

An Analysis of Lecturers' Reinforcement at English Education Department State Islamic of University Sulthan Thaha Saifuddin Jambi

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ARTICLE INFO	ABSTRACT
<p>Keywords: <i>Lecturers' Reinforcement, An Analysis of Reinforcement, Types of Reinforcements, Reinforcement in ELT Class.</i></p> <p>DOI: http://dx.doi.org/xxx</p> <p>Received: September 17, 2024</p> <p>Reviewed: October 5, 2024</p> <p>Accepted: December 30, 2024</p>	<p><i>This study aimed to explore the use of reinforcement strategies by lecturers during English teaching in the first semester at the English Education Department of the State Islamic University of Sulthan Thaha Saifuddin Jambi. A qualitative case study design was employed, using two data collection methods: an observation checklist and interviews. Five lecturers, each with over eight years of teaching experience in the department, participated in the research. Data were analyzed through three key stages: data reduction, data display, and conclusion drawing. The findings revealed that the lecturers used two types of reinforcement in the English Language Teaching (ELT) classroom: verbal and non-verbal. Verbal reinforcement included the use of words and sentences, while non-verbal reinforcement involved gestures, proximity, and smiles. Reinforcement was delivered in four ways: individually, in groups, through physical proximity, and through a combination of verbal and non-verbal strategies. The most commonly used form of reinforcement was adapted based on students' performance and classroom conditions.</i></p>

1. Introduction

In the English Language Teaching (ELT) classroom, the teacher's role is crucial in maintaining students' motivation and enthusiasm for improving their English skills. Marchant and Anderson (2012) emphasize that teachers play a vital role in supporting students who are learning English as a second language. To ensure a successful teaching and learning process, teachers are expected to demonstrate strong instructional skills. Usman (2005) identifies eight fundamental teaching abilities that a teacher must master: inquiry, reinforcement, variety, explanation, closure and set

induction, coaching small group discussions, classroom management, and small group and individual instruction. These core competencies are essential for effective and meaningful classroom instruction.

Reinforcement is one of the fundamental teaching abilities and refers to a teacher's capacity to respond to students' behavior during the teaching and learning process. According to Usman (2005), reinforcement involves providing positive responses to students' actions in the classroom. Kefas (2017) defines reinforcement as anything given to encourage or increase desired behavior based on expectations. In essence, reinforcement serves as feedback from the teacher to support and acknowledge what students have done. By incorporating reinforcement into classroom activities, teachers can help students feel more confident and comfortable participating—whether by answering questions, providing feedback, or expressing their opinions.

Reinforcement serves several important purposes in the classroom, including increasing students' attention during lessons, simplifying the learning process, maintaining motivation, and managing student behavior (Mas'ud, 2020). Usman (2005, p. 73) classifies reinforcement into two main categories: verbal and non-verbal. Verbal reinforcement refers to positive feedback delivered orally, such as through encouraging words or phrases. In contrast, non-verbal reinforcement involves gestures, facial expressions, or other forms of body language that convey support and encouragement (Wulandari, 2019).

To foster student motivation, teachers must possess reinforcement skills, as reinforcement supports students in improving their performance. These skills are essential for encouraging motivation and active participation, both of which contribute to an effective teaching and learning process. According to Senge (2020), effective learning is grounded in intrinsic motivation, meaningful social relationships, and a strong learning culture. In line with these principles, it is the teacher's responsibility to provide reinforcement in the classroom—especially in today's educational context—to help sustain student engagement and learning outcomes.

Several previous studies have examined the use of reinforcement by teachers and lecturers. Wayan (2018) conducted a study titled *"The Use of Reinforcement in Writing and Speaking Skills for Adult Learners at Mahasaraswati University."* The purpose of the study was to investigate how reinforcement was applied in teaching writing and speaking to adult learners. This qualitative study collected data through questionnaires and interviews. The participants were lecturers at Mahasaraswati University who taught Basic Writing and Speaking courses. The findings revealed that the lecturers employed positive reinforcement in both writing and speaking instruction, which significantly contributed to increasing students' motivation.

Several studies on reinforcement have explored its connection to student motivation, its impact on academic achievement, and the variations in how teachers apply it. However, there remains a gap in the literature regarding the specific types of reinforcement used by lecturers, particularly during the first semester of university study. To address this gap, the present study focuses on the kinds of reinforcement employed by lecturers in the English Education Department at the State Islamic University of Sulthan Thaha Saifuddin Jambi.

First-semester students often face difficulties in learning English, as they are still adjusting to a new academic environment. Many of them come from high schools where English instruction was delivered primarily in Indonesian. Upon entering the university, they are suddenly immersed in an English-only classroom setting, which

can lead to confusion, anxiety, and a lack of confidence. In such a context, the lecturer's role becomes especially important. Through the use of reinforcement, lecturers can support students' emotional and academic adjustment, helping them build confidence, stay motivated, and engage more actively in the learning process.

Based on a preliminary study involving classroom observations and brief interviews with lecturers, the researcher identified key reasons for selecting first-semester undergraduate students as research participants. These students are still in the early stages of adapting to learning English at the university level and frequently encounter challenges—particularly during classroom performance—due to limited vocabulary and low self-confidence. These difficulties often result in feelings of inferiority and reluctance to participate in class activities.

This study was conducted at the State Islamic University of Sulthan Thaha Saifuddin Jambi, one of the leading universities in the city. The lecturers involved in the study have more than eight years of experience in English Language Teaching (ELT) and are known to consistently implement reinforcement strategies in their classrooms. The researcher believes that these experienced lecturers possess valuable insights into how reinforcement can support student learning and motivation. Moreover, to the best of the researcher's knowledge, no similar studies have been conducted at universities in Jambi. Therefore, this research was carried out under the title *"Analysis of Lecturers' Reinforcement at the English Education Department, State Islamic University of Sulthan Thaha Saifuddin Jambi."*

2. Literature Review

2.1 Definition of Reinforcement

Reinforcement can be considered a form of praise or encouragement provided by the lecturer during the learning process. It serves a similar function to motivation, as it can positively influence students' learning behavior. Sari (2019) defines reinforcement as the lecturer's response to students' activities, both inside and outside the classroom. Brown (2000, as cited in Sari, 2019) describes reinforcement as a stimulus that encourages students to engage in desirable behavior. Similarly, Slavin (2008, as cited in Kinyanjui, Mutisya, & Nyang'ara, 2015, p. 267) explains that reinforcement is any consequence that strengthens a particular behavior, enabling students to repeat that behavior in future learning situations.

In this way, reinforcement can inspire students to participate more actively in class and enhance their motivation to learn English. According to Marzano and Pickering (2007, as cited in Kinyanjui & Aloka, 2015, p. 42), reinforcement is a critical element of classroom instruction that influences school learning outcomes. It not only helps lecturers regulate student behavior but also allows them to reward students who demonstrate positive attitudes and strong character.

2.2 Kinds of Reinforcement

According to Usman (2005, p.73), reinforcement is divided into two, namely verbal and nonverbal reinforcement.

1. Verbal Reinforcement

Verbal reinforcement refers to the reinforcement of students' behavior and performance through spoken expressions of praise, support, recognition, and encouragement (Pah, 1984; Usman, 2006; Marno & Idris, 2010). According to Usman

(2005, p. 73), verbal reinforcement typically takes the form of positive remarks, such as praise, appreciation, or agreement. Examples include short phrases like “Good,” “Very good,” “Correct,” “Smart,” or “Yes, a hundred for you!” In addition to single words, verbal reinforcement can also be delivered through full sentences that convey recognition or encouragement, such as “You presented the material well,” or “You are a talented student.”

2. Non-Verbal Reinforcement

Non-verbal reinforcement does not involve the use any kinds of expressions like in verbal reinforcement. Instead, it relies on gestures, proximity, physical contact, activity, token/symbol, and partial reinforcement.

- a. Gestural reinforcement, involves the use of facial expressions, such as smiles, laughter and delight. Beside that, the use of bodily expressions such as nodding, thumbs up, clapping and the like.
- b. Proximity reinforcement, involves teacher action which reflect her/his interest in student’s performance by moving nearer, standing next to or sitting close to the student.
- c. Contact reinforcement, involves wiping student’s head, hand shake or raising student’s hand in the class.
- d. Activity reinforcement, involves teacher’s decision to let student choose any activity that they prefer as reinforcement for work.
- e. Token/symbolic reinforcement, involves teacher’s decision to give awards, marks sweet comment on books and etc.

From the explanation above, it can be concluded that reinforcement is divided into two categories: verbal and non-verbal reinforcement. Verbal reinforcement refers to reinforcement which is given orally through word or sentence. Conversely, non-verbal reinforcement is reinforcement which given through teacher’s body language or facial expression (Wulandari, 2019).

2.3 Types of reinforcement

Reinforcement refers to any consequence that strengthens a behavior, making it more likely to occur again in the future. A reinforcer can be an object or activity that is provided as a stimulus to either increase or decrease a particular behavior. In terms of intensity and application, reinforcement is generally categorized into two types: positive and negative reinforcement (Suciati, 2005). As Sarafino (2012) explains, behavior is often followed by a consequence, which may be either positive or negative reinforcement, depending on the nature of the stimulus and its effect on the behavior.

1. Positive Reinforcement

Positive reinforcement is the act of providing motivation or rewards to encourage positive behavior. As a concept was introduced by the famous behaviorist Skinner (1953). According Wood and Boyd (2005 as cited in Uddin et al, 2017), positive reinforcement brings a pleasant or desirable response and increase the possibility that the response will be repeated. Positive reinforcement can either be a reward for good behavior or simply a positive communication in the form of praise or encouragement.

2. Negative Reinforcement

Negative reinforcement is like motivation given to reduce behavior or eliminate aversive stimuli (unpleasant). In negative reinforcement, there is an unexpected stimulus limitation, which will cause the probability when it is stopped (Soemanto, 2005). Negative reinforcement is also the concept that has been found in Skinner's operant conditioning theory which encompasses eradicating a nasty incentive from surroundings. Reinforcement can involve adding something desirable parts upon a desirable behavior (e.g., praise, free time, or a toy) or can involve taking away something that was undesirable (reduced homework, getting out of assignment), cancelling a quiz, etc. (Fluke, Strawhun & Peterson, 2014). Negative reinforcement is increase behavior by taking away. According to Hoque (2013 p.13), negative reinforcement is any stimulus removal which increases the likelihood of particular behavior. The effect of negative reinforcements is to remove aversive behavior. In other words, the appearance of negative reinforcement aims at decreasing or removing such unpleasant situation so the person being reinforced will change the behavior to be better (Sari, 2019).

2.4 Purposes of Giving Reinforcement

There are some purposes of giving reinforcement to the student, such as motivating them, getting their attention, facilitating the learning process to be easier and controlling the students' misbehavior. According to Wulandari (2019, p.15) such purpose of giving reinforcement to help the teacher in conducting an effective teaching and learning. The purpose of this strategy brief is to define and describe reinforcement in the context of schools, outline the research documenting its effects and provide several examples of reinforcement strategies that have been used in schools (Fluke, Strawhun & Peterson, 2014).

The main purpose of reinforcement is to activate the inner soul of a student, to make them aware about their knowing and also to inspire them not to make mistakes in future (Uddin et al., 2017). According to Prayitno (2004), many purposes of using reinforcement in teaching such as controlling the students' behavior, encouraging the students to express their self, Improving the students' ability, building the good character of the students, facilitating the students to work in group and giving understanding and message to the students

2.5 How to Give Reinforcement

The way to give reinforcement also should be taken into count as it help teacher to give the reinforcement effectively to students (Wulandari, 2019). According to Uzer Usman (2005), there are four ways such as individual reinforcement, group reinforcement, immediacy in giving reinforcement and variation in giving reinforcement.

1. Individual reinforcement

Student that is being reinforced should be clear. It means that if a teacher intended to give reinforcement to certain student, she/he must be able to determine which student should be reinforced. Mention the student's name being reinforced can help teacher to make clear to whom the reinforcement is proposed. It also gives students sense of being appreciated. It is necessary to make students know the reason why they get reinforcement by stating their desired behavior.

2. Group reinforcement

Reinforcement can also be given to group of students. Once a group of students shows good progress in learning, the teacher can reinforce them by giving them something or letting them do activity that they like. For instance, teacher gives privilege to a group which can gain the highest point in during classroom quiz to sing a song in the class.

3. Immediacy in giving reinforcement

Immediacy in giving reinforcement is very important. If reinforcement is delayed, it may lose its effectiveness. It is best to provide reinforcement immediately after students perform the intended behavior.

4. Variation in giving reinforcement

Variation in giving reinforcement is essential, as students may become bored or unresponsive if they continually receive the same form of reinforcement. Over time, reinforcement can lose its effectiveness if it no longer feels meaningful to students. Therefore, teachers should vary both the types of reinforcement used and the manner in which they are delivered. Reinforcement becomes more beneficial when presented in different patterns. For example, it can initially be directed to the entire class, followed by small groups, and finally to individual students.

Based on the explanation above, reinforcement can be categorized into four types: individual, group, immediacy, and variation. These four aspects are essential for ensuring that reinforcement is both effective and meaningful for students. According to Wulandari (2019), they help guarantee that reinforcement is applied appropriately in the learning process.

3. Research Methodology

3.1 Research Design

This research employed a qualitative approach using a case study design. This methodology allowed for an in-depth analysis of data collected from multiple sources. Descriptive qualitative research emphasizes narrative descriptions within the natural setting, without manipulating the data (Creswell, 2003). According to Abrar (2024) and Latief (2015), qualitative research seeks to understand human behavior by constructing a comprehensive and detailed picture of the social and cultural contexts in which that behavior occurs. The use of a case study approach enabled the researcher to gather data that was directly relevant and meaningful to the field of English language teaching.

3.2 Participants

In this study, the researcher focused on five lecturers who teach first-semester students in the English Language Education Department. These five participants were considered sufficient to explore the types of reinforcement applied by lecturers in English language learning. Each lecturer implemented reinforcement strategies with students in their respective classes. Specific criteria were established for selecting research participants. The main criterion was that lecturers must have at least eight years of teaching experience in English Language Teaching (ELT) and have applied reinforcement strategies in the classroom for a minimum of five years. This was to ensure that the participants were experienced and competent in implementing reinforcement. Additionally, only lecturers who agreed to participate voluntarily were included in the study.

3.3 Data Collection and Instruments

To support data collection, the researcher prepared various tools for observation, including an observation checklist, audio recordings, and field notes. The observation checklist was developed based on Usman's theory of reinforcement types and presented in a table format to record the specific types of reinforcement applied by the lecturers during the teaching and learning process. The checklist used a simple yes-or-no format to document observed behaviors. As a non-participant observer, the researcher visited first-semester English Education classes at the State Islamic University of Sulthan Thaha Saifuddin Jambi, observing without engaging in class activities. Each of the five participating lecturers was observed three times, resulting in a total of 15 classroom observation sessions conducted between October 4 and October 24, 2023. During each session, data were compared against the prepared checklist, with audio recordings and detailed field notes used to ensure accuracy and completeness.

In addition to classroom observation, the researcher employed semi-structured interviews to gain deeper insights into lecturers' use of reinforcement in English Language Teaching (ELT). This method allowed for the collection of personal experiences, opinions, and beliefs from key informants. According to Lincoln (2001), the primary purpose of semi-structured interviews is to gather in-depth information from individuals with firsthand knowledge relevant to the study. To guide the interviews, the researcher developed a structured set of questions informed by ELT theories and prior document analysis. The interview guide was reviewed and validated by lecturers to ensure its relevance and clarity.

Interview arrangements, including schedules and locations, were coordinated with the five lecturers who had previously been observed in class. Each lecturer participated in a one-on-one interview lasting approximately 10 to 20 minutes, conducted within a two-week period from October 10 to October 24, 2023. At the start of each session, the researcher introduced herself and explained the purpose of the interview. Interviews typically lasted about 30 minutes in total. After each formal interview concluded, the researcher also gathered supplemental information through brief follow-up questions to clarify and expand on the participants' responses.

3.4 Data Analysis

This section outlines the method used by the researcher to analyze the data collected through observation checklists and interviews. Following data collection, the researcher employed the interactive model of data analysis developed by Miles and Huberman (1994), which involves four stages: data collection, data reduction, data display, and conclusion drawing/verification.

The initial phase involved collecting data from five English lecturers through classroom observations and semi-structured interviews. The primary purpose of the interviews was to supplement the observational data and provide deeper insights into how reinforcement was applied in English Language Teaching (ELT) settings. All interviews were recorded using a smartphone to ensure accuracy and completeness. The data collected focused on how lecturers applied reinforcement in the classroom during the first semester at the English Education Department of State Islamic University of Sulthan Thaha Saifuddin Jambi.

The next stage was **data reduction**, which involved organizing, simplifying, and focusing the raw data. According to Huberman (1994), this step includes

selecting, coding, and condensing interview transcripts and observation notes to retain only relevant information. During this stage, the researcher coded the data by identifying themes and patterns related to the use of reinforcement. Any information that did not align with the study's objectives was excluded. Coding allowed the researcher to categorize and compare findings across participants, helping to streamline the analysis and make the data more accessible for further interpretation.

Following data reduction, the **data display** stage involved organizing the refined information into a coherent and structured format. In this research, data were presented primarily in narrative form, allowing for detailed and descriptive explanations of the lecturers' reinforcement practices. According to Miles and Huberman (1994), data can also be displayed through matrices, tables, and charts; however, in this study, narrative summaries were deemed most suitable for capturing the nuanced behaviors and responses of the lecturers.

The final phase, **drawing conclusions and verification**, involved synthesizing the findings from the previous stages into meaningful insights. According to Miles and Huberman (2007), this process involves making sense of the data by identifying recurring themes and relationships that directly address the research questions. Conclusions in this study were based strictly on the data collected—without researcher bias or assumption—and were presented in the form of a descriptive qualitative analysis. Through this approach, the researcher was able to clearly and comprehensively describe how reinforcement was implemented by English lecturers during the first semester of instruction.

4. Findings

4.1 The kinds of lecturers' reinforcement in teaching English during the first semester at the English Education Department State Islamic University of Sulthan Thaha Saifuddin Jambi

Based on the findings, it indicated that the lecturers used two kinds of reinforcements which behavior in order to give some reinforcement in their class: verbal and non-verbal reinforcement. As stated by Usman (2005), reinforcement refers to any response, whether verbal or non-verbal, that modifies students' behavior to provide feedback, either as support or correction. Examples of this are provided by the lecturers below.

1. Verbal Reinforcement

The observation results indicate two types of verbal reinforcement based on the theoretical framework: words and sentences. Each of them will be elaborated on in the subsequent sections.

a. Word

One common form of verbal reinforcement is the use of individual words. Words represent the simplest and most direct method employed by lecturers to encourage and support students in the classroom. When used effectively, words can significantly enhance students' motivation to learn English. The power of language, even in its briefest form, can influence students' emotional responses and learning behaviors. As Schafer (2010) noted, "A single word can make the difference between liking a person and disliking that person," highlighting how language can shape attitudes and relationships.

Through multiple observation checklists, the researcher found that lecturers frequently employed reinforcing words while teaching English to first-semester

students in the English Education Department at State Islamic University Sulthan Thaha Saifuddin Jambi. These verbal reinforcements included expressions of praise and encouragement during instructional activities. The following table presents examples of word-type verbal reinforcement used by lecturers during the observed classes.

Table 1. List of Words Used by Lecturers When Giving Enforcement

Lecturers	Words
L1	“That’s right!”
	“Good Zidan”
	“Ok great!”
	“Very good”
	“Ok, good!”
	“Good”
L2	“Ok, good!”
	“Good!”
	“Nice!”
	“Ok!”
	“Great”
	“Alright”
	“Ok, next!”
	“Go on!”
L3	“Yes, good”
	“Ok nice”
	“Ok good”
	“Good!, next!”
	“Correct...!”
	“Alright...!”
L4	“Good...”
	“Ok, great!...”
	“Good Adam!”
	“Nice!”
	“ Ok alright!”
L5	“Good!”
	“Ok, good!”
	“ Go on!”
	“Great..”
	“Ok...!”
	“Alright..”

Based on the table above obtained from the observation results, the lecturers provide various forms of verbal reinforcement for different word categories. This data showed that lecturers continue to try to engage students with words. In other words, L3 is an example. She used the terms "Good! Ok next." and "alright!". Several additional statements obtained from interviews also stated below:

“Yes of course, I sometimes give them reinforcement through the word such as **excellent, great** and etc”. (L1).

Based on the statement above, it is mentioned that the L1 used reinforcement during classroom learning. The reinforcement used is also through words such as “excellent”, great!” and etc. From her statement, she said “yes of course!”. It showed that she truly believed in what she said. Her confidence indicated that she has frequently used reinforcement in her teaching so far. Similar to L1, other L2 lecturers also admitted to using verbal reinforcement as well. He uses the terms “good job”, “good”, “very good” and others. Based on interview data obtained by researchers, the statement is as follows:

“Yes of course, but not in the formal praises I give them positive reinforcements for example like praising positive word, **good job, nice, excellent**. It is part of ongoing assessment, positive feedback. In types of score I also give them additional score to participate well in my class. It is one of my strategy to motivate them and to give them positive feedback”. (L2).

Based on the L2 observation and interview, it can be concluded that the lecturer frequently provides reinforcement in the form of word-type verbal expressions during his classes. Common examples of these reinforcing words include “good job,” “nice,” and “excellent.” In addition to verbal praise, the lecturer also offers extra points to encourage student participation and engagement. He emphasized that this approach helps students become more confident and active in class, ultimately enhancing their fluency and proficiency in English Language Teaching (ELT).

b. Sentences

The researcher conducted multiple observation checklists on lecturers in the classroom. In fact, researcher found that lecturers used reinforcing through the sentences when teaching English during the first semester at the English Education Department State Islamic University Sulthan Thaha Saifuddin Jambi. The table below illustrates that some lecturers used verbal reinforcement through sentences-types of reinforcement in teaching English during the first semester.

Lecturers	Sentences
L1	“Come on! It’s ok Zara go on....”
	“Good! what’s next? what will you do”
	“Excellent! any other comment?!”
	“Ok good idea! please explain more!”
L2	“Ok, good! Clear yah? does anyone want to give a suggestion or comment?”
	“Yes, it’s ok go on! go on! what’s next?” any other idea?
L3	“Nice.. nicee! It’s ok, please give me more example!”
	“ Ok good! next? how about.....”
	“Good! come on! speak loudly please..!”
	“Well, good explanation for group 2!, now...other group please give some comments or suggestion”.
L4	“Ok Good! So, how about.....?”
L5	“Good job! what’s next?”
	“Ok good explanation..! give an applause”

Based on the observation data presented in the table above, it was found that lecturers employed various forms of verbal reinforcement across different sentence categories. The data indicate that lecturers consistently attempt to engage students using encouraging and supportive language. For instance, Lecturer 5 (L5) was observed saying, “Ok, good explanation..! Give an applause,” while Lecturer 2 (L2) used the phrase, “Ok, good! Clear yah? Does anyone want to give a suggestion or comment?” These examples illustrate how sentence-type verbal reinforcement is used not only to praise but also to promote further student interaction. In addition, several supporting statements were gathered during interviews, further validating the consistent use of sentence-based reinforcement by lecturers. These are detailed below:

“Yes, of course, because by giving strengthening **word** or **sentences** like that they will be more enthusiastic when answering or speaking in front of the class as they feel appreciated and supported” (L1).

From L1 explanation, we know that apart from providing word types, the lecturer also provides reinforcement in the form of sentences. This aligns with what researchers observed during the classroom observation process. Therefore, it can be concluded that using sentences will also boost students' enthusiasm when answering in front of the class and make them feel appreciated by their lecturer. Similar to L1, L2 also has the same statement. Here, he mentioned below:

“Yes, of course. Apart from **words**, I also often provide reinforcement through **sentences**. For example, “you are very good at conveying the material, keep it up”. With this sentences, they will feel happy, and of course, other friends will engage in healthier competition to receive praise during presentations or when answering questions in classroom”.(L2).

In relation to the statement above, Lecturer 2 (L2) mentioned that he frequently uses various sentence-type reinforcements in his teaching. He provided examples such as, “You are very good at presenting the material, keep it up.” Based on both observation data and interview responses, the researcher concludes that L2 actively incorporates sentence-based reinforcement to support and enhance English Language Teaching (ELT) in his classes. He also noted that students often expressed happiness and increased motivation when receiving such feedback. This suggests that providing reinforcement—especially through supportive sentences—can have a positive impact on student engagement and confidence, particularly for first-semester students adjusting to the demands of college-level English learning.

Based on these statements, it can be concluded that the lecturers believed words and sentences play a powerful role in motivating students. They view verbal reinforcement as an important strategy to support student engagement during the teaching and learning process. This is especially crucial in the first semester at the English Education Department of State Islamic University Sulthan Thaha Saifuddin Jambi, where students are still adjusting to a new academic environment.

2. Nonverbal

Non-verbal reinforcement does not involve the use of expressions like verbal reinforcement. Instead, it uses gestures, proximity, physical touch, activity, and

signs/symbols.. Based on data collected by researchers through observations and interviews, researchers found that the five lecturers did not apply all types of non-verbal reinforcement. Researchers found 3 of these 5. One example that researchers found was that lecturers used signs to provide reinforcement to English language education students, especially first-semester students. The following statement was conveyed by L1 below:

“Practiced, yes sometime I go **close students** and see their exercise and check theirs what they already done.(L1)

From the statement above, L1 provides reinforcement in the form of **proximity** by the lecturer attempting to get closer to the students, looking at them, and guiding them. Based on the results, observations, and interviews, the researcher concluded that it is indeed true that L1 utilizes proximity in the ELT class. This is evident from both the observations and the interview results, which confirm the same reality.

Apart from proximity, some lecturers also use **gesture** reinforcement in English Language Teaching class. This is the easiest way from others. It involves the use of facial expressions, such as smiles, laughter and delight. Besides that, the use of bodily expressions such as nodding, thumbs up, clapping. Here, L4 mention that below:

“When they answer the question, if it is good answer then I give an applause. All the students in the class they should get **an applause** from the lecturer” (L4).

Based on a statement from L4 above, she mentioned that applause is a form of reinforcement she utilizes when teaching ELT students in class. This reinforcement is provided when students answer questions effectively. Researcher believe that offering this applause will motivate students to be more enthusiastic and engaged in learning in class. The form of response from students when they receive applause is that they feel happy because they feel that their efforts are appreciated by the lecturers and other friends. This was confirmed in a confession by one of the lecturers. When the researcher conducted an interview, he said that:

“Sometimes they respond with a **smile**. Yes, they are **happy** because they feel that the lecturer pays attention to what he says. Even when they do an activity well, the lecturer notices that” (L2).

Based on L2's statement, it is evident that students feel appreciated and acknowledged when they receive reinforcement from their lecturer. This sense of recognition represents one of the key benefits of reinforcement in the classroom. According to the research data, the researcher concludes that reinforcement has the power to motivate and actively engage students in the learning process. L2 observed that students often responded with smiles and appeared genuinely happy when praised, indicating a positive emotional reaction. Such reinforcement is particularly influential for first-semester college students who are still adapting to the demands of English Language Teaching (ELT) classes. This approach significantly supports the development of their confidence and encourages them to further improve their language abilities. “Yaa, at the end of the semester, I will assign a project to them. I informed them that those who can complete the project successfully by the end of the semester will receive rewards”(L4).

From the statement above, it is mentioned that L4 has adopted this approach to providing reinforcement. She said that she would **give rewards** to the best students if they completed the project at the end of the semester. Out of the 5 lecturers examined, only 1 lecturer utilized symbols to implement reinforcement in the first semester at the English Language Education Department, Sultan Thaha Saifuddin State Islamic University, Jambi. One of the lecturers who has employed symbol strengthening is L4. The reward provided is in the form of a book, dictionary, or similar items. Prizes will be distributed at the end of the semester to active students or the top-performing students who successfully complete the projects or assignments assigned during class lectures. Even though only 1 out of 5 lecturers have implemented giving rewards, most of them expressed their desire to reward students for the next time.

4.2 The ways the lecturers provide reinforcement in the classroom

Based on the data collected, the researcher concluded that lecturers provided reinforcement through various ways. The way of providing reinforcement should also be considered as it helps lecturers effectively reinforce students. There are four ways used by the lecturers at the English Education Department of State Islamic University Sultan Thaha Saifuddin Jambi, such as individual reinforcement, group reinforcement, immediacy in providing reinforcement, and variation in providing reinforcement based on the theoretical framework. The researcher observed that the lecturers offer reinforcement immediately when students complete a task. It indicates that the lecturer used immediacy in providing reinforcement. Another example from the L5 statement below, which was conveyed during the interview by L5.

“When they have finished discussing with **group** in the front of the class and they are very good at presenting the material. Then, when they appear **individually** in front of the class. When giving applause, I always invite other friends to clap so that other friends can also join in the enthusiasm to be better than other friends”. (L5)

Based on the observation and her statement above, the researcher concluded that the L5 really surely that she gave reinforcement through the group and individually in front of the class. She immediately gave reinforcement the students who after work in a group discussion in the ELT classroom. This indicates that when the lecturer states, "When they have finished discussing...". It can be concluded that the lecturer fosters a sense of immediacy for students, both individually and in groups. Similar to L5, statements from other lecturers also support what L5 mentioned. The following statement is derived from L2 remarks made during the interview:

“Every time I teach. When I need students’ participation, I will call their names although I can’t remember all of them but I try to call the students by using name because **calling the students’ name** is part of a way to improve students’ motivation”. (L2)

Based on the statement above, it can be concluded that L2 provides reinforcement directly by calling students' names during the English Language Teaching (ELT) class. This is evident from the lecturer's remark “I can't remember all of them I try to call the students by name.”. that the lecturer is making efforts to motivate students and provide reinforcement, both verbally and non-verbally. This practice is also observed among other lecturers, such as L4, who stated the following:

“Actually, I cannot remember all the name of the students in the class. Then I mean **I call them** based on the attendance list. Then they can answer the question, yah its **random**”. (L4)

Based on the statement above, the researcher concluded that L4 provides reinforcement both individually and in groups by calling each student's name during class. This method is also implemented during the attendance process, which aims to facilitate the memorization of students' names. Similarly, L5 expressed a comparable viewpoint.

“When taking attendance and when I indicate that students should answer questions. In studying, I always invite students to continue to be active and participate in discussions. This is when sometimes we have to try to remember our students' names. Because it is very important for them to feel involved in the process”. (L5)

Based on the lecturer's statement above, it can be concluded that she applied reinforcement to students on an individual basis. By remembering each student's name and recognizing them, the lecturer can more easily provide individual reinforcement when the opportunity arises in the classroom. Based on the data collected by the researcher, it can be concluded that all lecturers involved in this research provided immediate reinforcement during English Language Teaching (ELT) classes. This indicates that there was no delay in delivering reinforcement. When students delivered strong presentations, lecturers effectively provided reinforcement both individually and in groups. Reinforcement is more beneficial when delivered in various patterns. From this research, the researcher concludes that out of five lecturers, reinforcement was provided in four ways: individually, in groups, through proximity, and by combining two kinds of verbal and non-verbal reinforcement during ELT classes. This concept aligns with the theory that categorizes reinforcement into four main components: individual, group, proximity, and variation. These four elements are crucial for delivering effective reinforcement to students, ensuring that it is administered appropriately and effectively. This approach is regarded as the most effective method of providing reinforcement, as it significantly enhances students' enthusiasm for learning.

4.3 The frequency of lecturers use reinforcement in the classroom

Usman (2005) identified four types of reinforcement: individual reinforcement, group reinforcement, spontaneous reinforcement, and varied reinforcement. In this research, the lecturers implemented these four methods in their teaching practices. Observations and interviews revealed that the data aligned with Usman's theory. The lecturers provided reinforcement both individually and in groups, and all reinforcement was delivered immediately, indicating no delay in its provision. According to the interview results, the lecturers expressed that immediate reinforcement was more effective than delayed reinforcement. The researcher noted that the lecturers employed various methods consistent with Usman's theory.

Reinforcement must be provided explicitly, specifically by addressing the student by name, making eye contact, and acknowledging the desired behavior to highlight the exact actions that are to be rewarded, both individually and in groups. This approach is reflected in the teaching methods employed by lecturers in English

Language Teaching (ELT) classes. The use of group reinforcement can enhance student motivation to study. Direct reinforcement maintains its value and increases its effectiveness for children. Furthermore, lecturers utilize various forms of reinforcement to prevent students from becoming bored with receiving the same type of reinforcement repeatedly.

According to Alberto and Troutman in Zebua (2017), reinforcement is the act of providing or withholding something immediately following a response or skill to increase the likelihood of that response or skill occurring again. This indicates that the primary purpose of reinforcement is to elicit the same response repeatedly to achieve a learning objective. Based on observations and interviews, all professors employ reinforcement in various ways; each lecturer has a method they believe is effective for administering reinforcement. Most lecturers provide reinforcement both individually and in groups, utilizing a combination of verbal and nonverbal reinforcement techniques, with support given directly to students as needed.

Reinforcement can be delivered in various settings to achieve more effective outcomes. This aligns with Djamarah's perspective. According to Djamarah (2005), instructors must recognize the appropriate moments to provide reinforcement to students, enabling them to offer effective reinforcement in return. In this context, educators consistently strive to deliver reinforcement in the most efficient manner. First, students direct their attention toward the speaker, their peers, and the topics being discussed. Second, they actively participate in classroom activities such as studying, reading, writing on the board, and completing textbook assignments. Third, students successfully complete their projects, and their group discussions are consistent with Wulandari's research from 2019. The method of providing reinforcement must also be considered, as it enables teachers to effectively reinforce students (Wulandari, 2019). According to Uzer Usman (2005), there are four types of reinforcement: individual reinforcement, group reinforcement, direct reinforcement, and varied reinforcement.

Based on the statements above, the researcher found that these lecturers truly helped students enhance their learning abilities. The lecturers' efforts involved providing reinforcement to their students. This approach helps students feel valued and appreciated for every small step they take towards improvement. Depending of the collected data, the researcher concluded that during the learning process, all lecturers use reinforcement in ELT classroom. The goal of reinforcement is always for students to actively contribute and learn in class. Moreover, when a child experiences positive reinforcement, there is often a greater willingness to exhibit positive behavior. Then, the most frequently used form of reinforcement by the lecturers is based on students' performance or conditions. This means that when students perform activities or answer questions well, they will receive reinforcement. This is where researcher understand that lecturers aim to encourage their students to continue learning and provide them with the opportunity to showcase the skills they have acquired.

5. Discussion

Based on the results of observations and interviews, the researcher aimed to align the collected data with relevant literature in order to answer the research questions. The study focused on identifying the types of reinforcement used, whether lecturers consistently provide reinforcement, and how frequently they apply it in the classroom during the first semester at the English Education Department of State

Islamic University Sulthan Thaha Saifuddin Jambi. The findings revealed that lecturers employed various forms of reinforcement during English Language Teaching (ELT) sessions, particularly with first-semester students. In these classes, reinforcement was delivered through both verbal and non-verbal strategies. Data were gathered using observation checklists and interviews with five experienced lecturers. These findings align with Uzer Usman's theory of reinforcement, which classifies reinforcement into two main types: verbal and non-verbal (Usman, 2005).

Usman (2005) identified four types of reinforcement: individual reinforcement, group reinforcement, spontaneous (immediate) reinforcement, and varied reinforcement. In this study, the lecturers were found to implement all four types in their teaching practices. Data obtained through observations and interviews confirmed alignment with Usman's theory. Lecturers provided reinforcement both to individual students and to groups, and importantly, they delivered reinforcement immediately after the desired behavior occurred, with no significant delay. Interview findings further revealed that the lecturers believed immediate reinforcement to be more effective than delayed feedback. Overall, the researcher concluded that the lecturers consistently applied reinforcement strategies in ways that reflect the principles outlined by Usman.

Based on the findings from observations and interview data, lecturers generally provided reinforcement at various stages of the lesson—beginning, middle, and end. This practice was consistent across all participants, who expressed a shared commitment to integrating reinforcement throughout the teaching and learning process. Reinforcement was given in response to student behavior and engagement, enabling students to improve their understanding and use of English. In addition to verbal and non-verbal reinforcement, lecturers also offered students advice on effective strategies for enhancing their English skills. The study found that lecturers consistently tailored their reinforcement to students' classroom conditions, further supporting their language development. These findings align with Usman's theory of reinforcement. According to Usman (2005), there are four key types of reinforcement: individual reinforcement, group reinforcement, immediacy in giving reinforcement, and variation in reinforcement. The lecturers' practices observed in this study reflect the principles outlined in this theoretical framework.

Based on the results of observations and interviews, the researchers found that all lecturers consistently made efforts to provide reinforcement throughout the teaching and learning process. Reinforcement was given in response to students' classroom behavior and performance, allowing them to strengthen their understanding of English. In addition, lecturers supported students by guiding them toward effective strategies for improving their English language skills.

6. Conclusion

Based on the results of the research, it can be concluded that the lecturers have successfully applied key components of reinforcement in their English language teaching. Reinforcement was provided in response to student behaviors, such as correctly answering questions or demonstrating the confidence to speak in front of the class. The study found that during the first semester at the English Education Department of State Islamic University Sulthan Thaha Saifuddin Jambi, lecturers consistently used both verbal and non-verbal reinforcement strategies.

Verbal reinforcement included word-based and sentence-based expressions of encouragement and praise. Non-verbal reinforcement, however, was limited to three

of the five commonly recognized types: gestures, proximity, and tokens or symbols. Gestural reinforcement was observed through smiling, clapping, and giving a thumbs-up. Proximity reinforcement involved the lecturers approaching students, standing near them, or sitting with student groups to foster a supportive atmosphere. Token reinforcement was demonstrated by rewarding active students with tangible items, such as books or dictionaries, typically at the end of the semester.

Furthermore, the research found that lecturers provided reinforcement in four distinct ways: individually, to groups, immediately following students' desirable behavior, and by combining verbal and non-verbal reinforcement simultaneously in English Language Teaching (ELT) classes. These strategies contributed to creating a more engaging and supportive learning environment. The study also suggests that lecturers should place greater emphasis on maintaining eye contact and clearly explaining the reasons for reinforcement to help students better understand and internalize the feedback they receive.

The researcher found that all lecturers provided reinforcement based on their students' performance and classroom conditions. Specifically, reinforcement was given when students participated actively, completed tasks, or answered questions correctly. This approach aimed to build students' confidence and support the development of their English language skills. The term "conditions" in this context refers to moments when students demonstrated effort or success in learning activities, prompting lecturers to respond with reinforcement. The timing of reinforcement was also observed to be intentional; lecturers often applied it at the beginning, during the middle, and at the end of lessons, depending on student engagement and classroom dynamics.

7. References

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