

Teacher's Reinforcement in Teaching English at High School Level

Dian Frahesti^{1,*}, Harum Natasha¹

¹UIN Sultan Syarif Kasim Riau

*corresponding author: harum.natash@uin-suska.ac.id

Abstrak. Penelitian ini bertujuan untuk mengetahui penguatan guru dalam pembelajaran bahasa Inggris di kelas 2 SMA Islam Negeri 2 Kuantan Singingi. Hal ini penting untuk diteliti karena penguatan merupakan salah satu strategi yang dapat digunakan oleh guru karena dapat meningkatkan minat belajar dan motivasi untuk mencapai prestasi belajar siswa yang memuaskan. Subjek penelitian ini adalah seorang guru Bahasa Inggris dan 5 siswa. Penelitian ini menggunakan metode kualitatif dengan teknik deskriptif. Dalam pengumpulan data, peneliti melakukan wawancara dan observasi untuk mengetahui komponen penguatan yang digunakan guru dalam pembelajaran bahasa Inggris. Hasil penelitian ini menunjukkan bahwa guru bahasa Inggris kelas dua di SMA Islam Negeri 2 Kuantan Singingi menggunakan penguatan verbal dan non verbal dalam pembelajaran bahasa Inggris. Untuk penguatan verbal, guru menggunakan "penguatan dengan kata-kata dan penguatan dengan kalimat". Untuk penguatan non-verbal, guru menggunakan "penguatan gestur, penguatan kedekatan, penguatan kontak, penguatan aktivitas, dan penguatan token". Penguatan yang paling sering digunakan guru dalam pengajaran bahasa Inggris adalah penguatan dengan kata-kata, sedangkan penguatan yang jarang digunakan oleh guru adalah penguatan token.

Kata Kunci. penguatan guru, mengajar bahasa Inggris, minat dan motivasi

Abstract. This study aims to determine the teacher's reinforcement in teaching English at the high school level. This is important to do because strengthening is one of the strategies that teachers can apply in increasing interest and motivation to learn to achieve satisfactory student achievement. This research uses qualitative methods with descriptive techniques. In data collection, researchers conducted interviews and observations on teachers of SMA Islam Negeri 2 Kuantan Singingi to determine the components of reinforcement used by teachers in learning English. The results of this study indicate that the English teacher uses verbal and non-verbal reinforcement in learning English. For verbal reinforcement, the teacher uses reinforcement with words and reinforcement with sentences. For non-verbal reinforcement, the teacher uses gesture reinforcement, closeness strengthening, contact strengthening, activity reinforcement, and token reinforcement. The reinforcement most often used by teachers in teaching English was reinforcement with words, while the reinforcement that was rarely used by teachers was token reinforcement.

Keywords: teacher reinforcement, teaching English, interest and motivation

Introduction

English is one of the most popular communication media used in the world. Therefore, everyone is recommended to master it, including school students. In the process of learning and mastering English, most students become discouraged because they consider English is demanding. Therefore, the teachers are required to be able to grow students' interest in learning

English because the teachers are the main component in the teaching and learning process. They should make students feel interesting in the teaching and learning process. The success of learning depends on the role of the teacher. This means that the way and style of the teacher will greatly affect the students. If the teacher's way and teaching style is interesting, students will eagerly learn the lesson taught. Therefore, every teacher should have good strategies in the teaching and learning process.

A lot of teaching techniques can be implemented by the teacher. One of them is reinforce students. Reinforcement is provided to enhance students' learning interest. According to Sandrock (2011), reinforcement is a consequence of increasing the probability of a behavior occurring. Woolf (2007) stated that reinforcement is the use of effects to strengthen behavior. Reward is one of the strategies that can be used by the teacher because it will increase the interest in learning and the motivation to achieve satisfactory student achievement.

Based on the initial study by interviewing the English teacher, some students were not interested in the teaching-learning process with the teacher's explanations. When the teacher explained the lesson, they could not give positive feedback in the English classes, could not answer the questions given by the teacher, had less motivation to learn English, and they talked to their friends when they seemed to be asleep during the lesson. Weaknesses mentioned above would like to find elements of the reinforcement used by the teacher in teaching English in the second year of SMA Islam Negeri 2 Kuantan Singingi. Thus the research problem would be formulated in the research question: what are the components of reinforcement used by the teacher in teaching English in the second year of SMA Islam Negeri 2 Kuantan Singingi.

Method

This research was categorized as a qualitative research design consisting of one variable that is the teacher's reinforcement in teaching English. Ary (2018) states that qualitative research seeks to understand the phenomenon by focusing on the total picture rather than breaking it down into variables. Qualitative research is best suited to address a research problem in which you do know the variables and need to explore (Creswell, 2012).

1. *Participants of the Research*

The participants were the English teacher and students of the science class in the second year of State Islamic Senior High School 2 Kuantan Singingi. They consisted of 1 English teacher and 5 students of the science class at the eleventh grade of State Islamic Senior High School 2 Kuantan Singingi. The total students of the science class in the eleventh grade were 24 Students and the researcher used purposeful sampling to select the participants.

2. *The Technique of Data Collection*

To get the data needed to support this study, the researcher applied interviews and observations to collect the data.

a. Interview

One of the most popular techniques to obtain in research by asking respondent orally is an interview. The question interviews are not arranged rigidly before conducting the interview but they should be suitable for the condition and with the unique characteristics of the informants (Moleong, 2006). It is conducted as people talk one to another in daily communication.

b. Observation

The observation focused on teacher's reinforcement in teaching English. Creswell (2012) states that observation is the process of gathering open-ended, firsthand information by observing people and places at the research site.

3. *Techniques for Analyzing Data*

In qualitative research, techniques for analyzing the data were used to synthesize the data collected from various sources into a coherent description of what the researcher had been observed and discovered. In this research, the researcher used data analysis based on Miles and Huberman's model (1994).

a. Reduction of the Data

The researcher gets some data from the teacher's reinforcement from the English teacher and students and the researcher selects the data related to the research problem taken from the source of data. Then the researcher focused on each research problem, simplified the data on the field note.

b. Display of the Data

By displaying the data, the researcher considers what she should do, she could analyze based on her understanding. The researcher got some information about the teacher's reinforcement from English teachers and students then the researcher explained the teacher's reinforcement in teaching English with the description and the researcher made some conclusions from the informant.

c. Verification of Data

The last step is concluding and giving suggestions based on the data analysis. It is explaining the meaning of the data, inferred the research finding into a single overall conclusion accordingly to research data, and the verification has explained the meaning of the data.

Research Finding and Discussion

1. Research Findings

a. Verbal Reinforcement

In this indicator, the researcher emphasizes observations on two sub-indicators, reinforcement with words and reinforcement with sentences.

1) Reinforcement with words

Reinforcement with words expressed in the form of praise. Based on the results, the teacher applied reinforcement with words in teaching English. The teacher gave praise to the students who can answer the question correctly such as good, smart, great, etc.

The interview confirms that the teacher often used reinforcement with words, these were supported by the statements from the five students. They stated that they often received reinforcement with words from the teacher in the learning process.

Based on the observation, the researcher found that the teacher uses reinforcement with words in teaching English as follows:

Table IV.1

Data Reinforcement with Words

Indicator	Sub indicators	1	2	3	4
Reinforcement with word	Good	√	√	√	√
	Smart	√	√	√	√
	Great	√	–	√	√

2) Reinforcement with sentence

Reinforcement with sentences is expressed in the form of praise sentences. Based it can be concluded that the teacher applies reinforcement with sentences in teaching English. The teacher gave praise to the students who can answer the question correctly. Reinforcement with sentences varies such as your answer is *correct*, *thank you*, *you are very smart*, etc.

The interview confirms that the teacher often used reinforcement with sentences, these were supported by the statements from the five students. They stated that they often received reinforcement with sentences from the teacher in learning.

Based on the observation, the researcher found that the teacher uses reinforcement with sentences in the teaching process as follows:

Table IV.2

Data Reinforcement with Sentence

indicator	Sub indicators	1	2	3	4
Reinforcement with sentences	Your answer is correct	–	√	√	√
	Thank you, you are very smart	–	–	√	√
	You so excellent	√	–	√	–

b. Non-Verbal Reinforcement

In this indicator, the researcher emphasizes observations on five sub-indicators; gestural reinforcement, proximity reinforcement, contact reinforcement, activity reinforcement, and token reinforcement.

1) Gestural reinforcement

The teacher also applied gestural reinforcement in teaching English. The teacher reinforces to respond to student behavior. Gestural reinforcement is used by that teacher such as smile, thumbs up, and applause. The interview confirms that the teacher also used gestural reinforcement, these were supported by the statements from the five students. They stated that they often received gestural reinforcement from the teacher in the learning process.

Based on the observation, the researcher found that the teacher uses gestural reinforcement in teaching English.

Table IV.3
Data gestural reinforcement

Indicator	Sub indicator	1	2	3	4
Gestural reinforcement	Smile	√	√	√	√
	Applause	√	–	√	√
	Thumbs up	√	√	–	√

2) Proximity reinforcement

The teacher also applied proximity reinforcement in teaching English to motivated the students. It is used by the teacher such as the teacher stands close to the students and sits down beside the students.

The interview excerpt above confirms that the teacher also used proximity reinforcement, these were supported by the statements from the five students. They stated that they often received proximity reinforcement in the learning process.

To strengthen the results of the research, the researcher also collected the data by observation. Based on the observation, the researcher found that the teacher uses proximity reinforcement in teaching English as follows:

Table IV.4
Data Proximity Reinforcement

Indicator	Sub Indicators	1	2	3	4
Proximity reinforcement	Walking towards student	√	√	√	√
	Standing near student	√	–	√	√
	Sitting near groups	–	√	–	–

3) Contact Reinforcement

Based on the results of the interview with an English teacher about contact reinforcement, it can be concluded that the teacher also applied contact reinforcement in teaching English. Contact reinforcement used by the teacher such as teacher tapped the students back, shake hands, and high five.

The interview excerpt above confirms that the teacher used contact reinforcement, these were supported by the statements from the five students. They stated that they often received contact reinforcement in the learning process.

To strengthen the results of the research, the researcher also collected the data by observation. Based on the observation, the researcher found that the teacher uses contact reinforcement in teaching English as follows:

Table IV.5
Data Contact Reinforcement

indicator	Sub Indicators	1	2	3	4
Contact reinforcement	Tap the student's shoulder	√	–	√	√
	High five	√	–	–	√
	Shake hands	–	–	√	–

4) Activity Reinforcement

Based on the results of the interview an English teacher about contact reinforcement, it can be concluded that the teacher also applied activity reinforcement in teaching English. Activity reinforcement is used by the teacher such as storytelling, games, or quiz and learning outside.

The interview excerpt above confirms that the teacher used activity reinforcement, these were supported by the statements from the five students. They stated that they often received activity reinforcement in the learning process.

To strengthen the results of the research, the researcher also collected the data by observation. Based on the observation, the researcher found that the teacher uses activity reinforcement in teaching English as follows:

Table IV.6
Data Activity Reinforcement

indicator	Sub Indicators	1	2	3	4
Activity reinforcement	Telling stories	√	–	√	√
	Quiz	–	–	–	√
	Learning outside	–	√	–	–

5) Token Reinforcement

Based on the results of the interview an English teacher about token reinforcement, it can be concluded that the teacher also applied token reinforcement in teaching English. Token reinforcement is used by the teacher such as giving star, written comment, and gift. This was proved by the interview data with the English teacher.

The interview excerpt above confirms that the teacher uses token reinforcement, these were supported by the statements from the five students. They stated that they often received token reinforcement in the learning process.

To strengthen the results of the research, the researcher also collected the data by observation. Based on the observation, the researcher found that the teacher uses token reinforcement in teaching English as follows:

Table IV.7
Data Token Reinforcement

indicator	Sub Indicators	1	2	3	4
Token reinforcement	Picture cards	–	–	–	–
	Written comments	–	√	–	√
	Gifts	–	–	–	√

2. Discussion

In this section, the researchers discuss the findings with other relevant references. The explanation would be presented below:

a. Verbal Reinforcement

The researcher analyzed the types of verbal reinforcement. In this indicator, the researcher emphasizes observations on two sub-indicators, namely reinforcement with words and reinforcement with sentences.

According to Alma (2014), the type of verbal reinforcement is reinforcement with word and reinforcement with the sentence. Reinforcement with words such as fine, good, great, right, and smart. Reinforcement with a sentence such as that is a good thought, the way of thinking is very critical, thank you, you are very smart, etc. In this research, the researcher found the types of verbal reinforcement given by the teacher in teaching English.

Based on the interview, the researcher found the implementation of reinforcement with words and with a sentence in teaching English. Reinforcement with words used by the teacher in teaching English such as “good, smart and great”. Reinforcement with sentences used by the teacher such as “your answer very good and thank you, you are very smart”. This reinforcement was given by the teacher to the students who successfully answer the questions correctly. Based on observations, the researcher found the teacher always uses reinforcement with word and reinforcement with the sentence in every meeting.

Based on the result, it can be concluded that the teacher in teaching English in the second year of State Islamic Senior High School 2 Kuantan Singingi had implemented the types of verbal reinforcement well.

b. Non-Verbal Reinforcement

The teacher used non-verbal reinforcement to improve students' good behavior, maintain their good behavior in the future, and remove their bad behavior.

Based on interviews and observations, there were five types of non-verbal reinforcement used by the English teacher. The non-verbal used by the teacher is gestural reinforcement, proximity reinforcement, contact reinforcement, activity reinforcement, and token reinforcement. (Alma, 2014)

In using gestural reinforcement the teacher can use expressions and body movements. The teacher reinforced to respond to student behavior with expressions such as “smiling and laughing”. While body movements were given to respond to students such as “thumbs up, and applause”. Proximity reinforcement was done by “walking near students and standing next to

students". The teacher is also reinforced by touching or contacting. It was done by the teacher to the students who came bravely to the front of the class. Contact reinforcement was given, such as "tapping the shoulders of the students, shaking hands with students, and high-fiving".

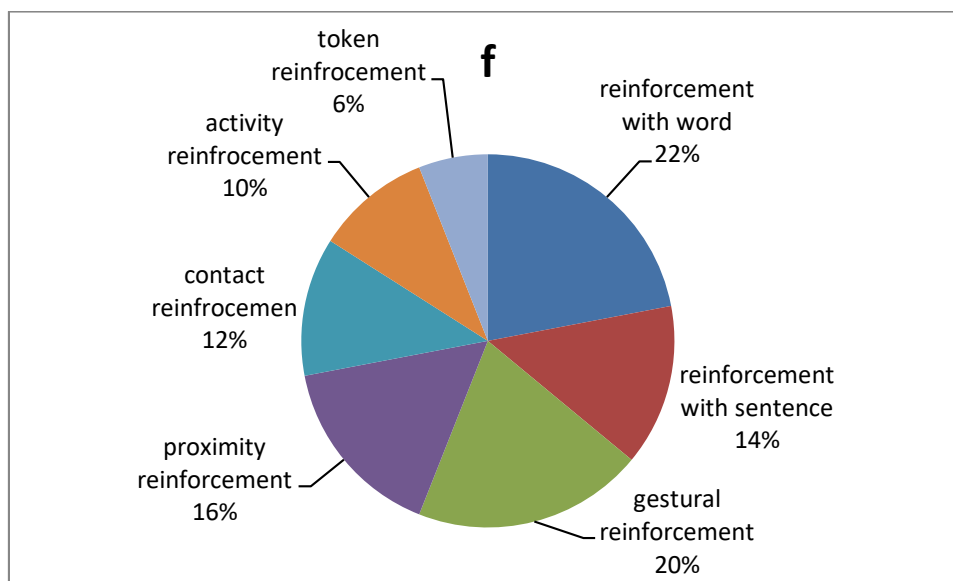
The activity of reinforcement is used by the teacher in teaching English such as "telling stories, learning outside the classroom, and doing quizzes". Based on the findings, the teacher also applied token reinforcement. The teacher gave rewards to the students who can answer questions correctly. Token reinforcement is used by the teacher such as "written comments on student's books and gifts in the form of objects and money".

Based on the result, the researcher concluded that the teacher in teaching English in the second year of State Islamic Senior High School 2 Kuantan Singingi had unprecedented types of non-verbal reinforcement well.

Table IV.8
Teacher Reinforcement in Teaching English

Indicators	Sub Indicators	Meetings				Total	F
		1	2	3	4		
Reinforcement with word	1. Good	√	√	√	√	4	11
	2. Smart	√	√	√	√	4	
	3. Great	√	—	√	√	3	
Reinforcement with sentence	1. Your answer is correct.	—	√	√	√	3	7
	2. Thank you, you are very smart.	—	—	√	√	2	
	3. You so excellent.	√	—	√	—	2	
Gestural reinforcement	1. Smile	√	√	√	√	4	10
	2. Applause	√	—	√	√	3	
	3. Thumbs up	√	√	—	√	3	
Proximity reinforcement	1. Walking towards students	√	√	√	√	4	8
	2. Standing near students	√	—	√	√	3	
	3. Sitting near students	—	√	—	—	1	
Contact reinforcement	1. Tap the student's shoulder	√	—	√	√	3	6
	2. High five	√	—	—	√	2	
	3. Shake hands	—	—	√	—	1	
Activity reinforcement	1. Telling stories	√	—	√	√	3	5
	2. Quiz	—	—	—	√	1	
	3. Learning outside	—	√	—	—	1	
Token reinforcement	1. Picture cards	—	—	—	—	0	3
	2. Written comments	—	√	—	√	2	
	3. Gifts	—	—	—	√	1	
TOTAL						50	50

Based on the observation during 4 meetings, it was found that the English teacher used all the reinforcement components in the process of teaching-learning English.



Based on the pie chart above, the results show that the teacher reinforcement with words was 22%, reinforcement with sentence was 14%, gestural reinforcement was 20%, proximity reinforcement was 16%, contact reinforcement was 12%, activity reinforcement was 10% and token reinforcement was 6%.

Conclusion

Based on the results of the research, it can be concluded that the English teacher has applied quite successfully components of reinforcement in teaching English. Reinforcement is given by the teacher as a response to the student behavior, such as students can answer the teacher question correctly and students who dare to come to the front of the class. The application of teacher's reinforcement in teaching English in the second year of State Islamic Senior High School 2 Kuantan Singingi consists of verbal reinforcement and non-verbal reinforcement.

The application of verbal reinforcement is done by reinforcement with words and reinforcement with the sentence. Reinforcement with words is done by the teacher by giving praise such as "good, smart and great". Reinforcement by giving praise such as "your answer is correct, thank you, you are very smart and you so excellent".

The application of non-verbal reinforcement is done by providing reinforcement of gestural, proximity, contact, activity and token. Gestural reinforcement is done by "a smile, applause and thumbs up". Proximity reinforcement is done by "the teacher walking toward students, standing near students and sitting near groups". Contact reinforcement is done by the teacher with "tapping on the shoulder, shaking hands and giving high fives to students". Activity reinforcement is done by the teacher with "telling stories, doing games/quizzes and learning outside". Token reinforcement is done by the teacher by "giving written comments and gifts".

The results show that the teacher's reinforcement with words was 22%, reinforcement with sentences was 14%, gestural reinforcement was 20%, proximity reinforcement was 16%, contact reinforcement was 12%, activity reinforcement was 10% and token reinforcement was 6%. Based on the observation, it can be concluded that the components of reinforcement mostly

often used by the teacher in teaching English are reinforcement with words (22%), whereas reinforcement that is rarely used by the teacher is token reinforcement (6%).

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