The Form of Teachers' Reinforcement in Learning Interaction of Indonesian Language Learning of Curriculum 2013 in Public Senior High School 1 Jepara

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Article Info	Abstract

The purpose of this study is to find and explain the form of reinforcement educators in the interaction of learning Indonesian Curriculum 2013 at Public Junior High School 1 Jepara. This research uses class discourse design. The data were collected by the referring method, followed by techniques of Simak Bebas Libat Cakap (SBLC), recording techniques, and noting techniques. The data were analyzed by using agih method with a basic technique for the direct element (BUL). The result of the research in the form of strengthening educator in the interaction of learning in verbal and nonverbal form. The strengthening of verbal forms done by educators in the form of words and sentences. The reinforcement in the form of words done by educators in the form of words only, while the strengthening of a sentence pronounced by educators in the form of sentences to clarify the existing words. The nonverbal reinforcement by educators is strengthening in the form of mime and body movement, by approaching, with fun activities, in the form of touch, symbols, and objects. The use of verbal and nonverbal reinforcement is done by educators simultaneously.

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INTRODUCTION

Curriculum 2013 is the new curriculum determined by the government as the improvement of the previous curriculum, curriculum 2013 faced with competency-based learning. Language competency (especially written and spoken) in a competency-based curriculum focused on the purpose and function of the communication. Fluency of communication does not necessarily if the students trained much to communicate directly, especially in a problem of accuracy in rhetoric or linguistics (Subyantoro, 2014).

A few components of curriculum 2013 changes, one of them is in the implementation of the standard process. This standard Directly related in the learning process, which a teachers' important role in learning is the main factor.

The implementation of the standard process learning not fully controlled educator. The role of the teacher in developing competency-based learning would be the main factor that must be considered, to achieve learning success. This policy will be a new problem in the educational world because the teacher used to teach with an old pattern called behaviorism approach. This is in line with (Aryanti, and Zulaeha, 2016) they suggested that the majority of teachers still use the behaviorism theory by giving an order to the students without providing a space for developing themselves.

The role of a teacher itself support not only the success of particular learning, but also the other factors need to be considered. It is in accordance with statements from Santoso Wahyudi (2010) All those involved in the process of setup and activities language learning, as the linguist, curriculum planner, and teacher of language, agreed that the elements of society's culture user of language should become an integral part of language teaching material, if teaching and learning activities (KBM) language want to succeed.

In this regard, the teacher is expected to work professionally and mastering pedagogic competence. One of the pedagogic competencies that should be mastered is Teacher is expected to

reinforce the learning process (Trianto, and Titik, 2007)

The problems faced by a teacher about providing the reinforcement are the low level of teacher understands against the skill to provide the reinforcement. The reinforcement by a teacher tends to negative; the teacher often separates the use of verbal and non-verbal reinforcement that is supposed to be simultaneous and continuous.

The problem in reinforcement, not only come from a teacher but also students. The students and teachers included in the community said more than one language (Zulaeha, 2013). The students in class interaction using a language based on different background and social structure. The teachers should understand the characteristics of the students especially in the use of language. This is in line with (Zulaeha, 2013) she suggested that the students need The ability to choose and use the right language with an appropriate socio-culture context of the discussed partner interaction in the school. Inaccuracy in the selection and use of language lead to misunderstanding and the harmony of relations.

Reinforcement non-verbal has an effective role in the learning process. The reinforcement non-verbal used for supporting the reinforcement verbal. But the reality is the teacher had yet to be able to implement it in the right ways so that learning is less effective. This is in line with Zuleha (2006) she said that the real condition shows the learning process needs to be improved.

Provide reinforcements as a response in an educative process in improving students' learning motivation. Reinforcement has a variation form. Reinforcement should be Performed equally. An understanding of reinforcement should be understood comprehensively. According to Sunardi (2015), teachers' reinforcement discourse highly varied. In learning variation, a discourse which viewed of form, function, and strategy showed reinforcement has variations in implementation.

Reinforcement needs to do to know the reinforcement intervention on how to fix the quality of learning, especially those who had already apply K13. On the other hand,

reinforcement has an aim to improved attention, motivation, and students' active in the learning process. The reinforcement done in the wrong way could result in unwanted things. The learning process can be ineffective without good reinforcement.

Reinforcement becomes an important component of learning interaction. Some factors can influence reinforcing learning interaction; one of them is psychology. According to Ratnawati (2015), there is a students' result comparison between who is given reinforcement and who do not. Reinforcement must be considerate as an alternative effort because it could improve students' support and ability in the learning process.

The researcher is interested in research of teachers' Indonesian language reinforcing the interaction of K13 Learning of SMA Negeri 1 Jepara. The researcher took a teachers' data in a school which has superior quality. Teachers that had been researching is a teacher who had a certification that taught in X grades. X grades were chosen because these students are in the adolescence period; a child transition period become an adult. Besides that, an adolescence period also effect in providing reinforcement. In the adolescence period, students are often performing a critical attitude to things of any kind. However, they need a value system which becomes a handle and directions of their behaviors.

Verbal reinforcements consist of two components; there are verbal and non-verbal reinforcements (Pah, 1984; Djamarah, 2005; Moedjiono, 2012; Usman, 2002; Sanjaya, 2006; Mulyasa, 2008).

Verbal reinforcements are a reinforcement of students' behavior and appearance which do by a comment of praise, support, admission, and motivation (Pah, 1984; Usman, 2006; Marno, and Idris, 2010). The same component is a reverse or information given by the students about their appearance to increase better at other time. Verbal component is words and sentences.

Non-verbal reinforcement is the teachers' consequences of a cue that able to give a motivation for students' learning activity positively. Non-verbal components are divided into 5 groups, they are (1) by facial expression and gesture, (2) by proximity, (3) by contact, (4) by an enjoy activity, and (5) by a symbol and thing (Pah, 1984; Uno, 2005; Istadi, 2006; Sanjaya, 2006; Usman, 2006; Marno, and Idris, 2010)

An ability to provide reinforcement has an aim to give a respond and feedback, in the form of encouragement, punishment, and/or correction of students' deed and respond (Supriadi, and Darmawan, 2012). A principal of providing a reinforcement that should be noticed by the teachers according to Djamarah (2005) includes four principals they are (1) warm and enthusiast, (2) avoid the use of negative reinforcement, (3) the variation of reinforcement, (4) meaningful

The purpose of this study is to to provide and explain the form of verbal and non-verbal reinforcement in learning Indonesian language interaction of Curriculum 2013 of SMA Negeri 1 Jepara.

METHODS

This study planned by research method including (1) Research design, (2) Subject and object of research, (3) method of data collection, (4) data instrument, and (5) method of data analysis.

This research used a qualitative descriptive research design. The subject of this research was the teachers' certification of Indonesian language who taught in X grades of SMA Negeri 1 Jepara. The object of this research was teachers' verbal and non-verbal behavior in teaching the Indonesian language in X grades of SMA Negeri 1 Jepara.

Data collection of this research done by an observation using a roll and taps technique, by using an Involved Conversation Observation Technique (SLBC), record and note technique.

The validity of data collection was tested by using the triangulation technique. The data analysis method using an apportion method. The basic technique used in this research was a technique for direct substance (BUL). The data

that already chosen and clarification analyzed by advanced technique and apportion method. An advanced technique of comparison method is omission technique, substitute technique, extension technique, infix technique, turning technique and repetition technique.

RESULTS AND DISCUSSION

The observation was done to know the form of teachers' Indonesian language reinforcement of SMA Negeri 1 Jepara. The research shows that there are some types of verbal and non-verbal reinforcement that the researcher faced on learning interaction in the class. Here is the accumulation table of verbal and non-verbal reinforcement in Indonesian language learning interaction of SMA Negeri 1 Jepara

Table 1. Providing Reinforcement in Indonesian Language Learning Interaction of SMA Negeri 1 Jepara

Reinforcement	Total	Percentage (%)
Word+nonverbal	43	44
Sentence+nonverbal	52	53
Nonverbal	3	3
Total	98	100

The table above shows the use of reinforcement done by the teacher of SMA Negeri 1 Jepara. The table formation based on the pattern that uses by the teachers when giving reinforcement. From the data be able to result that the dominant reinforcement used by the teacher is a reinforcement of sentence, while rare reinforcement used is non-verbal reinforcement only. This happens based on the purpose of them in giving that reinforcement.

Verbal and non-verbal reinforcement is the unity that engagement. The use of verbal reinforcement always follows by non-verbal, vice versa. The reinforcement that could be stand-alone is non-verbal reinforcement.

Non-verbal reinforcement is less happen in this reinforcement. Unconsciously by the teachers, non-verbal reinforcement has a use and function more than other reinforcement. According to Ekman (in DeVito, 1996) he suggested that non-verbal communication could run some important function. Ekman research

identified six main function, i.e (1) compress, non-verbal communication to stick out of compress some part of verbal instruction, (2) complement, non-verbal communication to strength the color and general behavior that communicated by verbal instruction, (3) showing contradiction, the speaker could deliberately oppose verbal instruction using non-verbal movement, (4) organize, non-verbal movement could manage or signaling the speakers' needed to manage verbal instruction flow, and (6) replace, non-verbal communication could replace a verbal communication.

The data does not investigate thoroughly in this research, but here is only as a reinforcement form analysis example happened in Indonesian language learning interaction of SMA Negeri 1 Jepara.

The Type of Teachers' Reinforcements in Indonesian Language Learning Interaction of Curriculum 2013 Of SMA Negeri 1 Jepara

Learning activity in SMA Negeri 1 Jepara done by teachers' certification shows the use of reinforcement form that has variation. This cause the teachers to have a different educational background. As for reinforcement form that appears is verbal and non-verbal reinforcement. Verbal and non-verbal reinforcement have a different variation. Here will describe the form of verbal and non-verbal reinforcement in Indonesian language learning of SMA Negeri 1 Jepara.

Verbal Reinforcement

There is verbal reinforcement that appears in the learning activity of SMA Negeri 1 Jepara. Verbal reinforcement consists of the reinforcement in the form of words and sentence. As for verbal reinforcement that appears is a form of words and sentences reinforcement including minor, mayor and compound-complex sentence. The description of the form of verbal reinforcement can be seen in this data below.

Verbal Reinforcement in the form of Words

Reinforcement with words was done by teachers as a word only, short and clear word.

That is appropriate with the suggestion by (Pah, 1984) that said that reinforcement in a word only could be given to the students as a word only, that case shortly, easy to understand, so the students are easy to respond it from the teachers. The reinforcement in a sentence mostly same with the reinforcement above, but it is a connecting word or sentence to clear the existing sentence, so the teachers could understand the ability and the reason why the teacher should provide that reinforcement.

Reinforcement provided by teachers in the form of words can be seen in a piece of this:

(1) Context: In Indonesian language learning, P1 ask to P2 about the explanation of the observation result report.

P1 : "Okay Mb Wulan, What is the observation result report?
P2 : "The observation result report is a report about the result of an observation based on the observation."
P1 : "Yes, is there anything else?"

(Data 2a)

The speech phenomenon (1) happens in learning interaction in the class. P1 as the speakers is the teachers and p2 as speech partner that is students. In the interaction P1 asl about the explanation of observation result report test Who have been assigned earlier. P1 ask P2 who want to share about her result finding. P1 ask and give the reinforcement to P2's answer that can be accepted as the right answer.

The piece of discourse in that speech moment, there is a form or reinforcement verbally in words form. The verbal reinforcement can be seen in a piece of discourse that told by P1 as 'yes.' 'Yes' word told by P1 when P2 could give the right opinion. P1 gave reinforcement to P2 as a praise word, admission, and encouragement that can motivate P2 to deliver her finding well. That reinforcement speech is a declarative, as an expression of P1 that contain information for P2.

Reinforcement provides in a short, clear and easy to understand so P2 easily catch the respond from P1. It is appropriate with the suggestion by Pah (1984) he told that reinforcement behavior and students' appearance in a comment of words, praise, and encouragement. The same comment is a reverse or information given to students about their appearance so that they can be improving better at other time.

Reinforce a word in implementation along with non-verbal reinforcement. In a context above teachers should see it accurately and observe the answer that delivers from the students.

Verbal Reinforcement in a Sentence

Feedback that given by teachers as a sentence to clarify the existence of words, so the students understand their ability and reason why the teachers give that reinforcement. The example of reinforcement as sentence "Andi's job is good!", "The way Agus explain it is very well!", "I like your job!" (Pah, 1984). A piece of that sentence in Indonesian language learning of SMA Negeri 1 Jepara done by the teachers can be seen below.

Verbal Reinforcement of Minor Sentence

Teachers' reinforcements as a minor sentence equal to another reinforcement sentence. This classification arranges based on its syntaxes pattern. The minor sentence is a sentence that consists of a central element. A center element that is usually used is a predicate. The form of the use of verbal reinforcement in a minor sentence in Indonesian language learning interaction of SMA Negeri 1 Jepara, can be described as follows.

(2) Context: In Indonesian language learning, P1 give a question to P2 about the purpose of arranging an essay design text LHO. P2 could answer an appropriate question P1.

P1 : "Next, the fifth step is?"
P2 : "Arrange a design."
P1 : "Yes, why we should arrange a design?"
P2 : "To make it orderly a systematically."
P1 : "Okay, right."

A piece of dialogue (2) happens in learning interaction. There is reinforcement done by P1 verbally as a sentence "Okay, right." The

sentence "Okay, right" is a sentence that has a declarative function that told by P1 when P2 is giving the right answer, without any correction. This sentence has a declarative sentence; content of declaration by a teacher that the answer from the students is the right answer. The reinforcement in the sentence "Okay, right" is a form of P1 admission for P2 question. With this reinforcement, it is hoped that P2 has confidence in answering the P1 question.

The providing reinforcement did simultaneously with non-verbal reinforcement that is up intonation that delivered by the students with conscious tone. The teachers give that reinforcement to the students to make them enthusiastic in the learning process.

Verbal Reinforcement in Mayor Sentence

Verbal reinforcement in mayor sentence can be used by the teacher in learning interaction. Mayor sentence is a sentence at least consist of two center element, subject, and predictor (S-P) or subject, Predicator and object (S-P-O) or more than that, for example along with information (S-P-O-K). The form of teachers' reinforcement in mayor sentence in learning interaction can be seen as follow.

(3) Context: In Indonesian language learning, the teacher teaches in the class and s/he has a responsibility for his class, some things should be investigated, so it needs a solution related to the learning process that wants to be implemented. The leader of the class able to give a solution toward learning time so can be more effective. The students are amazed when the teacher give praise to the leader of the class.

P1 : "Okay, before we start the lesson, I take responsibility of this class. So if you have any question, you are welcome to ask me when I give you time."
P2 : " It's okay we have a learning class first, Ma'am. We could talk after the last lesson about the competition."
P1 : "Is it? Let me finish it first?
P2 : "Yes"

P1 : "You are clever! Could give a good idea. You are a type of good leader, aren't you?"
P1 : Yeay….

(Data 7d)

A discourse phenomenon (3) happens in learning interaction in the class. P1 has an agenda to talk about some problems related to that class that will join a competition. P1 gives an opportunity to P2 to choose an effective learning time. P2 choose to start the lesson first in an hour, then after that the rest time us to discuss a competition problem. In this context P1 give reinforcement verbally to P2 "You are clever!". This sentence has an exclamation function as praise of way of thinking P2 that wise to behaving the condition.

Verbal reinforcement was given with the non-verbal reinforcement, like smile and applause. The reinforcement sentence in the structure is a major sentence. The researcher uses this apportion method by removing technique; it is disappearing a word "*Kok*".

Verbal Reinforcement of Complex Sentence

Verbal reinforcement of Complex sentence was used by teachers in learning interaction. A complex sentence is a sentence that consists of two sentence pattern or more; it is a main clause and a subordinated clause that punctuated with conjunction of the subordinated clause. The form of teachers' verbal reinforcement as a complex sentence in learning interaction can be seen as follow.

(4) Context: In Indonesian language learning, P1 tell to P2 about the logic definition of LHO text.

P1 : "The fifth clarified about something,
      Know about clarified? What is that?"
P2 : "Agglomeration"
P1 : "That's right. Next, the content must be logic.
      Do you know the meaning of logic?"
P3 : "reasonable."
P1 : "Right! You are all clever."
      "Reasonable or acceptable is rationale.
      If there is someone who tells a story that there is a flying human and takes fruit from heaven, is it logic or not?"

The piece of text (2) happens in learning interaction in the class. P1 previously consecutively ask some questions that P2 could answer. P1 is proud of the right answer by P2. The reinforcement in the text given by P1 verbally in a complex sentence is 'Right! You are all clever'. The reinforcement I the sentence says about declarative function, in this context that is as a praise pf P2's ability in answering the question based on what it is hoped by P2. Structurally this reinforcement sentence is a complex sentence. This can be gain by transform technique. The researcher changes the word and adds an original tone to the sentence before it disappeared. The tone after adding that sentence has two main contents (1) right, (2) You are all clever. An additional object becomes a word that easier to understand. This is in line with Usman (2006) that some components are usually express by using praise word, appreciation, and agreement, for example, "I like of your job."

Non-verbal Reinforcement

Non-verbal reinforcement that shows in learning interaction in a class as facial expression and gestures by proximity, contacting, and enjoying the activity, symbol and things. Non-verbal reinforcement can be done in a group or individual activities. Here is a Non-verbal reinforcement by teachers in learning interaction.

Non-verbal Reinforcement as Facial Expression and Gesture

Non-verbal reinforcement as facial expression and gesture is reinforcement by smiling, nodding, point upward, etc. which sometimes teacher did with verbal reinforcement. A form of teacher reinforcement as facial expression and gesture in learning describe as follow.

(5) Context: P2 askt to P1 about a side argumentation in exposition text. Before answering the question of P2, P1 ask the question to P3. P3 could answer it well.

P2 : "Ma'am, What is a side argumentation?"

P1 : " Is there any of you could answer the question from your friend?"
P3 : (Rise a hand and answer)
The argumentation that only explains about an opinion of something as a support or as opposing cannot be both in exposition text.
P1 : "Good" (pointing upward)

(Data 22a)

Figure 1. Non-verbal Reinforcement as Facial Expression and Gesture

Discourse phenomenon (5) happen in learning interaction. P2 ask to P1 about and argumentation meaning of exposition text. Before answering the question, P1 ask another P2 to answer their friend's question. P3 could answer P2's question well. P1 gives a non-verbal reinforcement as facial expression and gesture that is pointing upward that indicate his answer is well and appropriate with P1 hope. Provide this non-verbal reinforcement done simultaneously with verbal reinforcement of the sentence "Good." By that reinforcement, P2 is more enthusiasts in the learning process. This in line with Pah (1986) that reinforcement as facial expression and gesture like smiling, nodding, pointing upward sometimes done by verbal reinforcement. For example when the teacher provides a "good" verbal reinforcement to the students, at the same time teacher also pointing her thumb to the students. However, this non-verbal reinforcement does not have to carry out at the same time with the verbal reinforcement

Non-verbal Reinforcement by Proximity

Non-verbal reinforcement by proximity is proximity that given by teacher by the approach

the students as attention, contentment for their activity, behavior, and appearance of the students that done by the teacher by standing beside the students, walking or sitting beside the students or discussion forum. Non-verbal reinforcement by proximity in learning interaction can be seen as follow.

(6) Context: P1 come up P2 when P2 feel her answer test blamed by her friend, p1 double-checked the answer.

Figure 2. Non-Verbal Reinforcement by Approximate

Discourse phenomenon (6) happen in learning interaction in a class. Teacher is did a Non-verbal reinforcement by approximate with verbal reinforcement. P1 come up P2 individually and ask about the answer between the test of the observation of result report text and the right answer but blamed by the corrector. P1 approach P2 and re-correct the answer in detail. P1 did this to explain there are no sides felt disadvantaged. This Journal appropriate with (Djamarah 2005) suggested that the reinforcement by approximate used to strengthen a verbal reinforcement, tone, and contact.

Non-verbal Reinforcement by Contact

Non-verbal reinforcement by contact is reinforcement by a teacher with clapping the shoulder, answer the question by raising a hand. The form of verbal reinforcement by contact done by the teacher in learning interaction that shows in this picture below.

Figure 3 can be seen that the teacher is giving a nonverbal reinforcement by contact did by students who were doing an assignment, but the students still feel doubt in doing it. That

reinforcement happened when the students were doing a report text of the observation result. The teacher walks around the class and giving contact to one of the students. This reinforcement came with a verbal reinforcement as motivation or advising. In the picture, the teacher touches the student's shoulder and giving motivation — reinforcement by contact used by students to increase their confidence in giving an opinion, spoken or written. Students feel happy by this reinforcement. Non-verbal reinforcement by contact is rarely conducted, remember that the age of students is a teenager. It is in line with (Djamarah 2005) that contact reinforcement happens when a teacher physically touches the students, clapping the shoulder for example, or shaking hands.

Figure 3. Reinforcement by Contact

Non-verbal Reinforcement by An Enjoy Activity

Non-verbal reinforcement by an enjoy activity is a teachers' effort in using an enjoy activity or assignment. The form of Non-verbal reinforcement by an enjoy activity found in learning interaction as follows

(7) In learning interaction, P1 ask P2 who got 100 scores in the class will read the other students' score. P1 let P2 in a smile. The other P2 cheer him

P1 : "Who got 100 score?"
P2 : Riko, Ma'am"
P1 : "Come an read the other students' score, louder okay."

Figure 4. Non-Verbal Reinforcement by An Enjoy Activity

Non-verbal reinforcement by an enjoy activity (Figure 4) rarely used in Senior high school. In this context, this reinforcement gives by a teacher after correcting the students' daily exam, and the students want to know their score. As P1 appreciation, she asks P2 who got 100 to come in front of students and read their score. It is simple, but this can give their an enjoy situation.

Non-verbal Reinforcement as Symbol and Things

Non-verbal reinforcement as a symbol and things done by the teacher by writing a comment on their book, give a star made from paper and other things that not too expensive but has a symbolic meaning. Non-verbal reinforcement as a symbol and things done by the teacher in learning interaction can be seen in the picture below.
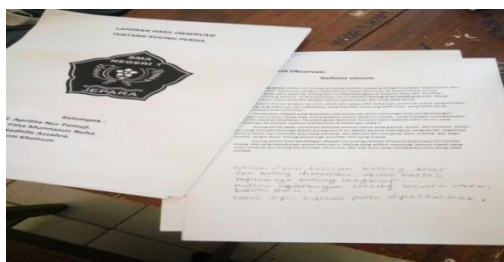

Figure 5. Non-Verbal Reinforcement as Symbol and Things

Non-verbal reinforcement as a symbol and things (Figure 5) done by a teacher certified by giving a comment on their essay when they are presented their finding. Not only got a practice score but also written score by giving a comment and advice of their content report completeness, writing systematic or EYD in report or essay

made by the students. So the teacher knows the students lacking that should be an improvement. This in line with Uno (2005) that teacher effort in delivering some symbolic to positive support of the students' behavior. By giving a commenting on activity book, giving postage stamp, money collecting, stars, candy.

CONCLUSION

Reinforcement as an education tool gives to the students to change or defend some behavior to be better. The right reinforcement can support an effective learning activity.

Based on the research can be seen in the use of verbal reinforcement as words and sentences. Verbal reinforcement as a word, for example, "yes" told when the students' answer appropriate with what the teacher hopes. Verbal reinforcement as sentence done by the teacher is minor, the mayor and complex sentence.

Non-verbal reinforcement done by the teacher is facial expression and gesture, by approximate, contact, an enjoyable the activity, symbolic and things. Teachers' reinforcement in verbal or non-verbal is done simultaneously. Verbal reinforcement by words and sentences can reinforce by non-verbal, vice versa.

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