

CHAPTER I

INTRODUCTION

1.1 Research Background

Teachers play a critical role in shaping the classroom environment and influencing the quality of the learning process. The effectiveness of teaching and the achievement of learning goals are largely determined by how well teachers manage their classrooms. According to Astuti (2016), the teacher is a key factor in the successful attainment of educational objectives. Therefore, it is essential for teachers to understand their students' individual characteristics in order to provide guidance that meets their specific needs (Hamalik, 2014). Harmer (2007) and Brown (2001) describe the teacher's role as multifaceted, encompassing functions such as (1) classroom management, (2) organization of learning activities, (3) assessment and evaluation, (4) mentoring, (5) participation in learning, (6) acting as a resource, (7) fulfilling student needs, and (8) observation. Teachers are expected to choose appropriate teaching approaches and create an engaging and supportive classroom atmosphere. Such conditions are crucial for enhancing student motivation and fostering a genuine desire for learning. One of the key strategies to boost student motivation is the implementation of reinforcement.

Adeyemo (2012) identifies six fundamental elements that comprise the learning process. These components encompass the reinforcement of information, the incorporation of varied stimuli, the effective delivery of content, the utilisation of illusions and instances in the learning process, the culmination of the learning experience, and the facilitation of a question-and-answer session. This model aligns

with the constructivist approach to learning, as proposed by Piaget (1973), who emphasized that learning is a process of constructing knowledge through experiences and interactions with the environment. Information reinforcement plays a key role. Reinforcement here refers to any form of encouragement, such as verbal, symbolic, or gestural strategies, that can create repetitive behavior or maintain positive student behavior. In this context, reinforcement functions as an important element that can make learning more meaningful.

Vygotsky (1978) also adds to this theory by introducing the concept of the Zone of Proximal Development (ZPD), suggesting that learners can achieve more with the guidance of a more knowledgeable person, such as a teacher, who can reinforce their learning through scaffolding. Additionally, Gagne's (1985) Nine Events of Instruction outline a systematic approach to lesson delivery, emphasizing the importance of stimulating learners' attention and providing appropriate reinforcement at various stages to ensure retention and mastery of content. According to Gagne (1985), the use of varied stimuli and the culmination of the learning experience are critical for keeping students engaged and motivated, reinforcing the content while promoting deeper understanding. These theories collectively highlight how the learning process is influenced by the interaction between the learner and the learning environment, with reinforcement serving as a crucial tool in consolidating new knowledge and encouraging continuous engagement.

Reinforcement is recognized as a basic teaching skill that every teacher should possess (Yatim, 2016). According to Arista et al. (2018) reinforcement as teachers' response aimed to increase students participation and maintain classroom

engagement. It refers to a response to student behavior that increases the likelihood of that behavior being repeated (Skinner, 2010). According to Yatim (2016), reinforcement can improve student attention, increase motivation, and promote positive behaviors. Sari (2019) supports this view, noting that reinforcement helps students feel valued and encourages them to behave appropriately both inside and outside the classroom. Reinforcement can be classified into positive and negative types. Positive reinforcement is used to encourage desirable behavior by providing rewards or praise, aiming to increase the repetition of good actions (Diedrich, 2010). Negative reinforcement, on the other hand, seeks to reduce or eliminate undesirable behavior by withdrawing an unpleasant stimulus, thereby promoting better behavior (Skinner, 2010). Thus, positive reinforcement motivates students to continue behaving well, while negative reinforcement aims to discourage poor behavior.

Research by Mudjiran (2011) revealed that positive reinforcement is highly effective in influencing student behavior. Similarly, Pratiwi et al. (2018) found that reinforcement strategies can enhance positive behavior and reduce negative behavior in the classroom. Usman (2005) identified five principles for effective reinforcement: (1) it should be delivered with warmth and enthusiasm, (2) it must not be a negative response, (3) it should be meaningful, (4) it can be applied individually or in groups, and (5) it should be adapted to different contexts. In addition, Setiawan and Mahmud (2020) conducted a study on reinforcement theory in junior high schools and found that both verbal (e.g., praise, encouragement) and non-verbal (e.g., thumbs up, smiles) reinforcement significantly enhanced student engagement and classroom interaction. Their study emphasized that consistent and

meaningful reinforcement plays a crucial role in shaping student behavior and classroom dynamics.

Understanding how English teachers implement reinforcement strategies is crucial for improving teaching methods and promoting student engagement. Jayanti (2023) explains that teachers use rewards to recognize student achievement, support learning objectives, improve behavior, maintain classroom order, increase concentration, and build stronger relationships with students. On the other hand, punishments are applied to maintain student interest in learning, encourage discipline, reduce negative behavior, and ensure adherence to school rules. These approaches reflect the types of reinforcement commonly used in classrooms each with different methods and intended outcomes.

There is a significant difference in the use of reinforcement between novice and experienced English teachers. As stated by Septiani (2019), novice teachers are those who are entering the school environment for the first time or who are still in the early stages of their teaching careers. At this stage, novice teachers are expected to develop professional characteristics that support effective classroom instruction. However, according to Lacy and Guirguis (2017), novice teachers are often vulnerable to stress and tend to struggle with managing student behavior and academic-related challenges due to limited experience and insufficient pedagogical knowledge. This lack of experience can lead to difficulties in addressing students' diverse needs and adapting instructional methods effectively. Septiani (2019) found that novice teachers typically possess strong communication skills and adequate ICT knowledge, which are considered essential qualities of competent teachers. Despite these strengths, they still face challenges in motivating students, managing

instructional time, and building professional relationships with colleagues and parents.

In contrast, experienced teachers generally demonstrate more stability in classroom management. Nevertheless, they are not without challenges particularly in terms of time management and the use of modern teaching technologies. As described by Nurazizah (2024), experienced teachers are those with more than five years of teaching experience. Richards and Farrell (2005) emphasized that experienced teachers tend to have broader pedagogical knowledge and are better equipped to apply a range of instructional strategies effectively. They also tend to place a stronger focus on classroom discipline and structure (Okas, 2014). Supporting this, a recent study conducted in Iran (2024) revealed that experienced teachers face fewer difficulties in managing classroom behavior compared to novice teachers. However, they still encounter challenges related to time management, rigid teaching procedures, and the use of outdated or monotonous instructional materials.

Furthermore, teachers in rural and urban school settings often face different challenges, shaped by the characteristics of the areas in which they teach. Rural areas are areas located far from the suburbs with clean air and natural environments with low population density (Richard, 2023). Consequently, rural schools, due to their remote locations and far from city center, often experience limited infrastructure, a lack of teaching resources, and differences in parental mindsets (Febriana et al., 2018). Teachers in rural areas may also struggle with their students having lower motivation and limited vocabulary (Endriyati et al., 2019). In contrast, urban areas are densely populated regions that function as centers of economic, and

social activity (United Nations,2018). So urban schools have better access to facilities and education resources. But urban schools must manage large class sizes and ensure that students remain motivated in a highly competitive environment.

The learning process in rural and urban schools differs significantly due to variations in context, resources, and teaching strategies, which ultimately affect the educational experience for students. In rural schools, the learning process is often hindered by limited access to educational materials, outdated infrastructure, and a lack of technological resources. Febriana et al. (2018) found that teachers in rural areas often struggle to find sufficient learning materials, relying on outdated textbooks or minimal resources to deliver lessons. This limits the variety of teaching methods that can be employed, reducing opportunities for interactive or student-centered learning. Moreover, students in rural areas frequently encounter challenges such as low motivation, insufficient vocabulary, and limited exposure to English, which negatively impacts their classroom participation and overall language acquisition. Endriyati et al. (2019) highlighted that rural students tend to have less parental support for academic achievement, which further decreases their academic engagement. Teachers in rural schools, therefore, must employ creative strategies to engage students despite these challenges. They may use more rote learning techniques or adapt lessons to fit the limited resources available.

In contrast, urban schools are generally better equipped with modern educational facilities, up-to-date teaching materials, and access to technology. The learning process in urban schools benefits from a wider range of teaching resources, such as interactive whiteboards, multimedia tools, and internet access, which can enhance student engagement and provide a more dynamic learning environment.

Teachers in urban schools often have more opportunities to implement diverse instructional strategies, including project-based learning, technology-enhanced lessons, and group work. However, despite these advantages, urban schools face their own set of challenges, primarily due to larger class sizes and a more diverse student population. Endriyati et al. (2019) pointed out that teachers in urban schools often struggle with managing overcrowded classrooms, where individual attention may be limited. The diverse student needs in urban schools, including varying levels of language proficiency and cultural backgrounds, require teachers to adapt their methods to ensure all students are effectively engaged and learning. Additionally, students in urban areas often come from a wide range of socioeconomic backgrounds, leading to disparities in motivation and academic readiness.

These contextual differences between rural and urban schools significantly influence the learning process. In rural schools, where resources are limited and challenges are more pronounced, teachers often focus on maintaining basic educational standards and engaging students in a more traditional manner. On the other hand, urban schools, with their better access to resources and more varied student populations, offer a more dynamic learning environment, though they must contend with issues such as overcrowding and student diversity. Both settings require teachers to adjust their approaches to meet the needs of their students, but the strategies employed may differ greatly depending on whether the school is in a rural or urban area. Understanding these differences is crucial for tailoring effective teaching practices and reinforcement strategies to the unique needs of each context.

Numerous studies have explored the application of reinforcement in education and its impact on student behavior and classroom dynamics. Mudjiran (2011) demonstrated that positive reinforcement is highly effective in influencing student behavior and encouraging desirable actions. Similarly, Pratiwi et al. (2018) found that reinforcement strategies play a vital role in promoting positive behavior and minimizing disruptive conduct among students. Sari (2019) emphasized that reinforcement not only improves student discipline but also makes students feel valued and appreciated by their teachers. Kurniasi (2021) examined how verbal and non-verbal reinforcement strategies influence students' perceptions of the learning process, indicating that students tend to respond positively when appropriate reinforcement is applied. Furthermore, Afta (2024) uncovered gender-based differences in reinforcement practices, showing that female teachers generally provide more reinforcement and utilize a wider range of strategies compared to male teachers. Nurdiana et al. (2021) confirmed that positive reinforcement tends to elicit positive student behavior. Interestingly, Afta (2024) found gender-based differences in reinforcement practices, with female teachers providing more reinforcement than male teachers, and male teachers using less non-verbal reinforcement due to various influencing factors. While these studies have provided valuable insights into the effectiveness and application of reinforcement in classrooms, they have primarily focused on general behaviors, gender differences, and student responses.

However, there is a lack of studies that examine how reinforcement strategies are used specifically by novice and experienced English teachers in different geographical contexts, such as rural and urban schools. English teachers

at the junior high school level are the focus of this study because English is a compulsory subject that often presents significant challenges, especially in the context of English as a Foreign Language (EFL). Maulida and Cahyono (2020) found that in rural schools, many students lack sufficient exposure to English, which can negatively impact their motivation to learn. Furthermore, teachers often struggle to maintain students' attention in class. Similarly, Putri and Wahyuni (2019) found that English teachers need to implement a variety of reinforcement strategies to keep students engaged in large and diverse classrooms, particularly in urban settings. There is also limited discussion on the types of reinforcement used and the specific challenges these teachers face in applying reinforcement in their English classes. This research aims to fill this gap by analyzing the types of reinforcement strategies employed by novice and experienced English teachers in rural and urban schools, as well as identifying the challenges they encounter. This study offers a nuanced perspective on how teacher experience and school location influence reinforcement practices, with the goal of enhancing student motivation and promoting more effective classroom management.

1.2 Research Limitation

The research limitation of this study related to The Types and Challenges of Reinforcement used by Novice and Experienced English Teachers in Rural and Urban Areas in Badung Regency. The problems are limited as follows:

- a. The Types of Reinforcement Strategies Used by Novice English Teachers in English Classrooms.
- b. The Challenges faced by Novice English Teachers in Implementing Reinforcement Strategies in English Classrooms.

- c. The Types of Reinforcement Strategies Used by Experienced English Teachers in English Classrooms.
- d. The Challenges Faced by Experienced English Teachers in Implementing Reinforcement Strategies in English Classrooms.

This study specifically involved English teachers at the junior high school level, who actively teach English as a subject in formal schools in Badung Regency. Therefore, the specific scope of this study relates to the teaching of English in general subjects. It did not include teachers in private schools, international schools, or bilingual classes. Therefore, these findings relate to EFL classes in public junior high schools.

1.3 Research Question

Based on the problem limitation, the research question formulated as follows:

1. What Types of Reinforcement Strategies Used by Novice English Teachers in Rural and Urban Areas in Badung Regency?
2. What Are The Challenges of Using Reinforcement Strategies Faced by Novice English Teachers in Rural and Urban Areas in Badung Regency?
3. What Types of Reinforcement Strategies Used by Experienced English Teachers in Rural and Urban Areas in Badung Regency?
4. What Are the Challenges of Using Reinforcement Strategies Faced by Experienced English Teachers in Rural and Urban Areas in Badung Regency?

1.4 Research Objective

Based on the research questions, the research objectives are as follows:

1. To Analyse the Types of Reinforcement Strategies Used by Novice English Teachers in Rural and Urban Areas in Badung Regency.

2. To Discover the Challenges of Using Reinforcement Strategies Faced by Novice English Teachers in Rural and Urban Areas in Badung Regency.
3. To Analyse the Types of Reinforcement Strategies Used by Experienced English Teachers in Rural and Urban Areas in Badung Regency.
4. To Discover the Challenges of Using Reinforcement Strategies Faced by Experienced English Teachers in Rural and Urban Areas in Badung Regency.

1.5 Significance of The Study

This research is expected to have two significance which is called as theoretical significance and practical significance.

1.5.1 Theoretical Significance

This study discusses the reinforcement strategies used by novice and experienced teachers especially in urban and rural areas. It is expected that this study can provide a significant contribution to the reinforcement used by novice and experienced teachers in Rural and Urban Schools. These findings are expected to identify the types of reinforcement strategies and challenges felt by Novice and Experienced Junior High Schools Teachers in English Classes. In addition, it can support previous empirical reviews and it is expected that this study can be an empirical review for further research.

1.5.2 Practical Significance

a. For English Teachers

For English teachers, this study can be used as a reference or as a consideration to determine the right learning model and provide a

variety of reinforcement to students to increase student motivation in class.

b. For Researchers

For researchers, the results of this study can be used as a reference to provide additional empirical information related to the reinforcement used by novice and experienced teachers in rural and urban English classes.

1.6 Definition of Key Terms

1.6.1 Conceptual Definition

a. Reinforcement

Reinforcement is a behavioral concept that refers to any stimulus or consequence that strengthens or increases the likelihood of a particular behavior being repeated. The purpose of providing reinforcement is to increase students to be more active, motivated, and engaged during the learning process. There are 2 types of reinforcement by Santrock (2010), namely positive reinforcement and negative reinforcement. Positive reinforcement is given when someone's process or performance is good. Meanwhile, negative reinforcement is given when someone's performance decreases or is not good.

b. Reinforcement strategies

Reinforcement strategies are strategies used by teachers to maintain desirable student behavior through the application of reinforcement. According to Fitriati et al. (2020), reinforcement strategies are strategies used by teachers to improve student performance by providing reinforcement at each stage of progress. There are six types of reinforcement strategies by Arista (2018) and Fitriati (2020), namely verbal reinforcement strategy, gestural, proximity, contact, activity, and token or symbolic reinforcement strategy.

c. Novice teacher

According to Septiani (2019), novice teachers are teachers who are entering a new culture in the school environment for the first time or teachers who are in the early stages of their teaching career and have a range of teaching experience of one to five years. Novice teachers are newcomer teachers who need to develop their skills in teaching, classroom management and exploring student needs.

d. Experienced teacher

Experienced teachers are teachers who are experienced after completing the initial years of professional work. According to Nurazizah (2024) an experienced teacher is a teacher who has experienced more than five years of teaching experience. A teacher who has surpassed the initial

stage of teaching experience, meaning the teacher has a deeper understanding of teaching skills and classroom management.

e. Rural Areas

According to Richard (2023), rural areas are areas located on the outskirts of the city with a natural environment with clean air, fertile soil, and low population density. Therefore, rural areas are also interpreted as areas far from the city center.

f. Urban Areas

According to the United Nations (2018), urban areas are densely populated areas and are centers of economic activity. Urban areas have a high population, and diversity of economic, cultural and social activities.

1.6.2 Operational Definition

a. Reinforcement

Reinforcement was a stimulation used to strengthen the behavior of students during classroom activities. The reinforcement that was observed in this research included both positive and negative forms of reinforcement as applied by novice and experienced english teachers in Rural and Urban Areas.

b. Reinforcement Strategies

Reinforcement strategies refers to the strategies employed by an English teacher to provide reinforcement in learning processes. These strategies included verbal reinforcement strategy (e.g., good, good job), gestural reinforcement strategy (e.g., head shaking), proximity reinforcement strategy (e.g., move closer to students), contact reinforcement strategy (e.g., touch the students), activity reinforcement strategy (e.g., giving enjoyable tasks), and token or symbolic reinforcement strategy (e.g., stickers,). This study investigated how these strategies are applied by novice and experienced English teachers in rural and urban junior high schools in Badung Regency.

c. Novice teacher

A novice teacher was a teacher who was in the initial phase (0-5 years) of their professional journey. Novice teachers in this research were 2 teachers from Rural area and 2 teachers from Urban Area in Badung Regency.

d. Experienced teacher

An experienced teacher is a teacher who completed their initial years of their professional career. So, an experienced teacher means that the teacher has acquired a deeper understanding of teaching practices, classroom management skills, and understanding students' needs in teaching and learning process. Experienced teachers in this research were 2 english teachers from Rural area and 2 english teachers from Urban Area in Badung Regency.

e. Rural Areas

Rural area is an area whose surrounding environment is still natural and located far from the city center or as a village (desa biasa) based on population density, employment sectors, and availability of infrastructure.

f. Urban Areas

Urban area is a region that has a dense population and the majority of the working population is employed in non-agricultural sectors. The urban area in this study is one of the areas located in Badung Regency with a dense and diverse student population.

