

## CHAPTER 1

### INTRODUCTION

In this chapter present the background of the research, statement of the problem, objective of the research, significance of the research, scope of the research and operational definition.

#### 1.1 Background of the Research

In the learning process in the classroom, there will be interaction between teacher and students. In this study, the focus on the field of teaching education and students are the object. So, in this field, education and psychology are closely related. According to Sumarno (2019) the confidence of a teacher can encourage them to try better at delivering instructions and find solutions to any obstacles in achieving learning goals. When the teacher can play the role of the teacher well, students will also respond well so that the learning objectives will be achieved.

In addition to being confident, a professional teacher must have good pedagogical skills and mastery of materials. Like in the Universitas Muria Kudus the student teachers learns about theory and practical teaching skills and a subject named Microteaching. According to Onwuagboke et al., (2017) microteaching is a technique for teaching teachers candidates how to teaching by identifying and analyzing various skills and concepts in teaching so that they can practice and get good results in learning. Microteaching is a very important thing to prepare students teacher who will come in education.

In the microteaching class, there is one skill that is always used in the learning process, namely reinforcement skills. A good teacher is a teacher who can develop teaching styles and methods so that students are more motivated, therefore teachers must provide reinforcement because the motivation of all

students is different (Arista et al., 2018). According to Pratiwi et al., (2018) reinforcement in the learning process is needed because it can develop their motivation so that they will do their best in learning activities in the classroom. Giving reinforcement appropriately is very important in learning process in the future, especially for student teachers as teachers to be in the future (Mas'ud & Wulandari, 2020). Reinforcement is delivered by the teacher to the students when they participate in the learning process.

Some previous studies have explained that in microteaching class the student teachers usually use reinforcement skills in the class or learning process. Jonaria & Ardi (2020) indicates that pre-service English teachers mostly used positive reinforcements in their teaching practice. They delivered the reinforcement strategy by using warmth and enthusiasm, expressions of praise, avoiding punishment, and using non-variety usage of positive reinforcement. Mas'ud & Wulandari (2020) find out that student teachers gave both verbal and non-verbal reinforcement and also showed that student teachers gave reinforcement through four ways such as to individual, to group, as soon as students performed desirable behavior and used reinforcement in various types and patterns. Frahesti & Natasha (2020) indicates that English teachers in the classroom use verbal and non-verbal reinforcement in learning English.

In the previous research, it discussed more about the types of reinforcement used by the student teachers in the learning process. None has examined the reasons for student teachers using reinforcement in the learning process. Therefore, the study intends to further examine the reasons for student teachers using reinforcement in the learning process or in microteaching class.

## **1.2 Statements of the Problem**

Based on the background of the research above, the statements of the problem can be formulated as follow:

1. What are the types of reinforcement used by student teachers in microteaching class?

2. Why do the student teachers use those types of reinforcement in microteaching class?

### **1.3 Objectives of the Research**

Based on the statements of the research above, the objectives of the research can be formulated as follow:

- 1) To find out the types of reinforcement used by student teachers in microteaching class.
- 2) To know the reasons of student teachers use those types of reinforcement in microteaching class.

### **1.4 Significance of the Research**

The researcher hopes that the result of the research can be beneficial theoretically and practically.

Theoretically, it is expected that this research can become a reference for future researchers who will conduct research related to classroom settings, especially in providing reinforcement to students.

Practically, it is hoped that this research can provide information to student teachers or student candidates about reinforcement, so that it can reflect on how teachers or lecturers apply and to know what the benefits of the use of reinforcement.

### **1.5 Scope of the Research**

The research focuses on two things. The first is the types of reinforcement that student teachers use in microteaching class. And the second is the reason the student teachers to use those types of reinforcement in microteaching class. The participants of this research were student teachers from B class in English Education Department at Universitas Muria Kudus in academic year 2020/2021.

### **1.6 Operational Definitions**

Based on the title of the research, it is necessary to define and explain of each terminology the terms as follow:

1) Reinforcement

Reinforcement is a skill that becomes a stimulus or motivation for students during the learning process. Teacher strategies are used to increase student motivation and to manage the classroom during learning. Teacher students usually use reinforcement when teaching practices such as in Microteaching class.

2) Microteaching class

Microteaching class is a teaching practice program conducted by English Education Department students of Universitas Muria Kudus. Microteaching is a technique to build teaching skills, confidence in teaching activities, and practice giving feedback to students. All students practice microteaching for a duration 10-20 minutes, they practice with other students, are assessed by the lecturer and recorded.

3) Student teachers

Student teacher is a student who acts as a teacher during teaching practice or in a microteaching class, and provides feedback to other students during the learning process.