SKRIPSI

REINFORCEMENT IN ONLINE SPEAKING CLASS USED BY THE LECTURER IN THE ENGLISH EDUCATION DEPARTMENT OF UNIVERSITAS MURIA KUDUS

By

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MOTTO AND DEDICATION

MOTTO:

"The future belongs to those who believe in the beauty of their dreams."

DEDICATIONS:

This research is dedicated to:

1. Allah SWT, almighty.
2. Her beloved mother and father (Mulyono and Sulistiyati) thank you for the prayers and support.
3. Her sister (Elok Sischa L.) and cousin (Risma Ayu I.), who has inspired her.
4. Herself, who never give up and keep trying to grow, especially during study in the college.
5. Her beloved partner (Andi Putra P.), who always by her side and give her support in every situation, especially when doing this research.
6. Her family and her best friend who always give support and inspiration when doing this research.

ADVISORS' APPROVAL

This is to certify that the *Skripsi* of **Nabilla Umalatifa (201832071)** has been approved by the *Skripsi* advisors for further approval by the Examining Committee.

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In completing this research, the researcher got support, suggestion, and advice from some great people around her. Therefore, the researcher would like to express her special gratitude to the:

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The researcher expects that this research will be useful for everyone who reads this research, especially those who are in the field of education.

Kudus, August, 16th 2022

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ABSTRACT

Umalatifa, Nabilla. 2022. *Reinforcement in Online Speaking Class Used by The Lecturer in The English Education Department of Universitas Muria Kudus*. Skripsi. English Education Department, Teacher Training and Education Faculty, Universitas Muria Kudus. Advisor: (1) Dr. Fitri Budi Suryani, S.S, M.Pd. (2) Rusiana, S.Pd, M.Pd

Key Words: *reinforcement, teaching speaking, online learning, lecturer*

One of the obstacles experienced by students in online learning is decreased learning motivation during online learning. One of the ways to increase the students' motivation in learning is by giving them reinforcement. Reinforcement is appreciation from the teacher or lecturer to make the students give full attention to the subject.

This study is aimed to describe the types of reinforcement used by the lecturer of The English Education Department of Muria Kudus University who teach public speaking course in online learning and to find out the reasons he used particular types of reinforcement dominantly.

In this research, the researcher used qualitative method. This research involved an English Education Department lecturer who is teaching a speaking course in online learning. To find out the types of reinforcement by the lecturer, the teaching and learning processes were recorded and observed. Then, the interview was conducted to know the reason the lecturer for using particular types of reinforcement dominantly in online public speaking class.

The result of this research shows that the lecturer used several types of reinforcement based on Moore's theory. There are 5 types of reinforcement in theory Moore namely verbal, non-verbal, vicarious, delayed, and qualified reinforcement. However, the lecturer used only 4 types of reinforcement. The type that is not used by the lecturer is delayed reinforcement. Each of these types included positive reinforcement. While the dominant type of reinforcement used by the lecturer in the online speaking class is positive-verbal reinforcement. Based on the interview result, it was found that the lecturer used positive-verbal reinforcement dominantly because of the limit of media, easier to use in online learning and interactive, it can motivate the students in learning, as a tool to confirm the students' responses, inserting corrections or suggestions, and giving praise to students who did something desirable.

The researcher hopes this research gives more information about the types of reinforcement to the lecturers or teachers and also EED students who will do teaching practice at schools, they will know what types of reinforcement that appropriate to teach in the speaking online class, so they could employ the types of reinforcement that are often used in online learning, specifically in speaking online classes. In addition, the researcher hopes that the next researcher would continue this research on the related topic and also investigate more about the positive and negative reinforcement.

ABSTRAK

Umalatifa, Nabilla. 2022. *Reinforcement in Speaking Online Class Used by The Lecturer in The English Education Department of Universitas Muria Kudus*. Skripsi. English Education Department, Teacher Training and Education Faculty, Universitas Muria Kudus. Advisor: (1) Dr. Fitri Budi Suryani, S.S, M.Pd. (2) Rusiana, S.Pd, M.Pd

Kata Kunci: *reinforcement, teaching speaking, online learning, lecturer*

Salah satu kendala yang dialami siswa dalam pembelajaran online adalah menurunnya motivasi belajar selama pembelajaran online. Salah satu cara untuk meningkatkan motivasi belajar siswa adalah dengan memberikan penguatan. Penguatan adalah apresiasi dari guru atau dosen untuk membuat siswa memberikan perhatian penuh pada mata pelajaran.

Penelitian ini bertujuan untuk mendeskripsikan jenis-jenis penguatan yang digunakan oleh dosen Jurusan Pendidikan Bahasa Inggris Universitas Muria Kudus yang mengajar mata kuliah keterampilan berbicara dalam pembelajaran online dan untuk mengetahui alasan menggunakan jenis penguatan tertentu secara dominan.

Dalam penelitian ini, peneliti menggunakan metode kualitatif. Penelitian ini melibatkan seorang dosen Jurusan Pendidikan Bahasa Inggris yang mengajar mata kuliah keterampilan berbicara dalam pembelajaran online. Untuk mengetahui jenis-jenis penguatan yang dilakukan oleh dosen, proses belajar mengajar dicatat dan diamati. Kemudian, wawancara dilakukan untuk mengetahui alasan dosen menggunakan jenis penguatan tertentu secara dominan di kelas keterampilan berbicara online.

Hasil penelitian ini menunjukkan bahwa dosen menggunakan beberapa jenis penguatan berdasarkan teori Moore. Ada 5 jenis penguatan pada teori Moore yaitu verbal, non-verbal, vicarious, delayed, dan qualified reinforcement. Namun, dosen hanya menggunakan 4 jenis penguatan. Jenis yang tidak digunakan oleh dosen adalah delayed reinforcement. Masing-masing jenis ini termasuk Penguatan Positif. Sedangkan jenis penguatan yang dominan digunakan dosen di kelas keterampilan berbicara online adalah positive-verbal reinforcement. Hasil wawancara menemukan bahwa dosen lebih dominan menggunakan positive-verbal reinforcement karena lebih interaktif dan mudah digunakan dalam pembelajaran online, dapat memotivasi, sebagai alat untuk mengkonfirmasi respon mahasiswa, menyisipkan koreksi atau saran, dan memberikan pujian kepada siswa yang melakukan sesuatu yang diinginkan.

Peneliti berharap penelitian ini memberikan informasi lebih lanjut tentang jenis-jenis penguatan kepada dosen atau guru dan juga siswa EED yang akan melakukan praktik mengajar di sekolah, mereka akan mengetahui jenis penguatan apa yang tepat untuk diajarkan di kelas berbicara online, sehingga mereka dapat menggunakan jenis penguatan yang sering digunakan dalam pembelajaran online, khususnya di kelas berbicara online. Selain itu, peneliti berharap peneliti selanjutnya dapat melanjutkan penelitian ini pada topik terkait dan dapat meneliti lebih tentang penggunaan penguatan positif dan negatif.

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