one song, someone who got the doll should come forward to present the

assignment. Eight students came forward, but some of them were not confident and the teacher needed to force them by hugging, and also came to the student's chair while saying "Come on, I will help you, come forward please!". After the teacher came to their chair, some of them came forward. Before closing the meeting, the teacher said to them who did not come forward on the day would come forward on the next meeting.

b. Classroom Observation 2

The second class was observed on the same day and also on the same grade, exactly in 4B at 10.40-11.50AM. The topic of the day was Comparison. The teacher mostly used the same way to open the class. In this class, she also showed the doll and asked the students to guess the doll. Most of the students could answer correctly and the teacher said "Thank you" and also gave thumbs up to them. Before continuing the lesson, the teacher reviewed the previous topic. She asked to mention what the students learned while she was writing on the white board. After writing, the teacher said a word and students repeated. The teacher corrected the students' pronunciation while asking the students to repeat. "Are you sure it is "bigger". Ok repeat after me "bigger" not bagger."

The next step the teacher did was starting to explain the lesson and ask the students to do the assignment in the book. After most of them finished the assignment, she started to play a game and the rules

of the game were the same as the previous class, when the teacher stopped singing, the students who got the doll should come forward to present the assignment. In this class, not all the students came forward because the time was limited. Most of them were not confident to come forward, so she needed to force them, “Hey ayo maju, kamu bisa, nanti Miss bantu (while she came to their chair)”. When the students came forward, most of them got difficulties in pronouncing the words. In this part, she corrected the students' pronunciation and they repeated the words. Most of the students were hugged by the teacher while they were presenting the assignment. In this case, the teacher also said “Thank you” and “Good” after the students presented the assignment. Not only saying those words, but the teacher also gave an applause and thumbs up. Because the time was limited, not all of the students could present in front of the class. Some students would present the assignment on the next meeting.

The last was the teacher tried to ask the students to mention the lesson they have learned. Before closing the meeting, she reminded them to prepare for the next meeting. They would do some tests on the next meeting.

c. Classroom observation 3

The last observation for the first teacher was on the 4A, at 13.35-12.25 PM, it was done in the same day. Mostly the teacher was doing the same way and also the same topic as the previous class. In this class,

some of the students greeted her by saying “Hello miss, how are you?”. Then, she answered “Oh ya, I am good, thank you for asking me. And how about you, sayang?” then the students said, “Yes, I am good miss”. Not only that, before starting the lesson, they asked about the sticker as usual because the students were collecting the stickers in every meeting. Later on, the stickers were used to get some rewards from the teacher. On that day, she would give the sticker when they could answer some questions that was given by her.

Before starting the lesson, the teacher reviewed the previous materials by asking the students. For the students who could answer, they would get one sticker. In this step, the teacher said, “Okay do you still remember what did we learn last week? Can you mention it? I will give you sticker.”. The teacher gave 5 stickers to 5 students for this session. After that, she asked them to open the book, which was about “My self”. In this part, the students should fill some questions based on their real life. She started to explain one by one for the question and gave them 20 minutes to finish the assignment.

The time was running out, the teacher invited the students to sing a song. While singing a song, they should move the doll. When the song was stopped, the student who got the doll should come forward to present the result. However, not all of them could come forward. Some students could present the result in a good way, but some of them needed correction from the teacher especially on their pronunciation. Therefore,

the teacher repeated the students' mispronunciation and also asked them to repeat after she corrected it.

The next was the teacher reviewed the material on that day by asking them some questions. In this part, she also gave sticker to the students who could answer the question. After reviewing the material, one of them asked the teacher to sing a song again. The last after singing the song, the teacher reminded them to prepare for the next meeting and she closed the class.

d. Classroom Observation 4

The fourth classroom observation was held on Wednesday 14th of August 2019. The time was exactly at 09.30- 10.40AM. This classroom observation was with the second teacher, because the researcher used two teachers to be the researcher's participants. The teacher was teaching the second grade. The class was started by playing a game, which was called "Make A Circle". For the first time, the teacher was explaining the rules of the game. In the middle of the game, she showed some pictures to the students, it was about the lesson on the previous meeting. The students were asked to mention what they saw on the picture. Most of the students forgot how to construct in a full sentence. In this case, the teacher was trying to give some clues to the students. For example, "They.... praying". However not only giving the clues, she also corrected their pronunciations. After that, the teacher continued to the next session and started to give the lesson.

The lesson on the day was about “Number 1-20”. The teacher wrote the number 1-20, and the students pronounced it. Most of them could pronounce it correctly. She asked them to repeat and continued the numbers while singing. After singing a song, she invited them to play a game. They were divided into two groups. The game was about circling the number on the white board which was written by the teacher. The next step was she tried to give them an assignment which was matching number. She explained the rules for the assignment and asked them to write it on their own book in 15 minutes. Some of the students did not understand about her explanation. So, she should explain to the students while giving an example. When some of the students could finish it in 15 minutes, she checked their book while signing their books. Not only signing it, she also asked them to pronounce the number based on their own book.

When all of the students finished, the teacher asked them to make a line. In this last session, she tried to review the material by using cards which contained numbers and different colours. The students were asked to take the card and they should mention the number and the colour. For the last session, the teacher gave them information for the next meeting, then she closed the class.

e. Classroom Observation 5

The fifth classroom observation was in the second grade of elementary school. It was done on Thursday, 15th of August 2019 at



10.30-11.50AM. The class was started by using game. While playing a game, she reviewed the previous material by showing some pictures. After that, the students should say it in a full sentence, for example "They are praying". Some of them needed more correction from her. Then, she started the lesson, which was about number 1-20 and wrote the number on the white board. Then she gave the example on how to pronounce the number "Come on, repeat after me". The next session was the teacher divided the students into two groups. The rules of the game where the students from each group should circle the number on the white board based on the teacher's instructions.

The next session was the teacher continued by giving an assignment, which was about matching numbers. When the students finished, she signed the students' book. After that, she asked them to count the number "Let's count, I will help you". While the students counting, the teacher corrected their pronunciation. Next step was the teacher invited the students to play a game while reviewing the material. She divided them into two groups, and after that each of group should make a line. Each group should take one card from her. Then, the students should mention the number and also the colour based on the card. Some of them were needed correction from the teacher "Repeat after me, green". The last was the teacher gave them an information for next meeting, she closed the class.

f. Classroom Observation 6

The last observation was in the 5 grades. The time was 15th August at 10.40- 11.50AM. The material on the day was about Job. In the opening, the teacher stuck some pictures on the white board, which was about professions. Next, she asked the students to guess what profession were on the pictures, and also what was on the picture doing. Not only that, she asked their dream job and also the reason choosing it. After that, she asked them to work in pairs. Each of group consist of three members. Then, she gave one picture for each of group. The picture showed one profession, and they should write based on the picture explained. When the students finished, she called some of them to come forward to present the result.

The next session, the teacher gave one paper to each student. They should draw their dream job and write the reason why they chose it. When they finished it, she called the students randomly for presenting their result in front of the class. Some of them were needed more corrections on their pronunciation. In the last session, the teacher asked the students to collect their paper. Before finishing the lesson, she reviewed the material from what they have learned. Not only review the material, the teacher also gave the information for the next meeting. Then, she closed the meeting.

## 2. Data from Questionnaire

The next instrument in this research was the closed-ended questionnaire. The questionnaire was taken on 27th of August 2019 and it consisted of fifteen questions which related to the reinforcement in speaking class. The statements were constructed according to types of reinforcement that were used by the teachers in the speaking class. The types of reinforcement were positive and negative reinforcement. Not only the types, but also how the teachers applied reinforcement in the class. The teachers used verbal or non-verbal reinforcement when they teach speaking.

In the speaking class, all the teachers found some mistakes done by the students. They also helped them to solve the mistakes. The next statement in the questionnaire asked them about reinforcement. They knew about it. One of them often used reinforcement to solve the students' problem, and one argued that problem was not always could be solved by using reinforcement. In reinforcement, there are verbal and non-verbal reinforcement. However, in speaking class, the teachers did not always use verbal or non-verbal. They used it depends on the situation. All of them argued that they often used verbal. For non-verbal reinforcement, only one teacher argued that she often used non-verbal.

The students gave various responses when they were given both reinforcements. All of the teachers argued that the students gave good response. In reinforcement, there were two types: positive and negative reinforcement, both of them can be used in speaking class. From the result

of questionnaires, it showed that all of the teachers knew the types. In the class, all of them argued that they often used positive reinforcement and also it was helpful for them, the students also gave good response to them. For negative reinforcement, only one teacher often used it in the class. Even though only once, all of them argued that negative reinforcement was helpful in the class. It made the students change their bad behaviour into good behaviour. All of their students also gave good response to the teachers.

### 3. Data from Interview

In this research, the last step in obtaining the data is interview. The interview itself was conducted on Tuesday, 27th of August 2019 with two teachers as the participants. Twenty questions that needed to be answered by them were based on their teaching speaking experience using reinforcement.

When the teachers taught speaking, they found mistakes that were done by the students. All of them mostly found mispronunciation in every meeting, because the students were not familiar with the words. Next question asked them how to correct the mistakes. One of them said that she repeated the students' answer directly with the correct one. Another one said that she corrected the mistakes in the last session of the meeting by repeating the answers correctly.

One of the interview questions was asking the teacher's understanding about reinforcement. They understand that reinforcement is

kind of teachers respond to the students' behaviour in the class. The teachers can use reinforcement to correct students' mistakes in speaking class, but they said that not all mistakes can be corrected by using reinforcement.

In reinforcement, there are verbal and non-verbal reinforcement, and both of them are used in speaking class. One of the teachers often used verbal reinforcement rather than non-verbal. It was shown in excerpt #1.

Excerpt #1

“Jadi reinforcement yang saya gunakan yang positif kadang saya pakai verbal dan kadang combine dengan non-verbal.”

“So, the reinforcement that i use is sometimes verbal and sometimes mix with non- verbal.”

However, the other one answered that she often used verbal reinforcement, it can be shown in excerpt #2.

Excerpt #2

“Kalau biasanya sih saat ada sesi speaking yang pernah saya gunakan reinforcement nya itu yang biasanya ya saat mereka selesai mengerjakan tugas yang saya berikan “ Good job, Thank you” standarnya itu sih.”

“Reinforcement that i ever used when there is speaking session is usually when they finished doing the assignment then i said “Good job, thank you”.

Reinforcement also can be used to correct the students’ problem in speaking class. The teachers found various kinds of problem. For example, the problems are: the students are not confident to come forward and speak up in front of the class. In this case, they used verbal and non-verbal reinforcement. Another problem is mispronunciation, because they are not familiar with the words. In this case the teacher repeated the mistake correctly, it means in this case the teacher used verbal reinforcement. The words that were used are: good job, excellent, come on, you can do it, thank you, don’t worry, I will help you. However, in some conditions one of the teachers also used non-verbal reinforcement such as: giving thumbs up, hugging, giving applause. It is shown in excerpt #3.

Excerpt#3

“Contoh reinforcement ketika mereka melakukan kesalahan sebelum memberi tahu kalimat yang benar contohnya kaya gini it’s okay, it’s okay please say it again” for example, “they are reading” iya jadi saya bilang itu seperti itu dulu tergantung situasinya. “

“The example of reinforcement when they did mistakes before i tell them the right sentences is “its okay, it’s okay please say it again” for example “they are reading” so, i said so or it depends on the situation.”

Another answer from the teachers that showed the situation when they used verbal or non-verbal reinforcement can be seen in the excperts #4 below.

Excerpt #4

“Ketika siswa melakukan hal yang baik kita kasih reinforcement dengan cara komplement baik itu verbal maupun non-verbal dan ketika siswa melakukan kesalahan dispeakingnya it’s okay, it’s okay please repeat after me “they are reading” pokoknya kita tidak menakuti mereka ketika salah”

“When the students do something good, we give them reinforcement with a complement, whether verbal or non-verbal. Then when the students do mistakes in their speaking, it’s okay, it’s okay please repeat after me ‘they are reading’ the important thing is we do not scare them.”

The students gave various responses when the teacher gave them reinforcement. Most of the students were happy and felt appreciated by the teacher, and also it can trigger them to show good behaviour in the class. Giving reinforcement also can build a good relation between teacher and student.

The next question was asked the teachers about their understanding about types of reinforcement. They were not familiar with the term types of reinforcement, but after the researcher explained they were understood. There are positive and negative. Each of them has different objectives in speaking class. Mostly the teacher used positive reinforcement, but in some condition they used negative reinforcement. As it shown in except #5

Excerpt #5

“ oh, kalau untuk tipe mana yang sering saya gunakan menurut saya sih yang positif ya kebanyakan, cuman terkadang juga saya menggunakan negatif juga, tapi frekuensi sih sepertinya lebih banyak yang positif”

“ I often use positive reinforcement rather than negative reinforcement”

The teachers were asked about their experience on using positive reinforcement. The teachers revealed that their experience was when the students were showing good behaviour and follow the lesson. Not only that, when they could answered correctly, the teachers also gave them positive reinforcement. The students were showing good response when they got positive reinforcement, and they also felt happy. As it shown in except #6

Excerpt #6

“Saya selalu memberikan reinforcement positif tapi bukan berarti saya tidak memberikan reinforcement negative. Kalau untuk pengalaman



selama mengajar sih ya untuk penggunaan positif reinforcement itu, karena mengarahnya menurut saya ya dari yang saya ceritakan tadi, yaitu ya waktu anak selesai mengerjakan tugasnya dengan baik, saya bilang bagus, good job”

“ I always give positive reinforcement, but it does not mean i do not give them the negative one. According to my teaching experience on giving positive reinforcement, I usually say “Good job” when they finished doing the assignment well.”

Another question was asked about the teachers' experience on using negative reinforcement. One of the teachers' ways were forced the students by saying “ The students will not get score, or the students will not get sticker to get some reward”. The situation when the teachers gave the students negative reinforcement was when they did a mistake in the class. Not only that, when the students were affraid to come forward or they were not confident to speak up also included. The students gave various responses, most of them were happy. The progress after getting negative reinforcement was they can change their bad behaviour, it can be seen by the teachers in every meeting that they had good progress. As it shown in excerpt #7

Excerpt#7

“Pengalaman saya ketika menggunakan reinforcement negative itu hampir semua ragu berbicara/tidak berbicara nah kalau terjadi seperti ini yang saya lakukan okay, if you don't wanna talk I will not give you score, saya bilang tidak akan ngasih nilai tambahan.”

“My experience when using negative reinforcement is almost make them feel doubt to speak. If it happens, I will say “Okay, I will not give you additional score.”

## B. Data Analysis

As it stated prior, the researcher collected the data from three ways which were classroom observation, questionnaire, and the last interview. The whole data from them are done to know how the teachers applies reinforcement and also to know what type of reinforcement that the teachers used. The result from the, can be shown below.

First, the result from classroom observation. Classroom observations were done to know how the teachers applies reinforcement in the class. From two participants the result showed that, they used reinforcement depending on the situation. It can be shown when the students came forward to present something in front of the class. Not only that, when the students can answer the questions that gave by the teacher even though their answer was correct or not. The teacher gave them reinforcement. In this case, the teacher gave positive reinforcement in verbal and non-verbal. For example: the teachers were saying good job, thank you while they were

showing their thumb or giving applause. When the teacher gave them reinforcement. Some of the students were happy, and also, they were motivated to do good behaviour in the class.

Second, the data from questionnaire showed that the teachers often used positive reinforcement in verbal and non-verbal but, it was also depending on the situation that they faced in the class. Third the data from the interview showed that they often used positive in verbal and non-verbal reinforcement during teaching learning process and it was depending on the situation. It showed in number ten from the questions. So, it can be concluded that the result of the data was correlated that the teacher often used positive reinforcement in verbal and non-verbal reinforcement, and it was depending on the situation. In line with that, Lalli et al. (1999: 285) explained that positive reinforcement may occur in the form of specific praise, individualized reward system, such as a sticker chart or token economy, edibles, or positive adult attention. To define specific character and component of positive reinforcement for a student is needed knowledge of student preference and attitudes.

According to Djamarah (2007: 120) verbal reinforcement was one of the simplest reinforcement strategies used in the teaching learning process. Verbal reinforcement can be showed as a word of praises, supports and acknowledgements that can improve the students' behaviors and appearances. It can be proved from the observations that both teachers

used verbal reinforcement. the word: good, thank you, good job, don't worry we are learning, don't be afraid to do mistake, and excellent.

Even most of them used verbal, but non-verbal also was found in the data classroom observation and also interview. According to Djamarah (2007: 120) non - verbal reinforcement was a reinforcement given by showing gesture, approach, touch, and symbol. It can be seen in the classroom observation when the teachers gave applause after the students have finished doing something, given thumbs up after the students could answer the questions, even though the answer is wrong. She also gives hugs to the students to make them feel better.

Giving reinforcement was good for the students' progress in learning English, when the reinforcements were given continually it will motivate the students in learning English and sometimes it can make them decreasing their negative behaviour, it can be seen when the researcher did sixth times classroom observations. In line with that, Irawan (1997) stated that teacher must own reinforcement skill because it provides support for students to improve their performance. It can be proved from the observations data and also interview data.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

The title of this research is Teacher's Reinforcement in Teaching Speaking. In particular, this research is conducted to find out how the teachers apply reinforcement in the class and also types of reinforcement that are used by the teachers in the class. It can be concluded that most of the teachers use reinforcement during teaching learning process. This research uses three instruments for taking data such as, classroom observation, interview, and questionnaire.

Based on the result of this research, it can be concluded that reinforcement plays an important role during teaching learning process. In this case, reinforcement is produced during teaching learning process to respond the students' behaviour and also to appreciate the students' achievement in the class. Not only that, in another case, the teacher uses the reinforcement to achieve good interaction between the teacher and the students.

The teachers often use positive reinforcement in verbal and non-verbal during teaching leaning process. Non-verbal reinforcement that they used were: hugging the students, giving applause, and touching the students' hand when they were affraid to come forward to present something and for verbal reinforcement used were: Saying good, Good job, you can do

it, thank you, and also the teachers often correct the students' pronunciation by repeating their words and also ask all of the students to repeat together.

#### B. Suggestion

After completing the research and drawing conclusion from the whole data, several suggestions are offered for other researchers, teachers, students and others who read this research.

Based on the result of the research, the researcher would like to give some suggestions for other researchers, students and teachers who read this research. First, for other researchers, before taking the data in the school or campus, they have to make agreement with their respondents to do the research. It will help the researchers decrease misscommunication between the researchers and the respondents. Second, for the students. The researcher finds that most of them enjoy to do anything based on the teachers' instruction. So, it will be suggested to the teacher to give more reinforcement during the teaching learning process. Third, for the teachers, the researcher suggested not only to give more verbal reinforcement, but also make it balance between verbal and non-verbal reinforcement because both of them are good for the students.

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## INSTRUMENT PENELITIAN

### 1. Classroom Observation

In this section the researcher will use this part to know how the teachers apply reinforcement during teaching learning process. The observation form is made according to the theories from the second chapter about the classification of reinforcement. This part will use video documentation to see the whole process of the teaching learning and the students' reaction when giving reinforcement.

No	Activity	Types of Positive reinforcement							Note
		Verbal		Non-verbal					
		W	S	G	P	C	A	T	
1.	Pre-activity								
	- Mengucapkan salam								
	- Membuka pelajaran								
	- Menanyakan tentang pelajaran sebelumnya								
	- Menyampaikan tujuan pembelajaran								
2.	Whilst activity								
	- Menyampaikan materi pembelajaran								
	- Memberikan pertanyaan mengenai materi								
	- Memberikan kesempatan bertanya kepada siswa								
	- Memberikan tugas mengenai materi pembelajaran								
	- Membahas tugas mengenai materi tersebut								
3.	Post-activity								

	- Memberikan feedback								
	- Menyampaikan materi untuk pertemuan selanjutnya								
	- Menutup pelajaran								

**Note:**

W = word

S = sentence

G = Gesture

P = proximity

C = contact

A = activity

T = token

The researcher will use this form to make it easy when observed the class. The observation form explains kinds of reinforcement produced by the teacher during teaching learning process. In the activity column the researcher will fill out any kinds of activity in the class. Moreover, Types column will use to mark whether the activity listed contains reinforcement, and next, the last column will be used to list reinforcement that produced by the teacher during each activity.

**2. Interview**

a. Teachers' interview

In this interview the researcher will used to know the type of reinforcement that used by the teacher during teaching learning process. The

interview section is conducted by using semi-structured questions and the copy of the question list will be prepared. The questions are as follows:

No	Research questions	Indicator	Questions
1.	How does the teacher apply reinforcement in teaching speaking?	Strategy of reinforcement: - Verbal reinforcement - Non-verbal reinforcement	1. Apakah anda sering menemukan kesalahan yg dilakukan oleh siswa saat kelas speaking? 2. Kesalahan seperti apa yang sering dilakukan siswa? 3. Pada situasi pembelajaran seperti apa siswa sering melakukan kesalahan? 4. Bagaimaanaa anda mengatasi kesalahan siswa saat speaking? 5. Apa anda mengetahui tentang Reinforcement? 6. Apakah anda menggunakan reinforcement untuk mengatasi kesalahan siswa saat berbicara?

		<p>7. Reinforcement apa yang pernah anda gunakan dalam kelas speaking?</p> <p>8. Reinforcement mana yang sering anda gunakan untuk mengatasi kesalahan yg dilakukan oleh siswa?verbal atau non-verbal?</p> <ul style="list-style-type: none"> <li>- Jika verbal kata apa saja yang sering anda gunakan?</li> <li>- Jika non-verbal, cara seperti apa yang anda gunakan?</li> </ul> <p>9. Bisakah anda menceritakan situasi seperti apa saat anda menggunakan reinforcement baik itu verbal maupun non-verbal?</p> <p>10. Bagaimana reaksi siswa saat anda memberikan reinforcement baik itu yang verbal</p>
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			ataupun non-verbal?
2.	What types of reinforcement are used by the teacher in speaking class?	Types of Reinforcement - Positive reinforcement - Negative reinforcement	11. Apakah anda mengetahui tentang tipe reinforcement? 12. Tipe manakah yang sering anda gunakan saat proses pembelajaran? 13. Bisakah anda ceritakan pengalaman anda menggunakan tipe reinforcement positif? 14. Pada situasi yang seperti apa anda menggunakan tipe reinforcement yang positif? 15. Bagaimana respon siswa saat anda menggunakan tipe reinforcement positif? 16. Bisakah anda ceritakan pengalaman anda menggunakan

			<p>reinforcement yang negatif?</p> <p>17. Pada situasi apakah anda menggunakan tipe reinforcement negatif?</p> <p>18. Bagaimana respon siswa saat anda menggunakan tipe reinforcement negatif?</p>
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### 3. Questionnaire

#### a. Pengantar

Nama saya Silvatu Nikmatul Karomah mahasiswa dari Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Pakuan, sedang melakukan penelitian dengan judul "*Teacher's Reinforcement in teaching speaking*". Untuk mendapatkan data penelitian yang dibutuhkan, saya mohon kesediaan Bapak/Ibu untuk mengisi beberapa pertanyaan dari kuisisioner yang telah saya buat. Informasi yang Bapak/Ibu berikan akan dijaga kerahasiaannya dan digunakan semata-mata hanya untuk penelitian yang saya kerjakan. Saya ucapkan banyak terimakasih atas kesediaan Bapak/Ibu dalam mengisi kuisisioner ini.

#### 4. Petunjuk Pengisian

Kuisisioner ini terdiri dari pertanyaan. Bacalah setiap pertanyaan dengan teliti. Kemudian jawablah pertanyaan tersebut sesuai dengan opini dan pengalaman yang anda miliki.

### QUESTIONNAIRE

Nama:

No	Indikator	Pertanyaan	Ya	Tidak
1.	Strategy of reinforcement: - Verbal reinforcement - Non-verbal reinforcement	1. Apakah anda sering menemukan kesalahan yang dilakukan oleh siswa saat kelas speaking?		
		2. Apakah anda membantu siswa menyelesaikan kesalahan yang dilakukan oleh siswa?		
		3. Apakah anda mengetahui reinforcement?		
		4. Apakah anda sering menggunakan reinforcement untuk membantu menyelesaikan permasalahan yang siswa hadapi?		
		5. Apakah anda sering menggunakan reinforcement verbal saat di kelas speaking?		
		6. Apakah anda sering menggunakan non-verbal reinforcement saat di kelas speaking?		
		7. Apakah siswa merespon dengan baik saat anda menggunakan verbal reinforcement?		
		8. Apakah siswa merepon dengan baik saat anda		



		menggunakan non-verbal reinforcement?		
2.	Types of reinforcement : Positive reinforcement Negative reinforcement	9. Apakah anda mengetahui tipe-tipe reinforcement?		
		10. Apakah anda sering menggunakan tipe reinforcement positif saat anda mengajar speaking?		
		11. Apakah anda sering menggunakan tipe reinforcement negatif saat anda mengajar speaking?		
		12. Apakah reinforcement positif membantu anda dalam pengajaran speaking?		
		13. Apakah reinforcement negatif membantu anda dalam pengajaran speaking?		
		14. Apakah siswa merespon dengan baik saat anda menggunakan reinforcement positif?		
		15. Apakah siswa merespon dengan baik saat anda menggunakan reinforcement negatif?		