CHAPTER I
INTRODUCTION

In this chapter, the researcher presents 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

Reinforcement is important for all students in both offline and offline learning because reinforcement has function to appreciate and motivate the students so they would give full attention to the subject (Ruthien, 1999).

In online learning, lecturers or teachers give appreciation and motivation to students to make them more motivated since in online learning there are several problem faced by the students. According to Prayudha (2021), the students experienced decreased learning motivation during online learning. Online learning can also make students feel stressed, bored, and lazy (Dhawan, 2020). In other words, many students become bored and lazy to respond to the lecturer's explanations. They also feel afraid of being wrong when answering questions in the online classroom.

Some previous studies proved that reinforcement can motivate students in teaching-learning activities. Uddin et al. (2017) indicate that positive reinforcement helps students to enhance their mental growth and also boost their learning behavior. Lestari (2020) finds out that reinforcement is very useful and important for the students, especially when they made some effort during a classroom activity. Reinforcement makes students feel appreciated and motivated. Bhatti et al. (2021) find out that with positive reinforcement, students show more willingness and interest in their studies.

In addition to previous research on reinforcement that can motivate students, there is also a previous study that find out about the types of reinforcement used by teachers. Arista et al. (2018) find out that teachers at Bali Kiddy use two types of reinforcement, namely positive reinforcement, and negative reinforcement.

This type of reinforcement is classified into more specific components, namely verbal reinforcement, gestural, contact, activity, and token reinforcement. Fitrianti & Zulaeha (2018) find out that there were two forms of reinforcement given by teachers in elementary school, namely verbal and non-verbal reinforcements.

Most previous studies on reinforcement focused on the types of reinforcement and the use of reinforcement in face-to-face learning. However, this study focus to describes the types of reinforcement used by the lecturer in the English Education Department Universitas Muria Kudus who teach public speaking course in online learning and their reasons for using those types of reinforcement in online public speaking class.

1.2 Statement of the Problem

Related to the background of the study, the researcher formulates problem statements as follows:

1. What types of reinforcement are used by the lecturer in the English Education Department of Muria Kudus University who teaches public speaking course in online learning?
2. Why does the lecturer in the English Education Department of Muria Kudus University who teach public speaking course in online learning use particular types of reinforcement dominantly?

1.3 The Objective of the Research

Based on the statement of the problem above, the researcher determines the objective of the research as follows:

1. 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.
2. To find out the reasons of The English Education Department of Muria Kudus University lecturer who teach the public speaking course in online learning using particular types of reinforcement dominantly.

1.4 Significance of the Research

The result of the study is expected to be used theoretically and practically

1. Theoretically, it is expected that this research can give more information to future researchers who will conduct research related to the types of reinforcement used by the lecturer who teach in online public speaking class.

2. Practically, it is expected that this research can give information to the teachers or lecturers about types of reinforcement so that they can use the reinforcement to motivate the students in online learning.

1.5 Scope of the Research

In this research, the researcher focused on the types of reinforcement used by a lecturer of the English Education Department Universitas Muria Kudus in online public speaking class. The participants of this research were a lecturer from the English Education Department at Muria Kudus University who teach public speaking course in online learning.

1.6 Operational Definition

The researcher tried to identify the terms to get all of the terms connected with the title and easy to understand, so the researcher identified them as follows:

1. Reinforcement is appreciation from the teacher to make the students give full attention to the subject.

2. Speaking Online Class at EED UMK is learning that is carried out between lecturers and students of the English Department of Muria Kudus University without the need to meet face-to-face, but using the internet as a medium to share material, interact, and gain knowledge. In this study, online learning was specified for public speaking courses at the English Education Department of Muria Kudus University.

3. Lecturer of the EED UMK is the lecturer who teaches in English Education Department at Muria Kudus University. Specifically, the lecturer who teach in public speaking course at EED UMK.