

## CHAPTER II

### LITERATURE REVIEW

This chapter discusses theoretical review and conceptual framework underlying this study. The theoretical framework review describes of related theory on teachers' reinforcement strategies and students' response toward reinforcement employed by the teacher in English classroom activities as the conceptual framework and ideas in conducting research.

#### 2.1 Theory of Reinforcement

Reinforcement is intended to strengthen and increase the frequency of a desirable behavior or response, usually by providing some type of reward. *Reinforcement lets students know when they have done something well in the hope they will do it again or with greater frequency* (Cruickschank: 2001:365). The concept of reinforcement is identical to the presentation of reward reinforcer is the stimulus the presentation of which increases the likelihood of a particular behavior.

##### 2.1.1 Approaches of Reinforcement

According to Huitt & Hummel (1997), there are four primary approaches to reinforcement theory; *positive reinforcement, negative reinforcement, extinction, and punishment*. Therefore, reinforcement may be positive or negative. A positive reinforcer when it is presented, a negative reinforcer reinforces when it is withdrawn. Negative reinforcement is not punishment. Reinforcers always strengthen behaviour; that is what "reinforced" means. Punishment is used to suppress behavior. It consists of removing a positive reinforcer or presenting a

negative one. “The punished person hence forth acts in ways which reduce the threat of punishment and which are incompatible with. And hence take the place of, behavior punished”. (B.F. Skinner: 2010 *cited in Cheney & Pierce, 2004*)

*Positive reinforcement* is “Any pleasant or desirable consequences that follows a response and increases the possibility that the response will be repeated” (Wood, Wood, & Boyd, 2005). Positive reinforcement uses the reward system. The reward system is a collection of brain structures which attempt to regulate and control behavior by inducing pleasurable effects. Some examples setting the rewards can include food, verbal praise, or a preferred item. Giving rewards may not result in desired effects or behavior, but the reward must stimulate the person to produced desired behavior to be positive reinforcement. This means that the reinforcement should be highly motivating to the individual.

*Negative reinforcement* is a “psychological reinforcement by the removal of an unpleasant stimulus when desired response occurs”. Negative reinforcement uses the reward system. A person is rewarded for desired behavior by having something unpleasant removed. This removal is the reward.

*Extinction* involves withholding the pleasing stimulus that is maintaining the unwanted behavior *each time* the behavior occurs. This happens until the behavior gradually decreases to zero or the desired level (M. Sundel & S. Sundel, 2005). Using the above example of the disruptive employee, his supervisor instructs his co-workers to ignore his non work-related comments and not respond to them. The response from his co-workers is the pleasing stimulus maintaining his

behavior. Without it, the employee no longer chats about non work-related business and becomes more productive as a result. It is important to remember that extinction is *not* permanent and that the behavior may return after the extinction process is complete, a process called **spontaneous recovery** (Coon, 2006).

*Punishment* creates a set of conditions which are designed to eliminate behaviour (Burns: 1995). Punishment is seen as more acceptable than positive reinforcement because "people believe they are free to choose to behave in responsible ways to avoid punishment" (Maag: 2001). Our societal values of independence, and a tendency to view the world in terms of being punished for bad or immoral behavior tend to predispose us to treat inappropriate behaviors with punishment, rather than focusing on the value of positive reinforcement for doing the right thing.

### **2.1.2 Kinds of Reinforcement Strategies**

Reinforcement has six strategies; “*Verbal reinforcement, gestural reinforcement, proximity reinforcement, contact reinforcement, activity reinforcement, and token reinforcement that need to be carefully and selectively used related to “the age, ability levels, needs, and background of the students.”*” (Turney: 1938)

The first strategy is *verbal reinforcement*. Verbal reinforcement is short comments of praise, recognition, support, and encouragement from teacher to the

students' contributions, work of behavior that can create effective verbal reinforcement. Those comments can be provided as feedback or information on why the students' performance is considered as good thing. Verbal reinforcement can be presented simply in a single word such as *Yes, Good, Excellent, Great*, or it can be presented also in a sentence such as *Wow, you are such a good student, Nia.*

The strategy is *gestural reinforcement*. Gestural reinforcement is dealing with the teacher's use of non verbal responses such as nods, smiles, clap hands, or even shows the thumbs up. Gestural reinforcement can also help the teacher to express more of the response that students exposed during the lesson.

The third one is *proximity reinforcement*. Proximity reinforcement is dealing with the teacher's physical nearness of students' performance by concerning on the display and interest of the students' performance. Usually, proximity reinforcement is collaborated with verbal, contact, and token reinforcement. The actions can be standing alongside with the students or sitting near a group.

The fourth is *contact reinforcement*. Contact reinforcement can be given to acknowledge student's effort by using appropriate physical contacts such as a pat on the back or shaking hands.

The fifth is the *activity reinforcement*. In this activity reinforcement, teacher can give activity or task through the activity that students' like such as games or even movies. This activity may be educational activities that related to the previous topic of the lessons. These activities can also include the exercise to build a good

behavior of the students such as being a leader from a group discussion to fulfill the mission that teacher given.

The last strategy of reinforcement is *token reinforcement*. Token reinforcement is dealing with the rewards that usually are the various kind of symbols such *stars, stamps, or handwritten comments in books*.

A wise teacher is aware of the type of reinforcers learners need and want. The types of reinforcer commonly used in classroom. They are: social, activity, tangible and negative reinforcers. (Goetz, Alexander, & Ash, 1996 *cited in Cruickshank: 2001 p.393*)

*Social reinforcers* send a positive message to the student from the teacher, a message of approval. Verbal praise, smiles, time spent with students, and appropriate physical contact are social reinforcers that are easy to give, cost nothing, and are seldom overused.

*Activity reinforcer* are privileges not routinely accorded to everyone. Access to the gym or computer, extra free or recess time, working with a friend, and class responsibilities such as taking messages to the office or helping to decorate a bulletin board are examples of activity reinforcers is that they may not be immediately available.

*Tangible reinforcers* are concrete objects that a students needs or wants. Often referred to as external or extrinsic rewards, they include stickers, food, award certificates, and points or tokens redeemable for larger rewards or special events. Hunter (1990) suggests that *tangible reinforcers be used sparingly and*

*with caution, usually as a last resort when students do not respond to social or activity reinforcers.*

Reinforcement in classroom interaction can be easily implemented with supports and feedback. These are the benefits to reinforcement implemented in classroom activities: reinforcement helps teach behavior, helps make classroom fun and motivating for students, helps increase students' acceptance of mild consequences for inappropriate behaviors.

### **2.1.3 Criticism of Reinforcement Theory**

Although using reinforcement to maintain learning sounds easy, it can be difficult. Teacher's delivery is vital in determining reinforcement's effectiveness. Reinforcement must be given immediately after the desirable behavior, not hours, days, or weeks later. Reinforcement must be specific rather than general. Teachers who apply reinforcement theory in the classroom have a powerful tool to establish a positive learning climate by teaching students to make good decisions about their behavior. Nevertheless, classroom use reinforcement and rewards has drawn criticism. Critics and advocates of reinforcement theory alike are quick to point out that there is a danger for teachers misapplying these strategies. Unfortunately, when rewards are misused, they do not produce lasting changes in attitudes or behavior. Further, they are ineffective in helping students become caring, responsible people of self-directed learners (Kohn, 1999 cited in *Cruickschank: 2001 p.394*). Criticism and dangers of applying reinforcement theory follow:

1. Some people object to the application of reinforcement theory because they think it is “bribing” students to do what they should do anyway: follow the classroom rules.
2. Some critics contend that teachers frequently use rewards to overcontrol students. This amounts to doing things to students rather than working with them and ultimately fray relationships.
3. Some charge that reinforcement theory is impractical from classroom use. The expense and time associated with implementing a system of rewards and tokens makes this approach unacceptable to many teachers.
4. Critics warn that emphasizing rewards causes students who are already intrinsically motivated to lose interest in whatever they are rewarded for doing and learning for its own sake.

#### **2.1.4 Use of Teacher’s Reinforcement**

There are three are most commonly used to reinforce whether or not a stimulus is reinforcing. These techniques that a teacher uses the teacher’s reinforcement. (Chance: 2009 P.79)

##### **a. Group reinforcement**

The teacher gives positive feedback for the students’ work when they are doing the group discussion, a role-play or debate activity. The feedback should be able to support and encourage them in doing many learning activities. The teacher could use verbal, gesture, token, and

activity reinforcement to the whole class students, group discussion and the sub group of students. So it is not only for the smart or particular students the teacher gives reinforcement. The reinforcement should be cover the all of students as the participants of teachig and learning process.

b. Delayed reinforcement

The use of teacher's reinforcement should be provided in the appropriate time and moment for examples; the teacher gives praise as a verbal reinforcement after the students are able to answer questions from him/her correctly, walks around the class when the students are having group discussion or giving comment after the students have done the task completely. The teacher often does not reinforce the students immediately as soon as the students answers a question. The teacher will wait the other student's responds and gives him/her for the students who has the best answer. In that way the teacher applied delayed reinforcement.

c. Qualified reinforcement

Qualified reinforcement is how the teacher manage his/her reinforcement toward students' participation in the classroom teacher-students interaction. Sometimes, the students are giving incorrect answer or incomplete ones for the teacher's questions. The teacher should not punish them for it will ruin their self confidence. He/she should give reinforcement for their process of trying to answer the questions. In this



case, the teacher may ask the students to repeat their answer and show their errors. Verbally the teacher should release that students' errors are the natural phenomena morally happen in this process of the learning.

## **2.2 Classroom Language**

Classroom language is utterances, expressions, actions that the teacher used in classroom activity. *Classroom language means collection of phrases used for communication among teacher and students also it can be an invaluable way of promoting English as real communication, students' involvement in the lesson, and active language learning skills.* (Louwarse, M: 2001).

Louwarse stated that an activity can be modified to encourage the four kinds of classroom language: *Requests, Choices, Leadership, and Manners and Values.* Key to any teaching strategy is how the language is reinforced after the initial introduction and practice. A problem with verbal prompts is that they easily become "feeds", where the prompter may unconsciously give away the language to the student. Students can quickly figure out that eventually teacher will feed them the desired answer, and will come to depend on the teacher rather than try to remember the language themselves.

According to Louwarse (2001), there are some forms of non verbal prompts:

### a. Visual Prompts

Pictures illustrating situations such as "*I'm sorry*" can be reviewed regularly and posted. When needed, the teacher can point to them or hold them up.

b. Reading Prompts

Students comfortable with reading can have a list of useful phrases which can be posted and/or glued to the inside cover of their textbooks. I've posted numbered lists with large letters, and have sometimes held up fingers to indicate the number of the expression they should be using.

c. Gesture Prompts

Shrugging can indicate "*I don't know*," and outstretched hand "*please*," a hand cupping the ear "*Can you repeat that?*", and so on.

d. Pronunciation Prompts

Especially in classes paying close attention to pronunciation and phonics, such as those using the "*Finding Out*" series, I've sometimes mouthed the expression, and let students deduce the sounds.

e. Clue Prompts

Rather than the entire phrase, just the first word or first sound can be given, or blanks can be written on the board with the first letter of each word. This takes a little time, so I've usually used it in situations where the phrase will be used several times, such as reminding students of "*What's next?*" during a game.

### **2.3 Affective Domain**

There are three domains of learning; Cognitive, Affective and Psychomotor (Bloom: 1956). Affective Domain, was detailed by Bloom, Krathwhol and Masia (1964, *Taxonomy of Educational*

*Objectives: Vol. II, The Affective Domain.* Affective domain deals with attitudinal, emotional, and valuing goals for learners. Although teachers most often associate their instructional outcomes with the cognitive domain, almost all teachers often try to promote some change in student affect. For example, most teachers hope that their students come to enjoy and value the subject they teach, as well as learning in general. (Cruickshank: 2001 p.157)

Bloom organizes the affective domain into five levels of complexity as follow:

- 1) Receiving or attending. Learners willing to attend to, concentrate on, and receive information.
- 2) Responding: Learners respond positively to the information by actively engaging with it.
- 3) Valuing. Learners express an attitude or belief about the value of something.
- 4) Organization. Learners compare and integrate the attitude or value they have expressed with attitudes and beliefs they hold, thus internalizing the value.
- 5) Characterization. Learners act out their values.

(Cruickshank: 2005 p. 156)

## 2.4 Roles of a teacher

*The teacher is an especially advantageous position regarding a child's motivational conflicts, because outside of the parents, perhaps nobody else has unique opportunity of being able to observe the child for so many hours and in such a variety of situations. The teacher can observe how the child relates to adults, to the peer group, or to frustration, and can detect when these reactions seem at all deviant (Richard. C, 1994: 548)*

Part of a good teacher's art is the ability to adopt a number of different roles in the class, depending on what students are doing. If, for example, the teacher always acts as a **controller**, standing at the front of class, dictating everything that happens and being the focus of attention, there will be little chance for students to take much responsibility for their own learning. Being a controller, may work for grammar explanation and other information presentation, for instance, but it is less effective for activities where students are working together cooperatively on a project, for example.

In such situation, a teacher may need to be **prompter**, encouraging students, pushing them to achieve more, and feeding in a bit of information or language to help them proceed. At other times, teachers may need to act as feedback providers – helping students to evaluate their performance or assessor – telling students how well they have done or giving them grades, etc.

Teacher also need to be able to function as a resource – for language information, when students need to consult and as a tutor (who responds to what

the students is doing and advises them on what to do next). The way teachers act when they are controlling a class is very different from the listening and advising behavior will exhibit when they are tutoring students or responding to a presentation or a piece of writing. Part of teacher personality, therefore, is their ability to perform all these roles at different times, but with the same care and ease whichever role they are involved with. (Harmer. J, 2002:57).

## **2.5 English Classroom Activities**

English class activity is an activity which there is interaction among teacher and the students. Students learn through their participation in the attainment of knowledge by gathering information and processing it by solving problems and articulating what they have discovered. There are a wide range of activities inside classroom to engage students in their learning process;

- a. *Brainstorming*: involves generating possible solutions, establishing criteria by which to evaluate them, and then applying the criteria to select the best solution. Ideas can be generated using either a structured or unstructured method.
- b. *Discussion*: A formal or informal conversation on a given topic. Also called “dialogue.”
- c. *Drill and practice*: A learning activity in which students are presented with a problem/task and asked to provide the answer; may be timed or untimed.

- d. *Game*: Undirected play or “playing around” (informal play), or a contest to achieve an objective using an agreed-upon set of equipment and procedural rules (formal play).
- e. *Test/quiz*: An exercise to determine the level of a student’s understanding. Questions can take multiple forms (multiple choice, essay, etc.).
- f. *Puzzle*: A question, problem, or tool designed to test ingenuity or recall.
- g. *Debate*: A verbal activity in which two or more differing viewpoints on a subject are presented and argued. (Adapted from Schunk, Dale: 2004)

Allwright and Bailey (1996) “Classroom interaction has to be managed by everyone taking parts, not just by the teacher because interaction is obviously not something you just do to people, but something people do together, collectively”. Classroom interaction is an interaction that happens among participants in the classroom. In order to get a good classroom interaction, it needs to be managed by everyone taking part, by a teacher and also his students. How interaction develops, depends on the attitudes and intention of the students involved, and on their interpretation of each other’s attitudes.

## **2.6 Student Response**

### **2.6.1 Definition of Response**

Response is an act or feeling produced in answer to a stimulus. McKechnie (1981) states that response is an act or action of responding (as by an answer), a responsive or corresponding act or feeling, or a responding act to a motivating force or situation. Berube (1982) says that a response is the act of responding and a reply or an answer. The term of responses here is deal with any behaviour of students during the English teaching and learning process.

Oxford Advanced Learner's Dictionary (2008, p.1293) defines responses as a reaction to something that has happened or been said. Students responses are ideas, opinion, reaction, and feelings come up their minds (Zain, 2010) in addition, students responses have a lot of variation and meaning on their talks that indicate what they have learned about or what they have known about particular knowlegde (Anderson, 1989). In conclusion, students' responses are what they have known about related knowledge that they react to follow teacher's initiations.

### **2.6.2 Types of Student Response**

According to Wu (1993) and Lorsch'er' (2003) there are two types of student responses; the first type is verbal responses and the second is non-verbal responses. Verbal responses refer to the answer of teacher question provided by the students in form of word, simple sentence, or complex sentence and ask about materials. Non-verbal responses refer to responses

given by the students in form of gesture or body language, such as smile, nodding, shaking, paying attention, doing teacher's command and the like (Lorsch, 2003).

Learning happens if students response or react to the process itself by paying attention, questioning, answering etc. Students' response toward teacher's reinforcement strategies shows good attitude during the lesson. Attitudes influence motivatio which in turn influences learning behavior.

## **2.7 Characteristics of Secondary School Students**

*The age of language learner is a major factor in our decisions about how and what to teach. People of different ages have different needs, competences, and cognitive skills* (Harmer, 2001: p.37). There are a number of commonly held beliefs about age – a number of reasons why students – teenage students in particular may disruptive in class. Apart from self-esteem and the peer approval they may provoke from being disruptive. The students of Secondary School grade eight are in adolescent. For many teachers, adolescent students are the most exciting – but also the most challenging – people to have in the classroom age (Harmer. J, 2012: p.89).

Harmer (2012) pointed out seven characteristics adolescents students have. Depending on their stage of development, teenagers can start to think in abstract terms. In other words, they can talk about ideas and concepts in a way that younger children probably cannot. *First*, many adolescent students become passionate about the things that interest them. *Second*, many



adolescent students have a large amount of energy. This is sometimes a good and creative thing, but sometimes, if we don't channel it correctly, it can lead to more or less serious discipline problems. *Third*, any adolescents are extremely conscious of their age and find it irritating when adults continue to teach them as children – even though, in many ways, they still *are* children. *The fourth*, adolescents usually have not chosen to come to our English lessons. They are there because they have to be there. They may not see any good reason for learning English. *The fifth*, many adolescents want and need approval (good opinion) of the teacher. *The last* is teenagers hate being treated as children (Harmer. J, 2012: p.89).

## **2.8 Previous Study**

The previous researcher noted that “*Behaviour management plants utilizing positive reinforcement can be essential component of effective teaching by allowing educators the ability to highlight, emphasize, and increase desired behaviors.*” (Diedrich, J.L: 2010). It is one of the essential factors in the teaching and learning process to create the high order thinking students.

The previous related study by Hildum and Brown (1956) found that saying “Good” reinforced positive attitudes, while saying “Mmm-hm” did not and the attitude can be strengthened when a teacher says “Good” or I agree”.

Thorndike (1927) conducted several experiments intended to separate the influence of practice from that reinforcement. He had students draw a 4-inch line 400 times without feedback; there was no improvement. After this he had the students draw the line 25 more times, but this time he allowed them to open their eyes after each attempt to see the result of their effort; this time there was marked improvement. Thorndike concluded that practice is important only insofar as it provides the opportunity for reinforcement (Chance, 2008: p. 162).

Another previous study conducted by Rizki. E. N (2014) in Vocational High School and found that 75% teachers used verbal reinforcement from all of kinds reinforcements and teachers commonly used reinforcement as the reinforcements to students to be able to responsive and participate in classroom interaction. She did the study in Vocational High School then the researcher chose Junior High School as considering the age level of data source and Junior High School or teneeger in particular may be disruptive in classroom that means students of Junior High School strongly need reinforcements in gaining attention, motivating them and controlling during learning process.

*The age of the students is a major factor about how about and what to teach. People of different ages have different needs, competences, and cognitive skills. Another belief is that adolescents are unmotivated, surly, and uncooperative and that therefore they make poor language learners.* (Harmer, J: 1983: p.37). As noted by Rosenhan and Greenwald (1965) “*The*

*age is important in determining response to reinforcement*". Praise for students is an effective way to reinforce connoting praise "Good, Fine, Right, Correct". Therefore students of Junior High School strongly need reinforcements in gaining attention, motivating them and controlling during learning process.

## **2.9 Conceptual Framework**

Based on the previous literature, reinforcement has important roles in classroom learning activities. According to Cruickshank (2001), *reinforcement lets students know when they have done something well in the hope they will do it again or with greater frequency. Teachers who apply reinforcement theory in the classroom have a powerful tool to establish a positive learning climate by teaching students to make good decisions about their behavior.*

According to Turney, there are six components reinforcement strategies; verbal reinforcement, gestural reinforcement, proximity reinforcement, contact reinforcement, activity reinforcement and token reinforcement.

Referring to the framework of Wu (1993) and Lorsch (2003), the data reveals that there are two types of student responses toward teacher's reinforcement strategies. The first type is verbal responses and the second is non-verbal responses. Verbal responses refer to the answer of teacher questions, ask about materials, and discuss with friends. Non-verbal responses refer to responses

given by the students in form of gesture or body language, such as nodding, paying attention and doing teacher's command.

This study focused on the teacher's reinforcement strategies that occurs during the classroom interactions and students' response toward reinforcement strategies employed by the teacher during English classroom activities. Classroom observation and interview are the data source in this study. The purpose of this research is to investigate kinds of teacher's reinforcement strategies and students' response toward reinforcements employed by the teacher in English classroom activities.