

CHAPTER I

INTRODUCTION

In this chapter the researcher present the background of the research, statements of the problem, objectives of the research, significance of the research, scope of the research and operational definitions.

1.1 Background of the Research

Currently, English is the language used as an international language. This situation makes English a necessity that must be mastered by people in various countries. There are various ways to learn English, namely by studying formally at schools, universities, etc., or informally, for example courses, homeschooling, or we can also learn via the internet. In Indonesia, English is used as a foreign language because Indonesia has a national language and English is used as the language of international communication. So the Indonesian government makes English a subject in every school and also makes it a test material at every level of education in Indonesia. however, many students do not like learning English at their school, because they think English is difficult and there are other factors that cause them not to be interested in learning English, namely Indonesia has a unified Indonesian language and also the local language that is commonly used. In everyday life, this is one of the factors that causes students to be lazy and not interested in learning English. One of the other problems that is faced by teachers is students' motivation in learning English. Based on the researcher's experience and preliminary research, the students seemed not too interested in English, and they tended not to follow the teachers. Because teaching and learning is a main activity in the classroom, the teachers, therefore, are responsible to make the class become more interesting and effective. The teachers are to maintain the teaching and learning process in an effective way, so that the students will feel interested. This is a dangerous situation for the world of education, students really need encouragement to increase their interest in learning English in schools, and in

situations like this the role of the teacher is needed not to teach but also to motivate students, to become a motivator for students to learn. so that students are interested in learning and using English. According to Zebua (2017) there are two kinds of motivation that influence students in the learning process, which are intrinsic and extrinsic motivation. The first one is intrinsic. Intrinsic motivation is a motivation that comes inside a person. According to Ryan and Deci (2000:56) when intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external motivation, pressures, or rewards. It means that a person is motivated without any provocation. The second one is extrinsic motivation, different from intrinsic motivation. Extrinsic motivation thus contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value (Ryan and Deci, 2000:60).

The example of extrinsic motivation or external motivation is reinforcement, reinforcement can help student to learn English. According to Zebua (2017:3) for students, reinforcement becomes an external motivation when the internal motivation goes down. There are many types of reinforcement, that is Verbal Reinforcement, Gesture Reinforcement, Proximity Reinforcement, and Token Reinforcement. And in this research, the researcher focused on verbal reinforcement because Abdillah said that (2009) verbal reinforcement is reinforcers that are used by teachers to reinforce their students' responses or behaviors such as praise and other verbal encouragement. They may occur while tasks are being performed, or they may complement more formal feedback on completed work. Verbal reinforcement is the common type of reinforcement used by teachers at schools.

If previous research supports the importance of reinforcement in the teaching and learning process. In this study the researcher proposes research on reinforcement but in a different aspect. Differences between previous research and current research are the focus, research location and results. And in this research, the researcher also focused on what are factors affecting students teacher to choose certain verbal reinforcement in microteaching class. because according to

Anthonia (2014) Microteaching is a teacher training technique for learning teaching skills, it employs real teaching situation for developing skills and helps to get deeper knowledge regarding the art of teaching with the significant reduction in the teaching complexities with respect to number of students in a class, scope of content, and timeframe, etc, and most of the pre-service teacher education programs widely use microteaching, and it is a proven method to attain gross improvement in the instructional experiences. Effective student teaching should be the prime quality of a teacher.

Therefore, in this research the researcher is going to research with the title of “The Use of Verbal Reinforcement in Microteaching Class in English Education Department of Universitas Muria Kudus”.

1.2 Statement of the Problems

Based on the background of the research above, researcher formulate the statements of the problem as follows

1. What types of verbal reinforcement do the students teacher use in microteaching class?
2. What are factors affecting students teacher to choose certain verbal reinforcement in microteaching class?

1.3 Objective of the Research

Based on the statement of the problem, the objectives of the research are as follows:

1. To find out the types of verbal reinforcement used by students teachers in microteaching classes.
2. To find out the reason students teacher using certain verbal reinforcement in microteaching class.

1.4 Significance of the Research

In this study, the research categorizes the significance theoretically and practically.

Theoretically, the result of this study is expected to be a reference to other researchers who want to study about verbal reinforcement used by an English teacher in microteaching class

Practically, I hope that this study can give information to the teachers or lecturers about the types and form of verbal reinforcement so that they can reflect on the way they teach and improve the reinforcement skill to make the students interested.

1.5 Scope of the Research

In this research, the limitation of this research is on the use of verbal reinforcement in microteaching class and the researcher wants to find out the type of verbal reinforcement that used in microteaching class and the reason do student teacher have for choosing certain verbal reinforcement. The research will be conducted in English Education Department of Universitas Muria Kudus, the participants of this research will be sixth semester students.

1.6 Operational Definition

1. Reinforcement.

According to Kolo and Kamlasi (2020) reinforcement is a response that has been given by the teacher to the students in the form of verbally and nonverbally with the purpose that the actions taken by students can be repeated and also the purpose is to reward or encourage to the students, so the student will be motivated in the teaching and learning process. The example is the “good job” word becomes the stimulus or respons for the students to be more attracted in learning English” it can be applied by utilizing extrinsic rewards or intrinsic

rewards. Extrinsic rewards are extra score, food, and beverage while intrinsic rewards are praise, smile and encouragement (Kirana and Angelina, 2018).

2. Verbal Reinforcement.

According to Wulandari (2019) 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 like. Verbal reinforcement is any response given by student teachers role as teacher in form of words or sentence. In this research verbal reinforcement is any response given by student teachers in form of word, phrase or sentence.

3. Microteaching Class

In this study, microteaching is a teaching practice program conducted by English Language Education Department of Muria Kudus University and attended by students EED for the 2020/2021 school year. They have 10 – 20 minutes for teaching practice and his friends act as students.

4. EED Student UniversitasMuria Kudus

The English Education Department is one of sixth educational programs at Muria Kudus University at the Faculty of Teacher Training and Education which is currently running, until now the English language education department continues to strive to improve quality, by updating the curriculum according to the needs of students so that when graduating from university students can compete, improve the quality of Human Resources, and expand networks with each institution.