

# CHAPTER 1

## INTRODUCTION

### A. Rationale

Language is important for human's social development. As a language which is used by more than a half of population in the world, English holds the key as international language. As a global language, English has enormous function and role in our life which is not solely as the tool or media in communication among nations, but also used as the language in wider fields such as in science, technology, social economic, culture and art.<sup>1</sup> Moreover, English competence is important in career development, therefore people need to understand and use English to improve their confidence to face global competition.

The era of free market and advanced science and technology that is rapidly increasing gives us an opportunity to communicate internationally and demands Indonesia to have competitive competence in all areas. Indonesia is not longer just rely on natural resources and the physical ability to prosper its people, but must rely more on professional human resources. One requirement to obtain this is the mastery of English; the mastery of the receptive skills (reading, and listening) and the mastery of the productive skills (speaking, and writing), within a specified word level and relevant grammatical structures. On the other hand, it hard to master them all, but at least people are able to

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<sup>1</sup>Anonymous, *Kurikulum Berbasis Kompetensi Mata Pelajaran Bahasa Inggris Sekolah Lanjut Tingkat Pertama*, (Jakarta: Pusat kurikulum badan penelitian dan pengembangan, 2001), p.67.

communicate orally or in writing. The abilities are very important because almost all sources of global information on various aspects of life are in English.

These days, either active or passive language skills is important. Many people have the capability to have their words are read by more and more people. The written information become more popular with the availability of text messages, advertisement, social networking and even the online self-publishing, it seems that the writing of everyone can be read by anyone. Furthermore, people who live around public places are demanded to be able to speak English fluently. Or at least they are able to understand what the foreigners say.

Language also will make us able to become closer with one another, as Mary Mc. Groarty stated that: language is an intimate part of social identity”.<sup>2</sup> One of them is English All of these abilities can be obtained by learning English frequently.

Although learning a language, specially English takes much time and several steps from the basic until the advance level; it will be very helpful in our life. As Naiman et al. state that “*Good language learners are not necessarily those to whom a language comes very easily; but they have persevered, have overcome frustration, and have after many trials and errors, achieved as satisfactory level of achievement*”.<sup>3</sup>It is very obvious that learning

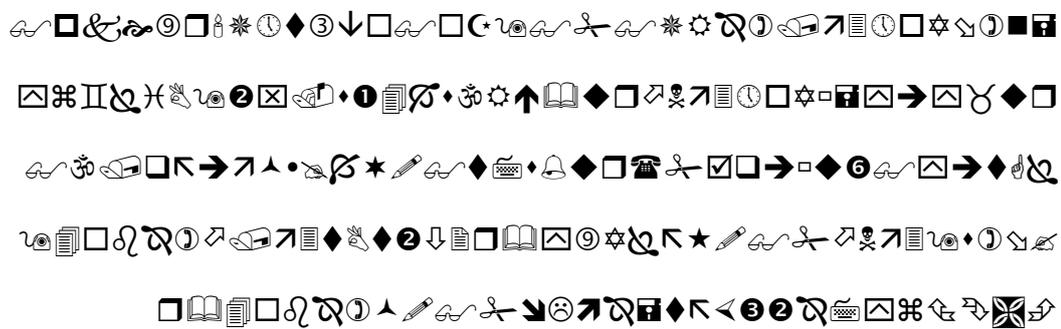
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<sup>2</sup>Sandra Lee Mc Kay and Nancy H.Homberger,*Sociolinguistic and Language Teaching* (New York: Cambridge University Press, 1996), p.3.

<sup>3</sup>Naiman.N..et al. *The Good language learners. Research in Education series*, (Toronto: Institute for studies in Education, 1978). Seventh edition, P. 180.

English needs continuity from the very low level of language until the target is achieved. In addition language is as a part of communication among nation or society tribes the idea, opinion, feeling oral or written. Allah the Almighty created different language for human. *”the essence of language in human activity on the part of one individual to make himself understood by another, and activity on the of the other to understand what was the main of the first.”*<sup>4</sup>as

Allah said the holy koran, Al-Huzurat verses 13:



*Meaning is enclosed at the appendix.*

This verse of Koran, he said that he created you from a man and woman and from different nations and tribes so that you need to know each other, language can meet together the people from different country and everyone must use the language for communication each other.

English is one of international language which is spoken by many people in all over the world. Therefore, using English is the easiest way to communicate with other people from other countries and make good relationship with each other, people use English for several reasond. Firstly, English has functioned as a scientific key, because a lot of science is found in

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<sup>4</sup>Celce, Marianne , Murcia and loismeintosh ,*teaching English as a second language*, (los Angeles: Newbury hruse publishers, inc, 1959). P.183.

english like speaking or written and also important books both of studying exact and social science. Secondly, English is a medium language among of nations learning English.<sup>5</sup> English also considered as the instrument to provide and develop science; technology, art and culture for importance of national development.<sup>6</sup> For these reason many people use English.

As English achieves a global status, it is nowadays taught in universities in the world. It spreads rapidly and becomes more popular than ever. It has become a very important language as media of communication among university students. They are encouraged to use English on campus in their conversations. Besides, their academic books, assignments, and so forth are also written in English. Those all are done as a response to the globalized era. Such response is surely in step with the two reasons why English becomes an important language and a lot of people in the world used it. Firstly, English has functioned as a scientific key because a lot of science is found in English like speaking and, and also important books both for studying exact and social science. Secondly, English is a medium language among nations learning English. English is also considered as the instrument to provide and develop science; technology, art and culture for importance of national development.

It is found nowadays that a new thought emerges on educational world in schools – a teacher should consider his or her students' learning styles. The effectiveness of teaching strongly depends on student's learning styles, besides

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<sup>5</sup>R. Ag kamil Dilp. *TEFL, Teknik membaca Textbook dan Penerjemahan*. (yogyakarta: Kanisius, 1982), p.2.

<sup>6</sup>Departemen agama RI, Kurikulum 2004; *standar Kompetensi untuk madrasah Aliyah* (jakarta: Direktorat jendral kelembagaan agama islam, 2004), p.182.

his or her personality and intellectual intelligences. For this reason, knowing the learning styles of the student, for a teacher, is very important to achieve a successful teaching.<sup>7</sup>

Center for language service (PPB) IAIN Antasari Banjarmasin established from the academic year 2001/2002 which aims to give English and Arabic lectures intensively for new students of IAIN Antasari Banjarmasin. Intensity of the process of learning both English-and Arabic performed for 6 sessions a week, from Monday to Saturday.

Since language service center (PPB) as one of the language service center established that specifically aims to improve their language skills for students of IAIN Antasari both orally and in writing, The existence of a service center language has given positive contribution for IAIN in the development of language in general.

Professional management of center for language service (PPB) can also be proved by looking at the process for administrasion or registration process of candidates to prospective faculty selective perpetually towards the language learning process. The teaching and learning process in the course of intensive study carried out by a level or learning level of each student must have the skills and knowledge of different languages.

The primary method of implementation at the center of language learning language is a method of listening, while the other method refers to the method

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<sup>7</sup>AlisufSabri, *Psikologi Pendidikan, Berdasarkan Kurikulum Nasional IAIN Fakultas Tarbiyah*, (Jakarta: CV Pedoman Ilmu Jaya, 1996), p. 101.

of language learning in general as language learning methods that are used a lot of language courses. And to measure the capabilities and knowledge of each student who participated in the program in the language development service center language, language service center also conducts examinations consisting of middle test, the final test and the tasks required to be followed and implemented by the students participating in service center language.

All of the language learning process in language service center is expected to develop the ability and skills aspects of active or passive language skills namely listening, speaking, reading and writing as well as enriching the vocabulary and grammar. Therefore, to support it all the service center language provide foreign language books and articles related to the increase in foreign languages to be distributed to the participating students and lecturers service center language.

In many of our daily activities our efforts are rewarded: at home may receive praise for completing a task or thanks for a helping hand; at work we receive pay and perhaps promotion for sustained efforts. The element of reward (in very general terms applicable to anything from a smile to money) plays a substantial part in our everyday lives. Psychologists have long investigated the effects of rewards and punishment on the way animals and humans learn. In this context, the term 'reinforcement' is often used but its definition is debated. Reinforcement is emphasized, and is taken. In the first instance, to mean the

positive response by one person to another's behavior so that the probability of that behavior occurring again is increased.<sup>8</sup>

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. By using the skill of reinforcement in the classroom, the teacher can increase pupil attention, maintain motivation, facilitate learning and improve pupil behavior. In addition, the use of teaching skill can provide an affective basis for the development of pupil's own organization for their learning. As pupils gradually develop this capacity, it will also be important for them to acquire the ability to critically evaluate their own success and to provide themselves with positive reinforcement, that is, self-reinforce, rather than be constantly reliant upon others for a positive response.

Giving reinforcement such as in the form a word to appreciate, to praise, smile and go give a nod really affected to the teaching-and -learning process that is to encourage students to increase their effort in teaching. That the reinforcement means giving reward to the students to reinforcer an attitude from someone to repeat it again.

Basically, the students are different one another, in the capability, or in their way to behave the material. In the classical teaching and learning process the individual differences rarely attend by the teacher. In the effort of developing need. Therefore, In addition to her views, also stated that if learning materials are provided attractively, there will be a big possibility to gain

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<sup>8</sup>C.Turney, *Sidney Micro Skills Redeveloped Series 1 Handbook*, sydney university prees, (Sydney: 1983), P.29-23.

student's motivation on their learning process. It is because motivation has a firm relationship with the student's tendency, emotion, interest, and need.<sup>9</sup> This way, it is clear that what every teacher is facing is how to invest motivation to his or her students effectively. The success of teaching is so much affected by the urgency of motivation.<sup>10</sup> The acquisition is facilitated by a focus on communication, rather than grammatical form. Second, for the affective filter hypothesis, he said that learners need a low-anxiety environment in order to maximize their learning that they need to be motivated so that their confidence stays high, that listening to and understanding spoken language are essential in acquisition and that teachers should not force production, but expect a silent period.<sup>11</sup> Moreover, this is about teaching English to the non-English speakers, which it is to seriously regard that the motivation towards learning second or foreign language is not as high as towards that of the first language.<sup>12</sup> The researcher is curious about their skill in teaching English at IAIN towards students of different English proficiency, different faculties and majors, and of low English learning ability. Therefore, she intends to conduct her research on an English class taught by this kind of teacher. Then, the researcher finds that

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<sup>9</sup>Syaiful Bahri Djamarah, *Gurudan Anak Didik: dalam Interaksi Edukatif, Suatu Pendekatan Teoritis Psikologis*, (Jakarta: PT Rineka Cipta, 2005), p.223.

<sup>10</sup>Ahmad Rohani, *Pengelolaan Pengajaran*, (Jakarta: PT Rineka Cipta, 2004), p. 11.

<sup>11</sup>Ricardo Schütz, *Stephen Krashen's Theory of Second Language Acquisition*, (2007). Retrieved March 21<sup>st</sup>, 2011, from <http://www.sk.com.br/sk-krash.html>

<sup>12</sup>Samsunuwiyati Mar'at, *Psikolinguistik: Suatu Pengantar*, (Bandung: PT Refika Aditama, 2005). p. 94.

the only English learning program of IAIN which offers this kind of activity is the Language Center of IAIN which is located at Km 4.5 Jln. Ahmad Yani, Banjarmasin. In this program, the students from different faculties and departments learn English together, a kind of very basic English learning. In this case, the researcher has ten lecturer to observe.

Based on the above facts, the writer then wants to know how they teach the students of aforementioned kinds of reinforcement that they use, than the writer is interested in conducting her analysis with entitled **“The Reinforcement Skill in Teaching English Applied by Lecturer of Language Service Center (PPB) at IAIN Antasari Banjarmasin Academic Year 2012/2013”**

To avoid misunderstanding and misinterpretation between the reader, the writer feels necessary to explain some term in regard to the title as follows:

1. Reinforcement is often the issue of an agent acting in an environment that tries to achieve the best performance over time by trial and error.<sup>13</sup>
2. Skill is the learned capacity to carry out pre-determined results often with the minimum outlay of time, energy, or both. In other words the abilities that one possesses.<sup>14</sup>
3. Teaching is imparting knowledge or skill.<sup>15</sup> Whereas learning is a poorly understand biological process.<sup>16</sup>so, teaching and learning is a process participant interaction being taught with educator and studying source on one environment studies. There is intention even learning in here is

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<sup>13</sup>University of Hawaii. Fall 2006<http://www2.hawaii.edu/~chenx/ics699r1/grid/r1.html>

<sup>14</sup><http://en.wikipedia.org/wiki/Skill>

<sup>15</sup> B. O. Smith's , definitions of teaching, [http://www.phy.ilstu.edu/pte/310content/teaching learning/ teaching-learning. Ppt](http://www.phy.ilstu.edu/pte/310content/teaching%20learning/teaching-learning.Ppt), 21/06/10

<sup>16</sup>teachingang learning, [http://rsaffran. Tripod.com/teaching.html](http://rsaffran.Tripod.com/teaching.html), 21/06/10

process forwarding English language to educative participant that did by English teacher with use of whole learning component.

4. Lecturer is teach in a university or college which teach students in one or more subject areas and conduct research projects.<sup>17</sup>
5. Language Service Center (PPB) is one of the service centers that have specifically aims to improve their language skills for students of IAIN Antasari both orally and in writing, And it is a program designed by the Language Center of IAIN Antasari to provide students with learning foreign languages (Arabic and English).

## **B. Problem Statement**

Based on the background above, this research concerns with the following problems:

1. Do the lecturers of language service center (PBB) at Antasari State Institute For Islamic Studies Banjarmasin use reinforcement while teaching and learning process?
2. What components of reinforcement skill are used by lecturers of language service center (PBB) at Antasari State Institute For Islamic Studies Banjarmasin?

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<sup>17</sup>Don Snow, *from language learner to language teacher*, TESOL, inc, p, 3.

### **C. Reason for Choosing the Tittle**

The researcher chose the title above because she wants to know if the teachers or lecture use or not the reinforcement when they teach in the class.

There are several reason for choosing this tittle as follows:

- 1) Reinforcement is very important applied by teacher and lecturer for helping them to give motivation to the students in learning and teaching process.
- 2) It can make the students confident and spirit in learning.
- 3) It can help the students to make their study to be better.
- 4) It is also very useful to build good relationship between teacher/lecturer and the students in the classroom

### **D. Purpose of the Research**

There are some purposes of this research:

- 1) To know whether the lecturers of language service center (PBB) at Antasari State Institute for Islamic Studies Banjarmasin is using reinforcement while teaching and learning process or not?
- 2) To find out the components of reinforcement skill used by lecturers of language service center (PBB) at Antasari State Institute For Islamic Studies Banjarmasin?

### **E. Significances of the Research**

Here are the significances of the results of this research:

- 1) For the writer and the reader it gives more knowledge about reinforcement skill.
- 2) For the lecturer of Language Service Center (PPB), it can be used to improve their approach in teaching.
- 3) For the next researcher, it can be used as a reference for conduct the new research about teaching English in Language Service Center (PPB).

### **F. Organization of Writing**

This research is divided into five chapters as follows:

The first chapter is introduction, which consist of Rationale, Problem Statement, Reason for choosing the tittle, Purpose of the Research, Significance of the Research and Organization of Writing.

The second chapter is Theoretical review, which consist of Teaching learning, and Reinforcement.

The third chapter is Method of Research, which consist Subject and Object of study, Research location, Research Design, Data and Source of data, Techniques of Collecting data, and Techniques of Data Analysis.

The fourth chapter is Reports of Research result, which consist of general description of research location, Data Presentation, and Data Analysis.

The last chapter is closure which consist of Conclusion and Suggestion.

## CHAPTER II

### THEORETICAL REVIEW

#### A. Teaching and learning

##### 1. The nature of teaching and learning

Teaching is guiding and facilitating learning, enabling the learning to learn, setting the condition for learning. Teaching as an honor activity to do, holds an important role to prepare the young generation who will replace their pioneers. By the teaching, we will have young generation with high intellectual, courtesy and well behave.<sup>1819</sup>

Teaching is presenting ideas, problems, or sciences in simple form to be understood by each students. Thus principally teaching is to guide student in all activity, or we can say that teaching is an effort to organize environment in relationship with student and teaching material. It is a process to study on student itself. It means that teacher can organize student activities that can utilize environmentally, inside classroom or outside classroom. the definition show that teaching is a part of education in the form of somebody's activities or efforts to create skills, knowledge and systematic supervision in order to encourage the development of students' ability.<sup>20</sup> And it can be conclude that teaching is the guidance from a teacher to his students in teaching and learning

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<sup>19</sup> H . Doughlas Brown, *Principle of Language Learning and Teaching*, (2<sup>nd</sup> Edition. Prentice-hall, inc, 2001).

<sup>20</sup> P ,Patev, *Problems of Interference in frence language learning by bulgarism*, (sofia university yearbook, faculty of western philologis, 1974).



definitions of teaching above, it can be concluded that teaching is a process of transferring knowledge, skill, and experience to students based on goals of learning. Also means to give guidance in learning activities to make students better than before.

Teaching without adequate written planning is sloppy and almost always ineffective, because the teacher has not thought out exactly what to do and how to do it. Therefore, in teaching and learning process need some requirement in it.

## **2. Requirement in teaching and learning English process**

Anthony as cited in curriculum or syllabus is design for carrying out a particular language program. The term “ syllabus” is usually used more customarily in United Kingdom to refer to what is called a “ curriculum” in the curriculum is same with syllabus.

Curriculum is the principle and procedures for planning, implementation, evaluation, and management of an educational program, Educational system in Indonesia today is curriculum KTSP, the curriculum which is practiced by the teacher in the schools.

Syllabus is more localized and based on accounts and records of what actually happens at the classroom level as teacher and learners apply a given curriculum to their own situation.<sup>23</sup>Syllabus focuses more narrowly on the selection and grading of content which focuses on the knowledge and skills which learners should gain as a result of instruction.

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<sup>23</sup> B Lekove, Language Interference and methods of Its overcoming in Foreign Language teaching, (trakia university, 2009).

## **B. Reinforcement skill**

### **1. History of Reinforcement Skill**

The history of reinforcement learning has two main threads, both long and rich, which were pursued independently before intertwining in modern reinforcement learning. One thread concerns learning by trial and error and started in the psychology of animal learning. This thread runs through some of the earliest work in artificial intelligence and led to the revival of reinforcement learning in the early 1980s. The other thread concerns the problem of optimal control and its solution using value functions and dynamic programming. For the most part, this thread did not involve learning. Although the two threads were largely independent, the exceptions revolve around a third, less distinct thread concerning temporal-difference methods such as used in the Tic-Tac-Toe example in this chapter. All three threads came together in the late 1980s to produce the modern field of reinforcement learning.

The thread focusing on trial-and-error learning is the one with which we are most familiar and about which we have the most to say in this brief history. Before doing that, however, we briefly discuss the optimal control thread.

The term "optimal control" came into use in the late 1950s to describe the problem of designing a controller to minimize a measure of a dynamical system's behavior over time. One of the approaches to this problem was developed in the mid-1950s by Richard Bellman and colleagues by extending a 19th century theory

of Hamilton and Jacobi. This approach uses the concept of a dynamical system's state and of a value function, or "optimal return function," to define a functional equation, now often called the Bellman equation. The class of methods for solving optimal control problems by solving this equation came to be known as dynamic programming and also introduced the discrete stochastic version of the optimal control problem known as decision processes, and the policy iteration method. All of these are essential elements underlying the theory and algorithms of modern reinforcement learning.<sup>24</sup>

Dynamic programming is widely considered the only feasible way of solving general stochastic optimal control problems. It suffers from what Bellman called "the curse of dimensionality," meaning that its computational requirements grow exponentially with the number of state variables, but it is still far more efficient and more widely applicable than any other method. Dynamic programming has been extensively developed in the last four decades, including extensions to partially observable, many applications, and asynchronous methods. Many excellent modern treatments of dynamic programming are available provides a detailed authoritative history of optimal control.

Definition reinforcement learning as any effective way of solving reinforcement learning problems, and it is now clear that these problems are very closely related to optimal control problems, particularly those formulated.

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<sup>24</sup>Richard Sutton, history of reinforcement skill,( Sat May 31 14:27:51 EDT 1997 ) <http://webdocs.cs.ualberta.ca/~sutton/book/1/node7.html>

Accordingly we must consider the solution methods of optimal control, such as dynamic programming, to also be reinforcement learning methods. Of course, almost all of these methods require complete knowledge of the system to be controlled, and for this reason it feels a little unnatural to say that they are part of reinforcement *learning*. Many dynamic programming methods are incremental and iterative. Like true learning methods, they gradually reach the correct answer through successive approximations. As we show in the rest of this book, these similarities are far more than superficial. The theories and solution methods for the cases of complete and incomplete knowledge are so closely related that we feel they must be considered together as part of the same subject matter.

The other major thread leading to the modern field of reinforcement learning, that centered around the idea of trial-and-error learning. This thread began in psychology, where "reinforcement" theories of learning are common. Perhaps the first to succinctly express the essence of trial-and-error learning was Edward Thorndike. This essence to be the idea that actions followed by good or bad outcomes have their tendency to be re-selected altered accordingly. In Thorndike's words:

Of several responses made to the same situation, those which are accompanied or closely followed by satisfaction to the animal will, other things being equal, be more firmly connected with the situation, so that, when it recurs, they will be more likely to recur; those which are accompanied or closely followed by discomfort to the animal will, other things being equal, have their connections with that situation weakened, so that, when it recurs, they will be less likely to occur. The greater the satisfaction or discomfort, the greater the strengthening or weakening of the bond. memory in the form of remembering what actions worked best, associating them with the situations in which they were best.

Combining search and memory in this way is essential to reinforcement learning.  
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## 2. Definition of Reinforcement

Reinforcement learning is a computational approach to understanding and automating goal-directed learning and decision-making. It is distinguished from other computational approaches by its emphasis on learning by the individual from direct interaction with its environment, without relying on exemplary supervision or complete models of the environment. In our opinion, reinforcement learning is the first field to seriously address the computational issues that arise when learning from interaction with an environment in order to achieve long-term goals.

Reinforcement learning uses a formal framework defining the interaction between agent and environment in terms of states, actions, and rewards. This framework is intended to be a simple way of representing essential features of the artificial intelligence problem. These features include a sense of cause and effect, of uncertainty and non determinism, and the existence of explicit goals. Most relevant is the formalism of Markov decision processes, which provides a precise, and relatively neutral, way of including the key features.

The concepts of value and value functions are the key features of the reinforcement learning methods that we consider. We take the position that value functions are essential for efficient search in the space of policies. Their use of value functions distinguish reinforcement learning methods from evolutionary

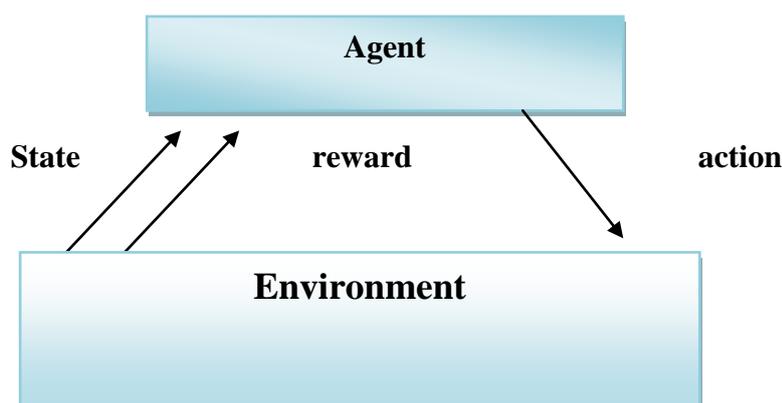
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<sup>25</sup> Richard s. Sutton and andrew G. Barto, reinforcement learning An introduction, ( Mit Press, Cambridge, MA, 1998).

methods that search directly in policy space guided by scalar evaluations of entire policies.

Reinforcement learning (RL). This kind of learning falls between the first two categories, in which you have the input, but not output, instead you have "critic" -- whether the classifier's output is correct or wrong. Reinforcement Learning is often the issue of an agent acting in an environment that tries to achieve the best performance over time by trial and error.

The following is a standard model of Reinforcement Learning.



In this model the agent in the environment chooses an action  $a_i$ , obtains reward  $r_i$ , and switch from state  $s_i$  to state  $s_{i+1}$ . The goal is to maximize long term reward, where  $\gamma$  is called the discounting factor.

Reinforcement Learning dates back to the 1960's, originated from the research of dynamic programming and Markova decision processes. Monte Carlo method is another source of Reinforcement Learning methods, learning from stochastic sampling of the sample space. A third group of method that is specific

to Reinforcement Learning is the temporal difference method, which combines the merits of dynamic programming and Monte carol method, developed in the 1980's mostly by the work of Button and Sarto etc.

One simplest Reinforcement Learning problem is the bandit problem. One important Reinforcement Learning algorithm is the Q-learning algorithm introduced in the next section.

To measure learning performance, criteria include 1) eventual convergence to optimal, 2) speed of convergence to (near-)optimality and 3) regret, which is the expected reward gained after executing the Reinforcement Learning algorithm.

The three main categories of Reinforcement Learning algorithms are: 1) dynamic programming, 2) Monte Carlo methods and 3) temporal difference methods.

Reinforcement learning algorithms can also be classified into model-free methods and model-based methods. Model-free methods include Monte carol methods and temporal difference methods. Model-based methods include dynamic programming, certainty equivalent methods, Dynamic, Prioritized sweeping/queue-dyne, RTDP (Real-Time Dynamic Programming), the Plexus planning system etc. More of these are briefly mentioned in Some of the central issues of Reinforcement Learning are:

- a. Exploration vs Exploitation.

This is illustrated in the bandit problem, in which a bandit machine has several levers with different payoff values. The bandit machine player is given a fixed number of chances to pull the levers. He needs to balance the number of trials used to find the lever with the best payoff, and the number of trials used to pull this lever only.

b. Life-long learning.

The learning is real-time and continues through the entire life of the agent. The agent learns and acts simultaneously. This kind of life-long learning is also called "online learning".

c. Immediate v.s. delayed reward.

A Reinforcement Learning agent needs to maximize the expected long-term reward. To achieve this goal the agent needs to consider both immediate reward and delayed reward, and try not to be stuck in a local minimum.

d. Generalization over input and action.

In Reinforcement Learning where a model-free method is used to find the strategy (e.g., in Q-learning), a problem is how to apply the learned knowledge into the unknown world. Model-based methods are better in this situation, but need enough prior knowledge about the environment, which may be unrealistic, and the computation burden is cursed by the dimension of the environment. Model-free methods, on the other hand, requires no prior knowledge, but makes

inefficient use of the learned knowledge, thus requires much more experience to learn, and cannot generalize well.

e. Partially observable environments.

The real world may not allow the agent to have a full and accurate perception of the environment, thus often partial information are used to guide the behavior of the agent.

f. Scalability.

So far available Reinforcement Learning algorithms all lack a way of scale up from toy applications to real world applications.

g. Principle v.s. field knowledge.

This is the general problem faced by AI: a general problem solver based on the first principle does not exist. Different algorithms are need to solve different problems. More over, field knowledge are often beneficial and necessary to be added to significantly improve the performance of the solution.<sup>26</sup>

### 3. Type of Reinforcement

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<sup>26</sup> University of Hawaii. Fall 2006 <http://www2.hawaii.edu/~chenx/ics699rl/grid/rl.html>

Reinforcement can include anything that strengthens or increases a behavior, including stimuli, events and situations. In a classroom setting, for example, types of reinforcement might include praise, getting out of unwanted work, token rewards, candy, extra playtime and fun activities.

There are two major categories of reinforcement:

- **Primary reinforcement**, sometimes referred to as unconditional reinforcement, occurs naturally and does not require learning in order to work. Primary reinforcers often have an evolutionary basis in that they aid in the survival of the species. Examples of primary reinforcers include food, air, sleep, water and sex. Genetics and experience may also play a role in how reinforcing such things are. For example, while one person might find a certain type of food very rewarding, another person may not like that food at all.
- **Secondary reinforcement**, also known as conditioned reinforcement, involves stimuli that have become rewarding by being paired with another reinforcing stimulus. For example, when training a dog, praise and treats might be used as primary reinforcers. The sound of a clicker can be associated with the praise and treats until the sound of the clicker itself begins to work as a secondary reinforce.

In operant conditioning, there are two different types of reinforcement:

- Positive reinforcement involves the addition of something to increase a response, such as giving a bit of candy to a child after she cleans up her room.
- Negative reinforcement involves removing something in order to increase a response, such as canceling a quiz if students turn in all of their homework for the week. By removing the aversive stimulus (the quiz), the teacher hopes to increase the occurrence of the desired behavior (completing all homework).<sup>27</sup>

#### **4. Principles of usage Reinforcement**

Underpinning the application of the components of the skill of reinforcement are several general principles.

##### **Variety**

The teacher/ lecture needs to employ a variety of techniques when applying the skill. The teacher/ lecture should establish what patterns of reinforcement will be effective with pupils taking into consideration the age and ability of the class. However, once appropriate patterns of reinforcement have been decided upon, the teacher/ lecture will need to implement them with

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flexibility. Repetition of the same style or type of reinforcement, such as the continual use of 'that's good 'or 'oh, how fine!; or the frequent use of one rubber stamp imprint as the only class reinforce could lead to the loss of effectiveness of that particular reinforce.

### **Individualization**

Teachers should be aware of the need to individualize the mode of reinforcement. Some children may respond to the award of a stamp or a star, others may respond to being allowed to move to a favorite activity after successfully completing work set by the teacher. Others may be content with one or two words of praise from the teacher/ lecture. Others still may be embarrassed by oral praise but will respond to words of encouragement written at the bottom of their work. In applying the components of reinforcement it will be more effective, too, if the teacher/ lecture adopts a personalized approach by referring to individual pupils by name, for Example, rather than offering non specific reinforcement.

### **Contingency**

The teacher/ lecture must ensure that the reinforcement is contingent upon pupil performance of desired behaviors. Thus it is important that, when using the skill components of reinforcement, the teacher/ lecture should be sure that pupils are aware of the specific behavior to be reinforced. Consultation with pupils as to desired learning outcomes, behavior and performance standards, in

addition to preferred reinforces, will enhance this aspect of the procedure and may also prevent meaningless or inappropriate reinforces being used by the teacher/ lecture.

### **Credibility**

The teacher/ lecture must ensure that the reinforcement is credible as well as meaningful to the pupils. Teacher/ lecture warmth, enthusiasm and sincerity are important elements in the principle. So, too, is the appropriateness of the teacher's/ lecture's use of reinforcement. For Example, telling slow learner with a history of failure and a poor self-image that he is 'Brilliant' or 'outstanding', may be met with little enthusiasm or pride. The pupil may well interpret such praise as being insincere, sarcastic and inappropriate rather than reinforcing.

### **Peer support**

Teachers/ lectures should adopt patterns of reinforcement which encourage pupils to offer one another praise and support, developing thereby the application of peer reinforcement in the classroom. Having pupils give one another credit for work well carried out, or having one group comment positively on the efforts of another, will contribute to the idea that pupils do not always have to rely on the teacher/ lecture for reinforcement.

When applying these principles of usage, teachers/ lectures should keep in mind that reinforcement in the classroom can be directed at responses in a large number of areas including:

1. Attention to teacher, peers and objects under discussion:
2. Study behavior, book work, reading and chalkboard work;
3. Work output (completed pages, assignment sheets);
4. Work quality (neatness, accuracy, aesthetic qualities, through content);
5. Work improvement (in quality, output or appearance);
6. Behavior categories (appropriate and inappropriate, verbal, physical and written); and
7. Independent work (development of self-directed and self-managed behavior and self-initiated work activity).

## **5. Component of Reinforcement**

At the outset it should be emphasized that while all components are feasible and desirable for use by the teacher/lecture in either primary school classes or secondary school groups, variations in pupil acceptance and appropriateness of certain components for different age groups need to be considered.

Six components are identified and described here, as well as being illustrated in use in classroom situations in the audiovisual programmed.

### **a. Verbal reinforcing**

A teacher's comments offering praise and encouragement when used to reinforce pupil responses of behaviors are referred to as verbal reinforcement. Included in this components are a personal, evaluative and

supportive nature. They may occur while tasks are being performed, or they may complement more formal performed, or they may complement more formal feed-back on completed work, such as the awarding or grades or marks, for Example:

Words:

Yes	Good	Correct
That's right	Fine	Nice Work
Great	Uh-huh	Beautiful

Sentences:

Well done, Great.	I'm pleased with that.
That's good work.	well thought out.
Keep it up, Louise.	You're doing better.
I Like that way jane explained that.	That's interesting.
You should be pleased with that.	Let's watch him do it.
I admire it when you work like that.	You're on the right track.
You have caught on very quickly.	
You should be very proud of this.	

#### b. **Gestural Reinforcing**

Closely linked with verbal reinforcement is gesturing for reinforcement, which refers to the teacher's/ lecture's use of smiles, nods, or pointing, as non verbal responses to pupil's contributions to the lesson,

performance or behavior. Often, teachers/ lectures can develop particularly significant gestures that become identifiable as personal and idiosyncratic reinforces which may lead to improved informal teacher/ lecture pupil interaction as an added benefit. For Example,

Facial:

Smiling	Winking	Whistling
Raising eyebrows	Laughing	Wrinkling Nose

Bodily:

Clapping hands	Raising arms	Thumbs up
Pointing	Shaking head	Nodding
Signaling O.K	Shrugging shoulders	

### c. **Activity Reinforcing**

Activity reinforcement occurs in the classroom when the teacher/ lecture uses an activity, or task that pupils prefer or enjoy, as a reinforce for previous good class work or performance. It is suggested that activities that still clearly contribute to the general lesson aims should be preferred by the teacher/ lecture as reinforcement, rather than unrelated activities or games. However, this latter point may well vary considerably in applicability according to pupil needs and interests.

Teachers/ lectures may use activity reinforcement with pupils in the following ways: involving them in a classroom activity; letting them go

first; allowing them to have extra free time; selecting them to play a classroom game or distribute class materials; giving extra materials; giving extra physical education time; allowing them to assume responsibility for equipment, to assist with using audiovisual aids or to listen to radio or music or view a favorite television program.

**d. Proximity Reinforcing**

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

Standing alongside	walking nearby
Advancing toward	Gently guiding
Sitting on a desk near a group	
Co-operating in a group activity	

**e. Contact Reinforcing**

Closely related to proximity reinforcing, contact reinforcement is the term applied to a teacher's/ lecture's use of physical contacts, such as a pat on the shoulder, shaking hands, ruffling on the hair or other physical teacher/lecture-pupil contacts, used in such a way as to reinforce pupil

behavior, performance or efforts. While this component may be appropriate with younger pupils, it should be recalled that such use of contact reinforcement is not appropriate with older learners.

**f. Token Reinforcing**

Token reinforcement is a term used to apply to the teacher's/lecture's use of any symbolic reinforce contingent upon a pupil's desired performance or behavior. Examples included:

Food and lollies

Good stars

Ticket

Written comments on books, test papers

Stamped comments (Good, well done, much improved, excellent)

Collector's items (stamps, cards, coins, badges)

Pictures

Name on honor roll

Chart reinforcement (may take the form of a progress chart for the whole class, or for individuals).

**6. Modes of usege Reinforcement**

The six component of the skill of reinforcement described above may be applied in a number of ways.

**g. Group Reinforcement**

Reinforcement components may be applied by the teacher/ lecturer, from time to time, to the whole class group, or sub-groups, as well as to individuals. Such an application will involve principally the use of verbal, gestural, token and perhaps activity components. Whole group reinforcement will assist the teacher/ lecturer to develop a positive classroom climate in which all participants work together in a co-operative spirit.

#### **h. Delayed Reinforcement**

Reinforcement, using any of the above components in whatever pattern, should normally be applied as immediately as possible after a desired response. Delayed reinforcement appears to be less effective than immediate, but delayed reinforcement may be used if the delay can be 'bridged' by explanation or verbal cues.

Often, however, with secondary pupils, it will be beneficial not to interrupt class discussion by praising one pupil for an answer before accepting another response. Commendation of worthwhile contributions may well be delayed till the discussion sequence is completed. Older pupils, too, may respond more positively if a teacher/ lecturer makes a point of offering positive comments to individual pupils at the conclusions of a teaching episode. This may be done, for example, when the teacher moves around the class when pupils are involved in individual work after a full class discussion.

What is important is that the teacher/ lecture should not miss an opportunity to provide reinforcement and individual pupils should still be able to recall what occasioned the teacher's/ lecture's positive response.

### **I Qualified Reinforcement**

Pupils often respond to teacher/ lecture questions with answers which are either incomplete or are only partially acceptable. Similarly, when working on tasks set by the teacher the resulting efforts by pupils may not be totally successful or appropriate, though they may be still praiseworthy. It is important for teachers to respond in such a way as to indicate the value of such efforts and encourage pupils to build on them. In such situations the teacher/ lecture can offer qualified reinforcement, that is by responding positively to those aspects which merit praise, while at the same time suggesting the need to think things through a little further or to persist a little longer in their efforts. It will be helpful for the teacher to use such comments as: Good, you are on the right track.....you have grasped a number of aspects (such as.....).....but have you gone far enough?.....is there something you have left out of consideration?.....in this way the teacher/ lecture can avoid the use of negative reinforcers (such as derogatory remarks, strong negative restores, or ridicule and criticism) and concentrate on positive responses to pupils' efforts.<sup>28</sup>

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<sup>28</sup>C, Turney and friend, *Reinforcement Basics Questioning variability*, (Sydney university press: Sydney, 1983). P. 29-32

## **CHAPTER III**

### **METHOD OF RESEARCH**

#### **A. Subject and Object of Research**

##### **1. Subject of Research**

The subject of this study is ten lecturers of Language Service Center (PPB) of IAIN Antasari Banjarmasin academic year 2012-2013 who has determinate criteria with the research. Thus, the writer used purposive sample to determine the subject of the research.

## **2. Object of Research**

The object of this research is the reinforcement skill in teaching English applied by lecturer of Language Service Center of IAIN Antasari Banjarmasin, Academic Year 2012-2013.

## **3. Research Location**

The location of this research is in IAIN Antasari Banjarmasin, because in IAIN Antasari Banjarmasin there are many lecturers of language service center (PPB) who have studied basic teaching skills, one of them is reinforcement skill in teaching and learning process.

## **4. Research Design**

The type of the research is descriptive qualitative because the object of the research in the forms of written or oral word. In slightly different way, Miles holds, "Qualitative data tends to be in the form of words than series of number".<sup>29</sup> It doesn't present data and the result in the form of digits or static but it yields the data and the result in the form phenomena description. Thus, a

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<sup>29</sup> Matthew Miles, *Qualitative Data Analysis: A Sourcebook of Methods*. (London: Sega Published, 1985), p. 1

research of which type is qualitative is a research in which the data are in the forms of words.

## **B. Data and Source of Data**

### **1. Data**

The data are collected directly from observation and doing interview with the lecturers of language service center (PPB) of IAIN Antasari Banjarmasin academic year 2012-2013 who use the reinforcement skill in teaching.

### **2. Source of Data**

The writer tries to figure out mainly written sources such as journals, textbooks, and online sources that offer something valuable related to the study and also collecting result of data from observation and interview.

## **C. Technique of Data Collecting**

Based on the research design chosen, the process of data collection is observation and interview techniques by Teacher of language service center (PPB) of IAIN Antasari Banjarmasin academic year 2011-2012. Then, researcher gives codes in reinforcement skill analysis sheets for every step in teaching and learning process (pre-activity, while-activity and post-activity).

## **D. Technique of Data Analysis**

The technique uses in analyzing the data in this research is qualitative. The activity in analyzing the qualitative data is done interactively and persistently in every stage of the study that the activity and qualitative data analysis is complete.

The analysis consists of three plots of activity which are occurred simultaneously, they are: data reduction, data display and data verification. Data reduction is a process of selecting, simplifying and transforming crude data which is found from instruments or written notes in the field. Data display is a process of composing information that gives a possibility to make conclusion.

The first step after collecting data in analyzing data is to collect data and transcribe all data from Reinforcement Skill analysis sheets and field notes into written texts. Then the collected data are organized, classified and made categories, because this research is qualitative research attends on data characteristics qualities.

Classification process and categorization data are done since in the field through collecting data process, and then it will be continued in detail data and more systematically after all of data are collected. And from analysis of data, it will be verified by describing the kinds of Reinforcement Skill are used by lecturer of Language Service Center (PPB) of IAIN Antasari Banjarmasin academic year 2012/2013 in teaching learning.

## **CHAPTER IV**

### **REPORT OF RESEARCH RESULT**

#### **A. General Description of Research Location**

##### **1. Brief History of language service center (PPB)**

Language Service Center of Antasari State Institute for Islamic Studies (IAIN) Banjarmasin. was built in 1975 and is located in Km 4.5 Jln. Ahmad Yani, Banjarmasin. The director of the language center is Mr. H. Amin Djamaluddin,

M.A. In managing the Language service Center, the director is assisted by several lecturers. The language center has goals as follows:

- To build students' knowledge and skills in Arabic and English, either active or passive, so that they are able to compete in this globalized era.
- To build up students' independence and participating individuals in developing the nation of Indonesia; in supporting the government to educate the nationals to be competent in a foreign language.
- To guide students in taking the test of entry of postgraduate program after they graduate from IAIN Antasari Banjarmasin.
- To allow students' ease in taking the test for study abroad.
- To allow students' ease in taking program for seeds of teacher power (lecturer) after they graduate from studying in IAIN Antasari Banjarmasin.

## **2. Description Lecturers and Students Condition**

There are 57 permanent lecturers from different educational background in language service center (PPB). Then, there are 1186 students in English A that was divided into 54 classes. There are 69 students in accelerated classes and divided into 3 classes. Finally, can be concluded that there are 1255 students and 57 classes of language service center IAIN Antasari Banjarmasin in academic year 2012/2013. The description of lecturers and students can be seen in the Appendices.

## **B. Data presentation**

On this data presentation the writer describes about result of research on the field based on the test result as the primary data to better understand about the Reinforcement in teaching English, to know the lecturers of language service center (PBB) using reinforcement while teaching and learning process and also to find out the components of reinforcement skill are used by lecturers of language service center (PBB).

**The Reinforcement skill in teaching English applied by lecturer of language service center (PPB) at IAIN Antasari Banjarmasin Academic Year 2012/2013**

To know about the lecturers using Reinforcement skill when they teach in the class, the writer conducted the observation on September 24<sup>th</sup> - October 22<sup>nd</sup> 2012 at different ten classes of language service center. The first observation was taken in Rahmaniah, S.Pd's class, who teaches in English A on September 24<sup>th</sup>. The second observation was conducted in Hj. Nisa mahbubah, S.Pd's class, who teaches in English A on September 26<sup>th</sup>. The third observation was conducted in Rahmila Murtiana, M.A's class, who teaches in English A. The fourth observation in Syarifah Bulkis, S.Pd.I's class, who teaches in English A. The fifth observation

in Susilawati, M.Pd's class who teaches in English A. The sixth observation in Khalik Marwan, S.Pd who teaches in English A. The seventh observation in Syarifah Salmah, M.Pd.'s class, who teaches in English A. The eighth observation in Puji Sri Rahayu, MA's class, who teaches in English B. The ninth observation in Muhammad Fithrajaya, S.Pd's class, who teaches in English A. The last observation in Arif rahman, s.pd's class. who teaches in English A.

Based on the observation of the lecturers that using Reinforcement skill in their teaching and learning process at Language service center (PPB) in IAIN Antasari academic year 20012/2013. Basically, all of the teachers or lecturers always use reinforcement skills every learning process. Thus, when the researchers examined some of lecturers, they always use the skill reinforcement teaching and learning process. Usually, they use the reinforcement skill with instructional materials that they will teach. The test results can be seen on the table in the appendices.

### **C. Data analysis**

The data of this research are the data collected from observation, and interviews of ten English classes.: the class of lectures the first in (Rahmaniah, S.Pd's class group 49 regular ), the second in ( Hj. Nisa Mahbubah,S.Pd's class group 11 regular), the third in (Rahmila Murtiana, M.A's class group 1 regular), the fourth in ( Syarifah bulkis,S.PdI's class group 21 regular), the fifth in (Susilawati',M.Pd s class group 6 regular), the sixth in ( Khalik Marwan,S.Pd's class group 26 regular), the seventh in

(Syarifah Salmah, M.PdI's class group 9 regular), the eight in (Puji sri rahayu, M.A's class group 1 English B), the ninth in (Fitrajaya,S.Pd's class 43 regular) and the last observation in (Arif Rahman,S.Pd's class group 10 regular).

### 1. Observation

On the observation, the researcher wrote everything about the actions done, atmosphere, and activities in the classroom that may have a link with the data she wanted to collect. To know which the Reinforcement skill that the lectures used, can see the table below.

Table 2.1. The Frequency Distribution of the lecture's observation Result using Reinforcement skill in teaching English.

No	Component of the skill	Frequency
1.	Verbal Reinforcing	
	• Yes	10 lecture
	• that's Right	6 lecture
	• Great	7 lecture
	• Good	9 lecture
	• Fine	3 lecture

	<ul style="list-style-type: none"> <li>• Uh-huh</li> <li>• Correct</li> <li>• Nice work</li> <li>• Beautiful</li> <li>• Well done</li> <li>• That's good work</li> <li>• Keep it up</li> <li>• That's interesting</li> <li>• admire it when you work like that</li> <li>• You should be pleased with that</li> </ul>	<p>2 lecture</p> <p>6 lecture</p> <p>5 lecture</p> <p>2 lecture</p> <p>6 lecture</p> <p>7 lecture</p> <p>8 lecture</p> <p>-</p> <p>4 lecture</p> <p>-</p> <p>-</p>
2.	<p>Gestural Reinforcing</p> <ul style="list-style-type: none"> <li>• Smiling</li> <li>• Raising eyebrow</li> <li>• Winkling</li> <li>• Laughing</li> <li>• Whistling</li> <li>• Wrinkling nose</li> <li>• Clapping hand</li> <li>• Pointing</li> <li>• Signaling O.K</li> <li>• Raising arms</li> </ul>	<p>10 lecture</p> <p>7 lecture</p> <p>5 lecture</p> <p>6 lecture</p> <p>-</p> <p>4 lecture</p> <p>4 lecture</p> <p>6 lecture</p> <p>10 lecture</p> <p>9 lecture</p> <p>-</p>

	<ul style="list-style-type: none"> <li>• Shaking head</li> <li>• Nodding</li> <li>• Thumps up</li> <li>• Shrugging shoulders</li> </ul>	<p>7 lecture</p> <p>8 lecture</p> <p>-</p>
3.	<p>Proximity reinforcing</p> <ul style="list-style-type: none"> <li>• Standing along side</li> <li>• Advancing to word</li> <li>• Sitting on a desk near a group</li> <li>• Co-operating in group activity</li> <li>• Walking nearby</li> <li>• Gently guiding</li> </ul>	<p>8 lecture</p> <p>5 lecture</p> <p>10 lecture</p> <p>9 lecture</p> <p>10 lecture</p> <p>7 lecture</p>
4	<p>Token Reinforcing</p> <ul style="list-style-type: none"> <li>• Written comments on books</li> <li>• Test paper stamped comments (good, well done, much improved, excellent)</li> <li>• Collector's items ( stamps, chard, coins, badges)</li> </ul>	<p>-</p> <p>10 lecture</p> <p>-</p>
5.	<p>Activity Reinforcing</p> <ul style="list-style-type: none"> <li>• Play game</li> <li>• Distribute materials</li> <li>• Giving extra physical education</li> <li>• Listen to radio/ music</li> </ul>	<p>7 lecture</p> <p>10 lecture</p> <p>8 lecture</p> <p>6 lecture</p>

	<ul style="list-style-type: none"> <li>• View a favorite programme</li> </ul>	-
6.	<p>Contact Reinforcing</p> <ul style="list-style-type: none"> <li>• A pat on the shoulder</li> <li>• Shaking hands</li> <li>• Ruffling of the hair</li> </ul>	<p>2 lecture</p> <p>-</p> <p>-</p>

From the table above, it shows that the lecturers ability in using Reinforcement skill in their teaching based on its categories there are six components. *For the firts component is the ferbal reinforcing are:* ten lecturers saying *yes* when they give encoregement for the during teaching learning process, six lecturers saying *that's right* when they give encoregement for the during teaching learning process, seven lecturers saying *great* when they give encoregement for the during teaching learning process, nine lecturers saying *good* when they give encoregement for the during teaching learning process, there lecturers saying *fine* when they give encoregement for the during teaching learning process, two lecturers saying *uh-huh* when they give encoregement for the during teaching learning process, six lecturers saying *correct* when they give encoregement for the during teaching learning process, five lecturers saying *nice work* when they give encoregement for the during teaching learning process, two lecturers saying *beautiful* when they give encoregement for the during teaching learning process , six lecturers saying *well done when they* give encoregement for the during teaching learning process , seven lecturers saying *that's good work* when they give encoregement for the during teaching learning process, no one

lecturers saying *keep it up* when they give encouragement for the during teaching learning process, four lecturers saying *that's interesting* when they give encouragement for the during teaching learning process, no one lecturers saying *I admire it when you work like that* when they give encouragement for the during teaching learning process, no one lecturers saying *you should be pleased with* when they give encouragement for the during teaching learning process.

*For the second component is gestural reinforcing are:* ten lecturers doing *smiling* when they give encouragement for the during teaching learning process, seven lecturers doing *raising eyebrow* when they give encouragement for the during teaching learning process, five lecturers doing *winkling* when they give encouragement for the during teaching learning process, six lecturers *laughing* when they give encouragement for the during teaching learning process, no one lecturers doing *whistling* when they give encouragement for the during teaching learning process, four lecturers doing *wrinkling nose* when they give encouragement for the during teaching learning process, four lecturers doing *clapping hand* when they give encouragement for the during teaching learning process, six lecturers doing *pointing* when they give encouragement for the during teaching learning process, ten lecturers *signaling O.K* when they give encouragement for the during teaching learning process, nine lecturers doing *raising arms* when they give encouragement for the during teaching learning process, no one lecturers doing *saking head* when they give encouragement for the during teaching learning process, seven lecturers doing *nodding* when they give encouragement for the during teaching learning process, eight lecturers doing

*thump up* when they give encouragement for the during teaching learning process, no one lecturers doing *shrugging shoulder* when they give encouragement for the during teaching learning process.

*For the third componenti proximity Reinforcing:* eight lecturers doing *standing alonge side* when they give encouragement for the during teaching learning process, five lectures doing *advancing to words when they* give encouragement for the during teaching learning process, ten lecturers *stting on a desk near a group* when they give encouragement for the during teaching learning process, nine lectures doing *co-operating in a group activity* when they give encouragement for the during teaching learning process, ten lecturers *walking nearby* when they give encouragement for the during teaching learning process, sevent lectures *gently guiding* when they give encouragement for the during teaching learning process.

*For the fourth component is token Reinforcing:* no one lecturers *written comments on books* when they give encouragement for the during teaching learning process, ten lecturers doing *test papers stamped comments (Good, well done, much improved, excellent)* when they give encouragement for the during teaching learning process, no one lecturers doing *collector's items (stamps, cards, coins, badges)* when they give encouragement for the during teaching learning process.

*For The fifth component is activity Reinforcing:* sevent lecturers doing *Play game* when they give encouragement for the during teaching learning process, ten lecturers doing *Distribute materials* when they give encouragement for the during

teaching learning process, eight lecturers *Giving extra physical education* when they give encouragement for the during teaching learning process, six lecturers *Listen to radio/ music* when they give encouragement for the during teaching learning process, no one lecturers *View a favorite program* when they give encouragement for the during teaching learning process

For The sixth component is *contact Reinforcing*: two lecturers *pat on the shoulder* when they give encouragement for the during teaching learning process, no one lecturers *Shaking hands* . And the last is *doing Ruffling of the hair* when they give encouragement for the during teaching learning process.

Based on the explanations above can be concluded that essentially all the lecturers who have researched use the reinforcement skills in the learning process. In other hand, almost of the components that they use are more dominant in gestural reinforcing, proximity reinforcing and activity reinforcing . However, in reinforcing gestural, researcher found that the lecturers do not use Whistling, Shaking head, and Shrugging shoulders. Besides, in Reinforcing Activity. All the component of reinforcement skill is more appropriate to be used in teaching and learning process.

## **2. Interview**

The interview technique of collecting data was done by the researcher as a support for the observation. It was applied on the classroom teachers. In this case, the researcher had several objects to be asked such as:

- The lecturer use the Reinforcement skill when teaching land earning process.
- The importance the Reinforcement skill in the teaching and learning process.
- The component that the lecturers usually used
- The lecturers implement the Reinforcement in teaching and learning process.
- The aim that the lecturers to implement the Reinforcement skill in teaching and learning process.
- The lectures implement the Reinforcement skill in teaching and learning process

Next, here are the results of the interview:

### **The interview with the first lecturer**

The interviewer:

“Do you always use the Reinforcement skill while teaching and learning process ? “

The interviewee:

“ yes of course”

The interviewer:

“ Based on your opinion, How important the Reinforcement skill in teaching and learning process ?”

The interviewee:

“ very important“

The interviewer:

“What component that often you used while in teaching and learning process ?

The interviewee:

“ I think all of the component that I use when in teaching and learning process”

The interviewer:

“ How do you imply Reinforcement in teaching and learning process?”

The interviewee:

“I implem the reinforcement skill with many activity in teaching and learning process”

The interviewer:

“What is the purpose of Reinforcement that you want get in teaching and learning process?”

The interviewee:

“ to implem the goal in teaching and learning process that we want”.

The interviewer:

“Why do you imply Reinforcement in teaching and learning process?”

The interviewee:

“ Because the Reinforcement skill is very important when in teaching and learning process, however, we never feel if we use the Reinforcement when teaching and learning process. And also make the student be confidence”.

#### **The interview with the second lecturer**

The interviewer:

“Do you always use the Reinforcement skill while teaching and learning process ? “

The interviewee:

“ yes ”

The interviewer:

“ Based on your opinion , How important the Reinforcement skill in the teaching and learning process ?”

The interviewee:

“ very importance “

The interviewer:

“What component that often you used while teaching and learning process ?

The interviewee:

“ All component that I use, such as verbal reinforcing, gestural reinforcing, proximity reinforcing, and token reinforcing”.

The interviewer:

“How do you imply the Reinforcement in teaching and learning process ?”

The interviewee:

“I imply every day or every the lesson.”

The interviewer:

“What is the purpose Reinforcement skill that you want get in teaching and learning process ?”

The interviewee:

“ make students quickly to understand capture lessons and motivated in learning English and also to provide motivation and learning achievement over the maximum.”

The interviewer:

“Why do you imply the Reinforcement skill in teaching and learning process ?”

The interviewee:

“ Because because I like interacting with students so that when they are motivated.”

### **The interview with the Third lecture**

The interviewer:

“ Do you always use the Reinforcement skill while teaching and learning process ?”

The interviewee:

“ Yes . “

The interviewer:

“ Based on your opinion , How important the Reinforcement skill in the teaching and learning process ?”

The interviewee:

“ very important to teacher in using Reinforcement while teaching and learning.”

The interviewer:

“ What component that often you used while teaching and learning process?”

The interviewee:

“ excualy I use verbal reinforcing, Gestural Reinforcing and proximity reinforcing, but all of the component of Reinforcement that I use in teaching and learning process.”

The interviewer:

“ How do you imply Reinforcement in teaching and learning process?”

The interviewee:

“ By under the student to repeat the lesson and get when the learning takes place.”

The interviewer:

“ What is the purpose of Reinforcement that you want get in teaching and learning process?”

The interviewee:

“ Make the classroom to be fun, so the students are more motivated to learn, make students feel cared for and appreciated, so that students get a positive impression and depth when studying. and also so that the learning process can take place with a very nice, pleasant, and gives the impression

of a positive and profound for students.”

The interviewer:

“ Why do you imply Reinforcement in teaching and learning process?”

The interviewee:

“because the reinforcement is one skill that must be owned or controlled by a teacher in the teaching, so that the learning process can take place with a very nice and pleasant.”

#### **The interview with the ffourth lecture**

The interviewer:

“ Do you always use the Reinforcement skill while teaching and learning process ?”

The interviewee:

“ use, but not always.”

The interviewer:

“ Based on your opinion , How important the Reinforcement skill in the teaching and learning process ?”

The interviewee:

“ important “

The interviewer:

“ What component that often you used while teaching and learning process ?”

The interviewee:

“ every teacher always use verbal Reinforcing and gestural reinforcing and I also use that Reinforcing in teaching and learning because that the simple of Reinforcement skill that all of teacher have.”

The interviewer:

“ How do you imply Reinforcement in teaching and learning process?”

The interviewee:

“ By giving an exercise and we give a reward such as, say good, excellent, great, smiling, thumbs up, raising arms, signaling ok, Atc.”

The interviewer:

“ What is the purpose of Reinforcement that you want get in teaching and learning process?”

The interviewee:

“ To be comprehension and to achieve learning goals.”

The interviewer:

“ Why do you imply Reinforcement in teaching and learning process?”

The interviewee:

“ make the student understand with the materi that I give to them and make study be enjoy.”

### **The interview with the fifth lecture**

The interviewer:

“ Do you always use the Reinforcement skill while teaching and learning process ?”

The interviewee:

“ Yes”

The interviewer:

“ Based on your opinion , How important the Reinforcement skill in the teaching and learning process ?”

The interviewee:

“ Rreinforcement is very important in every lesson, with it will make students more sensitive to the subject. “

The interviewer:

“ What component that often you used while teaching and learning process ?”

The interviewee:

“ Media chart.”

The interviewer:

“ How do you imply Reinforcement in teaching and learning process?”

The interviewee:

“ The reinforcement that we can start when starting the lessons and at the time of evaluation.”

The interviewer:

“ What is the purpose of Reinforcement that you want get in teaching and learning process?”

The interviewee:

“so that students can better understand the lessons and also get good results. capable of alerting the lesson quickly, and be able to absorb the lessons and messages in the teaching and learning process in accordance with the method presented.”

The interviewer:

“ Why do you imply Reinforcement in teaching and learning process?”

The interviewee:

“because in any learning, reinforcement is one of the bases in the process of strengthening the lessons.”

### **The interview with the sixth lecture**

The interviewer:

“ Do you always use the Reinforcement skill while teaching and learning process ?”

The interviewee:

“ Yes I always use Reinforcement skill in teaching and learning process.”

The interviewer:

“ Based on your opinion , How important the Reinforcement skill in the teaching and learning process ?”

The interviewee:

“ Very important because it can establish a pleasant and desirable behavior”

The interviewer:

“ What component that often you used while teaching and learning process ?”

The interviewee:

“My be All of the component that I used in teaching and learning process. ”

The interviewer:

“ How do you imply Reinforcement in teaching and learning process?”

The interviewee:

“to provide a point of each exercise, praise, clapping hand, thumbs up. and so on.”

The interviewer:

“ What is the purpose of Reinforcement that you want get in teaching and learning process?”

The interviewee:

“to exhibit a desired behavior or set. and also to motivate students so eager to learn.”

The interviewer:

“ Why do you imply Reinforcement in teaching and learning process?”

The interviewee

“ because I want create a fun learning environment or appreciated so that when they are doing something positive, and reinforcement, they enhance the positive things.”

### **The interview with the seventh lecture**

The interviewer:

“ Do you always use the Reinforcement skill while teaching and learning process ?”

The interviewee:

“ Yes, of course I use while teaching and learning process.”

The interviewer:

“ Based on your opinion , How important the Reinforcement skill in the teaching and learning process ?”

The interviewee:

“ Very important for us and for the student.”

The interviewer:

“ What component that often you used while teaching and learning process ?”

The interviewee:

“ All of the component “

The interviewer:

“ How do you imply Reinforcement in teaching and learning process?”

The interviewee:

“I like to ask them to work with a partner or in group because if they work alone maybe they don't feel confident about their ability or if I ask them to, let's say 'let's do this' and then I will ask them to answer the questions individually, maybe they will feel unconfident with their answer. So, I like to ask them to work in group or with a partner and I will check them.”

The interviewer:

“ What is the purpose of Reinforcement that you want get in teaching and learning process?”

The interviewee:

“ To be near with the students and make the student understand with the lesson and also makes the students be confident.”

The interviewer:

“ Why do you imply Reinforcement in teaching and learning process?”

interviewee:

“ Make that students get a positive impression and depth when studying.“

### **The interview with the eighth lecture**

The interviewer:

“ Do you always use the Reinforcement skill while teaching and learning process ?”

The interviewee:

“not always, but often I use to respond to oral tasks and written.”

The interviewer:

“ Based on your opinion , How important the Reinforcement skill in the teaching and learning process ?”

The interviewee:

“is very important to motivate student learning. besides reinforcement also makes students feel valued for their efforts in the learning process.”

The interviewer:

“ What component that often you used while teaching and learning process ?”

The interviewee:

“evaluation (linking the hoots think being discussed, I asked him his name).

The interviewer:

“ How do you imply Reinforcement in teaching and learning process?”

The interviewee:

“after students answer oral questions, can respond with a good speech, excellent and many Atc make positive sentence sentence written assignments students (instead score).”

The interviewer:

“ What is the purpose of Reinforcement that you want get in teaching and learning process?”

The interviewee:

“that students feel valued after struggling to answer the questions or tasks. that students are more motivated to follow the teaching and learning

process at the time and afterwards. And to motivate the student in teaching and learning process.”

The interviewer:

“ Why do you imply Reinforcement in teaching and learning process?”

The interviewee:

“ Very important to maintain the positive mentality in teaching and learning process.”

Based on the interview above researcher take eight samples of lecturers, and researcher provides six questions. Researcher can conclude that all of the lecturers answers that they are said that they are always use reinforcement skill in their teaching and learning process. . Then, all the lecturers say that reinforcement is very important in teaching and learning process . All lecturers are also say that they are using all components and only the appropriate components use in the learning process. Most of the lecturers using gestural reinforcing, reinforcing proximity and reinforcing activity. They apply by giving questions and many activity that make the students not feel bored and will be more enthusiastic in their teaching and learning process, such as playing games that are build in their teaching and learning. They have several goals such as making lectures to be more confident on what they was doing, making students more quickly to understand the lessons, making the students to feel appreciated for their work, make student comprehension and learning achieve goals, to be near with the students , and the

last to motivate students to be more active in learning. Most of the lecturers says that the reinforcement skill was very important in the teaching and learning process. And one of them also say that they like interacting with their students so that they are motivated and more bspirit in teaching and learning.

## **CHAPTER V CLOSURE**

### **A. Conclusion**

Based on the research result toward the Reinforcement skill in teaching English Applied by lecturer of Language Service Center (PPB) At IAIN Antasari Banjarmasin academic year 2012/2013. The researcher take 10 samples of lecturers to observation but just eight lecturer that the researcher, and researcher provides six questions and there are two conclusion.

1. all of the lecturers that using Reinforcement skill in their teaching and learning process Basically, all of the teachers or lecturers always use reinforcement skills every teaching and learning process.. Thus, when the researchers examined some of lecturers, they always use the skill reinforcement teaching and learning process. Usually, they use the reinforcement skill with instructional materials that they will teach.
2. almost of the components that they use are more dominant in gestural reinforcing, proximity reinforcing and activity reinforcing . However, in reinforcing gestural, researcher found that the lecturers do not use Whistling, Shaking head, and Shrugging shoulders. Besides, in Reinforcing Activity. All the component of reinforcement skill is more appropriate to be used in teaching and learning process.

### **Suggestions**

The researcher suggest to all of the lecturers to always use the reinforcement skill during teaching and learning process, because the reinforcement skill is very important in teaching and learning process. Almost the student really like if the lecturers are use the reinforcement skill. By using the reinforcement skill in teaching and learning that make the students active and feel enjoy in their

studying. Therefore all the lecturers must use Reinforcement skill and the components.