

**THE USE OF REINFORCEMENT TO ENCOURAGE STUDENTS' MOTIVATION
IN THE RECORDING OF LANGUAGE TEACHING LEARNING PROCESS
(A Case of Speaking for Instructional Purposes/SIP Class)**

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Abstract: English Education Department of Muria Kudus University considers the importance of students' motivation in achieving English skills. Students and teachers are the main point in teaching learning process. In this case, teachers need to use reinforcement to encourage students' motivation. Positive reinforcement is used to motivate students so that the probability of that behavior occurring again is increased. This paper explores the use of reinforcement to encourage students' motivation and classroom behavior in the recording of language teaching learning process in the class of Speaking for Instructional Purposes (SIP). Reinforcement is one of the topics in SIP class. It is very important for teachers to create a good atmosphere class. It is almost ignored by many teachers because of hard condition. Through this paper, the writer would like to discuss more about reinforcement in daily classroom language expressions. The writer analyzes the reinforcement via recording of language teaching learning process created by the students. In the video, the students try to express the best way in delivering the materials using appropriate reinforcement. The result of the study shows that the class is more effective and efficient when the teachers use much reinforcement. Therefore, the study of reinforcement is necessary to be intensively done, especially by teachers.

Keywords: reinforcement, students' motivation

Background

In our daily activities our efforts are rewarded. For example: we may receive praise for helping mother at home and paying full attention to teachers at school and we receive pay and perhaps promotion for sustained efforts at work. Reward plays an important part in our everyday lives. The skill of reinforcement is not new. It is rather a concise statement of a basic feature of good teaching that has been with us for centuries. The use of teaching skill can increase student behavior. In addition, the use of the teaching skill can provide an effective basis for the development of student's own organization of their learning.

The best behavior management is good instruction. Good instruction, and a good instructional fit, are reinforcing in and of themselves. Students who are engaged in the lesson are motivated to learn and they feel good about their involvement and success with the tasks. Additionally, students who are engaged in the lesson are not focusing their energy on misbehaving. Sometimes, however, good instruction does not prevent all behaviors of concern. Building in reinforcement strategies to address specific behaviors or to motivate students can be a simple and effective way to re-energize the class.

Student attention to the teacher, the lesson content and tasks, along with the motivation to be part of a lesson, are important variables in classroom learning. The most successful teachers motivated students through gentle and positive praise and encouragement. The most successful teachers/lecturers motivated students by offering challenges, having high expectations, and making strong demands on their powers of critical thought.

Creating a good atmosphere in teaching learning process is not easy to do. Teachers have to select an appropriate media and technique in teaching. One of the media is video. Using videos in the English class is a very helpful and stimulating method to motivate students to get the most of the lesson. In this paper, the writer uses the video recording as a media in the SIP (Speaking for Instructional Purposes) class.

Purpose

This paper explores the use of reinforcement to encourage students' motivation in delivering the lesson through video recording in the SIP (Speaking for Instructional Purposes) class.

Reinforcement

Psychologists have long investigated the effects of rewards and punishments on the way animals and humans learn. In this context, the term reinforcement is often used but its definition is debated. Turney et al (1983) define that reinforcement is the positive response by one person to another's behavior so that the probability of that behavior occurring again is increased. In general, there are two classification of reinforcement namely positive and negative reinforcement. Positive reinforcement is called rewards while negative reinforcement is called punishment.

Positive reinforcement can be used very effectively in the classroom to create or enhance a desired behavior. The idea is basically to not focus on the negative aspects of a person's behavior, but instead to focus on the positive aspects. The more focus that is placed on the positive behavior, the more the behavior will be enhanced. As a result of this type of behavior modification program, the negative behaviors will naturally become less important and thus less active for the individual. This is especially important for students who have behavioral or emotional issues that cause them to act out. Turney et al (1983) stated there are six components of the skill use in the classroom:

a. Verbal Reinforcement

In verbal reinforcement, teachers use of praise, encouragement and approval towards students and the effect this has on student achievement has been a topic of considerable interest for many decades. A teacher's comments offering praise and encouragement when used to reinforce student responses or behaviours are referred to as verbal reinforcement. When the students completing the excellent task, teachers usually give rewarding of grades or marks. Verbal reinforcement should be 1) sincere and credible, 2) specific, 3) clearly contingent or dependent, 4) varied according to teacher/lecturer knowledge of individual students.

b. Gestural Reinforcement

Gesturing for reinforcement which refers to the teacher's use of smiles, nods, or pointing as non verbal responses to pupil's contributions to the lesson, performance or behaviour. Often, teachers/lecturers can develop particularly significant gestures.

c. Activity Reinforcement

Activity reinforcement occurs in the classroom when the teacher uses an activity, or task that students prefer or enjoy, as a reinforcer for previous good classwork or performance. It is suggested that activities that still clearly contribute to the general lesson aims should be preferred by the teacher as reinforcement, rather than unrelated activities or games.

d. Proximity Reinforcement

Teacher attention to, display of interest in, and physical nearness to students, when linked to student performance, can be described as proximity reinforcement. Often, teacher proximity serves as a 'cue effect' for associated verbal, personalized, token, or contact reinforcement, since these are administered usually by a teacher in close physical proximity to the 'target student'.

e. Contact Reinforcement

Contact reinforcement is the term applied to a teacher's use of physical contact to reinforce student behavior, performance or efforts. While this component may be appropriate with younger students, it should be recalled that such use of contact reinforcement is not appropriate with older learners.

f. Token Reinforcement

A term used to apply to the teacher's use of any symbolic reinforce contingent upon a student's desired performance or behavior. It modified from different ages.

In line with the discussion above, there are three types of reinforcement based on the source of reinforcement. They are vicarious, peer and self reinforcement. They can be classified into intrinsic and extrinsic reinforcement.

a. Vicarious Reinforcement

In this reinforcement, another person being reinforced for behaviour can strongly influence the observer to act in a similar manner. The change in the behaviour of observers as a function of witnessing the consequences accompanying the performance of others. It is appropriate for busy classrooms with large number of students. It is extrinsic reinforcement.

b. Peer Reinforcement

Reinforcement in the classroom that comes from student peer group (the opinions, evaluations, encouragement, and approval of peers). It is extrinsic reinforcement.

c. Self Reinforcement

Exercising some degree of control over the pupils' actions by utilizing self generated stimulation. It is intrinsic reinforcement.

From the explanation above, the writer gives the examples of reinforcement, as follows:

1. smile
2. pat on the shoulder
3. thumbs up
4. 'Great job doing....'
5. 'I love the way you are...'
6. Writing a positive comment on the whiteboard
7. Time earned for playing games at the end of the day
8. Choice of next activity (for example, the child might choose word searches or word finds from games and puzzles cupboard)

Students Motivation

Motivation is a state of cognitive arousal which provokes a decision to act as a result of which there is sustained intellectual and /or physical effort so that the person can achieve some previously set goal (Williams and Burden: 1997). They go on to point out that the strength of that motivation will depend on how much value the individual places on the outcome he or she wishes to achieve. Furthermore, Harmer (2001) suggests several sources of motivation:

1. The society we live in: outside any classroom there are attitude to language learning and the English language in particular.
2. Significant others: apart from the culture of the world around students, their attitude to language learning.
3. The teacher: clearly a major factor in the continuance of a student's motivation.
4. The method: it is vital that both teacher and students have some confidence in the way teaching and learning take place.

According to Weller (2005) define that there are five basic principles of motivation exist that are applicable to learning in any situation:

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1. The environment can be used to focus the student's attention on what needs to be learned.
2. Incentives motivate learning.
3. Internal motivation is longer lasting and more self-directive than is external motivation, which must be repeatedly reinforced by praise or concrete rewards.
4. Learning is most effective when an individual is ready to learn, that is, when one wants to know something.
5. Motivation is enhanced by the way in which the instructional material is organized.

None of the techniques will produce sustained motivation unless the goals are realistic for the learner. The basic learning principle involved is that *success is more predictably motivating than is failure*. Ordinarily, people will choose activities of intermediate uncertainty rather than those that are difficult (little likelihood of success) or easy (high probability of success).

Video Recording in Teaching English

Using video recording in the English class is a very helpful and stimulating method to motivate students to get the most of the lesson. As technology develops, written materials tend to get ever less popular for learning foreign languages. People seem to no longer find pleasure in reading books. The art of applying the new technology to practical language learning problems is very well demonstrated here with rewarding and motivating results.

As technology develops, written materials tend to get ever less popular for learning foreign languages. People seem to no longer find pleasure in reading books. The art of applying the new technology to practical language learning problems is very well demonstrated here with rewarding and motivating results. As teachers agree, both songs and videos play an important part in teaching and learning a foreign language, as they employ real-life situations with real-life expressions and other particularities. The main difference between songs and videos is that in the latter, there is another sense involved: that of seeing. However, simply watching TV does not account for too good a means to teach English, because it's all there, the pictures, the characters, the script, leaving very little left for our imagination.

There are plenty of ideas to use when trying to teach English with the help of videos. One suggestion might be to turn off the sound and ask students to make up a dialogue from a scene they've just watched. Another idea would be to simply let just a part of the class watch a video, then have them describe to the others what they've seen and understood. These are a few suggestions about the use of videos during class. Those who have used videos are of the opinion that students greatly enjoy such a method, because it motivates them to try and express themselves in a different language from their mother tongue, get a perspective on the cultural aspects of the English speaking world, and so on.

Teaching SIP (Speaking for Instructional Purposes) in English Education Department of Muria Kudus University

Fundamentally, speaking is an interactive, interpersonal process which does not lend itself easily to the requirements of test designers (Hughes, 2002). In this paper, the writer focuses on SIP (Speaking for Instructional Purposes). SIP class is taught for the fifth semester students. There are ten classes consisting of 32-34 students in each class. The standard competence of this course is using purposively and effectively English scaffolding talks, English conversational gambit, and more specifically the classroom English to manage all classroom activities. In addition the basic competence is demonstrating reinforcement, basic questioning, variability, explaining, introductory procedures and closures, advanced questioning, classroom management and discipline, Guiding small group discussion, small group teaching and individualized instruction, guiding discovery learning and fostering creativity. Hopefully, in the end of the SIP (Speaking for Instructional Purposes) class, the students are able to teach their students effectively and efficiently.

The Application of Reinforcement to Encourage Students' Motivation in the Recording of Language Teaching Learning Process

In this discussion, the writer uses recording made by the students of SIP (Speaking for Instructional Purposes). The writer asked students to record the performance to practice teaching. The students are allowed to record their performances using handy cam or cell phone. They have fifteen to twenty minutes to deliver the materials. They are free to choose the materials to practice. Most of them prefer to teach tenses. Then, all of the recording are submitted and discussed in the class. While playing the video recording, the students are permitted to give their friends' performance about reinforcement. The discussion and evaluation of the recording can encourage students' motivation in the class because the reinforcement helps teachers motivating students to be more active in the teaching and learning process. Based on the recording, the writer found the reinforcement used by the students as follows:

No	Types of Reinforcement	Example
1.	Verbal Reinforcement	<p>Words: Right Fine Yes Good Excellent Good job That's right Marvelous Uh-huh Beautiful</p> <p>Sentences: You're on the right track. Well done, Rob. That's interesting. I'm pleased with that. That's good work. Well thought out.</p>
2.	Gestural Reinforcement	<p>Facial laughing smiling winking wrinkling nose raising eyebrows</p> <p>Bodily Nodding shaking head Pointing clapping hands thumbs up raising arms</p>
3.	Activity Reinforcement	Giving students to have more free time Assisting students in playing a movie in the class Playing games
4.	Proximity Reinforcement	Sitting on a desk near a group Standing alongside Walking nearby
5.	Contact Reinforcement	Pat on shoulder Shaking hands
6.	Token Reinforcement	Ticks Stamped comments (excellent, well done, good) Pictures Gold star Food and lollies Collector's items (stamps, cards, coins, badge)

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The purpose of using reinforcement:

1. To encourage students to give full attention to the teacher/lecturer
2. To promote active participation in teaching
3. To help students to adopt appropriate behavior

Conclusion

Reinforcement in the classroom can have significant effects upon student behaviours whether the reinforcement is in the form of teacher praise and attention, tokens, or activities that the students refer to engage in. The more the teachers/lecturers used reinforcement, they will create an effective and efficient teaching learning process. The students will get a new spirit in encouraging their motivation.

Suggestions

In the teaching and learning process, the teachers should select an appropriate media in teaching English. One of the media is by using video recording. It will help both teachers and students in improving English skills. Teachers/lecturers should use much reinforcement to motivate students in teaching and learning process.

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ISBN : 978-602-99285-0-1



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