

**SKRIPSI**



**REINFORCEMENT USED BY STUDENT TEACHERS IN  
MICROTEACHING CLASS IN ENGLISH EDUCATION DEPARTMENT OF  
UNIVERSITAS MURIA KUDUS IN ACADEMIC YEAR 2020/2021**

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**UNIVERSITAS MURIA KUDUS**

**2023**

LOGO



**TITLE**

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MICROTEACHING CLASS IN ENGLISH EDUCATION DEPARTMENT OF  
UNIVERSITAS MURIA KUDUS IN ACADEMIC YEAR 2020/2021**

**Presented to the Universitas Muria Kudus in partial fulfillment of the  
Requirements for completing the Sarjana Program in English Education**

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## MOTTO AND DEDICATION

### Motto:

*“Do what you can do in the present well, don't wait until tomorrow, and entrust everything to Allah SWT”*

*(Tyas Windi Anjarsari)*

*“And only to your God should you hope”*

*(QS. Al-Insyirah: 8)*

### Dedication:

- Allah who has given grace and guidance for the pleasures given.
- My parents who always care and support me.
- My sister and my partner who always encourage me.
- All my friends who always support and help me when I'm having trouble.
- All of my lecturers at Universitas Muria Kudus who always give support, knowledge and guidance.
- All people involved in this research so that I can complete it.

### ADVISOR APPROVAL

This is to certify that the *Skripsi* of Tyas Windi Anjarsari (NIM: 201832061) has been approved by the *Skripsi advisors* for further approval by the Examining Committee.

Kudus, February 2023

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## ABSTRACT

Anjarsari, Tyas Windi. 2022. *Reinforcement Used By Student Teachers in Microteaching Class in English Education Department of Universitas Muria Kudus in Academic Year 2020/2021*. Skripsi. English Education Department, Teacher Training and Education Faculty, Universitas Muria Kudus. Advisor: (i) Dr. Fitri Budi Suryani, S.S., M.Pd., (ii) Agung Dwi Nurcahyo, S.S., M.Pd.

**Key words:** *Reinforcement; Microteaching class; Student teacher.*

In the practice of microteaching classes, student teachers carry out learning activities where several students become students and one of the students becomes a student teacher. In the learning process they apply or give reinforcement to students. Reinforcement is a way for teachers or prospective teachers in the future to motivate and attract students' interest to increase their learning motivation so that it is better. There are several types of reinforcement and as future teachers, student teachers know and have strategies so that their delivery can be well received by their students.

Based on the explanation above, this research aims to find out the types of reinforcement used by the student teachers in teaching practice in microteaching class and also the reasons why student teachers use this type of reinforcement in their microteaching class.

This research is a qualitative research especially phenomenon method to describe the reinforcement used by student teachers in microteaching class. The data of this research are the types of reinforcement used and the reasons for using this type of reinforcement in teaching practice in microteaching class at Universitas Muria Kudus. In collecting the data the researcher used documentation and interviews. The subject of this research is eight student teachers from B class in the English Education Department at Universitas Muria Kudus in the academic year 2020/2021.

The results of this research indicate that student teachers use several types of reinforcement namely verbal, gestural, activity, proximity and token reinforcement. The reinforcement that is often used is verbal reinforcement. All of student teachers do not apply contact reinforcement in the practice of microteaching class. Besides that there are also the reasons of the student teachers use those type of reinforcement in practice microteaching class by applying several types of reinforcement.

Therefore, it is highly recommended or important for student teachers to use or provide reinforcement in the classroom during the learning process as prospective teachers to increase student learning motivation.

## ABSTRAK

Anjarsari, Tyas Windi. 2022. *Penguatan yang digunakan oleh siswa guru di kelas microteaching Jurusan Pendidikan Bahasa Inggris Universitas Muria Kudus Tahun Pelajaran 2020/2021*. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing (i) Dr. Fitri Budi Suryani, S.S., M.Pd., (ii) Agung Dwi Nurcahyo, S.S., M.Pd.

**Kata Kunci:** *Penguatan; Kelas Microteaching; Siswa Guru.*

Dalam praktek kelas microteaching, siswa guru melakukan kegiatan pembelajaran dimana beberapa siswa menjadi siswa dan salah satu siswa menjadi guru. Dalam proses pembelajaran mereka menerapkan atau memberikan penguatan kepada siswa. Penguatan merupakan cara guru atau calon guru di masa yang akan datang untuk memotivasi dan menarik minat siswa untuk meningkatkan motivasi belajarnya sehingga menjadi lebih baik. Ada beberapa jenis penguatan dan sebagai calon guru dimasa depan, siswa guru mengetahui dan memiliki strategi agar cara penyampaian dapat diterima dengan baik oleh siswanya.

Berdasarkan penjelasan di atas, penelitian ini bertujuan untuk mengetahui jenis-jenis penguatan yang digunakan siswa guru dalam praktik mengajar di kelas microteaching dan juga alasan mengapa siswa guru menggunakan jenis penguatan tersebut dalam praktik mengajar di kelas microteaching.

Penelitian ini merupakan penelitian kualitatif khususnya metode fenomena untuk mendeskripsikan penguatan yang digunakan oleh siswa guru di kelas microteaching. Data penelitian ini adalah jenis penguatan yang digunakan dan alasan penggunaan jenis penguatan tersebut dalam praktik mengajar di kelas microteaching di Universitas Muria Kudus. Dalam pengumpulan data peneliti menggunakan dokumentasi dan wawancara. Subjek penelitian ini adalah delapan siswa guru kelas B di Jurusan Pendidikan Bahasa Inggris Universitas Muria Kudus tahun pelajaran 2020/2021.

Hasil penelitian ini menunjukkan bahwa siswa guru menggunakan beberapa jenis penguatan yaitu penguatan verbal, gestural, aktivitas, kedekatan dan token. Penguatan yang sering digunakan adalah penguatan verbal. semua siswa guru tidak menerapkan contact reinforcement dalam praktik kelas microteaching. Selain itu juga terdapat alasan mahasiswa calon guru menggunakan jenis penguatan tersebut dalam praktek kelas microteaching dengan menerapkan beberapa jenis penguatan.

Oleh karena itu, sangat dianjurkan atau penting bagi siswa guru untuk menggunakan atau menerapkan penguatan di dalam kelas selama proses pembelajaran sebagai calon guru untuk meningkatkan motivasi belajar siswa.

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