

THE ANALYSIS OF POSITIVE VERBAL REINFORCEMENT OF PRE-SERVICE TEACHER IN EFL CLASSROOM

ANALISIS KATA PENGUATAN YANG DIGUNAKAN OLEH GURU PPL DI DALAM KELAS BAHASA INGGRIS

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Abstract: The objective of the study was to find out the types of positive verbal reinforcement used by an English pre-service teacher in the EFL classroom. The study used a qualitative method. This study involved an English teacher and students as participants. The researcher used tape video recording to get the data; transcription and codifying techniques were used to analyze the data. The result showed that the teacher used three types of verbal reinforcement namely words, phrases, and sentences. The researcher found out 27 words, 22 phrases, and 10 sentences of verbal reinforcement used by a teacher in the EFL classroom.

Keywords: positive, verbal, reinforcement

Abstrak: Tujuan penelitian adalah untuk menemukan jenis-jenis kata penguatan yang digunakan oleh guru PPL dalam kelas. Penelitian ini menggunakan metode kualitatif. Penelitian ini melibatkan seorang guru PPL Bahasa Inggris dan siswa sebagai subjek penelitian. Peneliti menggunakan teknik rekaman video untuk mengumpulkan data. Peneliti menggunakan teknik transkripsi dan pengkodean untuk menganalisis data. Hasil penelitian menunjukkan bahwa guru PPL Bahasa Inggris menggunakan tiga jenis penguatan yaitu kata, frasa, dan kalimat. Data menunjukkan bahwa terdapat 27 kata, 22 frasa, dan 10 kalimat penguatan yang digunakan oleh guru PPL Bahasa Inggris di dalam kelas.

Kata kunci: positif, kata, penguatan

Introduction

One of the basic abilities possessed by the teacher is the ability in teaching skills. This ability helps teachers in doing their responsibilities. Teaching skill is a specific ability that must be possessed by any teacher to be able to carry out teaching activities effectively, efficiently, and professionally. Thus the basic teaching skills relating to some fundamental and inherent abilities must be possessed and actualized by every teacher in carrying out their duties. One of them is a skill in giving reinforcement to students.

Amstrong (1992: 33) notes that teaching skill is the ability to specify performance goals, the ability to diagnose students, and the ability to interact with students also the ability to reinforce in the classroom. From the explanation above it can be concluded that teaching skills must be possessed by the teacher. It is hoped that the teacher can optimize their role in the classroom. So, teaching skills are things that teachers need to have from all fields of study.

Every teacher needs to use reinforcement in their class. Thus; Loi

& Uyen (2016) stated that teachers should use rewards only when they realize that their students are not intrinsically motivated. The students have self-confidence in the classroom because the teacher always gives rewards for their capability. Positive reinforcement is a good strategy to make the students active in the class. Usman (2011: 80) says that reinforcement is all forms of response, whether verbal or nonverbal which is part of teacher behavior towards student behavior which aims to provide information or student feedback on the actions as an act of encouragement. Reinforcement is a response to a behavior that can increase the likelihood of repetition of the behavior. These actions are intended to reward or encourage students so that they are more active in participating in teaching and learning interactions. Reinforcement is any form of response that aims to provide information or feedback to students for actions or responses that are given as encouragement or correction. Through reinforcement skills provided by the teacher, students will feel compelled to give a response every time a stimulus

arises from the teacher, or students will avoid responses that are considered not useful. In other words; reinforcement is a response given by the teacher to a behavior or action of a student who is considered positive and causes the possibility of repetition or increases the behavior.

On another hand, Winkielman (2005) defines reinforcement as a stimulus, settings, and antecedent that strengthens behavior and increases the frequency of its expression. Reinforcement is a term of behavior analysis for a process to increase the behavior in the form of response delivered shortly after behavior performance. While according to Anitah (2009: 7) reinforcement is a response given to behavior or deeds that are good considered which can make a repeat or increase in behavior that is well considered.

Reinforcement learning activities have an important role in improving the effectiveness of learning activities. Praise or positive teacher response to student behavior positively will make students feel happy because of the opinion they have the ability. There are

two types of reinforcement namely positive reinforcement, which is praise or appreciation, and negative reinforcement, which is a punishment.

Based on the opinions of the experts above, it can be concluded that reinforcement is a response given by the teacher to students both verbally and nonverbally with the aim that the actions taken by students that according to the teacher are good are likely to be repeated and also aim to reward or encourage students, so a student will always be motivated in the teaching and learning process. From the theory above, it can be said that teaching skills and skills in reinforcing students must be owned by the teacher because then students can actively participate in the teaching and learning process and also students feel motivated to always learn. In fact, at school teachers rarely reinforce the students.

The teacher feels that reinforcement is not an important thing that must be done or given to students and some time teacher just gives negative reinforcement like a punishment to a student if a student makes a mistake in the teaching and learning process. Positive

reinforcement is very important if the teacher applied it in the school especially in the classroom. Because the reinforcement given by the teacher can increase student motivation in learning. The purposes of this study were to find out the types of positive reinforcement that used by the teacher for students in the classroom to the second-year student of MTs Nurul Falah Kefamenanu and to find out the positive verbal reinforcement stated by student teachers in the classroom to the second-year students of MTs Nurul Falah Kefamenanu.

Literature Review

Previous studies have been conducted out on the investigation of positive verbal reinforcement used by the teacher in the classroom. For example, some researchers have studied reinforcement. Manzoor, et. al (2015) conducted research entitled "Use of Motivational Expressions as Positive Reinforcement in Learning English at Primary Level in Rural Areas of Pakistan". The result of their research showed that more than 75% of teachers agree to the view that there should be motivation in the

learners and the use of different motivational strategies, for example, motivational expressions, because those strategies can enhance the students' interest in learning.

Moreover, classroom teaching and the questionnaire result show that students become more motivated toward learning the English language when they are positively reinforced in the class. The results showed that it was a key for seeing the reasons for the failure of the students at schools and can be a key to make improvements in both areas. It was concluded that teachers must use different motivational strategies for students in teaching-learning activities. One of them is the teacher can use positive reinforcement to motivate students.

Tananuraksakui (2013) analyzed the Power Distance Reduction and Positive Reinforcement EFL Learners' Confidence and Linguistic Identity. The research revealed that there were positive impacts on students' levels of confidence in oral English communication and attitudes towards teaching and learning of English in some levels. The results also found the implications for

English teachers in not only the Thai context but also in the Japanese and Korean contexts. He conducted that positive reinforcement has a good impact on students and teachers.

Khaliq, et al (2016) research on the Role of Reinforcement or Punishment in Learning English Language showed that participants are in favor of that teacher should be kind and in a classroom audio-visual aids can increase their learning process. Realizing the importance of reinforcement in the classroom; the researcher came to an idea to conduct a study on Analyzing Positive Verbal Reinforcement of Student-Teacher in the EFL Classroom. This present study focused on the types of verbal reinforcement used by the teacher in the classroom. The types of verbal reinforcement cover words, phrases, and sentences.

Method of Research

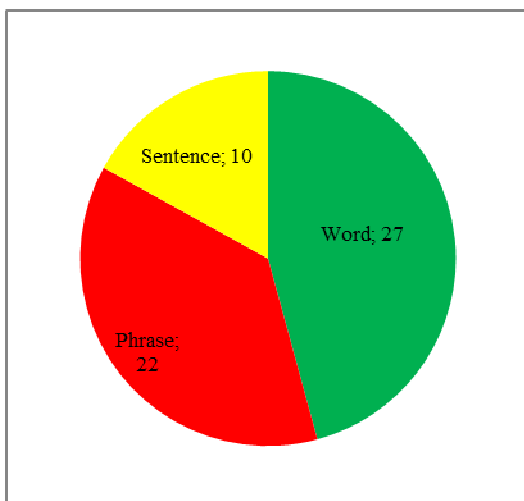
The study employed descriptive qualitative research. Creswell (2014) stated qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to

a social or human problem. The descriptive qualitative research design was used to describe the types of positive verbal reinforcement given by the teacher to students. This research was conducted at MTs Nurul Falah Kefamenanu, Kab. Timor Tengah Utara, Provinsi Nusa Tenggara Timur. There were a student-teacher and 30 students chosen as the participants in this research. The data of this research were script in the form of words, phrases, and sentences related to positive verbal reinforcement used by a teacher to students. To obtain the data researcher used a tape recorder to make a recording when the teacher taught in the classroom. The data were analyzed through transcribing, codifying, categorizing, tabulating, and analyzing. In transcribing, the researcher listened carefully to records then she transcribed them into written forms. In codifying, the researcher codified words, phrases, and sentences used by a student-teacher in the EFL classroom. In tabulating the researcher put the data into a table. Then analyzing, the researcher analyzed data based on categorized that researchers made before.

Finding and Discussion of Research

After applying research and collecting the data; then the researchers analyzed the information gathered to know the positive verbal reinforcement given by the teacher to students in the classroom. The researchers divided them into the table, which consists of words, phrases, and sentences used by the teacher while teaching and learning processes in the classroom.

Chart I
Types of Verbal Reinforcement



This chart shows types of verbal reinforcement which consist of how many words, phrases, and sentences were used by student teachers when she gave verbal reinforcement to students

with the topic in the learning process about descriptive text, especially about the tourism place. The teacher used 27 words, 22 phrases, and 10 sentences of verbal reinforcement in the EFL classroom. Thus; the teacher used more words to give verbal reinforcement to students when learning takes place.

Table I
Word Types of verbal Reinforcement

No	Word Verbal Reinforcement	Total
1	Good	15
2	Nice	5
3	Great	4
4	Excellent	2
5	Brilliant	1
Total		27

Table I shows that the words used by the teacher give reinforcement to students. For that learning, reinforcement occurred when students answer the questions given by the teacher correctly or incorrectly. Then in table II appears that the teacher only gives a few of the same words including *good*, *great*, *nice*, *excellent*, and *brilliant*. As for the words *good* which consists of 15 words, *nice* which amounts to 5 words, *great* which amounts 4 words, *excellent* which

amounts 2 words, and also *brilliant* which 1 word. Because of the number of words used by the teacher in reinforcing students, the teacher says the word *good* more than the other words.

Based on the data obtained by the researcher found that the teacher gives praise or reinforcement by saying the word *good* to students who dare to answer the simple questions given by the teacher. For example, in sentences, the teacher said that *well open your book on pages fifty-two, who know fifty-two? The students answered lima puluh dua, for that in minute 15.50 second the teacher said good for students*, or the teacher said *ada yang tau which one itu apa? ok, coba open your dictionary and find out the word, which*. One of the students answered *which yang berarti yang mana*. So in minute 13.02 second, *the teacher said good*. For the word *nice*, the teacher used it to students when students directly answered the question given by the teacher without thinking about the question, they just answer and the answer is correct, for example, *the teacher asked Pulau Komodo yang ada di? The students answered together di NTT and then the*

teacher said yes, in NTT tepatnya di pulau mana? One student answered Pulau Flores, so in minute 10.20-second teacher gives reinforcement to a student with the word Nice.

Table II
Phrase Types of Verbal Reinforcement

No	Phrase Verbal Reinforcement	Total
1	Well good	2
2	Well done	1
3	Yes, that is good	1
4	That's good	2
5	Good job	1
Total		7

Table II shows the phrase of verbal reinforcement used by the teacher to give reinforcement to students. The table above shows that the teacher is very less use of phrases in reinforcing students. Some phrases used by the teacher to students including well good, well done, yes that is good, and that's good. As for the phrase well good which consists of 2, well done 1, yes, that's good which amount 1, that's good which amounts 2, a good job which amounts 1 and the last is very nice which amount 1. These phrases were used by the teacher when the teacher asked students to do something and when the students answered the

questions are incorrect. For examples, *the teacher asked one student to read a sentence that pointed by the teacher in whiteboard Tanjung Putting National Park is an internationally famous ecotourism destination and which is located in South West of Central Peninsula*, after she read the teacher directly give reinforcement for her, the teacher said *well good*. Another example from 28.55 until 30.24 seconds the teacher said that *this material has a noun, adjective, and verb. Who's know what are the difference of those words? Noun itu apa? adjective itu apa? Dan verb itu apa?* In minute 30.49-second one student raise his hand and answers the question *noun itu kata kerja, adjective itu kata sifat dan verb itu kata benda*. So in minute 31.12 second the teacher gives reinforcement, she said *that good job Yos*.

No	Sentence Verbal Reinforcement	Total
7	Great, let's give applause for all of you	1
Total		10

Table III shows the sentences of verbal reinforcement used by the teacher when giving reinforcement to students. Those sentences in the table show that the teacher used some variation sentences to give reinforcement for students, so the students do not feel bored when the teacher gives reinforcement or praise for them. There are some sentences of verbal reinforcement including *let's give a big applause* which is 4, *Ok let's give applause for all of you* which is 1, *You are so right*, which amount, *you are so smart student* which amount 1, *Ok I think all of you so smart* which is 1, *wow very nice, you are so right* which is 1, and the last is great, *let's give applause for all of you* which is 1. The teacher gives those sentences when students answered some questions which the teacher thinks are a little difficult for students to answer and when students answer questions with very precise answers. For example, from 28.55 until 30.24 seconds the teacher said that *this material has a noun*,

Table III
Sentence Types of Verbal Reinforcement

No	Sentence Verbal Reinforcement	Total
1	Let's give a big applause	4
2	Ok, let's give applause for all of you	1
3	You are so right	1
4	You are so smart student	1
5	Ok, I think all of you so smart	1
6	Wow very nice, you are so right	1

adjective, and verb. Who's know what are the different of those words? Noun itu apa? adjective itu apa? Dan verb itu apa? Masih ada yang mau jawab, yes Reinaldis noun itu kata benda, adjective itu kata sifat. So in minute 32.10 second, the teacher said You are so right Reinaldis, tepuk tangan untuk dia.

Conclusion

Based on the findings and discussions above, the researcher got the conclusion that the types of verbal reinforcement used by the teacher to give reinforcement for students have three types consist of word, phrase, and sentence that were related to verbal reinforcement. In teaching and learning process with the topic of descriptive text especially about tourism place, the teacher used 27 words, 22 phrases, and 10 sentences. Thus, the teacher used more words to give verbal reinforcement for students. It is hoped for the next researcher to conduct further positive reinforcement or to be able to conduct a research about reinforcing students by using other perspectives such as non-verbal reinforcement.

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