
The Types of Reinforcement Strategies Used by the Teacher in Motivating EFL Students at KG B Class in Bali Kiddy School

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ABSTRACT

This study aimed at describing types and implementation of reinforcement strategies in motivating EFL students at KG B Class in Bali Kiddy School. This research was conducted in the second semester in the academic year of 2016/2017. The subjects of the research were a teacher and 22 students aged 5-7 years old. The data collected by two methods: observation and interview. It was found that Bali Kiddy used 5 types of reinforcement strategies, namely verbal reinforcement, gestural, contact, activity and token reinforcement. Each of these types consists of positive and negative reinforcement. For positive reinforcement Bali Kiddy used "good, very good, very good job, good job, excellent, that's good, wow, strong child, smile, nodding head, thumbs up, clap hands, hugging the student, stroking the student back, rubbing their head, outdoor playing, writing student name on board, studying on floor with teacher, more time for playing, appointed as leader of a group, storytelling, break time at computer room, sticker and write comment on student book". For the negative reinforcements were "sssstt, tetot, forefinger in front of mouth, point the student and crossed hand in front of chest". 5 ways of implementation were also found in study. They are: first, reinforcement was given with warmth and enthusiasm, second, negative reinforcement was avoided, third, reinforcement was emphasized on meaningfulness, fourth, reinforcement was given to both group and individual and fifth, reinforcement was given with variation in types and purposes.

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1. Introduction

The earlier children learn a language the easier for them to understand it (Kosasih & Hermawan, 2012). In teaching English to children, the teacher can use a variety of ways to get their attention for example, the teacher may use a variation of media, games, and interesting learning methods. The ability of children to know and master English language becomes a necessity for the advancement of their English language proficiency in the future. Alwasilah (2004) stated that the role of English as foreign language in Indonesia serves as a tool to help competition and cooperation on the global level either through education, trade, and utilization of science and activities of other human interactions. Therefore, to make people able to follow the development of the era, they must be able to speak English. This is the reason why it is important to teach English from an early age to the children because it will be useful for their lives in the future. Sari (2008), in her thesis about early children development stated that early age is the golden age for children to learn the language. This is a sign that if the early age children are introduced to English then it will be easily for them to understand and to express words and phrases in English. Teachers should know and be able to understand students because in early age children cannot decide what to learn. English is often introduced as compulsory subject at school (Copland, Garton & Burns, 2014). The teacher should be able to build a comfortable and secure situation in the classroom while teaching so that students can be controlled. In order to be an effective teacher, Adeyemo (2012) stated that there are six components of a great teaching namely reinforcement, varying the stimulus, presentation skill, illustrating and use of example, closure, and student initiated question. By giving reinforcement, the students would complete tasks very well in a short period of time. One of the skills is reinforcing skill is defined by Sutton and Barto (2012) who stated that reinforcement is a process of learning which is more focused on direct learning interaction. Utami, Sriasih and Sutresna (2012) stated that giving students both verbal and nonverbal reinforcement will positively affect the learning process and make students more active and enthusiastic, during the process they will also have a good feeling and feel appreciated from every activity which is done by them. Whatever the forms of reinforcement used, basically the reinforcement must be in accordance with the child's development. This will lead to the effectiveness of the reinforcement itself.

Young learner is really active, so it is a bit complicated to teach them. In fact, it is common to see students feel bored and unmotivated in class. The teachers cannot blame the students, because it might happen for a number of reasons and are affected by certain factors. For example, they need time to rest, or the teacher gives them too many tasks, so it can make them unmotivated in learning.

Based on the phenomena stated above students' success in learning is also affected by motivation. Teachers always know when students need to be motivated during the learning process, so that learning activities will be more fun, communication flows more smoothly, student anxiety can be reduced, and creativity and learning activities are enhanced (Setyowati, 2007). A good teacher should consider how their teaching method and styles can effect students' motivation, so to make students more motivated in learning then the teacher must provide reinforcement because as we know motivation of one student to another student is different.

In an attempt to figure out the kinds of the teachers' reinforcement used to teach the children in kindergarten, this study was conducted in Bali Kiddy School. Bali Kiddy School can contribute to the higher standard quality of Education for children in Bali particularly. During five years Bali kiddy school has gained an outstanding reputation for the personal growth, English communication, and academic excellent, confidence and independent character of its students. Bali kiddy school uses National Curriculum combined with Singapore Curriculum for Math, English and Science. English is used for classroom instruction, greeting, notice and informal conversation between students and teachers. Their main concern is to provide children with fun learning atmosphere where children may explore and discover new knowledge and skills through fun playing, socializing, learning and engaging to the nature.

This research aimed to describing types of reinforcement strategy used in motivating EFL students at KG B Class in Bali Kiddy School and describing about the implementation of reinforcement strategy used in motivating EFL student at KG B Class in Bali Kiddy School. This research is expected to be a valuable reference and an alternative source as well as guidance for the other researcher who later attempts to do similar research in similar topic, especially in the context of using reinforcement strategy in motivating students.

2. Methods

This kind of research is qualitative research. Qualitative research is often called as naturalistic research because the research is done in natural condition (Sugiyono, 2008). The data collection is in the

form of word of picture rather than number. The design of the study is in the form of case study. This research was used to describe data related to the types of reinforcement strategies used and the implementation of reinforcement strategy that is used in motivating EFL students at KG B Bali Kiddy School. Subject in this research was a teacher and the students in KG B Class in Bali Kiddy School. The total number of the students were 22 people. They were between 5-6 years old students. The object of this research was the reinforcement given by the teacher in the learning and how the teacher gives to her students related to student motivation. The data in this research collected by two methods were observation and interview. The research instruments of this study were human instrument, observation sheet, interview guide, video recorder and camera. As cited in Sugiyono (2008), the processes of collecting data in qualitative research are before data collection, during data collection and after data collection.

3. Findings and Discussion

Based on the research question, there are two problems presented by the researcher. First question is about the types of reinforcement strategies used in motivating EFL students at KG B Class in Bali Kiddy School and the second is how are the types of reinforcement strategies implemented in motivating EFL students at KG B Class in Bali Kiddy School. To give a picture of the reinforcement strategies used, Table 1 presents the types of reinforcement used in Bali Kiddy School at KG B Class.

Table 1.
 Reinforcement Strategy Used at Bali Kiddy School.

No	Component of reinforcement	Example
1	Verbal reinforcement	Good Very good Very good job Good job Sssttt Excellent tetot That's good wow Saying "Strong child"
2	Gestural reinforcement	Smile Nod head Thumbs up Clap hands Forefinger in front of mouth Point the student Crossed hands in front of chest
3	Contact reinforcement	Hug the student Stroking student back Rubbed head
4	Activity reinforcement	Student who studied diligently appointed as leaders of a group Playing outdoor Write student name on a board after eating Studying on floor with teacher More time for playing Break time at computer room
5	Token reinforcement	Written comment on student book Sticker

Based on the table above the types of reinforcement used namely, verbal, gestural, contact, activity and token reinforcement. For verbal reinforcement there were 14 types of reinforcement. Bali Kiddy used 5 different types of words to give good praise to the students, those are good, very good, very good job, good job and excellent. Although those words had the same meaning but they were given in different situations. Besides that, when the students were wrong in answering, the teacher used the word "tetot" so that students did not say the wrong answer again.

Beside what kind of reinforcements that the teacher can used to increase the students' motivation, the teacher also should know how to give it in effective way. To clarify the second problem of the research, Table 2 is a table explaining The Way of Reinforcement Strategies are Implemented in the Class.

Table 2.
 The Implemented Ways of Reinforcement Strategies

NO	THE WAY	REINFORCEMENT STRATEGIES
1	Reinforcement was given with warmth and enthusiasm	- Verbal reinforcement
2	Negative responses was avoided	- Gestural reinforcement
		- Contact reinforcement
		- Activity reinforcement
		- Token reinforcement
3	Reinforcement was emphasized on meaningfulness	- Verbal reinforcement
4	Reinforcement is given to both groups of student as well as to individual students	- Gestural reinforcement
		- Verbal reinforcement
		- Gestural reinforcement
		- Contact reinforcement
		- Activity reinforcement
		- Token reinforcement
5	Reinforcement was given with variation in types and purposes	- Verbal reinforcement with gestural reinforcement
		- Verbal reinforcement with gestural and token reinforcement

There are 5 ways about the principle in providing the reinforcement that must be owned by a teacher namely reinforcement is given with warmth and enthusiasm, attempted to avoid negative responses, the principle of meaningfulness, reinforcement is given to both groups of students as well as to individual students and variations in the use of reinforcement. To answer this research problems, the researcher, used checklist, interview and observation from recording taken while taking data in class. The researcher used non-participatory observation, where she came to the classroom to record the learning process without being directly involved in teaching.

In the findings, there were five kinds of reinforcements used by the teacher in motivating the student in Bali Kiddy School. The reinforcement strategies used by the teacher were verbal, gestural, activity, contact and token reinforcement. After the researcher explained about the component of the reinforcement used in Bali Kiddy, the data were classified into positive and negative reinforcement. Providing reinforcement to student was aimed to motivate student to behave well and fix the mistake they did before. It was supported by the theory from Santrock (2010: 273) who stated that positive reinforcement as the frequency of responses increase as it is followed by a supportive stimulus. While negative reinforcement was defined as the frequency of response increased as it was followed by the removal of adverse stimuli. The teacher in Bali Kiddy School applied the five components in reinforcement strategies in the form of positive and negative.

According to Usman (2013:81), verbal reinforcement is words, praise, support and acknowledgement to improve the child's behavior and performances. It can be either words or sentences. The verbal reinforcement which is used in Bali Kiddy are "good, very good, very good job, sssstt, excellent, tetot, that's good, wow and saying strong child". All of those reinforcement are classified into positive and negative reinforcement namely positive verbal reinforcement used in Bali Kiddy were good, very good, very good job, good job, excellent, that's good, wow and saying "strong child". The word "very good" is very often used in Bali Kiddy.

For the negative verbal reinforcement, the teacher used the word "sssstt, and tetot. These reinforcements were given by the teacher to eliminate the unwanted students behaviour in order not to continue in the future. This finding is corroborated by the other researcher that has a similar finding. In the research conducted by Nasrudin (2015) where the reward and praise determined the student learning motivation. The results of this study showed that the increase in student motivation by 60% after being given rewards in every learning. The difference of this study with the research by Nasrudin is if previous research said that reward and punishment can increase student motivation in learning but in this research found that praise in the form of verbal reinforcement that can increase student motivation. This is seen from how enthusiastic the students while following the lesson.

Gestural reinforcement used in Bali Kiddy was smile, nodding head, thumbs up, clap hands, forefinger in front of mouth, point the student and cross hand in front chest. This research has similarity with the findings of Wahyudi and Refnaldi (2013) where they studied about the type of reinforcement used is positive reinforcement in the form of thumbs up, clap hands, smile, and nodding head. In the study it was said that gestural reinforcement could improve student achievement. The difference is that

Wahyudi and Refnaldi research was on the types of reinforcement that could improve student achievement but in this study was on the effect of students' motivation. There was a difference also in the results of the study that found punishment could also improve student achievement but in this study negative reinforcement can motivate students.

Bali Kiddy also used reinforcement in the form of providing other activities to students. Those activities used in Bali Kiddy were outdoor playing, writing the student name on board, voting, studying on the floor with teacher, more time for playing, choose the student who diligent as a leader, storytelling and break time at computer room. The results were similar to those of Misra (2012) in the study with purpose was to describe the application of reinforcement skills by teacher in PAI learning in SMA Bukit Barisan Padang. The study found that teachers used verbal and non-verbal reinforcement to improve student motivation. Non-verbal used is able to make students happy to learn in class, active, able to complete the task quickly and have desire to get maximum results. This is similar to the findings of Bali Kiddy. Gestural and activities reinforcement given by the teacher are able to make students motivated, active and happy to learn in the classroom.

In addition to all mentioned reinforcements, Bali Kiddy also used reinforcement in the form of token reinforcement. As for the reinforcement token that used are given stickers and write comments in the student book. These results have in common with research conducted by Suntoro and Nuralisa (2014) who conducted research on reinforcement provided for student learning outcomes. This study also found that the use of stickers would make student learning outcomes increase. The more often and more various kinds of stickers provided the more students will be happier in following the lesson and motivated. As for the difference between the two studies is in Suntoro and Nuralisa's (2014) study only stickers that can make student learning outcomes increase but this study there are comments on the book students can also increase student motivation in learning.

Based on Usman (2005), there are 5 ways to implement reinforcement while teaching in class, namely reinforcement is given with warmth and enthusiast, attempted to avoid negative responses, the principle of meaningfulness, and reinforcement is given to both groups of students as well as to individual students, variations in the use of reinforcement. Bali Kiddy uses all of the ways mentioned in providing reinforcement on each type of reinforcement given. Based on Maslichah and Haryono (2012) on their research, the teacher's skill in giving reinforcement to the students is very influential with the student's response. So, this research finds that teacher's skill and way of giving reinforcement in Math lesson can improve student's learning result, response and activeness. The ways in which the teacher implies in this study is to vary the reinforcement provided. This has similarities in research in Bali Kiddy, where the application of reinforcement in the classroom by means of variations can improve motivation and also students can have better understanding about the intent of the reinforcement.

Besides that, the study from Fitriani, Samad and Khaeruddin (2011) also pointed out the results of their research on reinforcement application techniques for student learning outcomes. In this study, using the principle of reinforcement with warmth and enthusiasm, principles of meaningfulness and attempted to avoid negative response. All the ways of giving reinforcement can make student learning outcomes increase. This is the same with the findings in Bali Kiddy, where the similarity is the research in Bali Kiddy also use the principle there are two additional principles that are variation when giving reinforcement and also give the reinforcement to group or individually.

4. Conclusion

The findings of the study showed that the teachers in Bali Kiddy used variation of reinforcement strategies in order to make the students improve their good behaviour and reduced their undesired behaviour. There were two kinds of reinforcement used by the teacher in motivating student at Bali Kiddy. The types of reinforcement also classified into more specific component namely verbal reinforcement, gestural, contact, activity and token reinforcement. Every component consists of positive and negative reinforcement. For the positive reinforcement Bali Kiddy used "good, very good, very good job, good job, excellent, that's good, wow and strong child, smile, nodding head, thumbs up, clap hands, hugging the student, stroking the student back, rubbing their head, playing outdoor, writing student name on board, voting, studying on floor with teacher, more time for playing, appointed as leader of a group, storytelling, break time at computer room, sticker and write comment on student book. For the negative reinforcements were: "sssstt, tetot, forefinger in front of mouth, crossed hand in front of chest and staring to the student. Positive reinforcement which was given could make students more enthusiastic in the classroom, feel comfortable because students feel the teacher was paying attention and also the students closer to the teacher. Besides that, students are also able to understand the lesson quickly and also able to

complete all tasks given quickly and precisely because they know would get more time to play. It made students motivated in learning and they become more active in class.

There are 5 ways to implement reinforcement by giving warm and enthusiastic reinforcement, avoiding the positive meaning, principal of meaningfulness, providing individual or group reinforcement and the last is with the variation of reinforcement. Bali Kiddy uses all of the ways in implementing reinforcement but it does not every type of reinforcement is implemented in all ways. Like principal of meaningfulness is used to provide reinforcement in verbal form. Because Bali Kiddy uses a lot of reinforcement in the form of verbal reinforcement where every word that has almost the same meaning but given to the student depends on the student's behaviour. Negative reinforcement given was able to reduce the bad behaviour of students in the classroom and make students motivated to be better and change the bad behaviour.

Based on the result of the study, it was found that there are many types of reinforcement and there are also 5 ways to implement, therefore it is suggested that in the classroom the teachers should understand the types of reinforcement strategies and the ways of implementation becomes effective. Hopefully this research can be useful for teachers as well as for subsequent research in terms of the types of reinforcement and how to implement the reinforcements in the classroom.

It is also suggested that motivation should become a major concern of the teacher and to improve motivation reinforcement strategies should be effective to use in the classroom. It is not only taught at school but also from themselves, so that the student could not always get motivation when they get stimulus. Parents can also cultivate the motivation of learning to their children, but the motivation that comes from their own desire is the best motivation.

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