

CHAPTER I

INTRODUCTION

1.1. Research Background

In ELT classroom, teacher's contribution is crucial to keep students motivated and enthusiastic about improving their English language skills. According to Marchant & Anderson (2012), teachers' contribution is very important for students learning English as a second language. In order to facilitate a successful teaching and learning process, a teacher is expected to possess strong teaching abilities. According to Usman (2005), a teacher must master eight fundamentals teaching abilities. These include inquiry, reinforcement, variety, explanation, closure and set induction, coaching small group discussion, classroom management, and small group or individual instruction. These eight fundamentals teaching abilities are crucial for effective teaching and learning process.

Reinforcement is one of the fundamental teaching abilities, it is the teacher's ability to respond the students' behavior during the teaching and learning process in the classroom. Usman (2005), mentioned that reinforcement as a positive response from a teacher to a student's behavior. According to Kefas (2017), reinforcement is anything given to increase behavior based on expectations. In short, reinforcement is given by the teacher as feedback for what students have done in the classroom. By using reinforcement in the learning activity, the students are expected to feel comfortable to show themselves by responding questions, giving feedback, and expressing their opinions.

There are several purposes of providing reinforcement, including increasing students' attention during learning, simplifying the learning process, maintaining students' motivation, and managing student behavior (Mas'ud, 2020). According to Usman (2005, p.73), reinforcement is divided into two categories: verbal and nonverbal reinforcement. Verbal reinforcement is reinforcement delivered orally through words or sentences. Nonverbal reinforcement, on the other hand, refers to reinforcement provided through the teacher's body language or facial expressions (Wulandari, 2019).

To enhance students' motivation, teachers should have reinforcement skills, as these skills provide essential support for improving student performance. Additionally, reinforcement skills are important, because they can boost students' motivation and active participation in learning outcomes. Among the suggested strategies, it is the role of teachers to support students by providing reinforcement in the classroom, particularly in the current situation. There are two factors that influence students to succeed in learning English, namely external factors and internal factors. External factors are something that comes from outside. Meanwhile, internal factors mean something that comes from within. One of the internal factors is motivation. In the learning process, motivation has an important role; it helps students to be more interested in learning English (Al-Tamimi & Shuib, 2009). One way to provide motivation to students is by providing positive reinforcement. Positive reinforcement is used to involve students' motivation in the learning process.

The researcher identified some previously research on reinforcement that primarily focus on children. While many researchers have conducted reinforcement research at the junior and senior high school levels, very few have explored this topic in the context of adult learners in higher education. To address this gap in the literature, the researcher concentrated on the kinds of reinforcement implemented by lecturers during the first semester at the English Language Education Department of Sulthan Thaha State Islamic University. Additionally, lecturers employ the reinforcement as a teaching strategy in English Language Teaching (ELT) classes.

Based on preliminary research, the researcher has conducted observations and short interviews with the lecturers. At that time the researcher was asked by the head of the English Education Department study program to help the lecturers in the practical exam in class. Based on the facts, the researcher found that the lecturers provided reinforcement to students, especially for the first semester students throughout the practicum process. The researcher conducted short interviews with several lecturers at the end of the practical exam. Some lecturers mentioned that for the first semester students often have difficulty learning English. This is because they have not fully adapted to the new environment. Therefore, researcher conducted this research because it is one of the universities in Jambi, with lecturers who have implemented reinforcement in English Language Teaching (ELT) classes for more than eight years. Researcher believe that lecturers have good learning experiences, especially in providing reinforcement to college students in English Language Teaching (ELT)

classroom. The researcher also believe that no research has been conducted this topic at universities in Jambi. Therefore, the researcher conducted an investigation with the title **“An Analysis of Lecturers' Reinforcement in the English Education Department at Sulthan Thaha Islamic State University”**.

1.2. Research Problems

Based on the background of the present research mention before, the formulation of the problem in this research are:

1. What are the k i n d s of lecturers' reinforcement in teaching English during the first- semester of the English Education Department at Sulthan Thaha Islamic State University?
2. How do lecturers provide reinforcement in English Language Teaching (ELT) classrooms for adult learners?
3. In what conditions do lecturers utilize reinforcement during their teaching?

1.3. Purposes of the Research

Based on research problems, the purpose of this research are focused on this the following points:

1. To identify the k i n d s of lecturers' reinforcement in teaching English during the first semester of the English Education Department at Sulthan Thaha Islamic State University.
2. To identify how do the lecturers provide reinforcement in English Language Teaching (ELT) classrooms for adult learners.

3. To identify the conditions under which lecturers utilize reinforcement during their teaching.

1.4. Limitation of the Problem

1. Based on the identification of the problem above, the researcher just limits the problem by focusing on the Lecturers' reinforcement in teaching English during the first-semester of the English Education Department at Sulthan Thaha Islamic State University.

1.5. Research Significance

In this research, the research is expected to serve as a reference for other researchers who want to conduct the research about reinforcement more intensively in English Language Teaching (ELT) classroom. Another expectation of this research is that the implementation of reinforcement in ELT classrooms can motivate students to effectively to help the students' in improving self-confident and English ability through the reinforcement provided by the lecturers.

1.6. Definition of the Key Terms

In order to key terms used in this research, there are some definitions:

1. Reinforcement

According to Alma (2014, p. 40) defines reinforcement as a positive response to a stimulus. In other words, reinforcement is a positive response that can boost student performance.

2. Verbal Reinforcement

Usman (2005, p.73), verbal reinforcement generally takes form of praising words, appreciation, agreement, and similar expressions.

3. 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 partial (Usman, 2005).