A DESCRIPTIVE STUDY ON TEACHERS' REINFORCEMENT TOWARD STUDENTS' SPEAKING ABILITY
(A research conducted at MTs Negeri Gorontalo)

SKRIPSI

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Composed by:

SITI MASITA LADJU

NIM. 321 407 091

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF LETTER AND CULTURE

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CHAPTER I

INTRODUCTION

Basic Consideration

The fact that is teachers are often unaware of much of what they do, and this lack sometimes results in unwise, self-defeating behavior. The intent is to show that steachers need to learn how to observe and describe classroom behavior in order to improve their teaching. To the extent that teachers can become aware of what their behavior and that of their students, they can function as decision markers. To the extent that teachers cannot do this, they will be controlled by classroom events. When teachers fail to coordinate classroom events, students will not make optimal progress.

Good & Brophy (1987) point out that they believe that many teachers fail to fulfil their potential, not because they do not understand to matter, but many teachers do not control the class. Sometimes teachers do not understand students' characteristic in the class so it is not false if Djojonegoro (2006) states that teachers are just oriented to quantity rather than students' quality in the subject. The similar matter is also happenning at almost all learning subject, not except including English subject.

Realizing the fact that especially for English teaching, teachers' reinforcement for students are still poor. Many teachers still teach English throughout using traditional way because still trapped in 'teacher telling' way, and students write the materials without understanding the substance of written materials itself.

Therefore, the teaching of English is still unsatisfactory. It is proven the students' poor ability in reading, writing, and especially in speaking english. These unsatisfactory result is partially emphasized through research findings and surveys which show the mastery of English is still low. This is supported by Iskandarwassid & Sunendar (2008) who state

that the unstatisfactory of improving English is still dominated by first language in communication. When students interact with their friends, they still use Bahasa Indonesia. Besides that they are think that speaking skill is the most difficult skill for them. Because of they have to speak English nicely with a good grammar and prounounciation also. So, The students feel ashamed, and afraid when the teacher ask them to speak in front of their friends.

Another reason is pointed out by Iskandarwassid & Sunendar (2008) that is to most of the school graduates are unable to use the language in real situation. This part is probably caused by classroom interaction in the class is not running well, in which teacher dominates the interaction.

In fact, Good & Brophy (1987) emphasize that student contact with the teacher varies widely within the same classroom. The teacher is just the principal actor in the classroom. They just control the class without dominating the class. Teacher should reinforce students to be active in the class anyway. In the other part, Good & Brophy (1987) showed the prove based on the research some time ago in which it indicated that teachers monopolize communication in the classroom. In their writing, the finding of Adams & Biddle (1970) conclude that teachers are the principal actors in 84 percent of classroom communication episodes. These finding suggest that teachers dominate classroom discussion, even though they sometimes do not want to and may not be aware that they behave this way.

The finding of Adams & Biddle's research could be similarly found in almost all high school in Gorontalo. Most of teachers in teaching English dominate the class so consequently, students do not have chance more to interact and use english. This situation is highly showed in one of high schools in Gorontalo is MTS Negeri Gorontalo.

The first observation, that is the researcher observed that English teacher just spent the time for explaining the material without making students sure to understand the materials. This situation was closely happening in speaking class. The teacher gave lengthly explanation

and lectures, drilled repetitively, asked the majority of the questions, made judgements about the students' answers, and dominated the interaction. These kinds of activities are not appropriate in the term of classroom interactions, because a good classroom interaction is a communicative process, as Good & Brophy (1987) state that quality of teacher talk is much more importat than quantity.

Considering these description, the teachers' reinforcement has important role. The teacher should reinforce students for improving what they have to do.It is a simple role activity but has meaningful effect for the students. The using of reinforcement in the right way can motivate the students.In this case, the teacehr should be able to change their traditional way to teach English in the class. Moreover, it is related with English speaking. The teacher could control their behavior to dominate the class.

Regarding the importance of teacher's reinforcement in increasing students' ability, the researcher is interested in investigating the teaching of English at *Madrasyah Tsanawiyah Negeri Gorontalo* (hereafter MTsN Gorontalo). This study focuses on the classroom speaking which takes place during the process of teaching and learning of English. The researcher describes teacher's reinforcement for students to use English practically. There are some reasons why this school as the subject of research beside the researcher found the English teacher still trapped to traditional way to teach English speaking. They are it is firstly attributes as one of the favorite school in Gorontalo because this school has good qualities in terms of achievement. This school has ever been getting achievement in English debate for Junior School. This school is secondly having mission for going internationally so the students have been demanded for using English more in their activities. Therefore, to combine these reason with teacher's reinforcement, the researcher would like to observes teacher's reinforcement to improve students' speaking ability.

Research Question

The research question is " How is the English teachers' reinforcement toward students' speaking ability in MTs Negeri Gorontalo?".

Objectives of the Research

The objective of this research is to describing English teachers' reinforcements toward students' speaking ability in MTs Negeri Gorontalo.

Significance of the Research

There are two significances of the research. Theoretical significance, this research has a contibution to theory of applied linguistics than focus on how teacher arranges their teacher talk according to the variation of teachers' reinforcement in verbal and non verbal. On the other hand, practical significance, teacher can applies the verbal reinforcement and non verbal reinforcement.

Scope and Limitation of the Research

The present research focuses on the description of teacher's reinforcement towards students' speaking ability. This research covers teaching and learning of English that is specified to teacher's way to reinforce or stimulates students to interact in the class.