

Development of Teachers' Guide in Using Reinforcement Strategy for TEYL

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Abstract

This study aimed at describing why a teacher's guide in using positive reinforcement strategy for TEYL needed to be developed, developing a teachers' guide in using positive reinforcement strategy for TEYL and analyzing the quality of the teacher' guide. The R&D by Gall, Gall & Borg's (2003) model was employed in this study, comprising 6 steps, including need analysis, product planning and designing, product developing, product evaluation, revision and final product. The results indicated that first, the teacher's guide needed to be developed was a teacher's guide that focused on the aspects of content, presentation, language and illustration and graphics; second, the development of the product was using the analysis of responses from teacher through questionnaires coupled with literature review of the characteristics of a good teacher's guide, types of positive reinforcement and positive reinforcement strategy and the product was developed into five chapters including praise, symbolic, token, tangible and activity reinforcement chapters; third, the quality of the product met the criteria of a good and excellent product with the score from expert judges were 135, 173 and 174. These findings have important contribution to teacher's pedagogical and professionalism competence in general or the teacher's ability to use positive reinforcement strategy in particular.

Keywords: positive reinforcement strategy, teacher's guide, teaching English for young learners

1. Introduction

Teaching English as a foreign language for young learners may be challenging since young learners tend to have boundless physical energy, have short attention span, easily to get bored and unpredictable (Qinglan, Junyan, & Shongshan, 2003). Because of that, the English teachers for young learners have to have the ability to manage the class, so that the students can get on with learning. Through effective classroom management, teachers have chance of teaching successfully. According to Kyriacousokal, et al. in (Rubio, 2010), classroom management seems to be the high priority for beginner and experienced teachers, especially for teaching EFL young learners (Qinglan et al., 2003). Classroom management is defined as the teachers' ability to manage time, students' involvement, students engagement, coordinate classroom resources and space, and manage students' behavior (Coe, 2014). Effective classroom management is related to reinforcement since giving reinforcement to the students is one of the classroom management tool (Knoster, 2014).

In general, reinforcement is stimulus to empower the students to do the desired behavior (Brown, 2000). By designing the environment properly, the students can be motivated to learn, so the only way to motivate the students to learn and keep on task is by keeping on making positive changes in the external environment, through giving reinforcement (Weeite, W., 2015). According to Skinner in (Weeite, W., 2015), reinforcement can occur in two ways, which are called negative reinforcement and positive reinforcement. Negative reinforcement results when an undesirable consequence is held to strengthen the behavior to be repeated. Negative reinforcement is different from punishment, in which negative reinforcement is used to discourage the undesirable behavior, however punishment is used to decrease the probability of specific behavior (Kearns, 2014). However, positive reinforcement results when the occurrence of desirable behavior to strengthen the behavior to be repeated (Skinner in Weeite, et.al, 2015:45). It is the encouragement that follows good behavior and it is roughly synonymous with the concept of reward (Weeite, W., 2015). Therefore, positive reinforcement should be the

focus to be used in managing the class. When the class is managed well, the learning process will run successfully.

Positive reinforcement is an incentive or reward in form of verbal and non-verbal as the result of positive behavior done by the students. It is given after the desired behavior is done by the students as an appreciation from the teacher to shape the learners to do the desired behavior and make the students give full attention to the subject (Wahyudi, 2013). In line with that, (Coe, 2014) also adds that by giving positive reinforcement, it can help the teacher to establish a classroom environment and manage the class where all students feel safe, comfortable and welcomed, so it can encourage students' learning and prevent the occurrence of problems behavior.

In one hand, some teachers may feel that learning should not be based on extrinsic motivation, but more importantly on intrinsic motivation. It means that, the students should care about learning because they love learning, not to any positive reinforcement. However, on the other hand, young learners in more particular ways are in the process to develop their intrinsic motivation. They may not have the staying power for long time and the ability to earn self-respect through task well done for intrinsic motivation, then such students need to be given extrinsic motivation first to motivate them initially. Then, the positive reinforcement may motivate the students to persist in an activity well done, that the reinforcements will be remembered and may be felt during the activity. In other words, we as teacher may decide that some positive reinforcements are a means to an end, to get them their intrinsic motivation. Thus, through positive reinforcement, the students are extrinsically motivated to be intrinsically motivated. When they are stimulated by extrinsic motivation through positive reinforcement, then it will affect them intrinsically that they will love learning and do, re-do and improve their positive behavior as well as their good achievement, especially in learning English.

The effectiveness of using reinforcement is determined by how it is delivered by the teacher and perceived by the students. It means that the teacher should have clear goals in giving reinforcement for the students. It is in line with (Witzel & Mercer, 2003) who say that reinforcement is widely defined as a tool used by the teachers to try and reinforce a wished behavior. It means that reinforcement is given based on the students' behavior to reinforce them to repeat the wished behavior. Thus, it is clear that, the reinforcement used by the teachers should have clear purpose and based on what have been done by the students.

Giving reinforcement with clear purpose and in accordance with what have been done by the students will lead them to be highly motivated to learn and do, repeat and improve their positive behavior and achievement (Guendouze, 2012). When reinforcement is rightly on target, the class will be managed well. Because of that, a teacher needs positive reinforcement strategy, so the use of positive reinforcement will be given specifically, systematically, consistently and match to what have been done by the students. Positive reinforcement strategy defines as systems, procedures and process that used by the teacher to apply positive reinforcements in the class (Cotton, 1988). In other words, the reinforcement that will be given should be well prepared, well organized, well implemented and well tracked. When the right reinforcement is given, this will lead to successful classroom management which clearly showed through the increasing of students' positive behavior and students' encouragement to learn in the class ((Baranek, 1996); (Haywood, Kuespert, Madecky, & Nor, 2008)).

Based on the results of class observation, the teacher at SD Lab Undiksha Singaraja used positive reinforcement as classroom management tool. The teacher gave the positive reinforcement to the students to encourage the students to love learning English and reward the good behavior done by the students. However, in giving positive reinforcement to the students, the teacher did not implement positive reinforcement strategy. It showed through the use of monotonous verbal reinforcement and the teacher did not specify on what behaviors were being reinforced, for instance, she used "good" praise for mostly all good behavior done by the students. The result of the observation might be related to the teacher's limited strategies in giving reinforcement.

The problem above contradicts to the theory of giving positive reinforcement, in which the positive reinforcement should be given specifically, systematically and based on what have been done by the students. Related to this, the researcher wants to give one solution by developing a teachers' guide for the English teachers for using positive reinforcement strategy in the classroom. The book guides the teacher to use positive reinforcement with clear system, procedures and process in the class. This book includes clear concepts, steps and various examples of positive reinforcements that can be used by the teacher, some additional suggestions and able-used design of certain kind of positive reinforcement. Therefore, by using the teacher's guide, the positive reinforcements are given in appropriate way, so the positive reinforcements are able to be used as classroom management tool in order to encourage the student to learn English and to prevent the students' misbehavior. All in all, by giving proper positive reinforcements for the students, it will lead to the improvement and sustainability of the students' good behavior as well as their achievement.

This research was designed in a form of Educational Research and Development (R&D). According to (Borg, W.R. and Gall, 2003), research and development is the process of developing and validating educational product. In relation to this design, this study used modified research design by Gall, (Borg, W.R. and Gall, 2003) model. The modified model contains six steps including, need analysis, teacher's guide planning and designing, teacher's guide development, teacher's guide evaluation, revision and final product. The research subject was the English teacher at SD Lab Undiksha. Meanwhile, the object of the research was the teacher's guide for using positive reinforcement strategy for TEYL. The positive reinforcements developed in the teacher' guide were in the form of praises, symbolic, token, tangible and activity reinforcement according to (Cotton, 1988).

2. Method

The data were collected by using 3 methods, namely observation, questionnaire and expert judgment. Firstly, in relation to need analysis, observation was used to collect the data of the use of positive reinforcement by the teacher and the content needs to be developed in the teacher's guide by using positive reinforcement strategy. Through observation technique, 1 English teacher, 35 first grade students and 37 sixth grade students were observed in the English learning process. The researcher filled the observation sheet while observing the positive reinforcement strategy used by the teacher. Secondly, questionnaire was done to gain data of need analysis. The two questionnaires were given to the English teacher to know the positive reinforcement strategy used by the teacher, to know the content, presentation, language and illustration and graphic needed to develop the teacher's guide. Thirdly, the data was gained from evaluation questionnaire filled by expert judges. There were 3 expert judges to evaluate the quality of the teacher' guide. The data from expert judges were used to know the quality of the teacher' guide and the suggestions given by the expert judges were used to revise the product.

The data collected in this research was analyzed both qualitatively and quantitatively. According to (Given, 2008), qualitative method is research method that obtain descriptive data in the form of word series. However, quantitative method emphasizes measurements and numerical analysis of data (Babbie, 2010). Firstly, the data gained from observation and questionnaire was analyzed qualitatively. The data collected was translated from Bahasa into English, edited and presented into table. After that, the data were interpreted and the conclusions were drawn. However, the data from evaluation questionnaire filled by expert judges were analyzed quantitatively and qualitatively. The suggestions given were analyzed qualitatively by translating from Bahasa into English and presented descriptively; meanwhile the statements of the questionnaires were measured by using Likert Scale and were analyzed quantitatively. There were five scales used, they were; very appropriate, sufficiently appropriate, appropriate, less appropriate and not appropriate in which very appropriate had 5 scales

until not appropriate had 1 scale. The data gained from evaluation questionnaires were analyzed by using the formula by Fernandes in Dantes (2012) as cited in Prasanti, et al. (2014). The form of the formula was presented in the table below.

Table 1. Formula for Identifying the Quality of the Developed Product

Score	Criteria
$Mi + 1.5 Sdi \leq Sr < Mi + 3.0 Sdi$	Excellent
$Mi + 0.5 Sdi \leq Sr < Mi + 1.5 Sdi$	Good
$Mi - 0.5 Sdi \leq Sr < Mi + 0.5 Sdi$	Average
$Mi - 1.5 Sdi \leq Sr < Mi - 0.5 Sdi$	Below Average
$Sr < Mi - 1.5 Sdi$	Poor

3. Results and Discussion

To know what teacher's guide is needed to be developed, need analysis in the research procedure was used to gain the data. In analyzing the need of what teacher's guide is needed to be developed, classroom observation on the English learning process and distributing the questionnaires to teachers were done to collect the data.

According to (Hoque, 2013) and (Kinyanjui, Aloka, Mutisya, Ndeke, & Nyang'ara, 2015), giving positive reinforcement to the students gave positive contribution to the students' affective, cognitive and psychomotor aspects. In line with that, this study focused only on positive reinforcement because through positive reinforcement, it would stimulate the students to re-do their positive behavior. (Hoque, 2013) also adds that the use of various kinds of positive reinforcement would increase the meaning of certain reinforcement, so then the product developed presents the various kinds of positive reinforcement and its strategy. Regarding with that, class observation was done in the English learning process at SD Lab Undiksha Singaraja. The observation was conducted in SD Lab Singaraja involving 1 English teacher, 35 first grade and 37 sixth grade students. The observations were aimed at describing how the teacher used positive reinforcement when teaching in the classroom. The observation on the sixth grade class revealed that the English teacher in SD Lab Singaraja was using the same positive reinforcement for all positive behavior done by the students. The verbal reinforcement that seemed to be monotonous used the phrase of "very good" every time the students were able to finish their work on time, when they were participating in the class, or when they were able to perform in front of the class. The observation also showed that the teacher was not aware of the need to response to different positive behaviors and achievements that need different rewarding strategies. Therefore, the result of the observation conducted in the first grade showed that positive reinforcement was observable to be used along the learning process similar to what happened in sixth grade, the teacher only used verbal reinforcement with the dominant phrase of "good job". This was used in response to the students who were able to read the text by following the teacher's reading and for those who were able to answer the teacher's questions about the text. It was also obvious that the teacher did not use variation of reinforcement strategies. Based on the two observations, the teacher was found to have the preference to use verbal reinforcement and she did not specify what behaviors were being reinforced. In addition, the same utterance of reinforcement was used for different behaviors and achievements which might be related to teacher's limited strategies for giving reinforcement.

Besides observation, questionnaires were also given to the teacher. There were 2 questionnaires given in which the first questionnaire was used to know the use of positive reinforcement by the teacher in the class and the teacher's guide needed to be developed in term of its content, presentation, language and illustration and graphics. The results from the first questionnaire showed that the teacher used positive reinforcement everyday and it was given for three aspects of the students including cognitive, affective and psychomotor. The positive reinforcement given by the teacher was only praise and activity, but the teacher did not give symbolic, token and tangible to the students. Thus, this product is presented with various kinds examples of positive reinforcements and use-

able attachments that could be used by the teacher. Besides that through the first questionnaire, it showed that the teacher did not make any plan and did not do reflection after giving reinforcement. However, according to (Morgan, 2009); (Marzano, Gaddy, Foseid, Foseid, & Marzano, 2005); and (Years, 2014), before giving reinforcement to the students, the teacher need to make a reward plan in order to lists the target behavior and reinforcement that would be used and a track reflection should be made by the teacher after giving reinforcement in order to remind about what has been done by the teacher and to know the teacher's self-strengths, self-weaknesses and the next movement.

The second questionnaire was used to know the teacher's guide needed to be developed in the product. Based on the results of the second questionnaire, it showed that in term of its content, the teacher's guide needed to have introduction as the beginning part. In the core part, the teacher's guide needed to have the concept, aims, kinds, examples and procedure of praise, symbolic, token, tangible and activity reinforcement. According to (Cotton, 1988), there are 5 types of positive reinforcement, including praise, symbolic, token, tangible and activity reinforcement. Praise is verbal reinforcement that contains compliment, symbolic means a visible sign of approval reward that represents excellent achievement, token is physical reward for positive behavior done by the students, tangible means incentive in form of valuable things, and activity reinforcement means reinforcement in the form of activity ((Cotton, 1988); (Morgan, 2009); (Lindon, 2012)). At last, in the closure part, the teacher's guide needed to have references. In term of its presentation, the teacher's guide needed to be organized from general into specific things. The organization started from the concept, followed by aims, kinds and examples and procedures of each positive reinforcement types. The teacher's guide needed to have table of contents in order to make it easier for the reader to find specific things in the book. In term of language and illustration, the teacher's guided needed to use simple sentences, familiar English vocabularies, consistent abbreviations and unambiguous sentences. The teacher's guide also needed to contain pictures, clipart, cartoon and table. Therefore, in term of graphics, the teacher's guide needed to be written in 12 point font size, Times New Roman font type and printed in HVS paper type. The teacher's guide needed to have cover with title, pictures and use light color.

The design of the teacher's guide was made into a blueprint that showed briefly how the teacher's guide would be organized. After the blueprint and the draft of the teacher's guide was made, the next procedure was developing the draft into the teacher's guide in using positive reinforcement strategy for TEYL. The teacher's guide was developed by using the 4 dimensions of a teacher's guide based on the criteria of a good teacher's guide by (National Education Department., 2008). Based on the (National Education Department., 2008), a good teacher's guide should be made based on 4 dimensions, including contents, presentation, language and illustration, and graphic dimensions. In the content dimensions, it managed that a teacher's guide should have introduction, core and closure parts. In presentation dimension, it set that a teacher's guide should be organized systematically, easy to be used and able to motivate the readers to apply the teacher's guide. Therefore, in language and illustration dimension, it arranged that a teacher's guide should use appropriate, unambiguous language and contain illustration that support and are related to the explanations. At last, in graphic dimension, a teacher's guide should have cover that is related to the content and should be written in readable font.

Based on content dimension, a teacher's guide should have introduction, core and closure part. The book was developed into introduction as the beginning part, 5 chapters including praise, symbolic, token, tangible and activity chapters as the core parts and the references as the closure part. Below are the development of a teacher's guide for using reinforcement strategy for TEYL based on content dimension. In presentation dimension, a teacher's guide should be presented systematically, easy to be used and able to stimulate the teacher to practice the use of positive reinforcement strategy in the learning process. The teacher's guide was developed systematically which showed through the systematic order in each chapter. In each chapter, the contents were systematically

organized into sub-chapters, including concept, aims, kinds, examples, procedures and additional suggestions. All sub-chapters were developed in the same way in order to present the teacher's guide in sequence and systematically order, started from general into specific thing. Besides that, the teacher's guide developed was easy to be used by the teacher because it was presented in well organized steps and easy to be used because in each chapter, the detail procedures of how to use each kind of positive reinforcement were explained clearly. Therefore, the attachments attached in the teacher's guide were also presented in order to stimulate and motivate the teacher to practice the use of positive reinforcement strategy in the learning process. This book also contained table of contents in order to help the readers to easily find the specific page. In language and illustration dimension, the teacher's guide was developed using simple sentences, familiar vocabularies and unambiguous sentences. The explanations in the teacher's guide was easy to be understood by the teacher because the examples and illustration were also provided to make it clearer. The illustration and examples in the teacher's guide supported the explanations, so it made it easier for the reader to interpret what is being discussed in the teacher's guide. In graphic dimension, the teacher's guide was written by using readable font and should have appropriate cover in relation to the contents being explained in the teacher's guide. The font used was Times New Roman font type with 12 point font size. The font used was based on the need of the teacher from the questionnaire result.

The third purpose of this research was to know the quality of the product. The research procedure of evaluating the teacher's guide that was used to know the quality of the teacher's guide was through expert judgment. In this step, evaluation questionnaire was used to gain the data given to the 3 expert judges. There were 2 evaluation questionnaires given to the expert judges, the first evaluation questionnaire was about the general characteristics about non-text book and the second evaluation questionnaire was about the specific characteristics of a teacher's guide. The evaluation questionnaires were analyzed both quantitatively and qualitatively, in which the statements were scaled using Likert Scale and it was analyzed by using formula by Fernandes in Dantes (2012) as cited in Prasanti, et al. (2014). However, the suggestions given by the expert judges in the evaluation questionnaire were used to revise the teacher's guide in revision research procedure

The quality of the product met the criteria of a good and excellent product which was gained from the result of the evaluation questionnaires filled by expert judges. The results showed that the score gained from the expert judges were about 135, 173 and 174. Therefore, based on the evaluation questionnaires filled by the expert judges, there were some aspects needed to be revised. The aspects needed to be revised were the sentence arrangement, diction, writing style, design of the cover, font type, the font size and grammar.

The developed teacher's guide in using positive reinforcement strategy had several strengths that could be seen from the book content and the physical side. Based on its content, this teacher's guide contained several theories related to positive reinforcement strategy, complete examples related to the concept, aims, kinds, procedures and examples of each positive reinforcement types and the most interesting thing was this teacher's guide was completed with able-used examples of each positive reinforcement types, in which the teacher could easily use the examples by photocopying and laminating it based on the teacher's needs. This teacher's guide had the probability to be used by all teachers teaching in every grade who need the guide in implementing positive reinforcement to the students. Through this book, the appropriate strategy could be implemented in the implementation of positive reinforcement. On the physical side, this teacher's guide was printed into a book that can be carried, kept and learnt easily by the teachers. This teacher's guide was also designed with interesting illustration, pictures and color, so it would attract the teachers while reading it. Meanwhile, the weaknesses of this teacher's guide consisted of several things, first, the examples of each positive reinforcement types were not taken from the examples used in the real teaching practice,

but the examples were made from several pictures taken in the internet. Second, the language used in the book still have problems, so in some parts, the readers would find grammar mistakes. At last, the teacher's guide creativity was weak due to the lack of researcher experience in developing a book.

Based on the findings and discussion above, this study would give implication to the teacher's pedagogical and professional competence in general. Therefore, this study directly contributed on the use of positive reinforcement strategy for TEYL. The teacher would give positive reinforcement through the strategy given. Through the product developed, the implementation of positive reinforcement strategy would be easier because the product was provided with clear steps and various examples that could be used by the teachers in teaching English for young learners.

4. Conclusion

From the findings and discussion, there were several things that can be concluded. In term of content, the teacher's guide needed to be developed was a teacher's guide that contains introduction as the beginning part, the concept, aims, kinds, examples and procedure of praise, symbolic reinforcement, token reinforcement, tangible reinforcement and activity reinforcement as the core part and contain references as the closure part. In term of its presentation, the teacher's guide needed to be organized from general into specific things. The organization started from the concept, followed by aims, kinds and examples and procedures of each positive reinforcement types. The teacher's guide needed to have table of contents in order to make it easier for the reader to find specific things in the book. In term of language and illustration, the teacher's guided needed to use simple sentences, familiar English vocabularies, consistent abbreviations and unambiguous sentences. The teacher' guide also needed to contain pictures, clipart, cartoon and table. Therefore, in term of graphics, the teacher's guide needed to be written in 12 point font size, Times New Roman font type and printed in HVS paper type. The teacher's guide needed to have cover with title, pictures and used light color. Secondly, the development of the product was using the analysis of responses from teacher through questionnaires and these analysis coupled with literature review of the characteristics of a good teacher's guide by (National Education Department., 2008), the theory from (Cotton, 1988) and the positive reinforcement strategy book by (Morgan, 2009). Thirdly, the quality of the product met the criteria of a good and excellent product which was gained from the result of the evaluation questionnaire filled by expert judges. The results showed that the score gained from the expert judges were 135, 173 and 174.

After concluding the findings of the study, there were some suggestions that would be directed to English teachers and other researchers. For English teachers, it is suggested for the English teachers, especially those who teach English for young learners, to use the product and implement what explained in the product. It is because by using this teacher's guide, the use of positive reinforcement will be directly on target based on what behavior and achievement done by the students. For other researchers, it is suggested that it is worth to continue and develop the theory and produce more complete book that can be used as teacher's guide especially for using positive reinforcement, not only for young learners, but also for junior and high school students.

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