

**THE STUDENT TEACHERS' VERBAL AND
NON-VERBAL REINFORCEMENT DURING TEACHING
PRACTICE IN MICROTEACHING CLASS**

THESIS

Submitted in partial fulfillment in requirement for the degree of
Sarjana Pendidikan (S.Pd) in Teaching English



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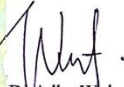
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ABSTRACT

Wulandari, Di Adha. (2019). *The Student Teachers' Verbal and Non-Verbal Reinforcement during Teaching Practice in Microteaching Class*. A Thesis. English Teacher Education Departement, Faculty of Education and Teacher Training, Sunan Ampel State Islamic University Surabaya.
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Key Words: *reinforcement, verbal reinforcement, non-verbal reinforcement, teaching practice, student teacher, microteaching*

Reinforcement is teacher's response toward students' behavior during teaching and learning process which given as appreciation and motivation to a student who performed desirable behavior such as answer teachers' question correctly, get the best mark in the class and so forth. A teacher must owned reinforcement skill both verbal and non-verbal as it provides support for students to improve their performance. Reinforcement can be given to individual and group by paying attention on the immediacy and variation. The aims of this research are to know types of verbal and non-verbal reinforcement given by student teachers in microteaching class and to describe the way student teachers give it to their peers who take role as students. A qualitative design with naturalistic approach was employed in this research to gain the data needed. There were 8 student teachers from 8 different microteaching classes who had participated in this research. The data were collected through observation, interview and student teachers' teaching practice videos. This research revealed that student teachers gave verbal reinforcement in form of word such as *good, great, right*, and in form of sentence as like *'I think your suggestion is amazing...'* and so forth. On the other hand, types of non-verbal reinforcement performed by student teachers were gesture, proximity, activity, and token/symbol. In gestural reinforcement, student teachers performed facial expression like smiling and body gesture like finger pointing, clapping hand, and nodding. The student teachers also walked to and stood beside students' seat as proximity reinforcement. In addition, various activities such as debate activity, presentation, game, and displaying students' work in front of the class were provided by student teachers to reinforce students. For the

token or symbol reinforcement student teachers gave emoticon, love and star to students' work as evaluation and appreciation. The finding also showed that student teachers gave reinforcement through four ways such as to individual, to group, as soon as students performed desirable behavior and use reinforcement in various types and patterns. To sum up, verbal reinforcement was commonly used during teaching practice as it is easy to use and can be used spontaneously. Besides, non-verbal reinforcements such as token/symbol and activity had significant impact on teaching due to student motivation and active participation during teaching and learning process. Further, it is essential for the student teachers as candidate of teacher to use reinforcement in their teaching and to pay attention on keeping eye contact, mentioning student's name, and providing reason why student is reinforced while giving reinforcement to student. Thus, the reinforcement will be effective.

ABSTRAK

Wulandari, Di Adha. (2019). *The Student Teachers' Verbal and Non-Verbal Reinforcement during Teaching Practice in Microteaching Class*. A Thesis. English Teacher Education Departement, Faculty of Education and Teacher Training, Universitas Islam Negeri Sunan Ampel Surabaya.
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Kata kunci: *penguatan, penguatan verbal, penguatan non-verbal, praktik mengajar, praktikan, microteaching*

Penguatan adalah setiap respon guru terhadap perilaku siswa selama proses belajar dan mengajar yang diberikan sebagai bentuk apresiasi dan motivasi kepada siswa yang menunjukkan perilaku yang diharapkan seperti menjawab pertanyaan guru dengan benar, mendapat nilai terbaik dan sebagainya. Seorang guru harus memiliki kemampuan memberi penguatan karena dapat mendorong siswa untuk melakukan tugas dengan baik. Penguatan dapat diberikan kepada individu dan kelompok dengan memperhatikan kesegeraan dan variasi. Penelitian ini bertujuan untuk mengetahui tipe penguatan verbal dan non-verbal yang diberikan oleh praktikan dikelas microteaching dan untuk mendeskripsikan cara praktikan memberikan penguatan tersebut kepada teman sebayanya yang berperan sebagai siswa-siswi. Penelitian ini menggunakan metode penelitian kualitatif dengan pendekatan naturalistic. Ada 8 praktikan yang berpartisipasi dari 8 kelas microteaching yang berbeda. Data dikumpulkan melalui observasi, wawancara dan video praktik mengajar dari 8 praktikan. Hasil penelitian ini, menunjukkan bahwa praktikan memberikan verbal reinforcement dalam bentuk kata seperti *good, great, right*, dan dalam bentuk kalimat seperti *'I think your suggestion is amazing...'*. Selain itu, tipe penguatan non-verbal yang ditunjukkan oleh praktikan adalah gesture, pendekatan, kegiatan, dan token/symbol. Pada penguatan melalui gesture, praktikan menggunakan ekspresi wajah seperti senyuman dan gerak tubuh seperti menunjuk, tepuk tangan dan anggukan. Praktikan juga berjalan serta berdiri didekat tempat duduk siswa sebagai bentuk penguatan berupa pendekatan. Kemudian, berbagai kegiatan seperti debat, presentasi, permainan dan memajang

pekerjaan siswa di depan kelas dilakukan oleh praktikan untuk memberikan penguatan kepada para siswa. Untuk penguatan berupa token atau symbol praktikan memberikan benda berupa simbol seperti emotikon, hati, dan bintang terhadap pekerjaan siswa sebagai evaluasi dan apresiasi. Hasil penelitian juga menunjukkan bahwa praktikan memberikan penguatan melalui 4 cara diantaranya seperti penguatan kepada individu, kelompok, penyampaian penguatan dengan segera ketika siswa melakukan perilaku yang diharapkan dan menggunakan penguatan secara bervariasi baik jenis maupun pola pemberiannya. Dapat disimpulkan bahwa, penguatan verbal merupakan tipe penguatan yang paling umum digunakan dalam praktik pembelajaran karena mudah digunakan dan dapat digunakan secara spontan. Selain itu, penguatan non-verbal seperti penguatan berupa token/symbol dan aktivitas memiliki dampak yang paling besar dalam pembelajaran terkait motivasi siswa dan keaktifan siswa selama proses belajar dan mengajar berlangsung. Lebih lanjut, sangatlah penting bagi praktikan sebagai calon guru untuk menggunakan penguatan dalam pembelajaran and memperhatikan penggunaan kontak mata dengan siswa, menyebutkan nama siswa, dan memberikan alasan mengapa siswa mendapatkan penguatan saat memberikan penguatan kepada murid. Sehingga, penguatan yang diberikan menjadi efektif.

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LIST OF ABBREVIATION

The following are the full meaning of the abbreviation used in this thesis.

- | | |
|------------------|---|
| 1. EFL | = English Foreign Language |
| 2. ELT | = English Learning Teaching |
| 3. ETED | = English Teacher Education
Department |
| 4. S | = Student |
| 5. Ss | = Students |
| 6. SMA | = Sekolah Menengah Atas |
| 7. SMPN | = Sekolah Menengah Pertama
Negeri |
| 8. ST | = Student Teacher |
| 9. T | = Teacher |
| 10. UIN | = Universitas Islam Negeri |
| 11. UINSA | = Universitas Islam Negeri Sunan
Ampel |
| 12. PPL | = Program Pengalaman Langsung |

CHAPTER I INTRODUCTION

This chapter presents the background of the study that gives general insight of this research. Then, it continues to the research questions, objectives of the study and significance of the study. Furthermore, scope and limitation of the study and definition of key terms are also presented to provide information on research focus, boundary and avoid misinterpretation in defining variables used in this research.

A. Background of the Study

A teacher is expected to have good teaching skills in order to conduct an effective teaching and learning process. Uzer Usman stated that there are eight basic teaching skills that must be mastered by a teacher¹. Those are questioning, reinforcement, variation, explaining, close and set induction, coaching small group discussion, classroom management, teaching small group and individual. These eight basic teaching skills play important role in a successful teaching and learning.

One of necessary basic teaching skills is reinforcement. Slavin stated that reinforcement is any consequence that strengthens behavior². Similarly, Uzer Usman defined reinforcement as teacher's positive response towards students' behavior³. To put it simply, reinforcement is a skill to response students' behavior during teaching and learning process. A teacher needs to know reinforcement skill which can be a stimulus for students to improve their performance⁴. In teaching and learning process, reinforcement is given as an appreciation or positive response of the teacher towards students' intended behavior, participation, and achievement. When a student receives reinforcement from a teacher such as praise words, then the student will be happy because his/her work is appreciated by the teacher.

¹ Uzer Usman, *Menjadi Guru Profesional* (Bandung: PT Remaja RosdaKarya, 2005), 66.

² R Slavin, *Educational Psychology: Theory and Practice*. 9th edition. (Columbus, Ohio: Pearson International, 2009). 120

³ Uzer Usman, *Menjadi Guru Profesional....*, 66.

⁴ Des Yatim, "Penggunaan Penguatan dalam Pembelajaran Bidang Studi PPKN di Kelas IX 10 Tenggara", *Cendekia*, 10(1): 79-90. 2016

As the result, his/her happiness of being appreciated will increase his/her willingness to study more in order to get the same positive response from the teacher. It is essential to make students aware of certain desirable behavior that makes them received reinforcement. Once students realized it, they will perform the intended behavior again in the future. The best time to give reinforcement is as soon as the student performed desirable behavior. So that, the student will know which behavior or response is reinforced and the reinforcement will be more meaningful.

Reinforcement is divided into two called verbal and non-verbal reinforcement⁵. Verbal reinforcement is given through words or sentences as like complementing students or congratulating them for what they have done. While, non-verbal reinforcement is given through gesture, proximity, activity, token/symbol, contact and partial. Irawan stated that teacher must owned reinforcement skill because reinforcement provides support for students to improve their performance⁶. In addition, reinforcement skill is important for teachers, as it can increase students' motivation and active participation in learning which can help them to have an effective teaching-learning. It is supported by Moore who explained that reinforcement is a long recognized and essential skill for classroom teacher⁷. It means that reinforcement is one of important aspects to support learning process run well. Moreover, in teaching learning process there are some interactions that happen in classroom management. The interaction among the teachers and the students can be built by giving punishment, reward, encouragement and reinforcement. Interaction that happen will make situation in classroom can be controlled and managed, because it shows the communication and feedback each other. It is clear stated that reinforcement is one kind of interaction in the classroom, so that the teacher should know how to use interaction especially in giving reinforcement⁸.

⁵ Uzer Usman, *Menjadi Guru Profesional* (Bandung : PT Remaja RosdaKarya, 2005), 67.

⁶ Prasety Irawan, *Teori Belajar, Motivasi, dan Ketrampilan Mengajar* (Jakarta: Dirjen Dikti Departemen Pendidikan dan Kebudayaan, 1997). 62.

⁷ Yuli Eka Putri, "An Analysis Of Teachers' Reinforcement Toward Student's Interaction In Teaching Speaking At SMPN 7 Padang", STKIP PGRI SUMBAR, 2017, 2.

⁸ Yuli Eka Putri, "An Analysis Of Teachers' Reinforcement...., p.2

In microteaching class, teacher candidates are trained basic teaching skills. Here, microteaching program is proposed as a program to train the teacher candidates about basic teaching skills and teaching competences⁹. This program enables them to learn and practice various skills in teaching. In line with it, Tarbiyah and Teacher Training Faculty conducted PPL (Program Pengalaman Langsung) which commonly known as *peer teaching*, *teaching practice* or *microteaching*¹⁰. According to Pedoman Praktik Pengalaman Lapangan which published on 2018 by Tarbiyah and Teacher Training Faculty of UIN Sunan Ampel Surabaya, PPL or teaching practice is one of program that made to apply all the teaching theories from the previous semester in a real-time school condition and situation¹¹. Ambili Remesh viewed microteaching as a training technique for teacher to learn teaching skills¹². Microteaching itself is divided into two types namely PPL 1 which also known as peer-teaching, teaching practice or microteaching and PPL 2 or internship program where candidate of teacher faced real classroom teaching. This program is held in sixth semester. The number of students in each class is about 12 to 15 students and the duration for having teaching practice in microteaching class is only around 20 – 25 minutes. Students who enroll teaching practice class are called student-teachers¹³.

Based on the preliminary data, during teaching practice program (PPL 1) academic year 2017/2018 in microteaching class at UIN Sunan Ampel Surabaya, it was found that most of student teachers had performed reinforcement in their teaching practice. It could be seen from their teaching practice performance that was done by student teachers while practicing teaching practice in Microteaching class. During their teaching practice, student teachers who became the teacher gave reinforcement both verbal

⁹ Welven Aida - Rivi Antoni, "Basic Components Of Micro Teaching Skill At Third Year Students FKIP Universitas Pasir Pengaraian", *Journal of English Education*, Vol. 3 No. 2, December 2017, 101

¹⁰ Tim Tarbiyah UIN Sunan Ampel Surabaya, *Pedoman Praktik Pengalaman Lapangan I (PPL I)*, (Surabaya: Tim Tarbiyah UIN Sunan Ampel Surabaya, 2018), 1.

¹¹ Tim Tarbiyah UIN Sunan Ampel Surabaya..., p.1

¹² Ambili Remesh, "Microteaching: An Efficient Technique For Learning Effective Teaching", *Journal of research in medical sciences*

¹³ Tim Tarbiyah UIN Sunan Ampel Surabaya, *Pedoman Praktik Pengalaman Lapangan II (PPL II)*, (Surabaya: Tim Tarbiyah UIN Sunan Ampel Surabaya, 2016).

and non-verbal forms to their friends who took a role as students for all of them who performed positive behavior and participate in any activities. As the reinforcement, student teachers praised them by saying “you are very smart”, “good” and the like as verbal reinforcement. Likewise, student teachers gave the students reward, applause, smile and the like as non-verbal reinforcement. What have done by the student teachers was parallel with theory of reinforcement by Uzer Usman in which reinforcement is given through verbal and non- verbal.

In fact, student teachers’ performance in giving reinforcement still needs to be improved. Some student teachers who took a role as the teacher had not been able to give reinforcement optimally. It could be seen from their teaching practice performance. The data on preliminary research showed that some student teachers gave reinforcement in inappropriate way. For example, student teacher who role as teacher praised certain student for his/her correct answer without mentioning certain name of the students there to make it clearer to whom that praise words (reinforcement) was given to. As the result, students were confused and felt not appreciated especially for student who gave correct answer. Furthermore, if the same case happens in real classroom it may cause ineffective teaching-learning and students’ demotivation. So that, giving reinforcement appropriately is very important especially for student teachers as teacher to be in the future. Thus, English Teacher Education Departement (ETED) has accredited with A mark since 2015. It means that the students of ETED need to fulfill the expectation of upgraded teaching skills as like reinforcement.

As that problem occurred, it is essential to have further research on types of verbal and non-verbal reinforcement along with how student teachers gave the reinforcement. It is also important for student teachers to become aware of the reinforcement role in teaching and learning. For this reason, researcher is interested on this phenomenon and is going to conduct a research on reinforcement specifically in English teaching-learning done by EFL student teachers’ during teaching practice (PPL 1) academic year 2018/2019 in microteaching class at ETED (English Teacher Education Department) of UIN Sunan Ampel Surabaya. In the end, the result of this research is expected

to give contribution to the development of student teachers' basic teaching skills as teacher candidate including reinforcement. Besides, this research can be a stimulus for further researcher to conduct a research either in the same area or in different area with the present research. Several researches have been conducted regarding to this issue.

The first research is from Kefas Angandrowa Dwi Putra Zebua under the title *The Use Of Verbal Reinforcement To Motivate 11th Grade Students Of SMA Budya Wacana Yogyakarta To Speak English*¹⁴. This research is conducted to discover the types of verbal reinforcement which can motivate 11th grade students of SMA Budya Wacana Yogyakarta in speaking English, verbal reinforcement they are familiar with, and factors that can motivate 11th grade students of SMA Budya Wacana Yogyakarta in speaking English. The result of the study revealed that types of reinforcement form that can motivate reinforcement are in form of words and sentences. Besides, word-type verbal reinforcement is the most familiar reinforcement for the students. Moreover, factor in motivating the 11th grade students of SMA Budya Wacana Yogyakarta to speak English is as inducement and reward.

The second research entitled *An Analysis of Teachers' Reinforcement toward Student's Interaction in Teaching Speaking At SMPN 7 Padang* by Yuli Eka Putri¹⁵. The aims of this research is to describe type of reinforcement that is frequently used in teaching speaking at SMPN 7 Padang. The result of this study show that the teacher used both verbal and non-verbal reinforcement in teaching speaking and non-verbal reinforcement is type of reinforcement that is most frequently used during teaching learning.

The third research is *Study of The Relationship between Student and Teachers In Terms Of Reinforcement in Primary Schools of The Allahabad*¹⁶. This research was done by Vivek

¹⁴ Kefas Angandrowa Dwi Putra Zebua, Skripsi: "*The Use Of Verbal Reinforcement To Motivate 11th Grade Students Of Sma Budya Wacana Yogyakarta To Speak English*". (Yogyakarta: Universitas Sanata Dharma, 2017). 19.

¹⁵ Yuli Eka Putri, "An Analysis Of Teachers' Reinforcement Toward Student's Interaction In Teaching Speaking At SMPN 7 Padang", STKIP PGRI SUMBAR, 2017, 2

¹⁶ Vivek Kumar Stephen & Prem Prabha Singh, "Study of the relationship between student and teachers in terms of reinforcement in Primary schools of the Allahabad", *IOSR*

Kumar Stephen and Dr. Prem Prabha Singh. This research is mainly discussed about the relationship between teachers and students' performance in term of reinforcement given by teachers in Primary school of Allahabad District. This research reported that there is a significant relationship between reinforcement and academic performance of the students of the Primary schools of the Allahabad district. The study suggests that, there should be enrichment for reinforcement programs which can involve teacher to deepen their knowledge on reinforcement.

The fourth research was done by N. N. S. Mandahl and O. L. Gbarato. The title is *The Influence of Reinforcement Skill on Academic Performance of Secondary School Physic Students in Obio-Akpor Lga, Rivers State Nigeria*¹⁷. This research is mainly discussed about the effectiveness of the reinforcement skill in teaching and its influence on the academic performance of secondary school Physics students. The finding of this study reported that teachers' reinforcement skill influences the academic performance in Physics by grabbing students' attention, engaging students' to participate actively in classroom activities, and improving students' willingness in learning.

The previous researches above support the importance of reinforcement in teaching and learning process. So that, researcher proposed a research about reinforcement but in different aspect. The difference between the previous researches with the present research is focus, subject point of view and research location. In term of focus, the first study focuses on types of verbal reinforcement which can motivate students in learning speaking. Similarly, the second previous research is dealing with types of reinforcement that are used by teacher especially in teaching speaking. On the other hand, focus of the third and fourth previous research is on the influence of reinforcement towards students' academic performances but in different level of education. The third study examined the influence of reinforcement on students'

academic performance in Primary school of Allahabad District. In contrast, the fourth research specified reinforcement influence on the academic performance of secondary school Physics students.

Therefore, this research focused on types of verbal and non-verbal reinforcement along with how the reinforcement is given by EFL student teachers. The subject of this research were EFL student teachers in English Teacher Education Departement (ETED) at UIN Sunan Ampel Surabaya who took PPL 1 course in academic year 2018/2019 and stand in the sixth semester. Microteaching class at ETED of UIN Sunan Ampel Surabaya was chosen as location of the research. A qualitative research was employed in this research. Observation, interview, and audiovisual material were used as the instrument to gain data needed.

B. Research Questions

In relation to the research background previously outlined above, the problem of the research can be formulated as the following questions:

1. What are the types of verbal and non-verbal reinforcement given by student teachers during teaching practice in microteaching class?
2. How do student teachers give verbal and non-verbal reinforcement during teaching practice in microteaching class?

C. Objectives of the Study

Derived from formulated problem above, this research is aimed to:

1. Find out the types of verbal and non-verbal reinforcement given by student teachers during teaching practice in microteaching class.
2. Describe the way student teachers give verbal and non-verbal reinforcement during teaching practice in microteaching class.

D. Significance of the study

The finding of the study is expected to give contribution for student, researcher and the other researcher. In particular, this study can be one of sources in recognizing and realizing one of teacher's basic skills called reinforcement both verbal and non-verbal that must be mastered by a teacher.

1. For student who take PPL I program in 6th semester (student teacher), the finding of this study can be a reflection for them related to their performance in giving reinforcement both verbal and non-verbal form during teaching practice in Microteaching

class. In addition, the finding of this research can also be guidance for student on how to give reinforcement appropriately in teaching and increase student's awareness on the use of reinforcement during teaching and learning process.

2. For researcher, this research would give additional knowledge in conducting a research. Besides, the result of this research can be used as input for the researcher to be a professional teacher especially on how to give reinforcement in appropriate way.
3. For other researcher, the result of this research can be used as an input to conduct further research dealing with reinforcement either in practice teaching at microteaching class or real teaching at school with different aspects. Furthermore, the finding of this study can be used as input and reflection to upgrade student teachers' skill and professional development in teaching as they will have internship program (PPL II) at school in the next academic year.

E. Scope and Limitation of the Study

The scope of this research was reinforcement both verbal and non-verbal. Verbal reinforcement was in form of words and sentences. While, non-verbal reinforcement covered reinforcement in forms of gesture, proximity, activity, symbol/token, and contact.

In relation to research questions, the researcher focused on two things. First, types of verbal and non-verbal reinforcement which given by EFL student teachers. Second, the way verbal and non-verbal reinforcement were given by the EFL student teachers during their teaching practice in Microteaching class. In addition, the reinforcement here belongs to teaching practice in English Language Learning.

The limitation of this study was student teachers of the sixth semester at State Islamic University of Sunan Ampel Surabaya in academic year 2018/2019. Totally, there were eight microteaching classes with three different lectures in this semester. This research took one student from each class to collected data from the eight microteaching classes available. Further, the data were analyzed with theory from Uzer Usman about reinforcement.

F. Definition of Key Terms

In order to avoid misinterpretation on certain terms used in this research, the researcher provides and clarifies several definitions of some key terms in detail as the following:

1. Reinforcement

Reinforcement is any response both in verbal and non-verbal which modify students' behavior in order to give feedback on their behavior either as a support or correction¹⁸. In this research, reinforcement means student teachers' response as a teacher towards any behavior, achievement or activity which performed by their peers who play a role as student during teaching practice in Microteaching class both verbal and non-verbal.

2. Verbal reinforcement

Verbal reinforcement is kinds of reinforcement that expressed through verbal language. It can be in form of words such as good, yes, correct and the like¹⁹. In this research, verbal reinforcement is any response given by student teachers role as teacher in form of words or sentence.

3. Non-verbal reinforcement

Non-verbal reinforcement is kinds of reinforcement that expressed through non-verbal language such as smile, clapping, thumbs up and the like²⁰. In this research, non-verbal reinforcement refers to any response given by student teachers role as teacher in form of gesture, proximity, activity, token/symbol, contact and partial.

4. Student Teacher

Garvey defines student teacher as college students who practice teaching skills in a short teaching exercise with limited number of learner and limited teaching objective²¹. Student teacher in this research is defined as student of ETED of UINSA in the sixth semester who takes PPL I course in academic year 2018/2019 and do teaching practice in given duration which about 20 minutes in each section with their

¹⁸Uzer Usman, *Menjadi Guru Profesional...*, 73

¹⁹ N. N. S. Mandah1 & O. L. Gbarato, "The Influence Of Reinforcement Skill On Academic Performance Of Secondary School Physic Students In Obio-Akpor Lga, Rivers State Nigeria", *British Journal Of Education, Society and Behavioural Science*. Vol. 17 No. 3, 2016. 1-11.

²⁰ N. N. S. Mandah1 & O. L. Gbarato, (2016), "The Influence...", p.4

²¹ Brian Garvey, "Microteaching: Deolving the Concept for Practical Training". *British Journal of Educational Technology*. Vol. No. 2, May 1978, 142.

peer as students. There are 12-15 student teachers in each microteaching class.

5. Teaching Practice

Teaching practice is a teaching by design in a situation and location that have been set up before which enable informal teaching practice to be conducted with other trainees acting as students and one of them will be the teacher, to formally assessed lesson²². There are two teaching practice which is conducted by English Education Department. They are peer teaching (PPL I) which is done in microteaching class during the sixth semester and real teaching which is done at school within two months long. However, this research is only focus on peer teaching (PPL I) academic year 2018/2019.

6. Microteaching

N. N. S. Mandahl and O. L. Gbarato defined microteaching as a process that offers trainee teachers the opportunity to acquire certain teaching skills in order to be competent in a teaching process²³. Bell also defined that microteaching is a chance for having students to practice peer teaching in order to get experience in creating lesson plan and delivering material²⁴. In this research, microteaching is teaching practice program conducted by English Education Department of UINSA Surabaya and enrolled by Student of ETED in academic year 2018/2019. They have 20 – 25 minutes for practice teaching and their friends take role as the student.

²² Roger Gower, et.al., *Teaching Practice Handbook*, (United Kingdom: McMillan, 1983)

²³ N. N. S. Mandahl & O. L. Gbarato, "The Influence Of Reinforcement Skill On Academic Performance Of Secondary School Physic Students In Obio-Akpor Lga, Rivers State Nigeria", *British Journal Of Education, Society and Behavioural Science*. Vol. 17 No. 3, 2016. 1-11.

²⁴ Nancy D. Bell, "Microteaching:What is it that is going on here?". *Journal of Linguistics and Education*, Vol.18, 2007, 24.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about reviews on related literature that support this study. Besides, the review of related literature and the previous studies regarding with verbal and non-verbal reinforcement in teaching practice also will be presented.

A. Theoretical Framework

1. Practice Teaching (PPL 1)

Practice teaching (PPL 1) also refers to microteaching which defined as a program which enables students to practice teaching skills. Both practice teaching (PPL 1) and microteaching have the same meaning. Here, researcher will often use the term practice teaching as it is commonly used by English Education Departement at UIN Sunan Ampel Surabaya in defining PPL 1 rather than the term microteaching. Ambili Remesh viewed microteaching as a training technique for teacher to learn teaching skills in order to get deeper knowledge of the art of teaching²⁵. Practice teaching program gives opportunities for the teacher candidates to develop their teaching skill and to apply material about teaching that have been taught in the previous semester. By providing practice teaching class, student teachers can learn teaching skill without encountering chaotic environment of the crowded classes²⁶. This program also used to trained teacher candidates for the real classroom teaching. According to Pedomani Praktik Pengalaman Lapangan which published on 2018 by Tarbiyah and Teacher Training Faculty of UIN Sunan Ampel Surabaya, PPL or teaching practice is one of program that made to apply all the teaching theories from the previous semester in a real-time school condition and situation²⁷. Microteaching itself is divided into two types namely PPL 1 which also known as peer-teaching, teaching practice or microteaching and PPL 2 or

²⁵ Ambili Remesh, "Microteaching: An Efficient Technique For Learning Effective Teaching", *Journal of research in medical sciences*

²⁶ Naim Uzum, "A Sample Of Microteaching in envirotnmental education and its effect on pre-service teachers' presenting effective lessons". *Asia-Pasific Forum on Science Learning and Teaching*. Vol. 13, No. 1, Article 9, June 2012

²⁷Tim Tarbiyah UIN Sunan Ampel Surabaya..., p.1

internship program where candidate of teacher faced real classroom teaching. This program is held in sixth semester. The number of students in each class is about 12 to 15 students and the duration for having teaching practice in microteaching class is only around 20 – 25 minutes. Uzer Usman stated that a teacher must own 8 basic teaching skills which are trained in practice teaching (PPL I) or microteaching and are practiced in teaching practice section. Those are questioning, reinforcement, variation, explaining, close and set induction, coaching small group discussion, classroom management, teaching small group and individual.

2. Teaching Practice

Teaching practice is an informal practice of certain teaching technique with other training student in order to assess a lesson formally²⁸. It also can be defined as the name of student teachers' preparation for teaching by practical training²⁹. Teaching practice is an essential component of teacher training program since it provides first teaching experience which is useful for student teachers' professional life³⁰. Similarly, Marais and Meimer stated that teaching practice is an important part in teacher education especially for student teacher to become a competent teacher³¹. Gower, Philips, and Walters mentioned the objectives of teaching practice as the following³²:

- a. To allow the students to stimulate or approach the real teaching situation under sympathetic supervision
- b. To provide the students with an opportunity to try out techniques
- c. To provide an area for assessment

²⁸ Roger Gower, Diana Philips and Steve Walters. *Teaching Practice: A handbook for Teachers in Training*. Macmillan books for teacher Page 1-2

²⁹ Aijaz Ahmed Gujjar, Bushra Naoreen, Saifullah Saifi, & Muhammad Jamil Bajwa, "Teaching Practice: Problems and Issues in Pakistan". *International Online Journal Of Educational Science*. Vol 2, No. 2, February 2010, 339.

³⁰ Vahide Can, "A Microteaching Application on a teaching Practice Course". *Cypriot Journal of Educational Sciences*. Vol. 4, 2009, p. 1

³¹ Petro Marais & Corinne Meimer, "Hear our Voices: Student Teachers' experience". *Africa Education Review*. Vol. 1, No. 2, February 2004, 221.

³² Roger Gower, Diana Philips and Steve Walters. *Teaching Practice: A handbook for Teachers.....p. 29*

- d. To provide the students with an opportunity to have evaluation on their teaching and criticized constructively
 - e. To provide an opportunity for the students to get used for being observed
 - f. To encourage development of criteria for self-evaluation and self awareness
 - g. To create a situation of gradually increased freedom so that the students become increasingly more independent-able to make decision about what students' teach and how to teach
 - h. To help the students with exposure to real learners, their learning problems and the factors which influence their learning
 - i. To expose the students to pupils at various levels and to develop an understanding the differences of approaches required
 - j. To develop students' sense of responsibility for their pupils.
3. Student Teacher

According to Buku Pedoman Praktik Pengalaman Lapangan II (PPL II), student teacher is a student who enrolled teaching practice class³³. Besides, Garvey defines student teacher as college students who practice teaching skills in a short teaching exercise with limited number of learner and limited teaching objective³⁴. Student teachers have multiple roles when they are entering practice teaching class. Here, student teachers play role as a teacher in a real-like classroom setting during their practice teaching, a student when their peers play role as the teacher, and as an observer who provides feedback for another student who become a teacher at the time.

4. Reinforcement in ELT Classroom

Reinforcement is one of basic teaching skills that have to master by a teacher to encourage students in learning. According to Uzer Usman, reinforcement is any response both in verbal and non-verbal which modify students' behavior in order to give feedback on their behavior either as a support or

³³ Tim Tarbiyah UIN Sunan Ampel Surabaya, *Pedoman Praktik Pengalaman Lapangan II (PPL II)*, (Surabaya: Tim Tarbiyah UIN Sunan Ampel Surabaya, 2016).

³⁴ Brian Garvey, "Microteaching: Deloping the Concept for Practical Training". *British Journal of Educational Technology*. Vol. No. 2, May 1978, 142.

correction³⁵. Similarly, Budiningsih defined reinforcement as an essential stimulus to give in order to enable feedback in form of words, praise, support or confession verbally and non-verbally which makes different impression to students³⁶.

In the field of foreign language teaching, teacher's reinforcement is part of appreciations and methods used by the teacher to maintain students' attention towards classroom activities and to motivate them towards learning³⁷. Imitation, reinforcement, and rewarding are basic strategies of language learning in scope of behaviorist theory³⁸. Hence, reinforcement is one of components in behaviorism theory which views language as stimulus and response. Pavlov's experiment indicates that stimulus and response work together. For example, where a child who learned second language is reinforced by giving rewards for his acceptable utterance and inhibited by the lack of reward for his unacceptable utterance in second language shows that he can gradually learn to make the acceptable utterance in second language³⁹.

There are two types of reinforcement namely verbal and non-verbal reinforcement⁴⁰. When the teacher use facial expression like smile and body movement like hand clapping to reinforce student, it is called non-verbal reinforcement. In another hand, when teacher praised student for their achievement through words such as *great*, *nice* and the like, it refers to verbal reinforcement⁴¹. For instance, student who sees his teacher smiles when he can answer teacher's question correctly will feel that the teacher appreciates him positively. In this case, teacher reinforces student's behavior through smile which means that the teacher is happy as he can give correct

³⁵ Uzer Usman, *Menjadi Guru Profesional* (Bandung: PT Remaja RosdaKarya, 2005), 73-75

³⁶ Asri Budiningsih., *Belajar dan Pembelajaran* (Jakarta: Rineka Cipta, 2012.). 56

³⁷ Mohammed Rashel Uddin, "Influence Of Reinforcement In English Language Learning at Primary Level of Education in Bangladesh", *BELTA Journal*, Vol. 1., No. 1, 2017, 85

³⁸ Hubbard Jones and Thomson Wheeler, *A Training Course for TEFL*, (UK: Oxford University Press, 1983)

³⁹ Nelson Brooks, *Language and Language Learning*, (New York: Harcourt, Brace and World, 1960), 89

⁴⁰ Uzer Usman, *Menjadi Guru Profesional* (Bandung : PT Remaja RosdaKarya, 2005), 67.

⁴¹ E. C. Wragg, *Primary Teaching Skills* (UK : Routledge, 2005), 29.

answer to teacher's question. Ratna Wilis Dahar stated that behavior which reinforced is more likely to increase in term of frequency, scale, or probability to be repeated in the future. Feeling of being appreciated drives student to repeat the same behavior next time.

Stimulating and encouraging students' performance during classroom activity in acquiring knowledge are the ultimate aim of reinforcement in teaching and learning including in ELT classroom. Any of teacher's positive reaction on students' behavior, achievement, or participation can motivate them to perform better. Similarly, in teaching English where many students find it is very difficult to learn. In this case, reinforcement can be used as support to motivate them in learning English better. In addition, reinforcement in ELT classroom also can be a tool to manage students' misbehavior during classroom teaching. Gerson stated that giving reinforcement is a strategy to modify students' behavior and to reinforce students' response in learning⁴². The use of reinforcement modifies students' behavior positively as it makes students realized that certain behavior is desirable. Once they realized it, they tend to repeat the same or similar behavior later⁴³. The way teacher delivers reinforcement can show how sincere the teacher is in expressing reinforcement for students. It makes students to be more engage in teaching learning process.

5. Purpose Of Giving Reinforcement

There are some purposes of giving reinforcement such as increase students' attention in learning, make learning process easier, maintain students' motivation, control students' misbehavior, develop and manage one-self in learning, guide students to divergent thinking and self-initiative⁴⁴. Such purposes help teacher in conducting an effective teaching and learning.

⁴² Gerson Ratumanan., *Belajar dan Pembelajaran* (Surabaya: Unesa University Press, 2002). 76

⁴³ Louis Chohen., et all. *A guide to Teaching Practice* , Fifth edition (USA : Taylor and e-Francis, 2010), 331.

⁴⁴ Suyono - Hariyanto, *Belajar dan Pembelajaran* (Bandung : PT Remaja RosdaKarya, 2012), 226-227.

6. Positive and Negative Reinforcement

Sarafino stated that reinforcement is any consequences which strengthen a behavior to make it to be more likely happen in the future. Reinforcer is something either object or activity which is given as a stimulus in order to decrease or increase certain behavior⁴⁵. A behavior follows by a consequence, positive or negative reinforcement.

a. Positive Reinforcement

Positive reinforcement is type of reinforcement in which a wished behavior or any agreeable result follows a reaction and make it possible that the behavior will be repeated in the future. The use of positive reinforcement increases the possibility of a behavior to be repeated again and again⁴⁶. Praise, house points, or freedom to choose an activity is example of reinforcers in education field that are used as reward for desirable behavior⁴⁷. Reinforcers in positive reinforcement are categorized into three such as social reinforcers, preferred activities, and token economy. Each reinforcer is presented in table 2.1 below:

⁴⁵ Edward. P. Sarafino, *Applied Behaviour Analysis: Principles and Procedures for Modifying Behaviour*. (Jhon Willey and Sons Inc: USA, 2012), 79.

⁴⁶ Gulap Sahzada, Mazhar Ullah Dawar, & Zakiah Tanzeela Fatimah, "Perceived Effect Of The Use Of Reinforcement In Secondary School Students' Academic Achievement". Vol. 1, No. 1, June 2017, p. 15

⁴⁷ Alan Pritchard, *Ways Of Learning: Learning Theories and Learning Styles in The Classroom, Second Edition*. (New York: Routledge, 2008), 15.

Table 2.1 The three categories of reinforcers in positive reinforcement adapted from Vernon F. Jones and Louis S. Jones, 1995. *Comprehensive Classroom Management* (4th Edition), p. 363 cited by Robert Slavin

Social Reinforcers
<p><i>Praising words and phrases</i></p> <p>“That’s clever” “Keep up the good work” “Good thinking” “I appreciate your help” “That shows a great deal of work” “Now you’ve got the hang of it” “You really pay attention” “You make it look easy” “You should show this to your Father” “I like the way you got “That was very kind of you” started on your homework” “I’m pleased with that”</p>
<p><i>Nearness</i></p> <p>Walking together Sitting together Playing games with the students Working after school together Eating lunch together</p>
<p><i>Physical contact</i></p> <p>Touching Shaking hands Hugging Holding hands</p>

<i>Expression</i> Smiling Looking interested Winking Laughing Nodding up and down	
Preferred Activities	
Going first Visiting another class Running errands Playing a short games Getting into sit where he or he wants to Taking a class pet home Telling a joke to the class Being team captain	
Having a party Seeing a movie Doing artwork related to studies Reading with a friend Choosing the game for races Getting free time in library Earning an extra or longer races Being asked what he or she Helping the teacher would like to do Planning a class trip or project	
Token Economy	
Money	Food
Points	Stars
Grades	Etc.
.	

b. Negative Reinforcement

Negative reinforcement is type reinforcement in which strengthen a desirable behavior by removing

unpleasant thing or situation⁴⁸. Besides, it also can be defined as a method used to decrease undesirable behavior by pairing it with pleasant consequence⁴⁹. For example, a teacher gives a fewer homework to students in order to decrease students' stressful feeling of doing abundant homeworks continuously.

7. Types of Reinforcement

Uzer Usman stated that reinforcement is divided into two namely verbal reinforcement and non-verbal reinforcement.

a. Verbal reinforcement

Verbal reinforcement is usually expressed in form of praising words, appreciation, agreement and the like. For instance, *good; very good; correct; smart; yes, a hundred for you !*⁵⁰. Besides words, verbal reinforcement can also be given in form of sentence as like *you present the material well, you are talented student* and the like.

b. Non-verbal reinforcement

Non-verbal reinforcement do not use any kinds of expression like in verbal reinforcement instead of using reinforcement through gesture, proximity, contact, activity, token/symbol, and partial⁵¹.

- 1) Gestural Reinforcement, involves the use of facial expression like smile, laugh, delightful. Besides that, the use of bodily expression as like nodding, thumbs up, clapping and the like.
- 2) Proximity Reinforcement, involves teacher's action which reflect her/his interest in students' performance by moving nearer, standing next to or sitting close to students.

⁴⁸ Gulap Sahzada, Mazhar Ullah Dawar, & Zakiah Tanzeela Fatimah, "Perceived Effect Of....., p.14.

⁴⁹ Alan Pritchard, *Ways Of Learning: Learning Theories and Learning....., p.8.*

⁵⁰ Uzer Usman, *Menjadi Guru Profesional* (Bandung : PT Remaja Rosda Karya, 2005), 73.

⁵¹ Uzer Usman, *Menjadi Guru Profesional....p.73*

- 3) Contact Reinforcement, involves wiping student's head, hand shake or raising student's hand in the class.
- 4) Activity Reinforcement, involves teacher's decision to let student choose any activity that they prefer as reinforcement for work.
- 5) Token/symbolic Reinforcement, involves teacher's decision to give awards, marks, sweet comment on books and etc.

From explanation above, it can be concluded that reinforcement is divided into two namely verbal and non-verbal reinforcement. Verbal reinforcement refers to reinforcement which is given orally through word or sentence. Conversely, non-verbal reinforcement is reinforcement which given through teacher's body language or facial expression.

8. Principles In Giving Reinforcement

There are several principles that should be noticed by a teacher in giving reinforcement both verbal and non-verbal are warmth, enthusiasm, meaningful, and avoid the use of negative response⁵². It is important to make sure that the student feel the sincerity of the reinforcement given.

a. Warmth and enthusiasm

Any of teacher's behavior to students will show his/her sincerity in giving reinforcement to students. Besides that, students will also feel teacher's warmth and enthusiasm while giving them reinforcement on certain behavior that they do. In this situation, students feel that they are appreciated and welcomed by the teacher. In addition, it can build a comfortable atmosphere in the classroom.

b. Meaningful

One of important thing in giving reinforcement is the meaningful value. Reinforcement should be given as meaningful as it can be because it will help students to understand on what extent they are being reinforced and why the teacher reinforced them. So that, the

⁵²Uzer Usman, *Menjadi Guru Profesional....*, p.74

reinforcement is meaningful as they know that they deserved it.

- c. Avoid the use of negative response

The use of negative response will only cause students to be demotivated and stop to develop themselves. Instead of blaming a student who cannot answer certain question it's better for teacher to switch the question or move to another student.

It is necessary to pay attention on the principals above in giving reinforcement to reinforce students' behavior. Besides, it also help teacher to have effective teaching and learning process.

9. When To Give Reinforcement

It is essential for teacher to know when to give reinforcement to students as it can help teacher to provide effective reinforcement. It can be given in several conditions as the following⁵³:

- a. Students are paying attention to the teacher, their classmate and things that is being discussed.
- b. Students are doing classroom activities such as learning, reading, writing on the whiteboard, doing exercise from a textbook and the like.
- c. Students have accomplished their assignment either fully or partially.
- d. Students are doing their task with a good quality (neat, careful, and many more).
- e. Students behavior in the classroom during teaching and learning process is considered with certain behavior category (appropriate, inappropriate, written, verbal and physic).
- f. Individual assignment which involved self-development, self-control, and self-initiation in doing an activity.

Reinforcement can be given in various condition during teaching and learning process in the class. Specifically, when students perform the desired behavior and show their

⁵³ Syaiful Bahri Djamarah, *Guru Dan Anak Didik: Suatu Pendekatan Teoritis Psikologis* (Jakarta: PT Rineka Cipta, 2005), 119.

improvement in learning. By giving reinforcement, students will be more engaged and motivated in learning.

10. How To Give Reinforcement

The way to give reinforcement also should be taken into count as it help teacher to give the reinforcement effectively to students. It is divided into four such as individual reinforcement, group reinforcement, immediacy in giving reinforcement and variation in giving reinforcement⁵⁴.

a. Individual reinforcement

Student that is being reinforced should be clear. It means that if a teacher intended to give reinforcement to certain student she/he must be able to determine which student should be reinforced. Mention the name of student being reinforced can help teacher to make clear to whom the reinforcement is proposed. It also gives students sense of being appreciated. It is necessary to make students know the reason why they get reinforcement by stating their desired behavior.

b. Group reinforcement

Reinforcement can also be given to group of students. Once a group of students shows good progress in learning, the teacher can reinforce them by giving them something or letting them do activity that they like. For instance, teacher gives privilege to a group which can gain the highest point in during classroom quiz to sing a song in the class.

c. Immediacy

Immediacy in giving reinforcement is essential because once the reinforcement delay, it will not be as effective as it should be. Reinforcement is better given as soon as students perform intended behavior.

d. Variation

Variation in giving reinforcement is needed as it can make students bored for receiving the same forms of reinforcement and by the time the reinforcement will not be effective as it is not meaningful anymore for the students. Students should be reinforced variously either

⁵⁴ Uzer Usman, *Menjadi Guru Profesional* (Bandung : PT Remaja RosdaKarya, 2005), 73.

in term of the reinforcement types or the way teacher give it to them. Reinforcement will be more beneficial if it is given in different pattern. For instance, firstly reinforcement is given to all classroom members then, to small groups of the class and to students as individual.

Based on explanation above, there are four things that must be remembered in giving reinforcement which include individual, group, immediacy and variation. These four things are essential to have an effective reinforcement to students and to make sure that the reinforcement is given effectively and appropriately.

B. Previous Studies

There are some researches that have been conducted by other researchers in related topic with the upcoming research. Therefore, the researcher presents the previous researches in order to show the gap and difference between the previous one and the new research being proposed.

1. Kefas Angandrowa Dwi Putra Zebua under the title *The Use Of Verbal Reinforcement To Motivate 11th Grade Students Of Sma Budya Wacana Yogyakarta To Speak English*⁵⁵

This research is mainly discussed about the the types of verbal reinforcement which can motivate 11th grade students of SMA Budya Wacana Yogyakarta in speaking English, verbal reinforcement they are familiar with, and factors that can motivate 11th grade students of SMA Budya Wacana Yogyakarta in speaking English. This research used survey research and the instruments are open-ended questionnaire and interview. Then, the subject of this research is the 11th grade students of SMA Budya Wacana Yogyakarta. The result of the study revealed that types of reinforcement form that can motivate reinforcement are in form of words and sentences. Besides, word-type verbal reinforcement is the most familiar reinforcement for the students. Moreover, factor in motivating the 11th grade students of SMA Budya Wacana Yogyakarta to speak English is as inducement and reward.

⁵⁵ Kefas Angandrowa Dwi Putra Zebua, Skripsi: "*The Use Of Verbal Reinforcement To Motivate 11th Grade Students Of Sma Budya Wacana Yogyakarta To Speak English*". (Yogyakarta: Universitas Sanata Dharma, 2017). 19.

2. Yuli Eka Putri, *An Analysis Of Teachers' Reinforcement Toward Student's Interaction In Teaching Speaking At SMPN 7 Padang*⁵⁶.

This research is mainly discussed about type of reinforcement that is frequently used in teaching speaking at SMPN 7 Padang. The design of this research is descriptive research and the instruments used are questionnaire, observation checklist, and field note. The subject of this study is English teacher at SMPN 7 Padang. The result of this study reported that the teacher used both verbal and non-verbal reinforcement in teaching speaking and type of reinforcement that is most frequently used is non-verbal reinforcement.

3. Vivek Kumar Stephen and Dr. Prem Prabha Singh, *Study Of The Relationship Between Student And Teachers In Terms Of Reinforcement In Primary Schools Of The Allahabad*⁵⁷.

This research is mainly discussed about the relationship between teachers and students' performance in term of reinforcement given by teachers in Primary school of Allahabad District. The study employed a Mixed Method design which both quantitative and qualitative data were collected. A total of 500 respondents were selected as participant. They come from 20 schools (10 government and 10 private schools) which had been selected from Allahabad District. Each of the selected school 25 students participated in the study. Data from qualitative and quantitative method gained through check-list, interview and observation. This research reported that there is a significant relationship between reinforcement and academic performance of the students of the Primary schools of the Allahabad district. The study suggests that, there should be enrichment for reinforcement programs which can involve teacher to deepen their knowledge on reinforcement.

⁵⁶ Yuli Eka Putri, "An Analysis Of Teachers' Reinforcement Toward Student's Interaction In Teaching Speaking At SMPN 7 Padang", STKIP PGRI SUMBAR, 2017, 2

⁵⁷ Vivek Kumar Stephen & Prem Prabha Singh, "Study of the relationship between student and teachers in terms of reinforcement in Primary schools of the Allahabad", *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*. Vol. 22 No. 12, December 2017. 26-33

4. N. N. S. Mandah1 and O. L. Gbarato, *The Influence Of Reinforcement Skill On Academic Performance Of Secondary School Physic Students In Obio-Akpor Lga, Rivers State Nigeria*⁵⁸.

This research is mainly discussed about the effectiveness of the reinforcement skill in teaching and its influence on the academic performance of secondary school Physics students. Descriptive and quasi experimental research is employed in this research. 120 students and 30 Physics teachers in Public Secondary Schools in Obio/Akpor Local Government Area of Rivers State are the subject in this research. The instruments used in this study are questionnaire and post-test. The finding of this study reported that reinforcement skill influences the academic performance in Physics by grabbing students' attention, engaging students' to participate actively in classroom activities, and improving students' willingness in learning.

5. Mary Wangari Kinyanjui, Dr Peter J.O. Aloka, Dr Sr Sabina K. Mutisya, Dr Sr Florentina Ndunge Ndeke, Dr Naphtal Michira Nyang'ara, *Classroom Instruction Reinforcement Strategies and Factors that Influence their Implementation in Kenyan Primary Schools*⁵⁹.

This research is mainly discussed about the use of classroom instruction strategies and factors behind its implementation in Kenyan Primary School. Descriptive survey design is used in this study. The data are obtained from questionnaire and interview. The subjects of this research are teacher 100 teachers and 250 students from all the 30 public primary schools in Kikuyu District. The finding of this research shown that reported that social reinforcement in form of praise was the most popular reinforcement strategy used in classroom

⁵⁸ N. N. S. Mandah1 & O. L. Gbarato, "The Influence Of Reinforcement Skill On Academic Performance Of Secondary School Physic Students In Obio-Akpor Lga, Rivers State Nigeria", *British Journal Of Education, Society and Behavioural Science*. Vol. 17 No. 3, 2016. 1-11

⁵⁹ Mary Wangari Kinyanjui.,et al,,"Classroom Instruction Reinforcement Strategies and Factors that Influence their Implementation in Kenyan Primary Schools", *Journal of Educational and Social Research MCSER Publishing, Rome-Italy*. Vol. 5 No.3 September 2015

teaching followed by tangible items, activity and tokens in that order. The factors that affected implementation of reinforcement strategies by teachers during classroom instruction were class interest, social characteristics and delivery. Other factors were class size, gender, availability of reinforcers, class level and nature of content.

6. Tutik Wulidyawati, *Variasi dan Fungsi Pemberian Penguatan Dalam Pembelajaran Bahasa Jawa kelas V Sekolah Dasar Se-Kecamatan Ngampel Kabupaten Kendal*⁶⁰.

This research was employed qualitative method and mainly discussed about teachers' variation in giving reinforcement. This research was conducted at elementary schools in district Ngampel. Interview, observation and documentation were used to collect the data. It can be concluded from this research that there were several variation used by teacher such as combination of verbal reinforcement with body gesture, proximity, contact and activity.

Generally, those six previous researches above focused on reinforcement during teaching and learning process at school which discover reinforcement which can motivate students, influence students' academic achievement, reinforcement in speaking activity, and teacher's variation in giving reinforcement. However, the previous researches had not covered yet about how the way to give reinforcement.

Therefore, the present research focused on reinforcement in teaching practice which covered the way EFL student teachers gave verbal and non-verbal reinforcement to the students. In addition, this research also discussed about types of reinforcement given by EFL student teachers. The subject of this research were EFL student teachers in English Teacher Education Departement (ETED) at UIN Sunan Ampel Surabaya who takes PPL 1 course in academic year 2018/2019 and stand in 6th semester. The research was conducted in Microteaching class at ETED of UIN Sunan Ampel Surabaya. A qualitative research was employed in this research.

⁶⁰ Tutik Wulidyawati, Skripsi: "*Variasi dan Fungsi Pemberian Penguatan Dalam Pembelajaran Bahasa Jawa kelas V Sekolah Dasar Se-Kecamatan Ngampel Kabupaten Kendal*". (Semarang: Universitas Negeri Semarang, 2013).

Observation, interview and audiovisual material were used as the instruments to gain the data.

CHAPTER III

RESEARCH METHOD

This chapter discusses about steps that the researcher used in conducting and accomplishing the research. It covers research design, research subject, setting of the research, data, source of data, data collection technique, research instrument, data analysis technique, research stages and checking validity of the finding.

A. Research Design and Approach

This research attempted to describe phenomena on how verbal and non-verbal reinforcement given by student teachers along with finding out the types of reinforcement that were given during teaching practice in microteaching class. In this way, such purposes were best to use qualitative method. The qualitative method enables researcher to gain data related to area of this study. In addition, the qualitative method is able to help in exploring a phenomenon in natural setting by using multiple method in interpreting, understanding, explaining and bringing meaning to them⁶¹. Qualitative method is more concern on understanding situation or phenomenon from participant's perspective⁶².

Naturalistic approach was used in determining the data. Newman and Benz defined naturalistic approach as approach to observe and interpret reality with purpose of developing a theory that will explain what was experienced⁶³. The data which had been gathered were analyzed qualitatively by using data analysis technique from Cresswell. In addition, reinforcement theory from Uzer Usman in theoretical framework was also used to examine, support, and analyze the data in research discussion.

B. Research Subject

The subjects of this research were the sixth semester students who took PPL I course in academic year 2018/2019. In this case, researcher used purposeful sample. As stated by Cresswell,

⁶¹ Gary Anderson - Nancy Arsenault, *Fundamentals of Educational Research*, Second edition (UK : the Taylor & Francis e-Library, 2005), 126

⁶² Jack R. Fraenkel, et.al., *How to Design and Evaluate Research in Education* (New York: McGraw-Hill, 2012), 10

⁶³ Isadore Newman and Carolyn R. Benz, *Qualitative-Quantitative Research Methodology: Exploring The Interactive Continuum* (Illinois: Southern Illinois University Press, 1988), 3.

purposeful sample is a way in determining subject of a research by selecting certain people or sites that is most suitable to help researcher in understanding a phenomenon being investigated⁶⁴. At least nine types of purposive sampling have been identified by Fraenkel and Wallen. A typical sample is the most appropriate for this study because the sample is considered to be typical or representative of what is being studied⁶⁵. The researcher decided to take one participant for each microteaching class available. Totally, there were 8 student teachers from A-H microteaching class. It is under consideration that one student teacher from each class represented what was being studied. Specifically, student teachers here were those who used verbal and non-verbal reinforcement during their practice teaching in microteaching class.

C. Research Setting

1. Place

The setting of this research was in English Teacher Education Department of State Islamic university of Sunan Ampel Surabaya which is located at Ahmad Yani Street, 117, Surabaya. Particularly, this research was done in microteaching class. The selection of the microteaching class (PPL 1) as the research setting is because it enables the researcher to collect data related to types of verbal and non-verbal reinforcement and how student teachers give it to students during their teaching practice. In this academic year, there were 8 microteaching classes from A-H class which were taught by three different lecturers. This research involved 1 participant from each microteaching class.

2. Time

This research had been conducted on May when PPL I program for academic year 2018/2019 was still undergoing in microteaching class. The researcher obtained data through direct observation, student teachers' teaching practice video,

⁶⁴ John W Creswell, *Educational Research : Planning, Conducting, And Evaluating Quantitative And Qualitative Research*, Fourth edition (Boston: Pearson education, 2012), 206

⁶⁵ Jack. R. Fraenkel, Norman E. Wallen and Helen H.Hyun, *How To Design and Evaluate Research in Education*, Eight Edition (US: McGraw Hill, 2012), 436

and interview with student teachers who took role as as teacher during teaching practice.

D. Data and Source of Data

1. Data

The term data refers to any information gained by the researcher from the participant as the subject in research⁶⁶. Data here refer to verbal and non-verbal reinforcements which had been produced by student teachers during teaching practice in microteaching class. The data were collected through direct observation, interview and student teachers' teaching practice videos in microteaching class. Next, they were analyzed by using theory from Uzer Usman about reinforcement. In this case, researcher used interview, student teachers' teaching practice video and observation checklist to gain data needed on how student teachers gave reinforcement along with its types both in verbal and non-verbal.

2. Source of Data

The source of data in this research was student teachers' performance in teaching practice which gained through observation and their teaching practice videos. Besides, student teachers' responses in interview also became the source of data. Here, observation, student teachers' teaching practice video and interview were employed as source of data on the types of verbal and non-verbal reinforcement which were given to student along with the way student teachers give the reinforcements during teaching practice in microteaching class. The data were obtained from student teachers who enroll microteaching class, academic year 2018/2019. There were 8 students teachers who were taken from 8 microteaching classes available in this academic year as participants in this research.

E. Data Collection Technique

Creswell stated that in qualitative research, the data are collected from various forms of data⁶⁷. They are questionnaire,

⁶⁶ Jack R. Fraenkel, et.al., *How to Design and Evaluate Research in Education* (New York: McGraw-Hill, 2012), 111

⁶⁷ John W Creswell, *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Fourth edition, (Boston: Pearson Education, Inc., 2010), 212

observation, interview and audiovisual material. This research only employed 3 data collection techniques to obtain the data such as observation, interview, and audiovisual material with some considerations. Here are detail explanations of the three data collection techniques used in this research:

1. Observation

According to John.W Creswell, observation data is in which the researcher takes field notes on the behavior and activities of the individuals at the research location⁶⁸. In this research, an observation was conducted in order to get depth sight on how student teachers who took role as teacher gave reinforcement both verbal and non-verbal during teaching practice in Microteaching class. The observation used observation checklist which adapted from reinforcement theory by Uzer Usman in theoretical framework to make sure that the data was really capture the problem being investigated. In the same way, types of reinforcement given by student teacher either verbal or non-verbal were also gained using the observation checklist.

2. Interview

According to Donald Ary and others, interview is kind of tool to collect the data widely and usually regard as ground method⁶⁹. Data which derived directly from what someone thinks, feels, and beliefs are collected by using interview⁷⁰. In this research, an interview with student teachers who become “teacher” during teaching practice in microteaching was done by using interview guideline which contains some questions about how they gave verbal and non-verbal reinforcement. Besides, the interview also conducted to know types of reinforcement that the student teachers gave to students. The interview session was done directly at the end of microteaching class and via whatsapp because of time constraint and subjects’ availability to have an interview.

⁶⁸ John W Creswell, *Research Design Qualitative, quantitative, and mixed methods approaches* (United Kingdom: SAGE Publications Inc ,2009).

⁶⁹ John W Creswell, *Research Design Qualitative, quantitative....*, p. 438

⁷⁰ John W Creswell, *Research Design Qualitative, quantitative....*, p. 438

3. Audiovisual Materials

a. Video recording

The researcher considers about the use of video recording for obtaining data needed in this study. The video recording was a video record of student teachers' who become a "teacher" during teaching practice in Microteaching class. The file of the video recording was copied from the student teachers. It also useful for researcher to do crosscheck on data that had been taken from direct observation in the class in order to make sure that researcher didn't miss any part related to research data on the way student teachers gave verbal and non-verbal reinforcement. Besides, video recording could also help researcher to get data on types of verbal and non-verbal reinforcement given to students.

b. Audio recording

Tape recorder was used as the tool for researcher to collect data from interview session. It could help researcher to crosscheck the answer of the participants in interview session with researcher's interview note on students' response toward types of verbal and non-verbal reinforcement they received during teaching practice. So, the researcher could make sure that the data needed were collected well. Then, student teachers' recorded responses were transcribed and analyzed by the researcher.

F. Research Instrument

Data which are collected in this research are required to carry out the findings of this study. All of data can be collected by using several instruments below :

1. Main Instrument

In this research, the main instrument was the researcher itself. Through direct observation researcher collected student teachers' video during teaching practice in Microteaching class. Student teachers' performance in giving reinforcement both verbal and non-verbal during teaching practice was used as the main data in this research.

2. Instrument Tools

The following tools were employed for obtaining data needed in this research:

a. Observation checklist

Observation checklist was constructed based on theory of reinforcement from Uzer Usman. It was presented in the form of table that contains several aspects such as how to give reinforcement and also kinds of verbal and non-verbal reinforcement along with its descriptors. The data obtained using observation checklist which was designed by using “Yes” or “No” checklist. The data had been taken during direct observation in microteaching class. (see Appendix 2)

b. Interview guideline

This research used interview guideline to gain data for the first, second and third research question. Student teachers who took role as teacher during teaching practice were interviewed by using semi-structural interview guideline. There were two major questions in interview guideline. The first was about types of verbal and non-verbal reinforcement that the student teachers gave to students. The second was about how they gave the reinforcement to student during practice teaching. The result of interview also used to support data from observation. (see appendix 3)

c. Recorder

This research used audio recorder to obtain data from interview section which had been done orally. It was very important as it could help researcher to collect the data well, avoid missing certain part during the interview. Moreover, it also used to keep data safely from any damage or risk of being lost. Recorder here was represented by mobile phone.

On the whole, table 3.1 below briefly classified and presented about the technique of collecting data, the source of data and the research instrument which were employed to answer each research questions proposed in this research:

Table 3.1 Research Question, Source of Data, Data Collection Technique and Research Instrument

No	Research Question	Source of Data	Data Collection Technique	Instrument
1.	What are the types of verbal and non-verbal reinforcement given by student teachers during teaching practice in Microteaching class?	Student Teachers (role as <i>teacher</i> during teaching practice in microteaching class)	Observation and audiovisual materials (video recording)	Observation checklist, interview guideline
2.	How do student teachers give verbal and non-verbal reinforcement during teaching practice in Microteaching class?	Student Teachers (role as <i>teacher</i> during teaching practice in microteaching class)	Observation, interview and audiovisual materials (video recording)	Observation checklist, interview guideline

G. Data Analysis Technique

This research was employed a qualitative method. The method is used to analyze data by looking the common issue that recur and identify the main theme that summarize all the views which have collected⁷¹. According to Creswell, data analysis in qualitative method uses general procedure data analysis technique which was applied in this research as the following⁷²:

⁷¹ Michael Quinn Patton - Michael Cochran, *Guide to Using Qualitative Research Methodology* (Medecins San Frontiers, 2002). 124

⁷² John W Creswell, *Research Design Qualitative, quantitative, and mixed methods approaches*, Third edition, (California: SAGE Publications, 2009), 167

1. Raw Data

In this step, the data were collected. The researcher copied student teachers' teaching practice to obtain the data needed to answer first and second research question. The first research question was dealing with types of verbal and non-verbal reinforcement given by student teachers. While, the second research question was about the way student teachers' gave the reinforcement to students during teaching practice in microteaching class. Additionally, researcher also used observation checklist and a semi-structured interview to gain the same data during direct observation in microteaching class. The conversation in interview session was recorded by using audio recording from mobile phone.

2. Organizing and Preparing Data for Analysis

In this step, the data were prepared and organized. Here, researcher identified all data which had been gained through interview, observation and audio visual based on information they provided to answer the two research questions. The information were about types of verbal and non-verbal reinforcement given by student teachers, and the way student teachers' gave the reinforcement. Process of transcribing interview result also included in this step.

3. Reading through all data

Researcher read all the data which had been organized and prepared in previous step. In this step, data from observation and interview were read thoroughly in order to become familiar with the data and to get the most relevant information regarding to research questions. As the reading process was undergoing, researcher wrote notes in the data. In other side, researcher watched student teachers' teaching practice video as video analysis process.

4. Coding the data

Researcher wrote a note or labeled the data from each research instrument such as observation checklist, transcription from the interview, and video analysis. This is to determine whether certain information from the three research instruments needed to be used or needed to be omitted.

5. Coding the Text for Themes/Description to be used in the Research Report

In this step, researcher developed themes for information that had been coded and selected in earlier step from each research instrument such as observation checklist, transcription, and video analysis to be used in research report. Further, information from the three research instruments was presented in the research report.

6. Interrelating Themes/Description (based on the theory in the literature review)

This is the process of relating the themes which had been developed for the data with the theory of reinforcement by Uzer Usman in chapter II.

7. Interpreting the Meaning of Themes/Descriptions

In this step, the data under developed themes that had been interrelated with the reinforcement theory from Uzer Usman were interpreted in chapter IV. In this step, researcher presented and discussed research findings. Additionally, conclusion and suggestion of the research were also presented.

H. Research Stages

The process of accomplishing this research was done as the following stages:

1. Take a preliminary research

Student in the sixth semester have to take PPL I Course as they passed the pre-request course(s). This course is conducted in Microteaching class. Based on researchers' experience, student teachers academic year 2017/2018 had been implemented reinforcement both verbal and non-verbal forms. However, some of student teachers at the time gave the reinforcement inappropriate way. Moreover, Reinforcement during teaching practice seemed to get little attention because the major attention mostly on student teacher's classroom management, creativity in designing media, and the like. So that, student teachers' performance in giving reinforcement got lower attention compare to other teaching skills. Therefore, researcher decided to conduct a research on reinforcement in the following year (2018/2019) because the researcher intended to examine whether students of ETED have the same problems although they in differ level of studying year.

2. Decide the research design

The researcher began the design of the research by finding a problem that was interesting to be investigated. Then, researcher started to write the research questions on the things that were intended to find in the research and determined the title. After that, researcher decided the focus of the research and looking for related literature and theory that met with the research focus and could support to conduct the research. Finally, researcher decided to choose the research design which was fit with researcher's problem which could help researcher to conduct this research. In this research, qualitative design was employed as the aims of this research were to describe the way student teachers gave verbal and non-verbal reinforcement during teaching practice and to find out types of verbal and non-verbal reinforcement that was given by student teachers.

3. Conduct the research:

a. Asking for Permission

Before conducting research in microteaching class, researcher asked for permission to lecturers who taught PPL course in microteaching class. In this academic year, microteaching class was taught by three different lectures and the total number of the microteaching class was 8 classes from A – H class. Each class consists of 13-15 student teachers. It was important to have permission in each microteaching class to make sure that researcher could conduct the research and gained data needed there.

b. Collecting data

Data related to the way student teachers gave verbal and non-verbal reinforcement and its types enacted by student teachers were gathered through observation by using observation checklist. Besides, student teachers' teaching practice videos and interview were also used to support the data. An audio recording was also used to record participants' responses during interview.

c. Analyzing the data

After collecting all data needed, the researcher started to analyze the data based on the theoretical framework. In this study, researcher employed reinforcement theory from Uzer Usman.

d. Interviewing subjects

This research used interview guideline to obtain the data and audio recording to record participants' responses. Then, researcher transcribed the result of the interview from audio recording, read the transcription thoroughly, code participants' responses into several themes based on the theory, and interpreted meaning of the themes.

e. Combining data

The result of the observation, video analysis and the interview were combined. After relating the result from the three instrument tools and the theory in theoretical framework, which also supported by the subjects' explanation through interview, the researcher explains the research finding in discussion section.

f. Concluding the result of the research

After all the data had been analyzed, the result of the analysis and the theory are combined, the researcher made conclusion of the research based on the whole sections of this study that had been discussed.

I. Checking Validity Of The Finding

There are three methods to ensure accuracy of qualitative method data, which are triangulation, member checking, and auditing⁷³. In this research, the researcher used triangulation. J.R. Raco defined triangulation as validity checking technique that uses other source in order to check or compare data. There are some kinds of triangulation; source, time, theory, researcher, and method⁷⁴. While, Denzin explained that triangulation is divided into four types including methods triangulation, investigators triangulation, theory triangulation, and data source triangulation⁷⁵. As stated by Creswell, a multiple methods are needed to get deeper understanding on a phenomenon being investigated⁷⁶. The use of

⁷³ J.R. Raco, *Metode Penelitian Kualitatif* (Jakarta: Gramedia Widiasarana Indonesia, 2010), 134

⁷⁴ Bachtiar S. Bachri, *Meyakinkan Validitas Data Melalui Triangulasi pada Penelitian Kualitatif* (Surabaya: Teknologi Pendidikan, 2010)

⁷⁵ NK Denzin, *Sociological Methods* (New York: McGraw Hill, 1978), 72.

⁷⁶ John W. Creswell, *Qualitative Inquiry and Research Design Choosing Among Five Traditions* (Thousand Oaks, CA: SAGE Publications Inc., 1998), 57.

single method cannot give a better sight as the multiple methods does. Therefore, method triangulation was used in this research.

This research used multiple methods to collect the data such as observation, audiovisual materials and interview. Here, the data that had been obtained through research tools such as observation checklist, video recording and interview guideline were compared to one another to check whether the data were match or not. Observation checklists, student teachers' teaching practice videos and interview with student teacher who took role as teacher were used to collect data about types of verbal and non-verbal reinforcement given by student teachers who took role as "teacher" and how they gave it to their peers who took role as "student". In this point, as the data that were just the same, then the data from the three research tools were compared and contrasted each other to see if the data were match or not.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents about research finding and discussion about reinforcement given by student teachers in teaching practice. It includes types of verbal and non-verbal reinforcement and the way student teachers give verbal and non-verbal reinforcement to students.

A. Research Findings

The research was conducted from 2nd, 3rd, 6th, 7th, 10th and 15th May 2019. The data was collected through direct observation during student teachers' teaching practice in 8 microteaching classes available in academic year 2018/2019. Those microteaching classes were A, B, C, D, E, F, G, and H class. There were 8 student teachers observed by the researcher since this research used typical purposive sampling in gaining the data. Theory related to verbal and non-verbal reinforcement including its types and the way to give reinforcement were used in examining verbal and non-verbal reinforcement performed by student teachers during their teaching practice in microteaching class. The findings of this research were the types of verbal and non-verbal reinforcement given by student teachers and the way they give it during their teaching practice.

1. Types of Verbal and Non-verbal Reinforcement in Microteaching Class

The first research question was about the types of verbal and non-verbal reinforcement given by student teachers during their teaching practice in microteaching class. In relation to the first research question, the data had been gained through observation, interview and student teachers' teaching practice videos. The reinforcement both verbal and non-verbal which performed by the student teachers had been analyzed when they did their teaching practice in microteaching class by annotating and transcribing certain parts of student teachers' teaching practice process in microteaching class which indicated the existence of verbal and non-verbal reinforcement through their teaching practice videos in microteaching class. Totally, there were 41 excerpts that had been classified based on verbal and non-verbal reinforcement given by each student teacher in their teaching practice. In the excerpts presented

below, T stands for teacher, S stands for student, and Ss stands for students. In addition, arrow illustrated head motion (nodding) and words/sentences in bold type indicated verbal and non-verbal reinforcement that given by student teachers in their practice teaching.

a. Verbal Reinforcement

1) Word-type Reinforcement

Based on the result of observation, all of student teachers who participated in this research gave word-type reinforcement during their teaching practice. It also supported by student teachers' responses on interview where they convinced that they gave verbal reinforcement in their teaching practice. ST A stated that *"Yes, of course. I give words like 'good' when the students are asked to make an example of giving suggestion"*. ST B said that *"Yes, I say 'good'"* and ST H replied *"Yeah, usually I say 'thank you'"*. Student teachers' teaching practice videos also reported the same result which presented below:

EXCERPT 1

The first excerpt was taken from student teacher A. Her class was discussing about expression of giving suggestion. Here student teacher A gave word-type reinforcement by saying *good*.
{Teacher read illustration for tic tac toe game and students in three groups are asked to give suggestion for the illustration}



Picture 4.1 The Word-type Reinforcement Given by ST A

T : (read the illustration) So, suggestion for

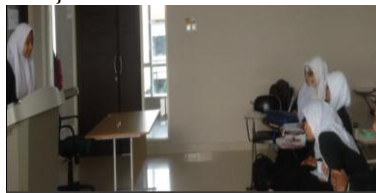
- lily is?
- Ss : (mention their group's name: banana, tomato and orange)
- T : Ok, banana grup!
- S : So, Lily should go to another friend and help her mom.
- T : Ok, **good**.

Student teacher A gave verbal reinforcement by saying *good*. The *good* was used by student teacher A to appreciate student who can answer her question about the synonym of advice and can make a good sentence in giving suggestion.

EXCERPT 2

The second excerpt was taken from student teacher B. Her class was talking about greeting card. She used word *good* as response to students' answer.

{Teacher asks students about the definition of greeting card}



Picture 4.2 The Word-type Reinforcement Given by ST B

- ST B : Okay, Who knows the definition of greeting card?
- S : (silent)
- ST B : No one?
- S : Greeting card is a card that is for greeting someone
- ST B : Yes, **good**.

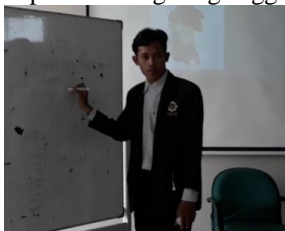
Student teacher B asked students a question about what greeting card is. Then, a student tried to answer her question. Since the answer was correct,

student teacher B say “good” as response to students’ correct answer.

EXCERPT 3

The third excerpt was taken from student teacher C. He taught the same material with student teacher A that is about expressions of giving suggestion. Here, he used word *good* to reinforce student.

{Teacher ask students to give an example of expression in giving suggestion}



Picture 4.3 The Word-type Reinforcement Given by ST C

S : I think you have to study... (stop for a while)

T : (write student’s answer on whiteboard) It’s gonna be good... okay, study? (ask the student to complete her sentence)

S : Study hard

T : Okay, **good**!

Student teacher C gave verbal reinforcement to student by saying “good” to appreciate student who can make one example of expression in giving suggestion correctly.

EXCERPT 4

The forth excerpt was taken from student teacher D. His class was learning about present perfect tense and past tense. He used word-type reinforcement like *great*.

{Teacher checks student’s work before discussing it together}



Picture 4.4 The Word Reinforcement Given by ST D

S: (gives his work sheet to teacher)

T: Okay, **Great!** (he holds student's worksheet)

Student teacher D said *great* to student who did the assignment well. It showed his pleasant on student's work. In another side, students felt that they had accomplished their work well as the teacher said *great* on it.

EXCERPT 5

The fifth excerpt was taken from student teacher E. She taught analytical exposition during her teaching practice. Here, she used word-type reinforcement as like *good*.

{Teacher asks the students about kind of tenses used in analytical exposition text}



Picture 4.5 The Word-type Reinforcement Given by ST E

T : Can you see the text? What tense that is used in analytical exposition?

Ss : (look at the reading text) Simple present tense!.

T : Simple present tense! **Good!**

When students could answer question about tense that was used in analytical reinforcement, student teacher E appreciated them by saying *good*.

EXCERPT 6

The sixth excerpt was taken from student teacher F. Her class was talking about passive voice. She only used a word-type reinforcement that was *correct*. {Teacher asks students to discuss and to answer questions from individual worksheet together}



Picture 4.6 The Word-type Reinforcement Given by ST F

- T : Have you done? Let's discuss together from number one! Who wants to answer number one? Raise your hand! (a student raise her hand) okay Evi!
- S : The mouse was being chased by a cat
- T : Is that correct everyone?
- Ss: Yes (the whole student say "yes")
- T : Okay, **correct**!

Here, student teacher said *correct* when a student mentioned correct answer for the questions in the worksheet. The use of word-type reinforcement such as *correct* was used to indicate that student's answer was correct. It also makes students easier to know the correct and incorrect answer. So, they could learn more to answer the questions correctly. In addition, the students were happy when the teacher said *correct* for their answer.

EXCERPT 7

The seventh excerpt was taken from student teacher G. she taught about narrative text. During her teaching practice, she used word-type reinforcement like *good*.

{Teacher asks a question to a student and praises her because she give the right answer}



Picture 4.7 The Word-type Reinforcement Given by ST G

T: Atik, what is the language feature used in narrative text?

What is the tense used in the text?

S: Past tense

T: **Good**

Student teacher G used word-type reinforcement such as *good* to show her positive response to student's answer. Besides, it also indicated that student's answer was correct and the teacher was happy with their answer. Additionally, the students were happy with teacher's positive reaction toward their answer.

EXCERPT 8

The eighth excerpt was taken from student teacher H. She taught about expression of giving suggestions and offers. She used words like *right* and *good* to reinforce students during her teaching practice in microteaching class.

{Teachers asks students about the definition of suggestions and offers}



Picture 4.8 The First Word-type Reinforcement Given by ST H

T: Anybody knows what is suggestions and offers?

S: Saran dan tawaran

T: What?

S: Saran dan tawaran (repeat her answer)

T: Ha... saran dan tawaran, **right!** (she nods her head)

{Teacher asks a student to read the material on the slide}



Picture 4.9 The Second Word-type Reinforcement Given by ST H

T: Eee. (teacher choses a student) Mita! Could you repeat? All of them!

S: Let's, why don't we, we could, what about, how about, I suggest that, you might want to change, I think, I don't think (read suggestion expression on the slide/PPT)

T: Okay, **Good!**. Thank you!

Student teacher H said word *right* as students gave correct answer for her question. It means that student's answer was the correct one. She also said word such as *good* to appreciate a student who had

kindly read several sentences on the slide for her. These word-types reinforcement have positive message that the teacher were pleasant with student's behavior.

2) Sentence-type Reinforcement

From the observation result, it was found that there were 6 of 8 student teachers who gave verbal reinforcement through sentence-type. All student teachers reported that they gave sentence-type reinforcement in their teaching except ST B and ST H. It is confirmed by the interview result with ST B where she said *“I think, I do not use sentence”* and ST H said *“When I do practice teaching in microteaching class and I give student a question then the student can answer it, I usually give appreciation like Okay, good; correct; alright, or okay, thank you. I think, I haven't give like a sentence to appreciate students”*. It was in line with student teachers' teaching practice video below:

EXCERPT 9

The ninth excerpt was taken from student teacher A. She used praise sentence to reinforce students during her teaching practice.

{Teacher praise the students for all suggestion that they have made during the class}



Picture 4. 10 The Sentence-type Reinforcement Given by ST A

T: Okay, guys. I think your suggestion is amazing like you not only mention the suggestion but you also give the reason.

Student teacher A praised the students for their ability in making suggestion. She used verbal reinforcement that is sentence-type reinforcement above in bold type. She made it very clear for student to know the reason why they were being reinforced and what thing that made them received the reinforcement from the teacher. It made students more motivated in learning and felt that they were appreciated. The students were happy toward student teacher's praise.

EXCERPT 10

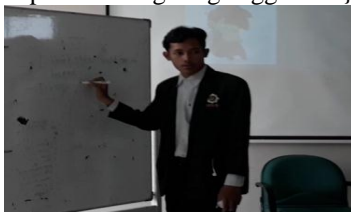
The tenth excerpt was taken from student teacher C. similar to student teacher A, he also used sentence-type reinforcement during his teaching practice. {Teacher asks student to read a dialog that have been sent to whatsapp group}



Picture 4.11 The First Sentence-type Reinforcement Given by ST C

- T : Please read the dialog (in whatsapp group), any volunteer? Okay, Indah with Maya! Indah as lily and maya as meita
- S & S : (read the dialog)
- T : Okay, **thank you for the volunteer**

{Teacher ask students to give an example of expression in giving suggestion}



Picture 4.12 The Second Sentence-type Reinforcement Given by ST C

S : I think you have to study... (stop for a while)

T : (write student's answer on whiteboard) **It's gonna be good...** okay, study?

S : Study hard

T : Okay, good!

Student teacher C used sentence-type reinforcement to appreciate student participation and support student in learning. He appreciated the students who voluntarily read a dialog in whatsapp group by saying “thank you for the volunteer”. Besides that, when a student suddenly stopped for a moment in making suggestion because she was hesitate to continue her sentence, student teacher C support her by saying “It's gonna be good”. It made student more relax and felt that the teacher believe in her ability to continue the sentence and at the end she could complete her sentence correctly. Then, ST C praised her by saying “good”.

EXCEPT 11

The eleventh excerpt was taken from student teacher D. he also gave reinforcement in sentence-type reinforcement to students who did presentation in front of the class.

{Teacher asks students in pair to read their work in front of the class and teacher praise them for their

correct answer as the appreciation}



Picture 4.13 The Sentence-type Reinforcement Given by ST D

S & S : (read their work in front of the class)

T : **Yeah, that's the correct one!**

Student teacher D said sentence *Yeah, that's the correct one* to show that students' answer was correct. It also used by student teacher D in assuring student that their answer was correct as they felt hesitate on it when they read it in front of the class. In addition, the students also felt that the teacher support them and they should not be afraid about their answer anymore. Therefore, they became more confident to read their answers.

EXCERPT 12

The twelfth excerpt was taken from student teacher E. Similar to student teacher A, she also used praise to reinforce the students.

{At the end of the debate activity, ST E praise the students for the argument that they have made during the activity}



Picture 4.14 The Sentence-type Reinforcement Given by ST E

Ss : (Make arguments during the debate activity)
 T : **Everyone has a good argument**

At the end of debate activity, student teacher E praised the students by saying a sentence-type reinforcement that was *Everyone has a good argument*. It indicated that student teacher E was happy to know that all of her students could make a good argument. In addition, for the students, it means that the teacher appreciate each of them for their effort in making a good argument during the class and show positive response on their achievement.

EXCERPT 13

The thirteenth excerpt was taken from student teacher F. She gave verbal reinforcement in sentence-type reinforcement which the expression that used was similar to student teacher D.

{Teacher asks students to discuss the worksheet together}



Picture 4.15 The Sentence-type Reinforcement Given by ST F

S: Ma'am, number two! (raise her hand)

T: Okay, Nurul number two

S: The cake has been eaten by father

T: Okay, **that's correct answer Nurul!**

Student teacher F discussed students' work together with the class. She responded positively to student's correct answer by saying *that's correct Nurul*. It showed that student's answer was correct.

Besides, student teacher F mentioned student's name that was Nurul which made the student felt proud and appreciated as the teacher mention her name during the discussion in the class.

EXCERPT 14

The fourteenth excerpt was taken from student teacher G. During her teaching practice, she gave two sentence-types reinforcement to students.

{Teacher praise all groups for their work}



Picture 4.16 The First Sentence-type Reinforcement Given by ST G

Ss: (Presenting their mind mapping in front of the class)

T : All groups are good in presenting the mind map.

So, I think you already know what the narrative is and you can analyze the content and put some important information based on those narrative texts.

{Teacher asks a question about Malin Kundang}



Picture 4.17 The Second Sentence-type Reinforcement Given by ST G

T : What is the characteristic of Malin

Kundang?

Ss : Antagonis

T : **Good job for group one!**

The student teacher G gave two sentence-types reinforcement. The first was *All your group are good in presenting the mind map* which was used by student teacher G as a praise for students who had presented their mind mapping and had already understood about narrative text. It was given to the whole students. The second was *Good job for group one* which given to group one as they could answer teacher's question. The two sentence-types reinforcement belong to praise sentence which highly motivated the students to do their best.

In addition, it also found that the student teachers gave verbal reinforcement in phrase words such as good job, great job, and thank you. It showed that the student teachers gave verbal reinforcement in various expressions.

b. Non-verbal Reinforcement

1) Gesture

Based on observation, all of student teachers who participated in this research gave gestural reinforcement during their teaching practice through facial expression and body language. Facial expression includes smile. While, body languages enacted by student teachers were hand movement (clapping/pointing), nodding, and smiling. In interview session, student teachers confirmed that they used gesture to reinforce students. ST B said "*Yeah, but only smile. When they can answer my question*" and ST C said "*Yes, usually I give applause when the students have done the task both individual and group*". Student teachers' gestural reinforcements were transcribed below:

EXCERPT 15

The fifteenth excerpt was taken from student teacher A. she performed gestural reinforcement such as nodding, hand moving, hand clapping and smile to students.

{Teacher asks some questions related to video that has been played}



Picture 4.18 The First Gestural Reinforcement Given by ST A

T : What happen with the blonde woman?

S : She is tired

T : Yeah! (**moves her hand and nods heard head**)

{Teacher gives applause and smile to banana group who can give suitable suggestion for illustration that she has read}



Picture 4.19 The Second Gestural Reinforcement Given by ST A

T : (read the illustration) So, suggestion for the people for preventing region from flood is?

Ss : Mention their group's name (banana, tomato, and Orange loudly)

T : Ok, banana grup!

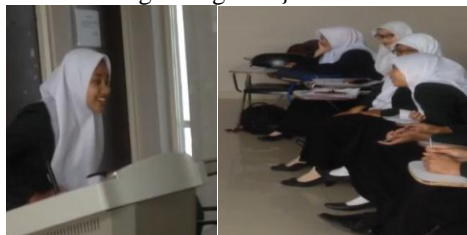
- S : You should put the rubbish into the dustbin because it can make flood
- T : Ok, good. give applause to banana group! **(she smiles, claps her hand and praise the group)**

Student teacher A gave non-verbal reinforcement using gesture such as nodding, hand moving and clapping. The first gestural reinforcement given by student teacher A was depict a student who could mention the synonym of advice and student teacher A spontaneously move her hand forward to express that the student gave the correct answer. At the same time, she also nodded her head as it expressed her agreement on student's answer. It assured student that their answer was right. While, the second gestural reinforcement depicted student teacher A's appreciation using applause and a sweet smile to banana group who could make appropriate sentence based on her illustration. The students were very delight toward teacher's response.

EXCERPT 16

The sixteenth was taken from student teacher B. She used gestural reinforcement in form of smile and hand moving.

{Teacher smiles to a student who can give correct definition of greeting card}



Picture 4.20 The Gestural Reinforcement Given by ST B

ST B : Okay, Who knows the definition of

- greeting card?
- S : (silent)
- ST B : No one?
- S : Greeting card is a card that is for greeting someone
- ST B : Yes, good. (**smiles and moves her point finger**)

Student teacher B responded student's correct answer positively by smiling and moving her point finger. Here, smile showed that student teacher B was happy because the student had known about greeting card. She moves her point finger as emphasize that student's answer was correct.

EXCERPT 17

The seventeenth excerpt was taken from student teacher C. Similar to student teacher A's second gestural reinforcement, he also show the use of hand clapping and smile during his class.

{Teacher gave applause to the group which has the most star as the best group in designing a comic}



Picture 4.21 The Gestural Reinforcement Given by ST C

- T : Okay, the group with the most star is first group one! Give applause to group one! (**claps his hands and smile**)
- Ss : (clapping their hands)

Student teacher C performed two gestural reinforcements as non-verbal reinforcement at the

same time. They were hand clapping and smile. Here, He clapped his hands to appreciate students in first group as they got the most star. The number of stars showed that the group has the best comic design. In addition, student teacher's C also smiled to student as he was happy on students' achievement. The students were very happy too they got star especially the first group as the best group.

EXCERPT 18

The eighteenth excerpt was taken from student teacher D. During his teaching practice, he was nodding and clapping his hands to reinforce the students. {Teachers nods to students' correct answer about the definition of simple past tense }



Picture 4.22 The First Gestural Reinforcement Given by ST D

T: What is the simple past?

S: Simple past is a sentence that tells about the previous...(She stops for a while)

T: Previous?

S: Previous moment (She continues her sentence)

T: Yes! (**teacher nods to students' correct answer**).

Maybe something that happen in the past, ya?

S: Yes (the whole students answer "yes")

{Teacher gives applause to student in pair after reading their work in front of the class}



Picture 4.23 The Second Gestural Reinforcement Given by ST D

S & S : (read their work in front of the class)

T : Okay, give applause for Cici and Rida!
(He claps his hands)

As we can see in the first gestural reinforcement given by student teacher D, he nodded his head to student as his/her answer was correct and it showed that teacher pay attention to student's answer. Besides, hand clapping in student teacher D's second gestural reinforcement was also done to appreciate students' good performance in presenting their work in front of the class.

EXCERPT 19

The nineteenth excerpt was taken from student teacher E. She only performed one gestural-reinforcement in her practice teaching that was smile. {Teacher smiles to students while praising them for their participation in the class}



Picture 4.24 The Gestural Reinforcement Given by ST E

ST E: Well, great job everyone (**she smiles**)

Student teacher E smiled to the students while she was praising them at the end of classroom activity that was debate activity. It indicated that she was pleasant on students' participation and ability in making argument during the debate activity. In addition, facial expression like smile helped student teacher E to express her emotional feeling to the students. For the students, teacher's smile is something which has positive value related to their performance or behavior in the class.

EXCERPT 20

The twentieth excerpt was taken from student teacher F. Similar to student teacher C, she gave applause and smile to students in her class while doing teaching practice.

{Teacher reinforces a group by giving applause to the group which has the most love (sticker) as the winner of pocket game}



Picture 4.25 The First Gestural Reinforcement Given by ST F

T : Okay, the group with the most love (sticker) is pink group! Give applause to pink group (**claps her hands**)

Ss: (clapping their hands)

{Teacher asks students to guess the material being studied}



Picture 4.26 The Second Gestural Reinforcement Given by ST F

- T : So, what is the subject that we are going to learn today from the video that you watch?
- Ss : Sing a song miss!
- T : Are you sure?
- S : Eeee... Passive voice, miss!
- T : Okay, passive voice! (**she smiles to students**)

Student teacher F gave non-verbal verbal reinforcement by giving applause and smile to students. In her first gestural reinforcement that was giving applause as appreciation for group pink who got the most love. Student teacher F also mention certain group name (pink group) while clapping her hands and it made the group very happy because they became the winner. In other side, as we can see on student teacher F's second gestural reinforcement, she smiled to students as they could guess the lesson was being taught. It showed that the teacher response on students' answer was positive and the students also felt the same thing.

EXCERPT 21

The twenty-first excerpt was taken from student teacher G. She gave gestural reinforcement to students such as hand clapping, nodding and smile. It was similar to what had done by student teacher A.

{Gives applause and smile after group two have finished presenting their mind mapping in front of the class}



Picture 4.27 The First Gestural Reinforcement Given by ST G

T: Let group one give comment for your group's performance first (group one). Okay, Jeje?

S: Hmm.. your mind mapping is good but you forget to write the conjunction

T: Done with your comment?

S: Yes, ma'am

T: Okay, give applause for group two! (**she claps her hand and smile**)

{Teacher nods her head while she is mentioning the definition of narrative text}



Picture 4.28 The Second Gestural Reinforcement Given by ST G

T: Putri, can you mention the definition of narrative text?

S: Narrative text is the story that tells us about something happen in the past

T : Okay. (she **nods** her head when student answer her question)

In the first gestural reinforcement, student teacher G gave applause and smile to group two at the same time after the group presenting their mind mapping in front of the class. Teacher's applause and smile were used as appreciation to student's work. For the second gestural reinforcement, she only nodded her head when a student answered her question. It showed that student teacher F was pay attention to student's answer and support her to answer the question correctly. In students' eye, teacher's nodding indicated that his/her answer was correct.

EXCERPT 22

The twenty-second excerpt was taken from student teacher H. She performed the same gestural reinforcement with student teacher G in her teaching practice. They were nodding, hand clapping and smile.

{Teacher asks a student to read his/her answer }



Picture 4.29 The First Gestural Reinforcement Given by ST H

T: Anyone wants to answer the first question? Niken?
(mention student's name)

S: Should I read the question?

T : Yes

S: (read a question in form of conversation). The answer is C, *Yes, please.*

T: Okay, Good! (she **nods** her head and **smiles**)

{Teacher asks students to discuss their task together}



Picture 4.30 The Second Gestural Reinforcement Given by ST H

- T : ...and the last is ...(teacher choses a student) Sheila!
- S : (read a conversation from worksheet). The answer is A, should I have.
- T : Okay, good! (she **nods** her head). Give applause! (she **smiles** and **claps** her hands)

Student teacher H gave first gestural reinforcement through nodding and smiling at the same time when a student gave correct answer. It was the same with what she had done in her second gestural reinforcement where she both performed nodding and smiling as well as giving applause to students. For students, those gestures indicated teacher's appreciation and positive response toward their involvement in learning.

2) Proximity

The result of observation revealed that as much as 7 of 8 student teachers do proximity to reinforce student during their teaching practice. Only ST A who did not do proximity in her teaching practice. Through interview she said *“eee.. I just monitoring them in front of the class”*. In another hand, the rest of student teachers gave proximity as reinforcement during their teaching practice. ST B *“Yes, I come to*

students' seat and walk around, and check their work" ST F said *"Yes, I do it when the students are doing the worksheet and asking a question"*. Student teachers' proximity reinforcements were transcribed below:

EXCERPT 23

Student teacher B came to students' seat while students were doing a task from teacher about designing a greeting card for ramadhan. She walked around to check students' work. It helped her to monitor the students.



Picture 4.31 The Proximity Reinforcement Given by ST B

EXCERPT 24

Student teacher C asked the students to design a comic using expression of giving suggestions in a group. In order to make sure that all of groups did their task well, he came closer to students' seat. In addition, he also pay attention to students' work and helped them by providing several tools that they need in accomplishing the task. It made students more exited and convenience during the task accomplishment.



Picture 4.32 The Proximity Reinforcement Given by ST C

EXCERPT 25

Student teacher D distributed an individual task to the students. Then, he walked around student's seat and checked student's work. He gave attention to student's work by reading it. In the end, student teacher D praised the student as he did the individual task well. It made the student felt appreciated and he did the task correctly.



Picture 4.33 The Proximity Reinforcement Given by ST D

T: (comes closer to student's seat and takes student's worksheet)

S: (Let the teacher takes his worksheet)

T: Okay, Great! (he holds and reads student's worksheet)

EXCERPT 26

Student teacher E asked students in pair to make an argument sentence based on pictures that they got. During the pair assignment, she came to students' seat and found that there was a pair who confused in initiating their argument sentence. Then, student teacher E to re-explain the unclear explanation and help students to determine what should they do in making the argument sentence. It was very helpful for the students and at the end they could made their own argument just like what the teacher had explained last time.



Picture 4.34 The Proximity Reinforcement Given by ST E

- T : Do you have any problem?
 Ss : (smile to ST E)
 T : What do you think? What is it called?
 Ss : It's food
 T : It's junk food. Do you think eating junk food is good? Or do you think eating junk food is bad for everyone? Give your argument though!
 Ss : (start to finish their work)

EXCERPT 27

Student teacher F came to students' seat while they were doing individual assignment. She saw student one by one to make sure that all students did the assignment and found no difficulties in accomplishing it.



Picture 4. 35 The Proximity Reinforcement Given by ST F

EXCERPT 28

Student teacher G divided the class into two groups. She asked the groups to make a mind mapping about narrative text. Student teacher G sat between the two groups. During the group working time, she gave suggestion on how to design their mind map and sometimes helped them to stick the color papers to decorate students' mind map. The students were very happy because the teacher was care with their work and it motivated the students to do their best



Picture 4.36 The Proximity Reinforcement Given by ST G

EXCERPT 29

Student teacher H stand near the students who did pair work. She comes closer to check students' work and asked them if they found any difficulties in doing the assignment. The students respond it positively because they can ask the teacher anytime when they found something that was confusing.



Picture 4.37 The Proximity Reinforcement Given by ST H

3) Activity

From observation result, this study discovered that as much as 8 student teachers gave non-verbal reinforcement through activity. The activity which given by student teachers was playing game, designing task, doing presentation, and displaying students' work. It was parallel with the result of student teachers' interview. ST A said:

*"Yeah, I use game (tic tac to game)". ST D
 "Yes, I give game to students. For the game, I use Clasto (web-based media) which is online. So, it's like spinner which I collaborate with the material".*

The activity reinforcements given by student teachers were presented as the following:

EXCERPT 30

Student teacher A provides games called **Tic Tac Toe game** to reinforce students understanding on giving suggestion. She divided the class into three groups named banana, orange and tomato. In this game, the groups should give suggestion for problem illustrations that student teacher A read quickly. The fastest group who could give suggestion for the problems and fill in three columns with their picture vertically, horizontally or diagonally became the winner. The students were very excited during the game as it was a competitive game and very enjoyable to learn with playing a game.



Picture 4.38 The Activity Reinforcement Given by ST A

EXCERPT 31

Student teacher B asked students to make a greeting card about ramadhan. Colorful papers in different shapes were distributed to students. Then, student teacher B asked the students to stick their work on a three in front of the class. The aim of this activity is to show students' work to all classroom members. Next, students' work would get score from their peers. The students were very pleasant to do the activity especially to stick their greeting card on the three.



Picture 4.39 The Activity Reinforcement Given by ST B

EXCERPT 32

Student teacher C divided the students into three groups. Then, he asked the groups to **design a comic** which contains expression of giving suggestion. Student teacher D gave such activity to reinforce students' ability in giving suggestion through enjoyable activity. In this activity, he provided mini book, characters and comment balloons for each groups. The teacher let each group to design their own comic as creative as they can. All of the students enjoyed this activity. Student teacher C also asked each group to present their comic in front of the class. Each group was enthusiastic in presenting their comic.



Picture 4.40 The Activity Reinforcement Given by ST C

EXCERPT 33

Student teacher D provides games called **spinner game** to reinforce students' understanding about simple past and present perfect tense. He asked student to press the button to spin the spinner on the slide. The student whose name was mentioned would get punishment that was making a sentence using simple past or present perfect tense. The game was very interesting and made the student happy even though they were afraid of getting punishment.



Picture 4.41 The Activity Reinforcement Given by ST D

EXCERPT 34

Student teacher E asks each pair to stick their argument along with the picture that they get on the **argument board**. This activity was aimed to appreciate students' creativity in making arguments related to the picture. Further, student teacher E displayed the argument board in front of the class. So, all students could see it.



Picture 4.42 The First Activity Reinforcement Given by ST E

Student teacher E involved students in a **debate activity** after sticking their arguments on the argument board. This activity was aimed to reinforce students' ability in giving reinforcement. The class was divided into two big groups in which each group took role as pro and contra. Student teacher E gave several topics and each group must give their arguments based on their position as pro or contra group. Then, the two groups started to debate with their arguments. The debate activity was challenging for students but it was enjoyable.



Picture 4.43 The Second Activity Reinforcement Given by ST E

EXCERPT 35

Student teacher F reinforced students' understanding about passive voice by using a game named ***Pocket Wall*** after having individual task on passive voice. The students were divided into three groups called pink, yellow and green. The design of this game was similar to board argument activity that

used by student teacher E. The difference was on the material which was taught. So, each group should take a picture from pocket wall and make sentence based on the picture in passive voice. Then, stick it up on pocket wall. This game was interesting and made student excited because they had to be creative in making passive voice sentence correctly. In addition, they had to compete with other groups to be the winner.



Picture 4.44 The Activity Reinforcement Given by ST F

EXCERPT 36

Student teacher G asked the students to make mind mapping of narrative text with their group and present it in front of the class. The aim of this activity was to reinforce students' understanding on narrative text including the language feature, generic structure and characters of the story. Each group was given different local story and they had to make a mind map based on the local story. This activity was fun because the students could create the mind mapping as they want with their group.



Picture 4.45 The Activity reinforcement given by ST G

EXCERPT 37

Student teacher H used ***Problem Wall Activity*** as a way to reinforce students' ability in expressing suggestion and offer. This activity was similar to pocket wall game that was played by student teacher F. The difference was on the material taught and the instruction of the activity. In this activity, the students in pair take a paper in the envelope and make a conversation based on the picture that they got and presented it with their peer. The conversation was about giving/asking suggestions and offers. It was a challenging activity for students because they could choose the theme by themselves and they had to be creative to make suitable conversation with the picture that they got.



Picture 4.46 The Activity reinforcement given by ST H

4) Token/Symbol

For the token/symbol reinforcement, it was noted that as much as 4 of 8 student teachers gave token/symbol as reinforcement in their teaching practice. There were 2 student teachers chose star, 1 student teacher used love and 1 student teacher used emoticon as the symbol. It was confirmed by student teachers in their teaching practice. ST A said “*Yes, I give star to student...*”. ST B said “*Yeah, emoticon*”. ST C stated that “*I don’t give snack, but star*” and ST “*Yeah, sometimes I do that but not often. Sometimes...*”. Actually, ST A and ST B had planned to give a snack and a pen to students but

they did not do it during their teaching practice. The result of interview with ST A and ST B informed that they did not give snack and pen because of the time constraint and they forgot to give it. Student teachers' token/symbol reinforcements were showed below:

EXCERPT 38

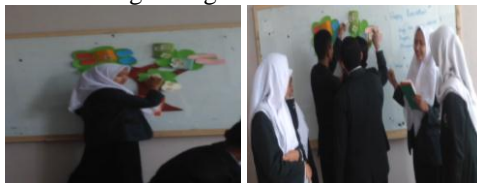
Student teacher A gave **star** to the presenter as the assessment tool to evaluate student's performance on his presentation about giving and asking suggestion. The quality of their performance was represented by the number of star that they received from student teacher A.



Picture 4.47 The Token/Symbol Reinforcement Given by ST A

EXCERPT 39

ST B asks students to give emoticon to their friend's best work. The emoticon was used as peer scoring and a symbol to appreciate students work. Student with the most emoticons was the one who has the best greeting card.



Picture 4.48 The Token/Symbol Reinforcement Given by ST B

EXCERPT 40

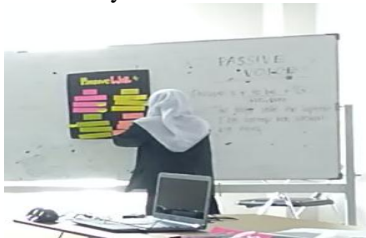
Student teacher C gives **star** to each group with different number as evaluation for their work in designing a comic related to expression in giving suggestion. The group who got the most star was the best group in designing a comic. The class became very noisy because students were very excited to know how many stars that the teacher would give to their group.



Picture 4.49 The Token/Symbol Reinforcement Given by ST C

EXCERPT 41

Student teacher F gave **love** (sticker) to each group that can make sentences using passive voice correctly. It also used as appreciation that was given for all groups. The students were very happy when student teacher F fastened the love (sticker) on their work. Moreover, for a group who got the most love from the teacher because they became the winner of the activity.



Picture 4.50 The Token/Symbol Reinforcement Given by ST F

T : Let's discuss about the answer from pink group.
The rose is watered by mom (read pink group's answer). Is it correct?

Ss: Yes (the whole students say "yes")

T : Are you sure that is correct?

Ss: Yes, correct! (the whole students say "yes")

T : Okay, so I will give you one **love** here (stick the love on pink group's work)

5) Contact

The data from observation and student teachers' teaching practice videos reported that contact reinforcement which categorized as non-verbal reinforcement was not appeared in student teachers' teaching practice. It was supported by interview result with student teachers where none of them gave contact reinforcement as non-verbal reinforcement during their practice teaching in microteaching class. ST G and ST H convinced their answer as the following:

"I don't do it in my teaching"

(Interview with ST G)

"I haven't do it in my teaching practice"

(Interview ST H)

2) The Way Verbal and Non-verbal Reinforcement Given in Microteaching Class

The second research question was about how student teachers gave verbal and non-verbal reinforcement in microteaching class. In order to obtain data, this research used observation, student teachers' teaching practice videos, and interview. There are four ways in giving reinforcement including individual reinforcement, group reinforcement, immediacy and variation.

a. Individual Reinforcement

Based on the observation result in microteaching class, it was found that from 8 student teachers who were taken as participant in this research all of them gave individual reinforcement during their practice teaching. The

table 4.1 below presented how each student teacher gave individual reinforcement.

Table 4.1 Individual Reinforcement

The indicators of Individual Reinforcement	Student Teacher (ST)								Frequency
	A	B	C	D	E	F	G	H	
1. Teacher mentions student's name	-	-	v	v	-	v	v	-	4
2. Teacher clearly point out to one student at the time	-	v	v	v	-	v	v	v	6
3. Teacher clearly gives reinforcement by stating student's desirable behavior	-	-	-	v	-	v	v	-	3
4. Teacher keeps eye contact to student	v	v	-	v	-	v	v	v	6

Based on the result of observation in table 4.1 above, it is clear that all student teachers had already given individual reinforcement during their teaching practice. They also confirmed it through their response in interview session which taken from ST C and ST H as transcribed below:

“Yes, usually I use ‘good’, ‘great’” (interview with ST C)

“Yes, when a student can give correct answer. Usually I say ‘good; correct’” (interview with ST H)

However, not all student teachers fulfill all the indicators mentioned in table 4.1 which described how they gave the reinforcement. As we can see from the table 4.1 above, only 4 student teachers mentioned student’s name while giving reinforcement. Then, from 8 student teachers only 6 student teachers that made it clear to whom the reinforcement was given. It is because they mention student’s name as like from ST C’s teaching practice video, he said “It’s good, Mita”. By mentioning student’s name, it gave clear understanding both for teacher and students about to whom the reinforcement was addressed to. On the other hand, only 3 student teachers that stated student’s desirable behavior when they gave the reinforcement. It is supported by ST D’s teaching practice video, he said “yeah, that’s the correct one!” when his student could answer a question in the worksheet and as the follow up he smiled to the student. The sentence *That’s the correct one!* indicated student’s desirable behavior that ST D wanted from the student. Besides, 6 of 8 student teachers maintained eye contact with their students in giving reinforcement. In line with it, ST C in interview said that he looked at student’s eyes, then, gave her reinforcement by saying “Mita! It’s good, Mita”.

From the table 4.1 above, it can be inferred that the 8 student teachers had already given individual reinforcement in their teaching practice. Even though, only 3 student teachers including ST D, ST F, and ST G who did all of the 4 indicators in giving individual reinforcement during their teaching practice.

b. Group Reinforcement

From the observation result in the table 4.2, it was found that only 4 student teachers who gave group reinforcement during their teaching practice. Similar to

individual reinforcement, group reinforcement also has four indicators to explain how student teachers gave group reinforcement in their practice teaching. The detail information can be seen in table 4.2 below:

Table 4.2 Group Reinforcement

The indicators of Group Reinforcement	Student Teacher (ST)								Frequency
	A	B	C	D	E	F	G	H	
1. Teacher mentions group's name	v	-	v	-	-	v	v	-	4
2. Teacher clearly point out to a group	v	-	v	-	-	v	v	-	4
3. Teacher clearly gives reinforcement by stating group's desirable behavior	v	-	v	-	-	v	v	-	4
4. Teacher keeps eye contact to group	v	-	v	-	-	v	v	-	4

Based on the data of observation result on student teachers' group reinforcement in the table 4.2 above, from 8 student teachers only a half of them, that was 4 student teachers who gave group reinforcement. Those 4 student teachers also completed all of the 4 indicators which

describe how they gave reinforcement to students in group. It could be seen from interview result with ST F and ST G where they approved that they delivered group reinforcement during their teaching in microteaching class as transcribed below:

“Yes, I do. Every group plays a game about making passive voice sentence. The fastest group which can give the correct sentence is given a love sticker. The group which has many stickers becomes the winner”. (Interview with ST F)

“In ppl class, especially during the group activity, the reward is like giving applause and complimenting student like ‘great job for group one, great job for group two’ just like that. But in teaching media course, I give snack for the group”. (Interview with ST G)

One of example was taken from ST G’s teaching practice video where she said “Because group two can finish the task first, so the winner is group two”, then, she smiled to the group. This sentence indicated all of indicators presented in table 4.2 above. In this case, ST G started by mentioned certain group name that was *group two*, pointing out to specific group by saying *group two* which refer to the group that she was talking about, stating group’s desirable behavior by saying *Because group two can finish the task first* and keep eye contact with students in group two. Here, ST G clearly demonstrated the way to give reinforcement for students in group.

In another hand, there was a reason why the rest of student teachers did not give reinforcement during their teaching practice. It was because they did not give group reinforcement because the activity was done in pair. Thus, the reinforcement was for students in pair. The result of interview showed as transcribed from interview with ST E and ST H below:

[illegible]

2. Teacher gives reinforcement as soon as group performs desirable behavior	v	-	v	-	-	v	v	-	4
---	---	---	---	---	---	---	---	---	---

From table 4.3 above, it was known that from the total number of student teachers that was 8 student teachers, all of them gave individual reinforcement immediately. The result of observation also supported by interview result which had been done with all of student teachers in which reported that they had the same idea of giving reinforcement immediately in their teaching practice. For instance, interview with ST D, ST E and ST H which is transcribed as the following:

“Yeah, if it’s through giving praise and applause but if it’s a reward usually I give it at the end of the class”. (Interview with ST D)

“Yeah, I give it immediately when they give their argument for the analytical exposition material. At the time, I directly say ‘wow, yeah good’. So, I respond to students’ argument quickly” (Interview with ST E)

“I directly give respond to students’ answer whether it’s correct or not, I don’t deny it. So that, they know the correct answer” (Interview with ST H).

The result of interview with ST D, ST E, and ST H above, explained that in giving reinforcement they gave it as soon as student’s performed desirable behavior that was providing correct answer. So, that student knew whether their answer was correct or not. In contrast, from 8 student teachers only 4 of them gave group reinforcement

2. Teacher combines verbal and non-verbal reinforcement	v	v	v	v	v	v	v	v	8
3. Teacher gives reinforcement to all students	v	-	-	-	v	-	v	-	3
4. Teacher gives reinforcement to group	v	-	v	-	-	v	v	-	4
5. Teacher gives reinforcement to individual	v	v	v	v	v	v	v	v	8

As we can see from table 4.4 above, all of student teachers gave reinforcement in different variation such as to individual, group, the whole class and combine different types of reinforcement. It was supported by interview result with student teachers. ST C said that she gave reinforcement to individual and the whole class. ST F reported that she gave reinforcement to individual and group. While, ST B said *"I say 'good' and smile"*. ST H stated that *"Yes, I smile and give applause"*.

Table 4.4 showed that, 8 student teachers had applied indicators 1, 2 and 5. In order to give clear illustration on how student teachers implemented variation in giving reinforcement, excerpt 2 was taken from ST B's teaching practice video as an illustration as the following:
{Teacher smiles to a student who can give correct definition of greeting card}



T : “Yes, good” (**smiles and moves her point finger**)

For indicator 1, it was known that ST B switched the reinforcement both verbal and non-verbal in her teaching practice by saying “good” as verbal reinforcement and using body gesture such as *smile* and *moves her point finger*. Besides, ST B also did proximity reinforcement as a variation. Then, indicator 2 was shown by ST B through elaborating verbal and non-verbal reinforcement in which she praised a student by saying “good” and giving smile as well as moving her point finger to a student who could answer her question correctly. It is supported by the interview result with ST B where she replied that she said good and smile to student. Additionally, ST B’s picture and her utterance which had been transcribed into excerpt 16 indicated the existence of indicator 5 in her teaching practice in which she gave reinforcement to individual.

Conversely, from 8 student teachers only 3 of them who gave reinforcement to all students in the class. For example, as taken from excerpt 5 in ST E’s teaching practice video where she said “*Well, **great job everyone***” which given to the whole students. ST E’s utterance in bold typed reflected indicator 3 presented in table 4.4 above.

Similar to the result of previous finding that was on student teachers’ group reinforcement, the number of student teachers who gave variation in term of pattern through group was only 4 of 8 student teachers. They were ST A, ST C, ST F, ST G. For instance, ST C utterance in his teaching practice as taken from excerpt where he said “*Okay, the group with the most star is first group one! Give applause to group one!*”. This utterance indicated the existence of indicator 4 in ST C’s teaching practice.

To sum up, it can be concluded from table 4.4 that all of student teachers did variation in giving reinforcement. Even though, each of them gave it different way. It was found that only 2 of 8 student teachers who implemented all of indicators mentioned in table 4.4 above in their teaching practice and they were ST A and ST G.

B. Discussion

The findings of this research had been presented in previous section. In this section, the research findings were discussed by reflecting to the theory and previous study as explained in the theoretical framework (chapter II). The first discussion was about the types of student teacher's verbal and non-verbal reinforcement during teaching practice in microteaching class. Next, the second discussion addressed on how student teachers gave verbal and non-verbal reinforcement during their practice teaching. The discussion was clarified as follow:

1. The Types of Verbal and Non-verbal Reinforcement in Microteaching Class

The first research question was addressed on the types of verbal and non-verbal reinforcement given by student teachers in their teaching practice. In this research, verbal reinforcement covered word-type reinforcement and sentence-type reinforcement. While, non-verbal reinforcement included gesture, proximity, activity, token/symbol, and contact reinforcement.

a. Verbal Reinforcement

In verbal reinforcement, it was found that all student teachers who took part in this research gave verbal reinforcement during their teaching practice including word-type and sentence-type reinforcement.

1) Word-type Reinforcement

Uzer usman stated that verbal reinforcement usually expressed in form of praising words, appreciation, agreement and the like⁷⁷. Similarly, student teachers gave verbal reinforcement through verbal expressions such as *good*, *great*, *correct*, and *right* as word-types reinforcement. Benedict, Horner

⁷⁷ Uzer Usman, *Menjadi Guru Profesional* (Bandung : PT Remaja RosdaKarya, 2005), 67

and Squires said that the use of verbal praises like good, excellent, outstanding, great awesome and so on inspire students and encourage them for learning⁷⁸. All of student teachers used word-type reinforcement in their teaching. For example, during teaching practice, ST A praised a student by saying “good” when he could give suitable suggestion for illustration that ST A read (see excerpt 1).

2) Sentence-type Reinforcement

Student teachers also gave sentence-types reinforcement in form of utterance as like *All groups are good, Thank you for the volunteer, You have just did an amazing job* and so on. It is in line with Uzer Usman theory in which praising sentences could also be used in reinforcing students⁷⁹. For instance, ST G in her teaching praised two groups after presenting their mind map in front of the class by saying “*All groups are good*” (see excerpt 14). To sum up, all of student teachers had given both word-type and sentence-type reinforcement in their teaching except ST B and ST H.

The student teachers not only gave verbal reinforcement through words or sentences but also through phrases such as good job, great job, and thank you. The result of this research has similarity and difference with the result of previous research by Kefas in “The Use of Verbal Reinforcement to Motivate 11th Grade Students of SMA Budya Wacana Yogyakarta to Speak English”⁸⁰. The similarity was both present and previous research found that the type of verbal reinforcement was word-type and sentence-type reinforcement. Then, the difference was on the research point of view and setting. In present word-type reinforcement treated as verbal

⁷⁸ E. A. Benedict, R. H. Horner, & J. K. Squires.” Assesment And Implementation Of Positive Behavior Support In Preschools”. *Topics in early childhood special education*. Vol. 27 No.3, 174-192, 2007

⁷⁹ *Ibid*, 67

⁸⁰ Kefas Angandrowa Dwi Putra Zebua, Skripsi: “*The Use Of Verbal Reinforcement To Motivate 11th Grade Students Of Sma Budya Wacana Yogyakarta To Speak English*”. (Yogyakarta: Universitas Sanata Dharma, 2017). 19

reinforcement that used by student teachers and found in microteaching class during practice teaching. While, in previous research it was the most familiar verbal reinforcement for students which meant that they were often received such kind of reinforcement from teacher to motivate them in the class. In addition, the previous research only focused on verbal reinforcement which contrasted with the present research that also included non-verbal reinforcement.

b. Non-verbal Reinforcement

Similar to verbal reinforcement, the result of the research revealed that non-verbal reinforcement also applied by all student teachers in their teaching practice. Mandah and Gbarato explained that non-verbal reinforcement do not use any kinds of verbal expression⁸¹. It was parallel with student teachers' non-verbal reinforcement which given through gesture, proximity, activity, token/symbol, and contact reinforcement as mentioned by Uzer Usman⁸². During teaching practice in microteaching class, student teachers did various things in giving each types of non-verbal reinforcement mentioned above.

1) Gestural

The result of observation reported that all student teachers performed gestural reinforcement in their teaching practice. In gestural reinforcement, student teachers performed facial expression and body language such as smiling, hand clapping, moving pointed finger and the like. For instance, ST A clapped her hands in teaching practice to group who could the most correct sentence in passive form (see Excerpt 15).

2) Proximity

Student teachers also came closer to students' seat, stand beside students, and walk around to check

⁸¹ N. N. S. Mandah1 & O. L. Gbarato, "The Influence Of Reinforcement Skill On Academic Performance Of Secondary School Physic Students In Obio-Akpor Lga, Rivers State Nigeria", *British Journal Of Education, Society and Behavioural Science*. Vol. 17 No. 3, 2016. 1-11

⁸² Uzer Usman, *Menjadi Guru Profesional* (Bandung : PT Remaja RosdaKarya, 2005), 67

their task as proximity reinforcement. One of student teachers who performed proximity was ST D. During his teaching practice, he walked to students' seat and looked at their worksheet (see excerpt 25). It reflected the use of proximity reinforcement which expressed teacher attention on students' work⁸³.

3) Activity

Reinforcement through activity can be done by providing fun activities or task⁸⁴. In line with it, student teachers provided games, debate activity, and displayed students' work as activity. For example, ST E conducted debate activity to reinforce student understanding in giving argument (see excerpt 34). Besides, ST A who played a tic tac toe game as part of reinforcement in making expression of giving suggestions.

4) Token/Symbol

Token/symbol reinforcement is done by using various things such as emoticon card, star, or sweet comment on students' book⁸⁵. It was in line with the result of observation which showed that in token or symbol reinforcement, student teachers used emoticon, star, and love. Weiner stated that token reinforcement like giving stiker, stars, pictures, smily faces money, book and pen encourage students in learning⁸⁶. One of student teacher who gave token/symbol reinforcement was ST F where she fasten love symbol to group's work as appreciation (see excerpt 41).

5) Contact

Uzer Usman stated that a teacher can express his agreement and appreciation on student's performance by shaking hands, raise student hands or tapping his

⁸³Uzer Usman, *Menjadi Guru Profesional.....*,p.73

⁸⁴Uzer Usman, *Menjadi Guru Profesional.....*,p.73

⁸⁵Uzer Usman, *Menjadi Guru Profesional.....*,p.74

⁸⁶ B. Weiner. "A Theory Of Motivation For Some Classroom Experiences". *Journal of educational psychology*. Vol. 7 No. 1, 1973, p. 3

shoulder⁸⁷. From the observation and student teachers' teaching practice videos, it was found that none of student teachers gave contact reinforcement in their teaching practice. In interview session, all of student teachers convinced that they did not applied contact reinforcement.

As the research revealed, student teachers had already given two types of reinforcement, verbal and non-verbal reinforcement. Between the two types of reinforcement proposed in this study, verbal reinforcement was commonly used on teaching as it easy to use and do not need a preparation. So, it can be used spontaneously. Evidently, non-verbal reinforcement especially token or symbol has significant effect on students as it can increase their motivation and active participation during teaching and learning process. Bernard stated that student's academic performance increase significantly with the use of tangible rewards or material reinforcers in the class⁸⁸. In addition, the use of rewards in form of team point and the like can be a great stimulus for students to hard work and behave well in the class⁸⁹. The result of present research was equal with the result of previous research that conducted by Yuli Eka Putri entitled "An Analysis of Teachers' Reinforcement toward Student's Interaction in Teaching Speaking at SMPN 7 Padang"⁹⁰. Either present or previous study found the use of non-verbal reinforcement given as reinforcement which included smile, applause, and nod. On the other hand, the present research found activity reinforcement and proximity as non-verbal reinforcement in microteaching class. In addition, Yuli's research specified the gestural reinforcement into facial expressions and body gestures. Moreover, the previous research found contact reinforcement during teaching and such kind of reinforcement did not found in this present research.

⁸⁷ Uzer Usman, *Menjadi Guru Profesional.....p.74*

⁸⁸ H. W. Bernard, *Psychology of Learning and Teaching*. (New York: McGrew Hell Inc, 1992), 158.

⁸⁹ Alan Pritchard, *Ways Of Learning: Learning Theories and Learning Styles.....p.15*.

⁹⁰ Yuli Eka Putri, "An Analysis Of Teachers' Reinforcement Toward Student's Interaction In Teaching Speaking At SMPN 7 Padang", STKIP PGRI SUMBAR, 2017, 2

2. The Way Verbal and Non-verbal Reinforcement Given in Microteaching Class

The second research question was about how student teachers gave reinforcement to students. Uzer Usman stated that there are four ways in giving reinforcement such as individual reinforcement, group reinforcement, immediacy, and variation⁹¹. The data suggested that 4 student teachers gave reinforcement in four ways in their teaching practice. In opposite, the rest of student teachers only gave reinforcement in 3 of 4 four ways of giving reinforcement as mentioned by Uzer Usman because of the differences on the chosen activity, that is pair activity.

a. Individual Reinforcement

Uzer Usman who suggested that reinforcement which given to individual should be clear. It could be done by mentioning student's name, pointing out clearly to a student, keeping eye contact with the student and stating student's desirable behavior to identify the specific behavior for which the reinforcement was being delivered⁹². In line with it all of student teachers had given individual reinforcement during their teaching practice. For example, During teaching practice, ST D asked a student to lead the class for praying session. Then he said "*Thank you, Renald!*" while looking at the student because he obeyed ST D's command. Here, ST D gave individual reinforcement to a student by mentioning student's name, *Renald*. ST D's utterance indicated students' desirable behavior that was student's willingness to lead his friends to pray. Similarly, ST F was discussing students' work with the class. She asked student to answer the questions voluntarily. When a student gave correct answer ST F said "*That's correct Nurul!*". It could be seen from her utterance that ST F also did the same thing as ST D in which mentioning student's name that was *Nurul*. It identified individual reinforcement to Nurul. Then, "*That's correct....*" was ST F's reinforcement

⁹¹ Uzer Usman, *Menjadi Guru Profesional* (Bandung : PT Remaja RosdaKarya, 2005), 73.

⁹² Uzer Usman, *Menjadi Guru Profesional....*, p.73

which indicated that Nurul's answer was correct and that was the desirable behavior expected by ST F as the teacher. She also kept eye contact with student. While, ST G asked several questions to students in her teaching practice about components of narrative text in order to check students' understanding on it. At the beginning, ST G said that she hoped students could answer her questions correctly. Here, ST F stated the desirable behavior. In this case, she called student's name that was Atik before asking the question as she wanted to certain student to give the answer. It informed other students that the question was given to Atik. Moreover, it suggested that mentioned student's name could also be done even we had not given the reinforcement yet to student. Then, ST G said "good" when Atik could answer ST G's question correctly. The word *good* informed that Atik's answer was correct.

From the explanation above, it can be inferred that student teachers had applied it in their teaching practice. The detail illustration could be seen in excerpt 4, 7 and 13.

b. Group Reinforcement

Uzer Usman said that one of way in giving group reinforcement was by providing fun activity for students⁹³. Moreover, Timberlake and Allison explained that using fun activity where students could explore their creativity and enjoy it without any force from others stimulated students to be more engaged in learning⁹⁴. The use of group reinforcement could increase students' motivation in learning⁹⁵. The way to give group reinforcement is the same as individual in which also should be given clearly. First, ST A in her teaching practice asked students in group to play a game about giving suggestion through a game namely tic tac toe. She stated that the group who could make suitable suggestion

⁹³ Uzer Usman, *Menjadi Guru Profesional...*, 73

⁹⁴ Edward. P. Sarafino, *Applied Behaviour Analysis: Principles and Procedures.....*, 83.

⁹⁵ Slavin, *Educational Psychology: Theory and Practice*, pp. 120–123.

for each illustration had a chance to stick their group symbol in tic tac toe board. Here, ST A said *“Ok, good. give applause to banana group!”*, when banana group could make a suitable suggestion. Second, ST C gave task to students in group to design a comic. The best group was those who got the most stars. Since the best group was group 1, ST C congratulated them by saying *“Okay, the group with the most star is first group one! Give applause to group one!”*. In addition, he also gave applause for the group. Third, ST F asked students in group to make passive sentences which suitable with pictures that they got. She gave a love to group who could make correct sentences in passive voice. Here, as appreciation, ST F said *“Okay, the group with the most love (sticker) is pink group! Give applause to pink group”*. Fourth, ST G asked group 1 and group 2 to answer her questions correctly. Then, she praised group one because they could give correct answer by saying *“Good job for group one!”*. From the explanation above, we could infer that ST A, ST C, ST F, and ST G gave reinforcement clearly by mentioning certain group names such as group1, pink group and banana group. It showed that they gave reinforcement by clearly pointing out to a group. Besides, they also kept eye contact while giving reinforcement to a group and stated group desirable behavior. Even though, the way ST A, ST C, ST F and ST G delivered the desirable behavior to students was different. As we could see from explanation above, in stating group’s desirable behavior ST A and ST G gave it as part of instruction before the group did the task and performed the desirable behavior. In opposite, ST C and ST F delivered the group’s desirable behavior before and after the group performed the desirable behavior along with the reinforcement. It can be seen from ST C and ST F utterances when giving group reinforcement as cited below. The sentence in bold indicated group’s desirable behavior and the underlined word indicated the reinforcement:

“Okay, the group with the most star is group one! Give applause to group one!” (ST C’ utterance)

“Okay, the group with the most love (sticker) is pink group! Give applause to pink group!” (ST F’ utterance)

Additionally, the student teachers gave reinforcement through fun activity which involved all students to take part such as games, mind mapping and designing comic. Further information and clearer illustration related to ST A, ST C, ST F and ST G performance in giving group reinforcement were presented in excerpts 14, 15, 17 and 20.

c. Immediacy

According to Uzer Usman reinforcement should be given immediately as the students performed desirable behavior⁹⁶. Similarly, Santrock stated that reinforcement become more effective when it as soon as possible in a timely way⁹⁷. The finding showed that all of student teachers always give both verbal and non-verbal reinforcement as soon as students did intended behavior such as answer question correctly, get the highest point and so on. Student teachers also did the same thing in giving reinforcement to individual and group. However, only 4 student teachers who gave both individual and group reinforcement in teaching practice as the rest of them did not use group activity but pair activity. They were ST A, ST C, ST F and ST G. So, it can be concluded that the student teachers always give reinforcement immediately.

d. Variation

Variation is essential in giving reinforcement to students. Uzer Usman suggested that variation in giving reinforcement could help teacher in avoiding boredom of

⁹⁶Uzer Usman, *Menjadi Guru Profesional* (Bandung : PT Remaja RosdaKarya, 2005), 73.

⁹⁷Santrock, *Educational Psychology: Classroom Update: Preparing for Praxis and Practice*, 218–219.

receiving the same types of reinforcement for long period of time⁹⁸. The finding revealed that all of student teachers gave variation in delivering reinforcement to students in their teaching practice. The first example, ST A during her practice teaching gave reinforcement to a group by saying “*Ok, good. Give applause to banana group!*”. The word “*good*” was a praise word to appreciate the group (banana group) who could make appropriate suggestion for ST A’s illustration. ST A also smiled and clapped her hand while giving the reinforcement. Here, ST A combined two types of reinforcements, verbal and non-verbal reinforcement. Word “*good*” was verbal reinforcement. While, smile and hand clapping were gestural reinforcement. The second example was taken from ST E who delivered reinforcement for all students. She said “*Well, great job everyone*” along with giving smile. ST E’s utterance, that was “*Well, Great job...*” indicated that ST E was appreciating all students for their work and participation during the debate activity during the class. The word “*everyone*” refers to all students in the class. Thus, it could be inferred that the reinforcement was given to whole students. ST E’s smile showed that she was pleasant on students’ participation and ability in making argument during the debate activity. In this case, ST E gave reinforcement to all students through praising word and smile. The last example was taken from ST D in which he gave reinforcement to a student all together through word and stand near to student’s seat. ST D said “*Okay, Great!*” while standing in front of student’s seat. From the explanation above, it could be concluded that all student teachers did variation in giving reinforcement. They gave verbal and non-verbal reinforcement at the same time and delivered it to individual, group and student as classroom member. Uzer Usman stated that variation could be done by combining verbal and non-verbal reinforcement and gave reinforcement in different pattern such as to student as individual, students in group

⁹⁸Uzer Usman, *Menjadi Guru Profesional...*, 73

and to all students⁹⁹. For detail illustration on student teachers' variation in giving reinforcement it could be seen in excerpts 15, 19 and 25. This research has similarity with a research which conducted by Tutik Wulidyawati under the title “Variasi dan Fungsi Pemberian Penguatan dalam Pembelajaran Bahasa Jawa Kelas V Sekolah Dasar Se-Kecamatan Ngampel Kabupaten Kendal”¹⁰⁰. The present research and the previous one found that variation in giving reinforcement were combination of verbal reinforcement like praising word/sentence with non-verbal reinforcement such as smile, applause, nodding, activity and proximity. In another hand the difference was the present research did not explore more about function of variations given by student teachers.

Overall, the student teachers had already delivered verbal and non-verbal reinforcement to individual and group by paying attention on the immediacy and variation in giving reinforcement during teaching practice at microteaching class. Even though, only a half of student teachers who gave group reinforcement as the preferred activity were pair activity. Therefore, the reinforcement was not given to group but students in pair. The student teachers gave the reinforcements when students were doing classroom activities both individual and group, students had finished an assignment, students did a task in good quality, and performed good behavior in the class. They also deliver the reinforcement by paying attention on the principle of giving reinforcement such as avoid negative response, warmth, enthusiasm and meaningful.

⁹⁹Uzer Usman, *Menjadi Guru Profesional...*, 73

¹⁰⁰ Tutik Wulidyawati, Skripsi. “*Variasi dan Fungsi Pemberian Penguatan dalam Pembelajaran Bahasa Jawa Kelas V Sekolah Dasar Se-Kecamatan Ngampel Kabupaten Kendal*”. (Semarang: UNNES, 2013), 57.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses about conclusion of this research regarding the analysis of research finding on reinforcement given by student teachers in teaching practice which includes types of verbal and non-verbal reinforcement and the way student teachers give verbal and non-verbal reinforcement to students. Furthermore, this chapter also presents suggestion for students and next researchers.

A. Conclusion

The finding showed that student teachers gave both verbal and non-verbal reinforcement during their teaching practice in microteaching class. The student teachers gave reinforcement as part of appreciation on students' participation, good work and obedience during teaching practice. Student teachers delivered verbal and non-verbal reinforcement to reinforce students in the process of language learning. Based on the data in research findings which were presented in the previous chapter, there are several points that can be concluded as following description:

1. Types of Verbal and Non-verbal Reinforcement in Microteaching Class

This research revealed that student teachers used word-type and sentence-type reinforcement as verbal reinforcement in their teaching practice to reinforce their peers who took role as student.

a. Verbal Reinforcement

- 1) The word-type reinforcements given by student teacher during their teaching practice were *good, great, right, and correct, .*
- 2) The sentence-type reinforcements performed by teacher were '*I think your suggestion is amazing...*', '*It's gonna be good*', '*Yeah, that's the correct one*' and so forth.

b. Non-verbal Reinforcement

Types of non-verbal reinforcement performed by student teachers were only 4 of 5 non-verbal reinforcements which include gesture, proximity, activity, and token/symbol. In gestural reinforcement, student teachers performed facial expression like

smiling and body gesture like finger pointing, clapping hand, and nodding. The student teachers also walked to and stood beside students' seat as proximity reinforcement. In addition, various activities were provided by student teachers to reinforce students on material that had been taught during practice teaching such as debate activity, presentation, game, and displaying students' work in front of the class. For the token or symbol reinforcement student teachers gave emoticon, love and star to students' work as evaluation and appreciation.

2. The Way Verbal and Non-verbal Reinforcement Given in Microteaching Class

The research revealed that student teachers gave reinforcement through four ways such as to individual, to group, as soon as students performed desirable behavior and combine two types of reinforcement, verbal and non-verbal reinforcement at the same time while giving reinforcement in microteaching class. In giving reinforcement both to individual and group, the student teacher mentioned student's name and kept eye contact. Besides, they gave it immediately and use reinforcement in various combinations like smiling and praising student, nodding and hand clapping and so on.

B. Suggestion

Based on the conclusion of the research above, there are several suggestions addressed to the student teachers at English Teacher Education Department of UINSA and future researcher who are interested in the same research field. The suggestions are described as the following:

1. For the student teachers at ETED UINSA, it is important to have a good teaching skill including reinforcement. They need to pay attention on the use of eye contact, mention student's name and stated student's desirable behavior while giving reinforcement to individual and group immediately and use variation.
2. For the future researcher, since this research has a lot of weaknesses, it would be better if further developments are made in order to have various sight in a research especially if it

comes from the same research field and topic. Therefore, conducting research on reinforcement by analyzing contact reinforcement in learning English is one of the alternatives. Besides, discovering student's preference on given reinforcement is interesting as it can help teacher to provide suitable reinforcement for his/her students. Moreover, finding out teacher's belief on the use of reinforcement and relates it with classroom management in teaching and learning process at school will also be challenging.

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Appendices

Appendix 1 Validation sheet for research instruments

SURAT VALIDASI

Setelah membaca dan menelaah lebih lanjut mengenai *Instrument The Student Teachers' Verbal and Non-Verbal Reinforcement* pada bimbingan skripsi mahasiswa oleh:

Nama : Di Adha Wulandari
NIM : D75215087
Prodi : Pendidikan Bahasa Inggris
Judul : The Student Teachers' Verbal and Non-Verbal Reinforcement during Teaching Practice in Microteaching Class

Dengan ini saya,

Nama : Moh. Syaifuddin, Ph.D.
Pekerjaan : Dosen

Menyatakan telah melakukan konsultasi dan telah melakukan pengkajian, maka kami memberi saran-saran sebagai berikut:

☐ Bisa tanpa revisi ☒ Bisa dengan revisi ☐ Tidak bisa digunakan

1. *Good, But please revise as noted*
2.

Dan instrumen ini selanjutnya kami nyatakan valid dan bisa digunakan dalam penelitian.

Surabaya, 25 April 2019

Validator,



MOH. SYAIFUDDIN, Ph. D

☐ Beri tanda cek (√)

Appendix 2 Result of Observation

Name of Student Teacher : Thalita (ST A) Date/time: 5th May 2019

Class : A Material : Suggestion

No	Components and Indicators	Descriptors	Yes	No	Note
A.	Verbal Reinforcement				
1.	Teacher uses words such as...	1) Good 2) Correct 3) Excellent 4) Great 5) Congratulation Others:	v		
2.	The teacher uses sentences such as...	1) Your work is very good 2) I like the way you present your work 3) That's a good question 4) That's really interesting Others: <i>You just did an amazing work, you did god job today</i>	v		
B.	Non-Verbal Reinforcement				
3.	Gesture	1) Thumbs up to student 2) Smile to student 3) Applause to student Others:	v v		
4.	Proximity	1) Teacher comes closer to student's seat 2) Teacher stands beside student during individual work/group work		v	

		3) Teacher pays attention to student's work Others:			
5.	Contact	1) Teacher wipes student's head 2) Teacher shakes student's hands 3) Teacher pats student's shoulder Others:		v	
6.	Token/symbol	1) Teacher gives <i>stars</i> to student 2) Teacher gives <i>stickers</i> to student as appreciation 3) Teacher displays student's best work Others:	v		
7.	Activity	1) Teacher gives privilege to student/group 2) Teacher gives quiz 3) Teacher provides games 4) Teacher asks student to do demonstration in front of the class Others:	v		
C.	How to Give Reinforcement				
8.	Individual	1) Teacher mentions student's name 2) Teacher clearly point out to one student at the time 3) Teacher clearly gives reinforcement by stating			

		<p>student's desirable behavior</p> <p>4) Teacher keeps eye contact to student</p>	v		
9.	Group	<p>1) Teacher mentions group's name</p> <p>2) Teacher clearly point out to a group</p> <p>3) Teacher clearly gives reinforcement by stating group's desirable behavior</p> <p>4) Teacher keeps eye contact to group</p>	<p>v</p> <p>v</p> <p>v</p> <p>v</p>		
10.	Immediacy	<p>1) Teacher gives reinforcement as soon as student perform desirable behavior</p> <p>2) Teacher gives reinforcement as soon as group perform desirable behavior</p>	<p>v</p> <p>v</p>		
11.	Variation	<p>1) Teacher gives verbal reinforcement and non-verbal reinforcement interchangeably</p> <p>2) Teacher combines verbal and non-verbal reinforcement</p> <p>3) Teacher gives reinforcement to all students</p> <p>4) Teacher gives reinforcement to group</p> <p>5) Teacher gives reinforcement to individual</p>	<p>v</p> <p>v</p> <p>v</p> <p>v</p> <p>v</p>		

Name of Student Teacher : Alfy (ST B) Date/time: 15th May 2019

Class : B Material : Greeting Card

No	Components and Indicators	Descriptors	Yes	No	Note
A.	Verbal Reinforcement				
1.	Teacher uses words such as...	1) Good 2) Correct 3) Excellent 4) Great 5) Congratulation Others:	v		
2.	The teacher uses sentences such as...	1) Your work is very good 2) I like the way you present your work 3) That's a good question 4) That's really interesting Others:		v	
B.	Non-Verbal Reinforcement				
3.	Gesture	1) Thumbs up to student 2) Smile to student 3) Applause to student Others:	v		
4.	Proximity	1) Teacher comes closer to student's seat 2) Teacher stands beside student during individual work/group work 3) Teacher pays attention to student's work Others:	v v		

5.	Contact	1) Teacher wipes student's head 2) Teacher shakes student's hands 3) Teacher pats student's shoulder Others:	v		
6.	Token/symbol	1) Teacher gives <i>stars</i> to student 2) Teacher gives <i>stickers</i> to student as appreciation 3) Teacher displays student's best work Others:	v v		
7.	Activity	1) Teacher gives privilege to student/group 2) Teacher gives quiz 3) Teacher provides games 4) Teacher asks student to do demonstration in front of the class Others: <i>Display students' work</i>			
C.	How to Give Reinforcement				
8.	Individual	1) Teacher mentions student's name 2) Teacher clearly point out to one student at the time 3) Teacher clearly gives reinforcement by stating student's desirable behavior 4) Teacher keeps eye contact to student	v v v	v	

9.	Group	1) Teacher mentions group's name 2) Teacher clearly point out to a group 3) Teacher clearly gives reinforcement by stating group's desirable behavior 4) Teacher keeps eye contact to group		v	
10.	Immediacy	1) Teacher gives reinforcement as soon as student perform desirable behavior 2) Teacher gives reinforcement as soon as group perform desirable behavior	v	v	
11.	Variation	1) Teacher gives verbal reinforcement and non-verbal reinforcement interchangeably 2) Teacher combines verbal and non-verbal reinforcement 3) Teacher gives reinforcement to all students 4) Teacher gives reinforcement to group 5) Teacher gives reinforcement to individual	v v v	v v	

Name of Student Teacher :Dandy (ST C) Date/time: 2nd May 2019

Class :C

Material :Suggestion

No	Components and Indicators	Descriptors	Yes	No	Note
A.	Verbal Reinforcement				
1.	Teacher uses words such as...	1) Good 2) Correct 3) Excellent 4) Great 5) Congratulation Others:	v		
2.	The teacher uses sentences such as...	1) Your work is very good 2) I like the way you present your work 3) That's a good question 4) That's really interesting Others: <i>Thank you for the volunteer</i> <i>It's gonna be good</i>	v		
B.	Non-Verbal Reinforcement				
3.	Gesture	1) Thumbs up to student 2) Smile to student 3) Applause to student Others: <i>Nodding</i>	v		
4.	Proximity	1) Teacher comes closer to student's seat 2) Teacher stands beside student during individual work/group work 3) Teacher pays attention to student's work	v v		

		Others:			
5.	Contact	1) Teacher wipes student's head 2) Teacher shakes student's hands 3) Teacher pats student's shoulder Others:		v	
6.	Token/symbol	1) Teacher gives <i>stars</i> to student 2) Teacher gives <i>stickers</i> to student as appreciation 3) Teacher displays student's best work Others:	v		
7.	Activity	1) Teacher gives privilege to student/group 2) Teacher gives quiz 3) Teacher provides games 4) Teacher asks student to do demonstration in front of the class Others: Designing a mini book	v		
C.	How to Give Reinforcement				
8.	Individual	1) Teacher mentions student's name 2) Teacher clearly point out to one student at the time 3) Teacher clearly gives reinforcement by stating student's desirable behavior	v v		

		4) Teacher keeps eye contact to student			
9.	Group	1) Teacher mentions group's name 2) Teacher clearly point out to a group 3) Teacher clearly gives reinforcement by stating group's desirable behavior 4) Teacher keeps eye contact to group	v v		
10.	Immediacy	1) Teacher gives reinforcement as soon as student perform desirable behavior 2) Teacher gives reinforcement as soon as group perform desirable behavior	v v		
11.	Variation	1) Teacher gives verbal reinforcement and non-verbal reinforcement interchangeably 2) Teacher combines verbal and non-verbal reinforcement 3) Teacher gives reinforcement to all students 4) Teacher gives reinforcement to group 5) Teacher gives reinforcement to individual	v v v v		

Name of Student Teacher :Khoiriyanto (ST D)

Date/time: 6th May

Class :D

Material :S. past

No	Components and Indicators	Descriptors	Yes	No	Note
A.	Verbal Reinforcement				
1.	Teacher uses words such as...	1) Good 2) Correct 3) Excellent 4) Great 5) Congratulation Others:	v		
2.	The teacher uses sentences such as...	1) Your work is very good 2) I like the way you present your work 3) That's a good question 4) That's really interesting Others: <i>Yeah, that's the correct one</i>	v		
B.	Non-Verbal Reinforcement				
3.	Gesture	1) Thumbs up to student 2) Smile to student 3) Applause to student Others: <i>Nodding</i>	v v		
4.	Proximity	1) Teacher comes closer to student's seat 2) Teacher stands beside student during individual work/group work 3) Teacher pays attention to student's work Others:	v v v		

5.	Contact	1) Teacher wipes student's head 2) Teacher shakes student's hands 3) Teacher pats student's shoulder Others:		v	
6.	Token/symbol	1) Teacher gives <i>stars</i> to student 2) Teacher gives <i>stickers</i> to student as appreciation 3) Teacher displays student's best work Others:		v	
7.	Activity	1) Teacher gives privilege to student/group 2) Teacher gives quiz 3) Teacher provides games 4) Teacher asks student to do demonstration in front of the class Others: Doing presentation	v v		
C.	How to Give Reinforcement				
8.	Individual	1) Teacher mentions student's name 2) Teacher clearly point out to one student at the time 3) Teacher clearly gives reinforcement by stating student's desirable behavior 4) Teacher keeps eye contact to student	v v v v		

9.	Group	1) Teacher mentions group's name 2) Teacher clearly point out to a group 3) Teacher clearly gives reinforcement by stating group's desirable behavior 4) Teacher keeps eye contact to group		v	
10.	Immediacy	1) Teacher gives reinforcement as soon as student perform desirable behavior 2) Teacher gives reinforcement as soon as group perform desirable behavior	v v		
11.	Variation	1) Teacher gives verbal reinforcement and non-verbal reinforcement interchangeably 2) Teacher combines verbal and non-verbal reinforcement 3) Teacher gives reinforcement to all students 4) Teacher gives reinforcement to group 5) Teacher gives reinforcement to individual	v v v		

Name of Student Teacher : Nur Hamida (ST E) Date/time: 2nd May

Class : E

Material: Analytical Exp.

No	Components and Indicators	Descriptors	Yes	No	Note
A.	Verbal Reinforcement				
1.	Teacher uses words such as...	1) Good 2) Correct 3) Excellent 4) Great 5) Congratulation Others:	v		
2.	The teacher uses sentences such as...	1) Your work is very good 2) I like the way you present your work 3) That's a good question 4) That's really interesting Others: <i>Everyone has a good argument, that's good everyone</i>	v		
B.	Non-Verbal Reinforcement				
3.	Gesture	1) Thumbs up to student 2) Smile to student 3) Applause to student Others: <i>Move her finger as sign of agreement</i>	v v		
4.	Proximity	1) Teacher comes closer to student's seat 2) Teacher stands beside student during individual work/group work	v v		

		<p>reinforcement by stating student's desirable behavior</p> <p>4) Teacher keeps eye contact to student</p>			
9.	Group	<p>1) Teacher mentions group's name</p> <p>2) Teacher clearly point out to a group</p> <p>3) Teacher clearly gives reinforcement by stating group's desirable behavior</p> <p>4) Teacher keeps eye contact to group</p>		v	
10.	Immediacy	<p>1) Teacher gives reinforcement as soon as student perform desirable behavior</p> <p>2) Teacher gives reinforcement as soon as group perform desirable behavior</p>	v		
			v		
11.	Variation	<p>1) Teacher gives verbal reinforcement and non-verbal reinforcement interchangeably</p> <p>2) Teacher combines verbal and non-verbal reinforcement</p> <p>3) Teacher gives reinforcement to all students</p> <p>4) Teacher gives reinforcement to group</p> <p>5) Teacher gives reinforcement to individual</p>	v		
			v		
			v		
			v		
				v	

Name of Student Teacher :Elvi (ST F)

Date/time:2nd May

Class

:F

Material : Passive voice

No	Components and Indicators	Descriptors	Yes	No	Note
A.	Verbal Reinforcement				
1.	Teacher uses words such as...	1) Good 2) Correct 3) Excellent 4) Great 5) Congratulation Others:	v		
2.	The teacher uses sentences such as...	1) Your work is very good 2) I like the way you present your work 3) That's a good question 4) That's really interesting Others: <i>Okay, That's correct answer Nurul</i>	v		
B.	Non-Verbal Reinforcement				
3.	Gesture	1) Thumbs up to student 2) Smile to student 3) Applause to student Others:	v v		
4.	Proximity	1) Teacher comes closer to student's seat 2) Teacher stands beside student during individual work/group work 3) Teacher pays attention to student's work	v v		

		Others:			
5.	Contact	1) Teacher wipes student's head 2) Teacher shakes student's hands 3) Teacher pats student's shoulder Others:		v	
6.	Token/symbol	1) Teacher gives <i>stars</i> to student 2) Teacher gives <i>stickers</i> to student as appreciation 3) Teacher displays student's best work Others: Love stickers	v		
7.	Activity	1) Teacher gives privilege to student/group 2) Teacher gives quiz 3) Teacher provides games 4) Teacher asks student to do demonstration in front of the class Others:	v		
C.	How to Give Reinforcement				
8.	Individual	1) Teacher mentions student's name 2) Teacher clearly point out to one student at the time 3) Teacher clearly gives reinforcement by stating student's desirable	v v v		

		behavior 4) Teacher keeps eye contact to student	v		
9.	Group	1) Teacher mentions group's name 2) Teacher clearly point out to a group 3) Teacher clearly gives reinforcement by stating group's desirable behavior 4) Teacher keeps eye contact to group	v v v v		
10.	Immediacy	1) Teacher gives reinforcement as soon as student perform desirable behavior 2) Teacher gives reinforcement as soon as group perform desirable behavior	v v		
11.	Variation	3) Teacher gives verbal reinforcement and non-verbal reinforcement interchangeably 4) Teacher combines verbal and non-verbal reinforcement 5) Teacher gives reinforcement to all students 6) Teacher gives reinforcement to group 7) Teacher gives reinforcement to individual	v v v v		

Name of Student Teacher :Widya (ST G) Date/time: 3rd May

Class :G Material :Folktales

No	Components and Indicators	Descriptors	Yes	No	Note
A.	Verbal Reinforcement				
1.	Teacher uses words such as...	1) Good 2) Correct 3) Excellent 4) Great 5) Congratulation Others:	v		
2.	The teacher uses sentences such as...	1) Your work is very good 2) I like the way you present your work 3) That's a good question 4) That's really interesting Others: <i>Good job for group 1, all of the group are good in presenting the mind map</i>			
B.	Non-Verbal Reinforcement				
3.	Gesture	1) Thumbs up to student 2) Smile to student 3) Applause to student Others:	v v		
4.	Proximity	1) Teacher comes closer to student's seat 2) Teacher stands beside student during individual work/group work 3) Teacher pays attention	v v v		

		<p>student's desirable behavior</p> <p>4) Teacher keeps eye contact to student</p>	v		
9.	Group	<p>1) Teacher mentions group's name</p> <p>2) Teacher clearly point out to a group</p> <p>3) Teacher clearly gives reinforcement by stating group's desirable behavior</p> <p>4) Teacher keeps eye contact to group</p>	<p>v</p> <p>v</p> <p>v</p> <p>v</p>		
10.	Immediacy	<p>1) Teacher gives reinforcement as soon as student perform desirable behavior</p> <p>2) Teacher gives reinforcement as soon as group perform desirable behavior</p>	<p>v</p> <p>v</p>		
11.	Variation	<p>1) Teacher gives verbal reinforcement and non-verbal reinforcement interchangeably</p> <p>2) Teacher combines verbal and non-verbal reinforcement</p> <p>3) Teacher gives reinforcement to all students</p> <p>4) Teacher gives reinforcement to group</p> <p>5) Teacher gives reinforcement to individual</p>	<p>v</p> <p>v</p> <p>v</p> <p>v</p> <p>v</p>		

Name of Student Teacher : Alifa (ST H) Date/time: 3rd May

Class : H Material :Suggestion&offer

No	Components and Indicators	Descriptors	Yes	No	Note
A.	Verbal Reinforcement				
1.	Teacher uses words such as...	1) Good 2) Correct 3) Excellent 4) Great 5) Congratulation Others:	v		
2.	The teacher uses sentences such as...	1) Your work is very good 2) I like the way you present your work 3) That's a good question 4) That's really interesting Others:		v	
B.	Non-Verbal Reinforcement				
3.	Gesture	1) Thumbs up to student 2) Smile to student 3) Applause to student Others: <i>Nodding</i>	v v v		
4.	Proximity	4) Teacher comes closer to student's seat 5) Teacher stands beside student during individual work/group work 6) Teacher pays attention to student's work Others:	v v v		

5.	Contact	1) Teacher wipes student's head 2) Teacher shakes student's hands 3) Teacher pats student's shoulder Others:		v	
6.	Token/symbol	1) Teacher gives <i>stars</i> to student 2) Teacher gives <i>stickers</i> to student as appreciation 3) Teacher displays student's best work Others:		v	
7.	Activity	1) Teacher gives privilege to student/group 2) Teacher gives quiz 3) Teacher provides games 4) Teacher asks student to do demonstration in front of the class Others: <i>Problem wall</i>	v v		
C.	How to Give Reinforcement				
8.	Individual	1) Teacher mentions student's name 2) Teacher clearly point out to one student at the time 3) Teacher clearly gives reinforcement by stating student's desirable behavior 4) Teacher keeps eye contact to student	v v v		

9.	Group	1) Teacher mentions group's name 2) Teacher clearly point out to a group 3) Teacher clearly gives reinforcement by stating group's desirable behavior 4) Teacher keeps eye contact to group		v	
10.	Immediacy	1) Teacher gives reinforcement as soon as student perform desirable behavior 2) Teacher gives reinforcement as soon as group perform desirable behavior	v	v	
11.	Variation	1) Teacher gives verbal reinforcement and non-verbal reinforcement interchangeably 2) Teacher combines verbal and non-verbal reinforcement 3) Teacher gives reinforcement to all students 4) Teacher gives reinforcement to group 5) Teacher gives reinforcement to individual	v v v	v	

Appendix 3 Result of Interview

No.	Research focus	Question(s)	Subject's responses
1.	Verbal reinforcement given to student (word & sentence)	1) Do you use words like <i>good</i> , <i>excellent</i> , <i>correct</i> and so on when a student can answer your question during teaching practice? Can you give the example?	ST A: Yes, of course. I give words like good job when the students are asked to make an example of giving suggestion
			ST B: Yes, I say good
			ST C: Yes, usually I use <i>good</i> , <i>great</i>
			ST D: Yes, I use them all. Yeah, when.. eee.. " <i>good</i> "
			ST E: Yes. When a student can answer a question. Then, I say " <i>well done</i> , <i>great job</i> , <i>wow it's good</i> "
			ST F: Yes, I do. For example I ask students " <i>who wants to answer question number 1? Please raise your hand</i> ". After that, they raise their hand and read the answer. Then, I respond to their answer by saying "yeah, correct"
			ST G: Yes, I often do it by saying great, good, good job. I usually combine it with applause, I ask students to clap their hands. For example, student A can answer a question then I

			say “ <i>good job A, so everyone give applause for A</i> ”
			ST H: Yeah, usually I say “ <i>thank you</i> ” . For example, when I show my PPT and I ask one of students to read the slide. After they read read it, I say word like “ <i>thank you</i> ” and I also say “ <i>give applause to your friend</i> ” when they do presentation
		2) Do you use sentences like <i>you are good student, this is a good hand-drawing</i> and so on when a student can do the task from you during teaching practice?	ST A: eee...for the praising sentence, I used it in apperception to give motivation to the students. Then, for the feedback in full sentence, I give it when they have played game. I don’t have enough time to appreciate student’s writing. I apreciate the student in speaking activity by <i>saying “yeah, that’s good speaking, that’s creative idea”</i> .
			ST B: hmm. I think no
			ST C: emmm.. no, usualy I say “good absolutely”
			ST D: Yeah, sometimes when a student can give answer. I say like “yes, this is correct”
			ST E: Yes. When I ask student to make argument and I say

			<i>“wow, it’s a good argument”</i>
			ST F: Yes. I ask students to answer question from worksheet if their answer is correct, then I say “yeah, that’s correct answer”
			ST G: I don’t say “this is a good hand-drawing”. I usually give applause to students. For example, just like mind map activity in my teaching practice, group 1 has already presented (mind map) and I say “Good job for group one, so everyone applause for group one”
			ST H: When I do practice teaching in microteaching class and I give student a question then the student can answer it, I usually give appreciation like <i>“Okay, good; correct; alright, or okay, thank you”</i> . I think, I haven’t give like a sentence to appreciate students
2	Non-verbal reinforcement	3) Do you show/perform	ST A: Yeah, for expression (that I used during teaching) you can see it by your own (observation) because it’s unconscious

	given to student (gestural, proximity, contact, activity, token/symbol, Partial)	expression like <i>smile</i> and body movement like <i>applause</i> , <i>thumbs up</i> and so on when students were able to express his/her idea well during teaching practice?	thing. The main point is how can I keep my student exited and enthusiastic with the lesson. Yeah, I give applause to students after we play a game.
			ST B: Yeah, but only smile. When they can answer my question
			ST C: yes, usually I give applause when the students have done the task both individual and group
			ST D: Yes, I do that as appreciation for student.
			ST E: I don't give applause. I only smile and say great job.
			ST F: Yes. When a group win the game (???) I say "So, the winner is pink group, give applause to pink group".
			ST G: eee... what I can remember from what I have done last time, yes, I smile to the students and give applause. I rarely give thumbs up to the student
			ST H: I usually give smile and applause when student can answer a question and do their task well both group and

			individual for example when they read their work and so on. Then, I smile and ask others to give applause
		4) Do you <i>stand or sit</i> beside the students? When did you do it?	ST A: eee.. I just monitoring them in front of the class
			ST B: Yes, I come to students' seat and walk around, and check their work
			ST C: Yes, just like when student do group task, make a comic. I walk around because in my lesson plan I evaluate the teamwork value
			ST D: Yes, I comes closer to the students to be more.. what to say.. to make sure that they can or not. So, if they can't (do the assignment), I can help them soon.
			ST E: Yes. When I do my teaching practice, there is unclear instruction or maybe they have problem. For example, they haven't decided title for their text (analytical exposition), then I come closer to the students.
			ST F: Yes, I do it when the students are doing the worksheet

			and asking a question. I did it to monitor students' work and to keep anything clear
			ST G: Yes. For example, when the students are doing mind map in group activity. After I give instruction, I ask to the students whether my instruction is clear or not? Do they have already understood and all of them say that they have understood my instruction. Then, I distribute the media (mind map board) in form of pink and blue paper. When the student are doing the task (mind map), I come closer to the students to ask about their difficulty and I find that some of the students don't really understand. So, I give explanation that this one is like this...
			ST H: When I give a task to students either individual or group, emmm... I come closer to students and ask if there's any problem or not, something which is unclear or a question. Then, I walk around them

		5) Do you do physical contact like <i>shake hands</i> to appreciate students' good work?	ST A: I don't do it during my teaching because I don't need to control student's like make a march but in my preview teaching I used it to make students make a good march
			ST B: No
			ST C: No
			ST D: No, I don't
			ST E: No, I just use gesture like circle sign. I don't do any physical contact with the students.
			ST F: No, I only play a game (passive wall)
			ST G: I don't do it in my teaching. hehehe
			ST H: I haven't do it in my teaching practice
		6) Did you give fun activity like <i>singing, dancing</i> and so on when the students did	ST A: Yeah, I use game (tic tac to game)
			ST B: Yes, game. So, the game is like writing an expression and this is group activity. and they stick it on tree
			ST C: yes, for example make a comic and competitive activity. So that, I ask them to arrange sentences, the group

		the task well?	which can arrange it well and the fastest is the winner. Designing colorful comic also motivates students to do a task
			ST D: Yes, I give game to students. For the game, I use <i>Clasto</i> (web-based media) which is online. So, it's like spinner which I collaborate with the material. I put students' name there. So, when the arrow stops on (certain) student's name they will get punishment to make... my lesson was about simple past and perfect. So, they have to make sentence based on the lesson.
			ST E: I think, I don't do those things in my teaching practice but I use board game just like what have you seen last time.
			ST F: Yes, I give a sticker to group who win the game. It's a love sticker
			ST G: This is my second cycle for teaching practice. In this cycle, I don't do that. For the warming up, I just ask the students to rearrange the text (folktales). But, in first cycle for the warming up I use ball game with music. There is also a

			game but in this second cycle I don't do that.
			ST H: emmm I haven't given a game in my teaching. It's only ice breaking
		7) Do you give rewards such as <i>snack</i> , <i>candy</i> , <i>star</i> , and the like when the students did the task well?	ST A: Yes, I give star to student but this is for peer scoring. Actually, I want to give snack but the time is limited. So, I skip it.
			ST B: Yeah, emoticon. I have a pen for the best greeting card but I forget to give it
			ST C: I don't give snack, but star. So, students give star to a group then it also help me to evaluate student in group
			ST D: Yeah, sometimes I do that but not often.. sometimes
			ST E: No, I don't.
			ST F: No, I don't.
			ST G: I don't do that in my teaching practice. I do it in teaching media course. There is an activity where a student who become the winner get reward and I give snack for the

			student
			ST H: I haven't do it in PPL but I do it when I have real teaching and service learning
3.	How to give reinforcement: a. Giving reinforcement to individual	8) Do you give reinforcement to student as individual? How do you give the reinforcement to student?	ST A: Yes, of course. So, every student... for example, afik can answer my question then I sy " <i>yeah, that's good, that's a good answer</i> ". It depend on the answer but yeah I smile to students and use soft voice
			ST B: Yeah, I say "good"
			ST C: yeah, when they answer my question then I say "good". Usually I look at the students and say like " Mita! It's good Mita"
			ST D: Yeah, sometimes. I praise the students just like at the beginning (refers to subject's respond for question number 1 and 2)
			ST E: Yes, I give them appreciation just like giving smile to students. Then, I say " <i>wow great job-great job, okay do you</i>

			<i>have any idea</i> ” and I praise them by saying <i>well done</i> and the like. I think that’s enough and I don’t provide any reward like candy or snack to the students.
			ST F: Yes, I do. When the students raise their hand and answer question from worksheet, then I say “That’s right Evi. That’s a correct answer”
			ST G: For my teaching in ppl class last time the reward is like giving compliment such as <i>good job, great job</i> and <i>applause</i> . While, in another course I give snack as reward. It’s in teaching media course.
			ST H: yes, when a student can give correct answer. Usually I say “ <i>good; correct</i> ”
	b. Giving reinforcement to group	10) Do you give reinforcement to a	
			ST A: Yes, I do. It’s like “ <i>good</i> ”
			ST B: No
			ST C: yeah, but I think it’s not maximal. I just give applause

		group?	and star
			ST D: Yeah, sometimes... I say “ <i>good job students</i> ” and applause. It’s for pair
			ST E: Hmm, no. I never give reinforcement to group because I usually use pair activity.
			ST F: Yes, I do. Every group plays a game about making passive voice sentence. The fastest group which can give the correct sentence is given a love sticker. The group which has many stickers becomes the winner.
			ST G: in ppl class, especially during the group activity, the reward is like giving applause and complimenting student like “ <i>great job for group one, great job for group two</i> ” just like that. But in teaching media course, I give snack for the group.
			ST H: No, because the activity is done in pair
		11) How do you give the reinforcement	ST A: hmm I just say like “ <i>Oww, good, give applause to banana (group)</i> ” during game (tic tac toe)

		to a group?	ST B: -
			ST C: Yes, it's like I ask group one about their progress in making mini comic then I say "your design is very good, just continue"
			ST D: I just give it to pair. I ask them to read their sentence and I say " <i>good</i> " and " <i>give applause!</i> "
			ST E: I look at the student (in pair) and I say what they have done. Then I say " <i>great job</i> "
			ST F: We play a game and pink group is the winner. They have many sticker, then I say "the winner is pink group, give applause to pink group".
			ST G: I ask student to present their mind map. After they have done the presentation I give applause. For example, group 1 do presentation after that I say " <i>give applause for group 1!</i> "
			ST H: When a group (pair) do presentation, I say " <i>give applause to your friend</i> "

	c. Immediacy	12) Do you give reinforcement as soon as students can answer your question correctly?	ST A: Yes, I do.
			ST B: Yes
			ST C: hmm... not really
			ST D: yeah, if it's through giving praise and applause but if it's a reward usually I give it at the end of the class.
			ST E: Yeah, I give it immediately when they give their argument for the analytical exposition material. At the time, I directly say " <i>wow, yeah good</i> ". So, I respond to students' argument quickly
			ST F: yes, after they can answer my question
			ST G: Yes, usually after the student answer a question then I say "thank you for the answer". After that, I ask to the students "is it correct?" if they say "yes", I say "good job, give applause for A"
			ST H: I directly give respond to students' answer whether it's correct or not, I don't deny it. So that, they know the correct

			answer
	d. Variation	13) Do you appreciate student by giving smile and applause at the same time?	ST A: Yes. I smile when I praise student. It's impossible to look sad or angry (in praising them), it's impossible. Then, in giving applause, it depends on situation. I give applause when the students do something great. In question-answer section for the interaction I just say " <i>Oh yea, that's good</i> " and so on
			ST B: I say "good" and smile
			ST C: Yes, I smile and give applause
			ST D: Yes. I smile and give applause for student... hmm I say " <i>good</i> "
			ST E: Yes, I smile to the student while I am praising them
			ST F: Yes, I do.
			ST G: Yes, I definitely do it.
			ST H: Yes, I smile and give applause
		14) Do you give reinforcement in	ST A: eee... I think, I do it all because when the students can answer my question in warming up, explaining section, I

		different pattern such as to individual, to group, and to all classroom members?	praise them “ <i>yea, that’s good; that’s okay; good</i> ”. During the game, I praise the groups and at the end of the lesson I give it (praise) to all of students
			ST B: hmm maybe individual
			ST C: I give it both to individual and group. For the group, I appreciate them with star after they do presentation (mini comic)
			ST D: eee... sometimes. It depends on the activity... for example all of the class have understood about the material so I praise them (the whole class).
			ST E: I think, I give appreciation to student individually if he/she can answer certain question but I rarely do it to a group. Maybe, I appreciate a group only in several times but it seems not very often. While, for all classroom members, yeah I often appreciate them. For example, when I ask them to read the generic structure (analytical exposition) and the students

			read it together. I usually say “okay, well done everyone”... “great job everyone” just like that.
			ST F: I give it to individual and group
			ST G: it depends on the activity. Usually appreciation is given because the students do their task. If it’s individual task, so the appreciation is for individual. If it’s for group, so the appreciation is for group. If it’s for the class, usually I give it at the end of the class “thank you for your attention, give applause for us”
			ST H: I appreciate student for individual and pair

Appendix 4 Surat Tugas

18/2019

SK Skripsi



KEMENTERIAN AGAMA
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FAKULTAS TARBİYAH DAN KEGURUAN
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SURAT TUGAS

No. : B-Q/29/Un.07/04/D/PP.00.9/ST/02/2019

1. Instansi Pemerintah RI yang memberi tugas : Fakultas Tarbiyah dan Keguruan UIN Sunan Ampel Surabaya
2. Nama / Nip yang diberi tugas : Rakhmawati, M Pd / 197803172009122002
Dr. Mohamad Salik, M.Ag. / 196712121994031002
3. Jabatan yang diberi tugas : Lektor
Lektor Kepala
4. Pangkat yang diberi tugas : Penata Tingkat I / III/d
Pembina Utama Muda / IV/c
5. Alamat : Jl. Ahmad Yani 117 Surabaya
6. Yang bersangkutan diberi tugas untuk : Membimbing Skripsi
7. Nama Mahasiswa / Nim : DI ADHA WULANDARI / D75215087
8. Judul Skripsi : AN ANALYSIS OF STUDENT TEACHER'S VERBAL AND
NON VERBAL REINFORCEMENT SKILL DURING
TEACHING PRACTICE IN MICROTEACHING CLASS
9. Tugas tersebut berlaku mulai sampai dengan : 18 Februari 2019 s/d Selesai
10. Tahun Periode : Semester Genap 2018 - 2019
11. Keterangan lain-lain : 1. Pembimbing dapat mengadakan perbaikan judul bila dipandang perlu
2. Harap dilaksanakan dengan sebaik-baiknya dan penuh tanggung jawab

Surabaya, 18 Februari 2019



DEKAN /

Menjabat Komitmen,



Mas'ud

Appendix 5 Kartu Bimbingan

		KARTU KONSULTASI SKRIPSI		No Dokumen Revisi Tanggal Terbit Halaman	FM/05/GKM/12/FTK-UINSA 0 29-Apr-16 6 dari 6	
NAMA MAHASISWA : Di Adha Wulandari				JUR/PRODI : Pendidikan Bahasa / Pkn.b. Inggris		
NIM : D75215087						

NO	TANGGAL	MATERI KONSULTASI	TANDA TANGAN PEMBIMBING
1	31/10/2018	- formulir judul → kelengkapan kata "Analysis" - kata "form" pada Bab 2 diganti "type" - tambahkan tem tentang impact of reinforcement	(B) 9
2	2/11/2018	- tambahkan tem tentang students' response	(B) 9
3	4/11/2018	- Konsultasi proposal bab 1, 2, 3 - Acc proposal for seminar proposal examination	(B) 9
4	13/12/2018	- Konsultasi proposal bab 1, 2, 3 - Acc proposal for seminar proposal examination	f
5	11/01/2019	- Konsultasi bab 1, change the order of RS	f
7	04/04/2019	- Revice bab 2	(B) 9
8	9/04/2019	- tambahkan daftar isi - introduction - cek footnote - teknis penulisan	f
9	11/04/2019	Revice based on the notes in your draft.	(B) 9
10	16/04/2019	Acc Chapter 1-3, and Consuel with your 2nd supervisor.	(B) 9
11	18/04/2019	Acc Chapter 1-3	f
12	23/04/2019	find and meet Validator Your Research Instrument	(B) 9
13	24/05/2019	Rearrange finding & discussion and support the theoretical and praxial	f
14	29/05/2019	Acc for thesis examination	f
15	20/06/2019	Complete your draft and Acc for examination	(B) 9
16			

DOSEN PEMBIMBING I

(B) 9

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