

Type of Verbal and Non-Verbal Reinforcement Given by Teacher in Elementary School

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Abstract

The study aimed to analyze the form of reinforcement which given by teachers on its implementation in elementary school. This qualitative study uses data collecting technique in the form of observation and interview. The data were analyzed by using triangulation method. The results showed that there were two forms of reinforcement given by teachers in elementary school, namely verbal and non verbal reinforcements. Verbal reinforcement consists of 3 forms, namely: the form of verbal reinforcement of word, phrase, and sentence. The form of verbal reinforcement of word consists of 3 forms, namely: the form of verbal reinforcement of the numeral word, adjective, and interjection. The form of verbal reinforcement of phrases consists of 2 forms, namely: verbal reinforcement of verbal phrase and adjective phrase. The form of verbal reinforcement of sentence consists of 3 forms, namely: the form of verbal reinforcement of news sentence, command sentence, and interjection sentence. The reinforcement form that is often provided by the teacher in its implementation of the Elementary School is a form of non verbal reinforcement.

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INTRODUCTION

The current curriculum in Elementary School is the 2013 curriculum which uses a scientific approach. The scientific approach is an approach that integrates the skills of the scientific process in the presentation of learning materials in an integrated way. Aryani (2014) revealed that scientific approach is an approach that implements the steps of science in learning, such as observing, asking, reasoning, and communicating. In addition, Zulaeha (2015) explains that the increased competence in the dimensions of affective and social skills become the main goal to be achieved in learning by scientific approach. Machin (2014) completes the above statement that not only social skills can be developed through a scientific approach, but also there are other skills that can be developed, namely critical thinking, communication skills, research and collaboration skills.

According to Daryanto as quoted by Lestari, Dwijanto & Hendikawati P. (2016) explained that the scientific approach has a purpose to provide an understanding to students that information can come from anywhere, anytime, and do not depends on the teacher alone. Budiani, Sudarmin & Syamwil R. (2017) revealed that by scientific approach, students are expected to be a critical and creative generation in accordance with the demands of the times. Not only students, teacher also have to be more creative and innovative to face the development of the times so that learning becomes more meaningful for students (Susilo, Zulaeha & Subyantoro, 2016).

In order to implement the 2013 curriculum learning activity with scientific approach that carry out many goals to be achieved as well as the number of activities in it, the teacher should give reinforcement. Sedyadiasto & Suharto S. (2012) asserted that the giving of reinforcement can be interpreted as one of positive response of teacher to students. The presence of reinforcement in learning process can increase the intensity of students' activity in learning, so that will trigger the learning achievement.

Giving reinforcement is one of the basic teaching skills that a teacher should have, as Turney reports as quoted by Yatim (2016).

Wahyuni (2016) believed that reinforcement can be interpreted as a way to encourage students to be more actively participate in learning activities. Also affirmed by Marzano and Pickering as quoted by Kinyanjui, Aloka, Mutisya, Ndeke & Nyang'ara (2015) that the strategy of reinforcing in classroom learning activity is an important factor that influence the learning activity. Therefore, a teacher should have good skills in providing reinforcement. The above opinion, supported by Sholikhah, Sugiharto & Tadjri (2017) which reveals that the presence of reinforcement can make the students's appreciated for their efforts and make students proud.

The reinforcement that can be given by the teacher to the students consists of two forms, namely the form of verbal reinforcement and non verbal reinforcement. This statement is supported by Sanjaya's opinion as quoted by Putra, Darsana & Darmayanti (2017) which reveals that giving reinforcement in learning activities looks very simple. It is to sign the teacher's approval of the behavior of students expressed in verbal and non verbal forms. The results of a study conducted by Sundari as quoted by Muliyawati (2017) found that there are three forms of reinforcement, namely the form of reinforcement of word, sentence, and non-verbal reinforcement. The forms of reinforcement of word and sentence are categorized as a form of verbal reinforcement. There is also a form of phrase reinforcement that is included in the form of verbal reinforcement.

Based on the description of Susanti (2016), there are many types of words of verbal reinforcement, but the words type can be classified into simpler from according to the learning conditions in the classroom. The word form of verbal reinforcement can be classified in details, namely (1) numeral word, (2) adjectives, and interjection.

In line with the verbal reinforcement of word, the form of verbal reinforcement of phrase can also be categorized into simpler according to the learning conditions in the class, although Kridalaksana as quoted by Sofyan (2015) revealed that there are many types of phrases. The forms of verbal reinforcement of phrase can be classified into more detail, namely verbal and adjective phrases.

Oktafianikoling (2016) explained that there are 4 types of sentences, but in the form of verbal reinforcement of sentence, it is categorized into simpler according to the learning conditions in the class, namely (1) the news sentence, (2) the command sentence, and (3) the interjection sentence.

In addition to verbal reinforcement, there is a non verbal reinforcement that can be given to students during learning activity. Hardiyanti (2015) said that non-verbal reinforcement consists of facial expression and gesture.

The purpose of this study is to analyze the reinforcement form given by teachers in elementary school.

METHODS

This qualitative study uses data collecting technique in the form of observation and interview. The collected data in this study are primary data and secondary data. Primary data in this study includes the utterance, writing, and behavior of teachers while providing reinforcement in elementary school. Secondary data in this study includes the results of the interview with teachers in Dukuhwaru 01 Public Elementary School, Blubuk 05 Public Elementary School, Selapura 01 Public Elementary School, and Slawi Kulon 03 Public Elementary School which are schools with A accreditation, located in Tegal regency. The data were analyzed by using triangulation method. Data analysis techniques in this study was using interactive modeling data techniques according to Miles & Huberman (Moleong, 2007).

RESULTS AND DISCUSSION

"Reinforcement is a such way to encourage students to participate more actively in learning activities" (Wahyuni, 2016). Reinforcement gives pride to students who receive it. Students will feel happy when the teacher provide reinforcement. "The strategy of reinforcing in classroom learning is an important factor influencing the implementation of learning" (Marzano & Pickering as quoted by Kinyanjui, Aloba, Mutisya, Ndeke & Nyang'ara, 2015). Learning activity will become more lively by giving reinforcement to

students so that can improve students' motivation. "Teachers can take advantage of successful strategies and tactics to make learning activity become effective because motivation plays an important role to arouse students' interest in the learning process" (Abbas & Kurshid, 2013).

Forms of Reinforcement

The reinforcement form provided by teacher in the Elementary School can be identified through teacher's speech. "Giving reinforcement in learning activities looks very simple, namely to give an approval sign of teacher to the students' behaviour expressed in verbal and non verbal forms" (Sanjaya as quoted by Putra, Darsana & Darmayanti, 2017).

Verbal Reinforcement

The form of verbal reinforcement consists of three forms, namely (1) the form of verbal reinforcement of word: the numeral word, adjectives, and interjection; (2) the form of verbal reinforcement of phrase: verbal phrase, adjective phrase; and (3) the form of verbal reinforcement of sentence: news sentence, command sentence, interjection sentence.

Context: The teacher (P1) asks the students (P2) when showing the instructional media.

The conversation is as follows:

- P1 : "Who can count the number of objects?
Raise your hand, please! Who is dare to come forward?"
P2 : "Me, ma'am, ma'am ... me, ma'am."
P1 : "Yes, Faisal. Come forward, please!"
P2 : "21, Ma'am ..."
P1 : "Yes, good. **A hundred. Faisal can count correctly (give a smile).** How many it was, Faisal?"
P2 : "21, Ma'am..."

From the context, P1 gives the verbal reinforcement in form of the adjective verbal **Good** in which the word **Good** has a lexical meaning *excellent* and has a pragmatic meaning *answering the question correctly*. "An adjective is the word that gives a more specific account of something expressed by the noun in such a sentence" (Irawati, 2012). "An adjective is considered as a word that describes the state or nature of the word name or phrase name" (Karimas quoted by Jamaluddin, 2012). "Verbal reinforcement with words can be: *true, good, right, agree, smart, right, and so forth*"

(Hardiyanti, 2015) which are included in the reinforcement in the form of verbal of adjectives.

P1 gives the verbal reinforcement form of the numeral word **Hundred**, where the word **Hundred** has the lexical meaning of *the word denoted by the number 100* and has the pragmatic meaning *the highest value*. "Numeralia is a numeral word used to calculate the number of beings (people, animals, or things) and concepts" (Moelionoas quoted by Hendreksen, Sulissusiawan & Simanjutak, 2016). In the learning process, the numeral word can be found in the teacher's assessment toward the students' works.

P1 gives the verbal reinforcement form of the news sentence **Faisal can count correctly**. "Ordinary declarative sentences which are also called as statement sentences are sentences that contain ordinary statements or news with a normal intonation. A normal intonation means that the sentence is not a sentence of question (?) Or imperative (!). The declarative sentence is ended with a period (.) Or *full stop*" (Sidu as quoted by Lindawati, 2015). Ariyanti & Zulaeha (2017) affirm that with the declarative sentence, the learners will get particular information from the teacher. Additionally, P1 provides the non-verbal reinforcement form of expression **giving smile** toward P2.

100. Congratulations

From the context, P1 gives a verbal reinforcement in form of the numeral word **100**, and gives a verbal reinforcement of the interjection word **Congratulations** to P2, where the word **Congratulations** has a lexical meaning *not fail* and has a pragmatic meaning of *getting the highest score*. "Interjections are words used to express speakers' emotions by using relevant intonation" (Kridalaksana as quoted by Widiatmoko and Waslam, 2017). The research about interjection concludes that interjection is an expression of feeling (Libert, 2011). Interjection is one form of verbal reinforcement of word that can be used by the teacher when motivating the students, one of them is by giving the word **Congratulations** to the students.

Context: The teacher (P1) provides an opportunity for the students (P2) to recite the poem they have made.

The conversation is as follows:

- P1 : "Who else wants to read the poem in front of the class?"
 P2 : "Me, ma'am..."
 P1 : "Yes, Please Dea! Great. Dea dares to come forward now."
 P2 : (Walking to the front of the class and reciting the poem she made)
 P1 : "**Great (giving applause and smile).**"
 P2 : (Smiling)

From the context, P1 gives the verbal reinforcement of the adjective phrase **Great**. "In Indonesian, the adverbs 'really' and 'very' are classified into the adjective speculators" (Mulyadi, 2008). Verbal reinforcement of adjective phrase is often given by the teachers to the students. Beside, it is very simple in giving verbal reinforcement of adjective phrase. This type of reinforcement is easier to be understood and makes them proud. In addition, P1 provides the reinforcement of non-verbal form of body movement (*gesture*) and motion of expression **giving applause and smile** to P2.

95. Be more careful!

From the context, it can be seen that P1 gives the verbal form reinforcement of the numeral word **95** and gives the verbal reinforcement form in form of the command sentence **Be more careful!** to P2. "The command sentence expects a reaction in the form of physical action" (Chaer as quoted by Erliafika, 2017). By providing the form of verbal reinforcement of the command sentence, the teachers expect the students to do what they command.

Context: The teacher (P1) gives the students (P2) a chance to communicate the answers of the questions that have been done.

The conversation is as follows:

- P1 : "Please come forward, Syifa!"
 P2 : (Learners come forward and write answers on the board)
 P1 : "**Good. Very smart. Syifa's writing is good.** Applause for Syifa" (**Giving applause and smile**)
 P2 : (Smiling and *toss* with his friends)

From the context, P1 gives the verbal reinforcement in form of adjective **Good**, Good has a lexical meaning *Excellent* and has a pragmatic meaning *answering the question correctly*. P1 provides the verbal reinforcement of the adjective phrase **Very smart**, in which has a lexical meaning *very clever* and has a pragmatic meaning

of *answering the question correctly*. P1 gives verbal reinforcement form of interjection sentence that is **Your writing is very good, Syifa!**. "Exclamation sentence is defined as a sentence that is uttered with a tone or an intonation in purpose to express a state of feeling, such as fear, anger, amazement, and pain" (Widiatmoko & Waslam, 2017). The teachers often give the form of verbal reinforcement of the exclamation sentence by praising the students. Additionally, P1 provides a non-verbal reinforcement form of body movement (*gesture*) that is **giving applause**, and a non-verbal reinforcement form of expression "giving a smile" to P2.

Non Verbal Reinforcement

Non-verbal reinforcement form consists of two forms, (1) non-verbal reinforcement form of mimic movement and (2) non-verbal reinforcement form of *gesture*.

Context: Teacher (P1) gives the students (P2) a chance to communicate the answers of the questions that have been done.

The conversation is as follows:

- P1 : "How is about Tegar's group, have you done?
Come forward for the next number, please!"
P2 : (Learners come forward and write their answers on the board)
P1 : "Is the answer right?"
P2 : "Right."
P1 : "**Good (smiling)**"
P2 : (Smiling)

The context indicates that the conversation occurs in the middle learning process. From the context, P1 gives the form of verbal reinforcement in form of adjective verbs **Good**, in which it lexically means *very good* and pragmatically means *answering the question correctly*. P1 gives the non-verbal reinforcement form of mimic movement "givingsmile".

Context: The teacher (P1) gives the students (P2) a chance to communicate the answers toward the questions that have been given.

The conversation is as follows:

- P1 : "How is about the last group, have you done?
Come forward, please!"
P2 : (Learners come forward and write the answers on the board)
P1 : "Right or wrong?"
P2 : "Right."
P1 : (**Giving applause and smile**)
P2 : (Running toward the seat with happy face)

From the context, it can be seen that the conversation occurs in the learning process. In this case, P1 gives the non-verbal body movement (*gesture*) and expression movement of **giving applause and smile**.

For further results of the implementation of reinforcement form given by teacher in Elementary School are presented in Figure 1.

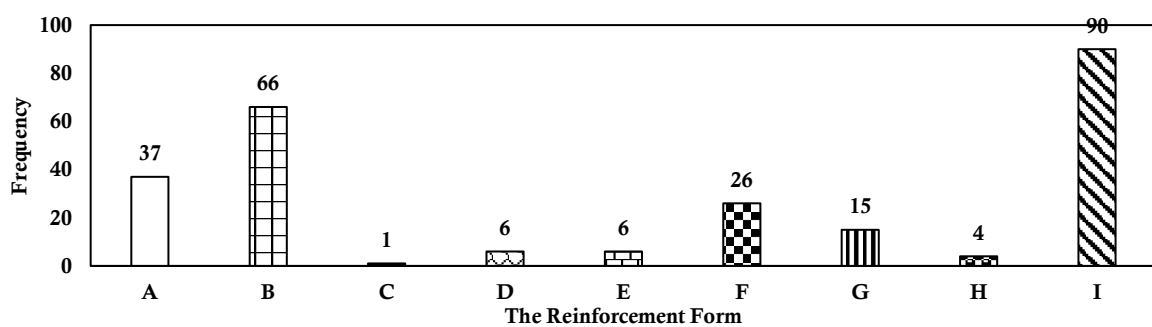


Figure 1. Recapitulation of The Reinforcement form Provided by Teacher in Its Implementation of The Elementary School

Information:

- | | |
|----------------------|--------------------------|
| A : The Numeral Word | F : News Sentence |
| B : Adjectives | G : Command Sentence |
| C : Interjection | H : Interjectionsentence |
| D : Verbal Phrase | I : Non Verbal |
| E : Adjective Phrase | |

Based on Figure 1, the reinforcement form implementation of the Elementary School is a that is often provided by the teacher in its form of non verbal reinforcement. Non-verbal

reinforcement form can be either mimic movement or body movement. "Mimic movements used by teacher are such as smiling, being grim, and laughing. Meanwhile, reinforcement through movement of the body is given by waving, giving a thumbs up, and clapping hands" (Hardiyanti, 2015). Clapping on the shoulders and wiping on the head are also considered as body movements in nonverbal reinforcement through *gesture*. This form of non verbal reinforcement can be combined with verbal reinforcement form. The combination of non verbal and verbal reinforcement forms will give a positive effect toward the students in the teaching and learning process.

According to data presentation Figure 1, the reinforcement form that is rarely provided by the teacher in its implementation of the Elementary School is interjection form, because the meaning and variation of the word is less. The novelty of this research compared previous research is analyze the reinforcement form more rigid along with conversation fragment and context that show the use of reinforcement form in learning.

CONCLUSION

Based on the research that has been done, the results show that there are two forms of reinforcement given by teachers in elementary school, namely verbal and non verbal reinforcements. Verbal reinforcement consists of 3 forms, namely: the form of verbal reinforcement of word, phrase, and sentence. The form of verbal reinforcement of word consists of 3 forms, namely: the form of verbal reinforcement of the numeral word, adjective, and interjection. The form of verbal reinforcement of phrase consists of 2 forms, namely: verbal reinforcement of verbal phrase and adjective phrase. The form of verbal reinforcement of sentence consists of 3 forms, namely: the form of verbal reinforcement of news sentence, command sentence, and interjection sentence.

Giving the reinforcements in the implementation of elementary schools can be implemented when the students show their

creative, innovative, productive attitude in doing activities, observing, asking, practicing, analysing, and communicating.

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