

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the answer of research questions that have been mentioned in chapter I. This chapter is divided into two parts: data description, findings and discussions.

4.1 Data Description

This study aims at investigating teacher's reinforcement strategies that the teacher employed in teaching and learning process and student's response toward reinforcement given by the teacher in English classroom activities. The data of the research are teacher's verbal and non-verbal communication that showed reinforcement strategies and students' response toward reinforcement strategies employed by the teacher. The data source of the research are English teacher and students in eight graders at SMP Negeri 2 Jakarta. The researcher took one English teacher and thirty five students at 8.3 class. The research has been conducted from April – May 2016.

In conducting this research, there were two instruments that the researcher used; classroom observation and interview. Classroom observation was conducted in five meetings continuously. The allocation time of each meeting was 2x40 minutes. The researcher interviewed both teacher and students to validate data. The interviewee was the English teacher who teaches English 8th graders. The researcher

also interviewed five students who were never absent during the English lesson because they were assumed to know well about teacher's behaviours in the class.

The teacher's reinforcement strategies were analyzed by looking at the kinds of reinforcement employed by the teacher during teaching and learning process. The responses toward students were analyzed by looking at to the reinforcement strategies that employed by the teacher. It is also analyzed by looking at the levels that related to affective domain level related to the attitudes and behavior from the students. The researcher also analyzed students' response toward reinforcement strategies employed by the teacher in English classroom activities.

4.2 Findings and Discussions

The following parts are findings and discussions to answer research question 1: "*What kinds of reinforcement strategies are employed by the teacher?*". The data were gained through classroom observation and teacher's and students' interview.

4.2.1 Kinds of Teacher's Reinforcement Strategies Employed by the Teacher

Based on the observation that observed, there are four kinds of reinforcement strategies that teacher employed during teaching and learning process. They are *verbal reinforcement, gestural reinforcement, proximity reinforcement, and activity reinforcement*. The researcher found token reinforcement through interview the teacher and the students. In the addition there are extract as the evidance of data gained from classroom observation and interview.

a. Verbal Reinforcement

The teacher employed the verbal reinforcement by saying encouraging words to give appreciation for the students who could communicate their opinion or their answer of the teacher and their classmates. The teacher gives comments offering praise and encouragement such as; doing the English tasks, giving the answer of teacher's question, delivering their argument or idea in classroom interaction. She used several words such as; *yes, good*, etc. In the form, of sentences teacher could use, "*well done*", "*that's right*", "*jangan malu-malu*", etc.

From the teacher-students interaction below, we could see how teacher used her verbal reinforcement towards the students' response.

Extract 1:

Teacher: Kalo lebih dari dua syllables pake the more untuk comparative dan the most untuk superlative. Tadi yang Gisel sebutin apa?
Gisel: Math is the most difficult of all.
Teacher: *Yes, Good.* Sampai disini. Do you understand?
Ss: Yes, Mam.

b. Gestural Reinforcement

The teacher used gesture reinforcement in her teaching process which lead the students to get more attention to English lesson. There are two kinds of gestural reinforcement; facial and bodily gestures. The examples of facial gesture are smiling, winking, whistling, raising arms, thumbs up, pointing, shrugging shoulders, and nodding.

Extract 2:

Teacher: Who has pet at home? (*Raised her hand*)

Ss: Saya Mam, (*one of the students raised his hand*)
 Teacher: Ok. Yasir. Can you help me to describe your pet?
 Yasir: Yes, Mam.

Based on the Extract 2, the teacher employed gestural reinforcement along with verbal reinforcement to lead students to raise their hand and try to encourage student's idea.

c. 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.

Extract 3:

Teacher: Inget yah pola satu. Buat dulu kalimatnya positivenya kemudian negativenya dan question words dua yaa. Grup yang lebih awal selesai itu grup yang menang dapat point yaah. Ok. Do you understand?
 Students: Yes
 Teacher: Spidolnya kurang satu yah? (Teacher asked one of the students to take a marker). Sambil nunggu spidolnya boleh diskusi dulu. (Two minutes later). Ok. Are you ready? Discuss with your group! Mam hitung lagi, one, two, three baru mulai. Are you ready? One....two....threee!!! (Then, the students started to write the sentences in simple present form)
 (After finish, teacher checked their work).
 Teacher: Ok, Thank you group one, two, and three. (Teacher checked their answer on the board)
 Students: Horeee... (the students clap their hands)
 Teacher: Coba kita periksa yah. Ada yang salah ngga?
 Students: Kelompok dua ada yang salah Mam
 Teacher: Yang salah apa?
 Students: Dia pake verbnya dua Mam
 Teacher: Iyaa, kalo pake pola satu tidak menggunakan kata kerja yah! Kita hanya menggunakan to be: am, is, are. (*The teacher correct the wrong sentence directly*).

Based on Extract 3, it can be seen that teacher employed proximity reinforcement by approaching the students' mistake to correct and give

feedback directly to the students. It can make students confident to improve their learning process. The teacher will know the students problem in understanding the English material, making correction directly of students' mistake and control students in doing their works when she is face to face with her students. Since of the students have different way for asking the question about her problem to the teacher, proximity can give the opportunity for those who could not ask and give their opinion because she/he feels shy to do in the normal classroom situation. Proximity reinforcement can be done by standing alongside, walking nearby, advancing toward, gently guiding, and co-operatingg in a group activity.

d. Activity Reinforcement

Activity reinforcement occurred in the classroom activities when the teacher used an activity that the activities must be varied to make the students feel happy and not getting bored. There are many activities used as the reinforcement such as; giving opportunity to the students to work with friends, reading anecdote or comic, enjoying a game, listening to the English program from the radio, watching movie and singing a song in a class together.

Extract 4:

Teacher: Ok sebelum Mam masuk ke descriptive text, kita review lagi pelajaran yang kemaren. Sejauh mana kamu mengerti materi ini. *Nanti Mam mau ada grup*, ehmm...tapi Mam yang milih grup nya. Satu grup ada lima siswa. One grup consists of five students yaahh. Ok. Grup pertama.. sesi pertama Mam butuh tiga grup dulu saja yaa. (then, teacher made three lines and devided three

parts of the whiteboard using marker). Nih yaa.. Micheal di grup one.. nanti Mam panggil temen lagi kamu berdiri dibelakang temennya sesuai grup nya yaa, begitu seterusnya yaahh.

Students: Ohh..

Teacher: (teacher ask one of the students to take the marker) sambil nunggu spidolnya *boleh diskusi dulu*. (five minutes later) Ok are you ready? *Discuss with your group yah!* Ok. Are you ready? One..one, two.. are you ready? Ok belum yah! Mam hitung, one, two, three baru mulai. Are you raedy? One.....Two.....Three...!!!

The teacher employed activity reinforcement by group discussion to memorize what they have learned last meeting and discussed with their friends to make some sentences in the simple present form. The teacher made a group discussion, each group consist of five students.

e. **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. The teacher's reinforcement is a good stimulus to have positive from the students in English classroom activities. It becomes unique and creative way to give reward for the students since it makes the students be challenged and motivate to have competition with others. The teacher could give could give food, candy, gold stars, written comments on books, test papers, and stamps comments; good, good job, well done, excellent, etc.

Teacher's interview

Extract 5:

Interviewer: Apakah Mam suka memberikan pujian dibuku tulis/kertas ulangan siswa seperti *Good Job, Good, Excellent*, atau *Great*?

Teacher: *Pernah. Tapi lebih sering angka doang. Pernah waktu itu disaat ada kuis. Tapi kalo dibuku tulis jarang.*

Students' interview

Extract 6:

Interviewer: Mam Elsi pernah menulis pujian seperti *good, that's right, excellent* dibuku tulis atau lembar kerja kamu?

Student 1: *Pernah. Waktu itu pernah ada kak.*

Interviewer: Contohnya gimana?

Student 1: *Excellent*

Based on teacher's and students' interview, the teacher employed token reinforcement as reward. The teacher gives handwritten comment on their book and quiz/test paper.

The classroom activity above shows that reinforcement strategies employed by the teacher made students answer teacher's questions, give opinion from the teacher or their friends. Employing reinforcement in English teaching and learning process gives good feedback for students. The students need the teacher who observe them and control their learning process.

4.2.2 Students' Response of Reinforcement Strategies

The following parts are findings and discussions to answer research question 2: *“What are students' response of teacher's reinforcement strategies in English classroom activities?”*.

Students' responses are categorized in two types; verbal responses and non-verbal responses. Verbal responses consists of answering teacher's questions and asking for topic clarity. Non-verbal responds consists of paying attention, doing teacher's command and nodding. In the addition there are extract as the evidance of data gained through classroom observation. The findings and discussions will be explained in this following section:

1. Verbal Response

a. Answering teacher's question

The teacher began to start the English teaching and learning process by greeting her students, started to organize the class by telling them about comparison degree, the teacher asked to the students and gave reinforcement directly after students' answer the question.

Extract 7:

Teacher: Yes. (Teacher explained while writing on the board). Coba perhatikan dulu, listen to me! Perhatikan papan tulis yang sebelah kiri. *Which one the easier? Raise your hand!*

(One of the students raised her hands)

Teacher: Ok. Nabila

Nabila: Indonesian is easier than of all

Teacher: Yes, good. Bahasa Indonesia adalah pelajaran yang paling mudah diantara semuanya.

The classroom activity above shows that students raised her hands and answered teacher question after teacher gave verbal and gestural reinforcement.

b. Asking for topic clarity

Extract 8:

Teacher: Sampai sini mengerti? Any questions?

Student: *Mam kalo saya tentang orang deskripsiannya gimana?*

Teacher: Jelasin ciri-ciri orang tersebut.

Other students: (NOISE)

Teacher: Sudah yaa! Jangan berisik! Ada yang nanya nih. Mam mau jelasin, dengerin yah!

The extract above shows that the students gave response to the teacher's question by asking for topic clarity that she/he did not understand. The teacher only gave examples how to describe the animal. In fact, the material is "Descriptive text". The teacher did not give examples how to describe people and she did not ask students find vocabulary about adjective or people characteristics.

2. Non-verbal Response

a. Paying attention

Paying attention is one of the students' verbal responses of reinforcement employed by the teacher. On the fourth meeting of classroom observation we could see how the teacher and students interacted each other.

Extract 10:

- Teacher: Kamu menggunakan present simple tense. Kata kerjanya ngga boleh pake verb-2 atau verb-ing pake akhiran s atau es kalo subjectnya orang ketiga tunggal. Coba dengerin! Mam jelasin lagi. (Then, the teacher explained). Teacher wrote on the board “My lovely pet. I have a pet cat. My pet cat’s name is Romi.” Kemaren kita deskripsiin kucing peliharaan siapa?
- Students: *Yasir*
- Teacher: Yes, Yasir. Coba kaya gimana kemaren?
- Yasir: *My cat’s color is black and white. He likes to eat fish.*
- Teacher: (Teacher wrote on the board) Apalagi contohnya kemaren?
- Students: *Sering bermain bersama Yasir setelah pulang sekolah.*

Based on the activity above, we could see that students did paying attention to the teacher by answering teacher question related to the material last meeting.

b. Doing teacher’s command

Extract 11:

- Teacher: Now, let’s take a look to the board! (Teacher explained the sentences on the board). Now I want you to make sentences using comparison degree, boleh pake comparative atau superlative. *Raise your hand and come forward! Tulis dipapan tulis sebelah kanan ya!*
- (One of the students came forward and wrote on the board)
- Teacher: *Yes, that’s right.* Ok, next! Ada lagi. Ya, kamu, ayo!
- (The second one of the students came and wrote on the board)
- Teacher: *Yes, that’s right.* Next, ayo siapa lagi. Nabila ayo!
- (Nabila came forward and wrote on the board)
- Teacher: *All right. That’s right.* Ayo siapa lagi, ngga apa-apa ayo dicoba.

The classroom activity above shows that students’ response by doing teacher’s command to come forward after the teacher gave reinforcement directly

to the students. They came forward to write the sentences about comparison degree after the teacher asked / gave command to the students.

c. Nodding

Students gave response to reinforcement employed by the teacher by nodding and saying “yes, Mam”. On the first meeting of classroom observation we could see the response of students.

Extract 12:

Teacher: How many chapters have you learned in term 2?

Students: Four

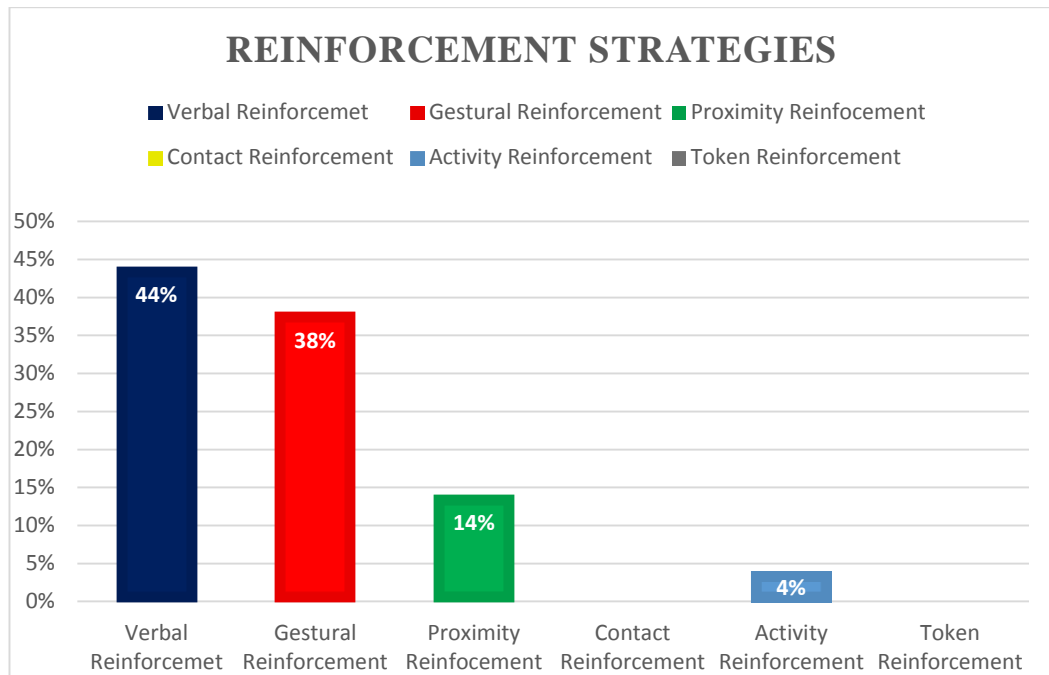
Teacher: Now, I will ask you some questions. If you can answer, raise your hand. Ok?

Students: (*Nodding*) Yes, Mam.

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.

The activity showed that students gave response through verbal and gestural reinforcement employed by the teacher. Teacher’s reinforcement strategies take an important thing during learning and teaching process. Both teacher’s and students’ showed good attitude during the lesson.

4.3 Frequency of Teacher's Reinforcement Strategies



From the chart above, it can be seen that reinforcement strategies employed by the teacher only 5 strategies. These are reinforcement strategies that teacher usually used to motivate students to participate the English lesson. Reinforcement strategies make good responses from the students in order to allow them to have contribution in English classroom activities.

There are 79 utterances (44%) of verbal reinforcement employed by the teacher to encourage or give appreciation for students who could communicate their answers or opinions of the teacher or their friends. There are 30 actions (38%) of gestural reinforcement employed by the teacher to lead students to get more attention and to allow students participate during the English lesson. There are 11 actions (14%) of proximity reinforcement employed by the teacher to show the

affection of students' participation and to control students' in doing their works during the lesson. There are 3 activities (4%) of activity reinforcement employed by the teacher to give opportunity to students to works with friends. There is no action (0%) contact reinforcement strategies of teacher during the lesson. Based on the observation, the researcher also did not find the action (0%) of token reinforcement strategies that used by the teacher. But, the researcher found token reinforcement through interview both teacher and students.

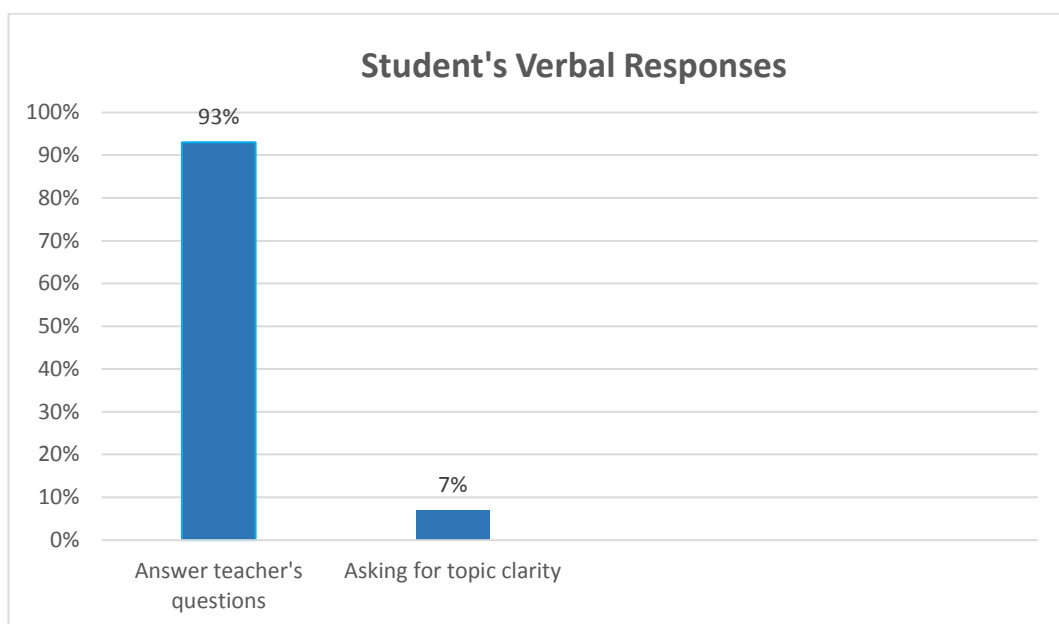
The result percentage shows that teacher employed mostly verbal reinforcement to encourage and reinforce students all the time. Employing reinforcement strategies in classroom activities give good feedback for students. A positive reinforcement is given for students which could make them feel enjoy, fun, happy, and comfortable. As stated by Cruickschank; *reinforcement lets students know when they have done something well in the hope they will do it again or with greater frequency*. The teacher gave comments, offering praise and encouragement such as; doing the English tasks, giving answer of teacher's questions, delivering their ideas or opinions in classroom activities.

4.4 Frequency of Students' Response of Reinforcement Strategies

According to Cruickschank (2001) *"Teachers who apply reinforcement theory in the classroom have a powerful to establish a positive learning climate by students to make good decisions about their behavior"*. Reinforcements strategies employed by the teacher in order to gain students' attention, motivating them,

controlling during classroom activities. There are two types of students' responses of reinforcement; verbal and non-verbal response. The verbal responses consists of answering teacher's questions and asking for topic clarity. Non-verbal response consists of silent, doing teacher's command, and nodding. From five meetings observation, the researcher concluded from four kinds of reinforcement strategies employed by the teacher gave responses from students during classroom activities.

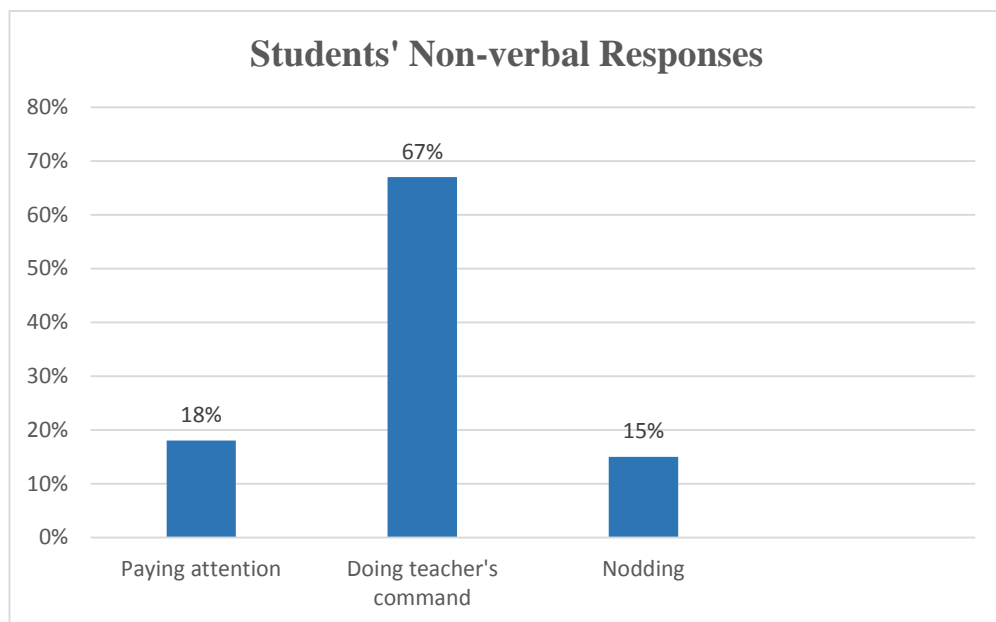
a. Student's Verbal Responses of Teacher's Reinforcement Strategies



The chart above can be seen that students' responses of reinforcement strategies employed by the teacher made students answer teacher's questions (93%). Reinforcement strategies that employed by the teacher let's students participate the classroom activities by answering the teacher' questions. The teacher gave praise as a verbal reinforcement after the students were able to answer

questions from the teacher correctly made them would do it again. The second response is asking for topic clarity (7%). Some students asked about material that they did not understand of the teacher's reinforcement as the stimulus which increases of a particular behavior.

b. Student's Non-verbal Responses of Teacher's Reinforcement Strategies

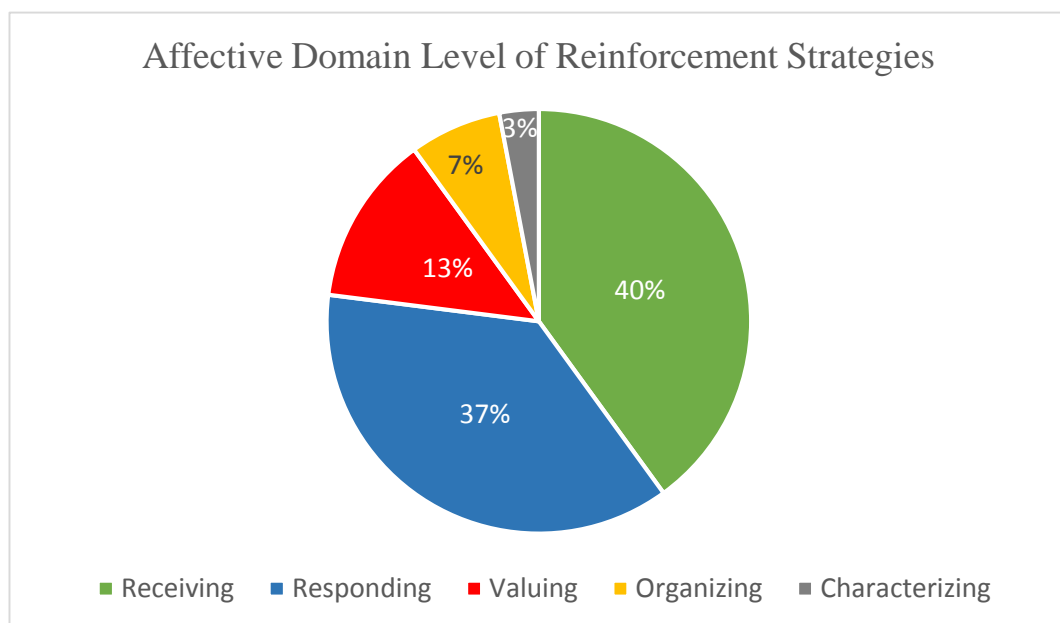


From the chart above, it can be seen that reinforcement strategies employed by the teacher made contribution from the students in classroom activities. Doing teacher's command (67%) was mostly done by the students after the reinforcement employed by the teacher. The teacher employed reinforcement strategies made students' paid attention (18%). Students' response as verbal and gestural reinforcement that could make them to take interest in classroom session by paying

attention to the teacher. The students' nodding (15%) is the response after the teacher reinforced them using verbal reinforcement strategies. It means that students know that they have done something well.

4.2 Frequency Level of Affective Domain of Reinforcement Strategies

Affective domain is one of the basic of instructional that focused on attitudes that related students' attitude and behaviour in the classroom. Based on the analysis, the researcher found that the reinforcement strategies used by the teacher can be classified into the levels in affective domain by looking out the functions of reinforcement itself.



From the chart above, it can be seen there are 43 actions (40%) of reinforcement strategies that classified into receiving to make students show good

attitude toward teacher's explanation. There are 40 actions (37%) of reinforcement strategies that have intimacy to make students able to respond. There are 14 (13%) of from value to make students freely and confidently participate during the lesson. There are 8 actions (7%) of reinforcement strategies that classified into characterization by value to make better attitudes of students by constant good attitude. And the last there are 3 actions (3%) of reinforcement strategies that classified into characterization by value or value set to control students' behavior in classroom during the lesson. As presented on the chart above, the found that the level of reinforcement strategies that the teacher employed mostly is in the level of reseceiving to make students show good attitude toward teacher's explanation. The reinforcement that employed by the teacher gave positive feedback for students to keep doing on learning by listening to the teacher and taking interest in session.

Reinforcement is one of the basic teaching skills which are important for teachers. As stated by Louwrese "*an activity can be modified to encourage students toward classroom language*". Classroom language is utterances, expressions, actions that teacher used in classroom activity. It means that the teacher's role as a prompter is to encourage students, push them to achieve more and control students' behavior in classroom activities done by employing reinforcement during English classroom activities.