REINFORCEMENT STRATEGIES EMPLOYED BY THE ENGLISH TEACHERS AT JUNIOR HIGH SCHOOL 17 KOTA JAMBI

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Abstract
Reinforcement is any response both in verbal and non verbal which modift students' behavior in order to give feedback on their behavior either as a support or correction (Uzer Usman, 2005). This study focuses on investigating the kinds of reinforcement employed by English teacher at Junior High School 17 Kota Jambi class VIII. Researcher used qualitative method.   The researcher also took 2 teachers who teaching in VIII class of Junior High School 17 Kota Jambi as the subject of the study. Techniques of collecting the data were interview and observation. In supporting the data was the observation of 2 English teachers. The result of research showed that the teachers gave both of verbal and non-verbal reinforcement during teaching English in class, such as Verbal reinforcement: Word reinforcement and Sentence reinforcement. Also Non-verbal reinforcement: gesture, proximity, activity and token/symbol. It also proved that giving kinds of reinforcement create good athmosphere into the class.

Keywords: Reinforcement, Teachers' Reinforcement, Motivation.

INTRODUCTION

Learning English cannot be separated from the use of Reinforcement by the teacher. The use of reinforcement is prominent in the learning process. On the Ruthien's theory (1999, p.20) explained that   reinforcement is such an appreciation from the teacher to attract the students about the subject (Wahyudi, Mukhaiyar & Refnaldi, 2013). Sanjaya (2006) also said that the enforcement process can give positive effect to the students' attitude in order to have an attractive learning process.

Some of the teacher, in fact, do not use reinforcement yet in learning process. Meanwhile, rreinforcement cannot be separated by motivation. Giving reinforcement is one of the factors to have an influence on students' learning motivation.   By its definition, Motivation is an impulse that moves a person to perform activities. There are two types of motivation such as intrinsic motivation and extrinsic motivation. Motivation refers to an effort to induce, inspire and energize people to work initiatively and confidently to reach their goals (Zebua, 2017). Furthermore, if the use of feedback coupled with reinforcement, the effect would be extraordinary. According to Apreubo (2005 p.99) Feedback is information that athletes would receive from coach /trainer or environment regarding the level of their motor skill or performance. It serves as groundwork for the athletes learning development (Windarsih, 2016).

In reinforcement strategy, there are two types such reward and punishment (Wahyudi et al., 2013). O'Deli and Grasyson (1998) state that reward is used to encourage students' interest in learning. Paul (2011) it is common to assume that rewards have a positive effect on children. They can interest to learn in the classroom. Therefore, the teachers also can give reinforcement in form of reward. In other hand, according to Fitscher (2009) the effect for undesired the attitude refers to Punishment. In a traditional class, these are the children whom teachers are likely to punish, but the punishments make the situation worse, not better (Paul, 2011 p.123). It means that they develops their negative image, become badly and they may stop to learning in classroom.

Based on the preliminary interview with the English teachers at Junior High School 17 Kota Jambi, they gave reinforcement on the students' performance of writing skill. In the class, there were students who accepted the written reinforcement on their book, it is called as teacher's comments. The researcher also observed the activity in the class, the students were active during learning process. The English teachers need to also provide reinforcement as praise toward a good behavior of students, so that the reinforcement will stimulate students' perfomance. For example: the teacher smile, clapping hands and says the word "Good", "Very Good", "That's right" to the students when they do their homework or assignment well. In teaching online, the teachers give the reinforcement like "Good Job", "Excellent" when the student submit the homework or assignment. It will make the students feel satisfied with their result.

The researcher chooses Junior High School 17 Kota Jambi to conduct this research because this school is one of the best Junior High School in Jambi city which the English teachers used the reinforcement as motivation of learning to the students. Also, this school has achievement in English field that is National level poetry competition in 2020. So, the researcher is interested in investigating the issue the title is **"Reinforcement Strategies Employed by the English Teacher"** especially in second grade of Junior High School 17 Kota Jambi.

METHOD

The researcher described the reinforcement given by the teacher in learning English. In this research the researcher choose to use qualitative method with observation and interview technique. The qualitative method was case study which enables researchers to gain the data, related to area of the study. The setting of this research was at Junior High School 17 Kota Jambi which is located at Jl. Arif Rahman Hakim No.111, Simpang IV Sipin, Kec. Telanaipura, Kota Jambi. The subject of this research was the English teacher who teach English subject at second grade of Junior High School 17 Kota Jambi. The researcher decided to take 2 English teacher. The subject of this research was the English teacher who teach English subject at second grade of Junior High School 17 Kota Jambi. The researcher decided to take 2 English teacher.

FINDING AND DISCUSSION

In this study, researcher gains the data on the teachers who is teaching English by looking at the kinds of reinforcement they did. The locus of the study was Junior High School 17 Kota Jambi class VIII. The research was conducted from 15th, 26th and 29th March 2021 also 5th and 9th April 2021. The data was collected through direct observation during the learning process by teacher A and B.

So, the findings of this research were kinds of the reinforcement such verbal and non-verbal reinforcement by English teacher.

1.   Verbal Reinforcement

Here teacher A asked the student to change the word "expensive" into positive degree. When the student answered "as expensive as", teacher B gave the word-type reinforcement by saying "*good"* to the student as the respond of the student's answer. Teacher B asked the student to make example of positive degree. When the student answered "as long as", teacher B said *"good"* as word reinforcement to the student who answer the question.

Based on the observation and interview, it was found that the teacher gave verbal reinforcement in sentence-type. Teacher A gave sentence-type reinforcement by saying you *are smart* to respond the student's answer and teacher B gave sentence-type reinforcement by saying you *are smart and you are talented student* to respond the student's answer. Here teacher A asked the student to tell the differences of three kinds of degree of comparison. When the student

answered and explained the differences, teacher A gave sentence reinforcement by saying "you are smart student" to the student who give the explanation.

Here teacher B asked the student to tell about the material in detail also give the example. When the student answered and explained about the material, teacher B said "*you are talented student*". So, teacher B used *"you are talented student"* as sentence-type reinforcement to respond the student's answer.

2. Non-verbal Reinforcement

Based on the observation and interview the researcher found that all of the teacher who participated in this research gave gestural expression doing teaching English through facial expression and body expression. Facial expression includes *smile* and *laugh*. While body expression includes *clapping* and *thumbs up.* Here teacher A asked to the student about superlative degree from the word "expensive". When the student answered the question "most expensive, ma'am", teacher A gave her smile and nods her head when the student can answer the question appropriately. Here teacher B asked to the student to mention the English from the word "lebih rajin". When the student answer "More diligent", teacher B gave gestural reinforcement like smile and giving applause to the student who can guess the question.

The result of observation and interview, the researcher found that 2 teachers did proximity to reinforce the student during teaching English. Teacher A did *standing next to the student, moving nearer to the student* and teacher B did *standing next to the student.*

In the class, teacher A asked to the student to do some exercise about degree of comparison, she came to students' seat or moving nearer. Also, she called the student's name to read the material in front of the class. When the student read the material, teacher A standing next to the student.

Next, the researcher also did the observation to teacher B. teacher B asked to the student to make several sentence about degree of comparison, when the student have finished, they wrote the answer on the write board and read it, teacher B standing next to the student

Based on the data observation and result of interview from 2 teachers, contact reinforcement as Non-verbal reinforcement do not appeared in teaching English by teacher A and B. result of observation from 2 teachers found that the teacher did not do fun activity, like games. But only quiz in every meeting.

For token/symbol reinforcement, the researcher was observed and interviewed that 2 teachers who participated in this research gave token/symbol reinforcement. Teacher A choosed *reward* as a token/symbol reinforcement. While, teacher B gave *a big score* as token/symbol reinforcement

Here teacher A asked the student to give 3 examples about degree of comparison. When the student answered the question correctly, teacher A *gave the chocolate to the student* as token/symbol reinforcement to respond the student's answer.

Here teacher B asked to the student to mention irregular adjective in degree of comparison, she gave a big score in student's assessment book when the student's answered was correct.

Based on the explanation above, this research revealed, the teachers had already given the kinds of reinforcement, verbal and nonverbal reinforcement. Between the kinds of the reinforcement, verbal reinforcement is commonly used by English teachers in this study. Verbal reinforcement is easy to use by English teacher so, it can be spontaneously. In addition, non-verbal reinforcement like gestural reinforcement and proximity has the significant effect to the student in learning English. It can increase the student behavior, motivation, active and participating in learning process. The purpose of giving reinforcement is to activate the inner soul of a student (Udin et al.,2017).

CONCLUSION

The result showed that the English teacher in Junior High School 17 Kota Jambi used reinforcement as strategy in teaching the students in order to make the students improve their good behavior and decrease their undesired behavior. This research was the teachers used word and sentence reinforcement as verbal reinforcement in their teaching English to reinforce the student who follow the rules of the teachers.

a. Word reinforcement given by teachers during teaching English were *good, very good, right* and *correct.*
b. Sentence reinforcement given by teachers during teaching English were *'You are smart', 'you are very smart student',* and *you are talented student'.*

The teachers performed gesture, proximity, activity and token/symbol. In gestural reinforcement, the teachers performed facial expression like smile.

Based on the conclusion of the research above, the researcher suggests that the teachers at Junior High School 17 Kota Jambi, in teaching English, giving reinforcement is very important to motivate the student and increase their behavior in learning. So, the teachers can more pay attention in giving reinforcement in the student's activity and they need appreciation from the teacher to make them more interesting in learning. Also, the teachers can Then, the researcher hopes that this research can be beneficial and give the advantages for the reader to do the new research for the next research.

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