

**THE STUDENT TEACHERS' VERBAL AND
NON-VERBAL REINFORCEMENT DURING TEACHING
PRACTICE IN MICROTEACHING CLASS**

THESIS

Submitted in partial fulfillment in requirement for the degree of
Sarjana Pendidikan (S.Pd) in Teaching English



By:

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This thesis by Di Adha Wulandari entitled "*The Student Teachers' Verbal and Non-verbal Reinforcements during Teaching Practice in Microteaching Class*" has been approved by the thesis advisors for further approval by the Board of Examiners.

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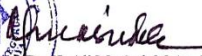
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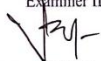



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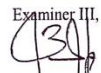
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and non-verbal forms to their friends who took a role as students for all of them who performed positive behavior and participate in any activities. As the reinforcement, student teachers praised them by saying “you are very smart”, “good” and the like as verbal reinforcement. Likewise, student teachers gave the students reward, applause, smile and the like as non-verbal reinforcement. What have done by the student teachers was parallel with theory of reinforcement by Uzer Usman in which reinforcement is given through verbal and non- verbal.

In fact, student teachers’ performance in giving reinforcement still needs to be improved. Some student teachers who took a role as the teacher had not been able to give reinforcement optimally. It could be seen from their teaching practice performance. The data on preliminary research showed that some student teachers gave reinforcement in inappropriate way. For example, student teacher who role as teacher praised certain student for his/her correct answer without mentioning certain name of the students there to make it clearer to whom that praise words (reinforcement) was given to. As the result, students were confused and felt not appreciated especially for student who gave correct answer. Furthermore, if the same case happens in real classroom it may cause ineffective teaching-learning and students’ demotivation. So that, giving reinforcement appropriately is very important especially for student teachers as teacher to be in the future. Thus, English Teacher Education Departement (ETED) has accredited with A mark since 2015. It means that the students of ETED need to fulfill the expectation of upgraded teaching skills as like reinforcement.

As that problem occurred, it is essential to have further research on types of verbal and non-verbal reinforcement along with how student teachers gave the reinforcement. It is also important for student teachers to become aware of the reinforcement role in teaching and learning. For this reason, researcher is interested on this phenomenon and is going to conduct a research on reinforcement specifically in English teaching-learning done by EFL student teachers’ during teaching practice (PPL 1) academic year 2018/2019 in microteaching class at ETED (English Teacher Education Department) of UIN Sunan Ampel Surabaya. In the end, the result of this research is expected

2. Teacher combines verbal and non-verbal reinforcement	v	v	v	v	v	v	v	v	8
3. Teacher gives reinforcement to all students	v	-	-	-	v	-	v	-	3
4. Teacher gives reinforcement to group	v	-	v	-	-	v	v	-	4
5. Teacher gives reinforcement to individual	v	v	v	v	v	v	v	v	8

As we can see from table 4.4 above, all of student teachers gave reinforcement in different variation such as to individual, group, the whole class and combine different types of reinforcement. It was supported by interview result with student teachers. ST C said that she gave reinforcement to individual and the whole class. ST F reported that she gave reinforcement to individual and group. While, ST B said “*I say ‘good’ and smile*”. ST H stated that “*Yes, I smile and give applause*”.

Table 4.4 showed that, 8 student teachers had applied indicators 1, 2 and 5. In order to give clear illustration on how student teachers implemented variation in giving reinforcement, excerpt 2 was taken from ST B’s teaching practice video as an illustration as the following:
{Teacher smiles to a student who can give correct definition of greeting card}

