CHAPTER II

REVIEWS OF RELATED LITERATURE

This chapter consists of three main parts, including a review of previous studies which discusses several studies that have been conducted on a related topic, the theoretical review that reveals the theories which are related to reinforcement theory in teaching and learning, the use of teacher's reinforcement, and the theoretical framework.

2.1 Reviews of Previous Studies

A variety of researchers has conducted numerous relevant studies on the topic of this study. In this section, the researcher will elaborate on some of the related studies. Those studies are divided into four groups. The first group is the previous studies on Teaching English to Young Learners (TEYL), the second group contains the previous studies on speaking skills, the third group comprises the previous studies on reinforcement, and the fourth group is the previous studies on self-confidence.

2.1.1 Studies on Teaching English to Young Learners

Teaching English to Young Learners has been explored by several researchers and thus generated abundant previous studies. Among them were conducted by Sarigoz (2003); Wang (2008); Pislar (2009); Aini (2013); Damar et al (2013); Juhana (2014); Habibi (2015); Bergil et al (2017); Sukirmiyadi (2017); Imaniah (2017); and Siswanto (2017).

The earlier related studies on Teaching English to Young Learners reveal some points to highlight. First, teachers have to create interesting, fun, enjoyable learning for young learners (Juhana, 2014; Aimah et al., 2018). Young learners are identified to have a short attention span (Slattery and Wills, 2001) in Juhana (2014). Young learners are active thinkers and best to learn when the learning is holistic, meaningful, interesting, and functional (Mustafa, 2002, Brown, 2001) Juhana (2014). Teaching English to young learners is a demanding but rewarding task as children have immense learning capacity. Thus, teachers are demanded to have the ability to think like children and adjust teaching accordingly to enter their world and activate their energy (Sarigoz, 2003). Teaching Young Learners needs to involve five main features, including 1) learning through stories, 2) Arousing children's interest to learn English, 3) Using play as a teaching method, 4) Introducing rhymes and songs, and 5) Carefully prepared worksheets (Pislar, 2009).

2.1.2. Studies on Speaking Skill to Young Learner

The second topic of this research covers speaking skills. Speaking skill is a topic which has been widely explored in numerous previous studies. The studies related to speaking skill have been conducted by Kusmiatun (2008); Sari and Amri (2016); Ismaili and Bajrami (2016); Ul-Haq et al. (2017); Pislar (2009); Aini (2013); Fitria (2013); Fata (2014); Inawati (2014); Juhana (2014); Gani et al. (2015); Bergil et al. (2017); Ramadhani (2017); Arifin (2018); Hanifa (2018); Herbein et al. (2018); Setiawan & Bharati (2018); Inayah (2019); Robert et al. (2020).

Based on those previous studies, English speaking skill is one of the important skills to master. It is the first parameter to see if someone has a good command of English (Fata, 2014; Gani et al., 2015; Hanifa, 2018; Inayah et al., 2019; Umisara et al., 2021). That is why varieties of the media, methods, and strategies of teaching English play important roles in facilitating students' speaking skill improvement, the students are able not only to memorize and mention the word regardless its context but also use the language in meaningful contexts (Kusmiatun, 2008, Inawati, 2014, Ramadhani et al., 2017, Robert et al., 2020). Arifin (2018) states that teaching English to young learners has become a demanding task for teachers. In this matter, teachers should understand the students' needs to develop the skill and strategies and create a supporting situation that encourages students to produce communicative oral language in English. Fitria (2013) and Setiawan & Bharati (2018) state that encouraging situations can allow students to learn their interest and tendency towards English speaking activities.

The differences between the previous related studies on Teaching English to Young Learners lie in the variables accompanying the execution of TEYL. For instance, Aini (2013) conducted her study focusing on the teaching media as the other variable. Bergil et al. (2017) focused on using creative drama to elaborate TEYL. Juhana (2014) elaborated several principles about TEYL to be considered as a reflection. Pislar (2009) emphasized a certain approach that he used for teaching English to young learners. To sum up, despite having a similarity of the explored topic, teaching English to young learners as one of the variables, there is the main difference, mainly on the other variable. However, this study focuses on

the role of the use of reinforcement in teaching English to young learners, especially to teach English speaking skills.

2.1.3. Studies on Reinforcement

In terms of the use of reinforcement, there have been numerous studies exploring this topic. Dewi (2016) defines reinforcement is a technique to construct or shape an individual's character. Some studies focused on positive reinforcement. The studies on positive reinforcement were conducted by Pintel (2006); Diedrich (2010); Apriliyanti (2018); Manzooret al (2015); Wei and Yazdanifard (2014); Morin (2017); Aziz (2016); Glascott and Belfiore (2019); Onyango et al. (2016). The studies focusing on negative reinforcement were conducted by Foti (2018). Meanwhile, the studies focusing on both positive and negative reinforcements were conducted by Mendres and Borrero (2010); Shephard et al. (2013); Cahill and Greer (2014); Adibsereshkiet al (2014); Byiers et al. (2014); Ezaki et al. (2016); Ezaki and Masuda (2017); Palminteri et al. (2017); and Fitrianti et al. (2018); Kelly and Pohl (2018).

These previous studies shed light on some points to highlight. First, when positive reinforcement is implemented in the classroom, students respond by showing higher motivation and interest in learning English, as in Manzoor et al. (2015), Nisa (2014) and Fitriati, Gabby & Trisanti (2017). Besides, most teachers believe that various motivational strategies in teaching should be implemented as a kind of positive reinforcement.

Fitrianti et al. (2018) grouped reinforcement into two forms, namely verbal and non-verbal reinforcements. She further reveals that verbal reinforcement consists of 3 forms, including verbal reinforcement of word, phrase, and sentence. The form of verbal reinforcement of words consists of 3 forms, namely: the form of verbal reinforcement of the numeral word, adjective, and interjection. The verbal reinforcement of phrases consists of 2 forms: verbal reinforcement of verbal phrase and adjective phrase. The form of verbal reinforcement of sentence consists of 3 forms, namely: the form of verbal reinforcement of news sentence, command sentence, and interjection sentence.

Secondly, according to Onyango et al. (2016), there is a positive connection between positive reinforcement and students' behavior problems. Positive reinforcement has established good rapports between students and teachers and contributed to motivation and shift of behavior and peers' imitation. However, positive reinforcement does not always work well in all situations and needs evaluation to improve its impact (Kelly & Pohl, 2018). Kelly and Pohl (2018) conducted a study comparing positive and negative reinforcement. The positive reinforcement is represented by modifying positive behavior, and the negative one is by giving punishment. The result shows that modification or shift of behavior to be positive is more effective than giving negative reinforcement as punishment. For those reasons, changing the teachers' attitudes towards positive and motivating behaviors is necessary to change the students' behavior positively. In a professional organization, positive reinforcement, both intrinsic (such as praise, motivation, appreciation, etc.) and extrinsic reinforcement (such as salary, bonus, incentive,

etc.), has encouraged the members of an organization's positive behaviors. (Wei, Yazdanifard, 2014).

The distinction between this study and the previous studies lies in how reinforcement affects the students' behavior. While the previous studies did not mention the existing condition of behavior in detail, this study attempts to find out how reinforcement affects students who have low and high motivation.

2.1.4 Studies on Self-Confidence

Various researchers have long explored the concept of self-confidence or self-efficacy. There have been studies on self-confidence, including those conducted by Brown et al. (2001); Be'nabou and Tirole (2002); Falk et al. (2006); Neff and Vonk (2009); Sivanathan and Pettit (2010); Juuso (2011); Greenacre et al. (2014); Sari et al. (2015); Bajpai and Sultana (2015); Manna et al. (2016); Alyami et al. (2017); Augestad (2017); Luciano and Orth (2017); Mobius (2014); Visser (2017); and Nematollahi et al. (2017); Minev (2018);

The related studies' results reveal that self-confidence is a demand, a necessity in social life (Benabou and Tirole, 2002). The concept of self-confidence applies to many fields, such as sports (Bajpai and Sultana, 2005; Normawati & Muna, 2015). Greater social self-confidence can also lead people to more effectively manage their social relations. Confidence gives people the ability to examine the wider implications of their behavior as they need to dedicate fewer mental resources to assess their abilities, as they believe those abilities exist (Fani & Ismaniar, 2020). Self-confidence is one of the factors that could affect many factors in individuals'

daily experiences. The level of a person's self-confidence could positively or negatively affect many components in one's life (Tokinan & Bilen, 2011) Sari et al. (2014).

2.1.5 Research Gap

The main similarity between the previous studies and this study lies in the premise that self-confidence is a very influential and important factor that has many implications for one's life. The previous studies mostly argue that self-confidence is a necessity and potential to affect many factors in one's life.

The main difference between the self-confidence in the previous studies and that in this study is the context. In previous studies, the concept of self-confidence was broadly explored in sports and organization, while in this study, the concept of self-confidence is explored in the field of education, precisely in a classroom context where English language teaching for young learners occurs.

This research has its novelty in terms of the research design and the variables. First, concerning the research design, most researchers on reinforcement conducted descriptive qualitative research in content analyses and quantitative research in the form of experimental research, while this research is a correlational study instead. Second, while most previous researchers employed reinforcements as the moderator variables, this research used reinforcement and self-confidence as the independent variable, which is suspected of impacting the other variables, namely speaking performance as the dependent variable.

2.2   Review of Theoretical Studies

In this review of theoretical studies section, there are ten subsections, namely characteristic of young learners, speaking as a language skill, speaking in a language classroom, reinforcement in teaching and learning process of English, reinforcement theory in teaching and learning, reinforcement in operant condition, type of reinforcement, self-confidence and the factor of self-confidence.

2.2.1. Characteristics of Young Learners

Teaching a foreign language, especially English, to young learners is different from teaching a foreign language to adults or adolescents' students. Cameron (2001, p.1) states that some differences in teaching a foreign language to young learners are immediately obvious:

> "Children are more enthusiastic and lively as learners. They want to please the teacher rather than their peer group. They will have a go at an activity even when they don't quite understand why or how. However, they also lose interest more quickly and are less able to keep themselves motivated on tasks they find difficult. Children do not find it as easy to use language to talk about grammar/discourse. Children often seem less embarrassed than adults at talking in a new language, and their lack of inhibition seems to help them get a more native-like accent." (Cameron (2001, p. 1))

Scott and Ytreberg (1993, p. 2-4) define some characteristics concerning the characteristics of young learners:

> "Some characteristics of young learners are they know that rules govern the world; they use language skills before they aware of them, they are very logical, have short attention and concentration span, love to play and learn best when they are enjoying themselves, very enthusiastic and positive learning…they ask questions all the time, rely on the spoken word as well as the physical word to convey and understand the meaning, they can

work with others and learn from others…" (Scott and Ytreberg (1993, pp. 2-4))

So, the characteristics of young learners as learners based on the consideration above are that they love to play and learn best when they are enjoying themselves, they either pretend to understand, or they understand in their terms and do what they think you want them to do, they also have very short attention and concentrations. But as we know, children as a learner have a high imagination about what they thought (Faidah, Fauziati & Suparno, 2019). They saw and heard and also, they can tell you what they have done or heard or what they are doing (Abdulrahman & Jullian, 2020).

Play with language in teaching a foreign language to young learners introduce them to meaning, and it is the first stage in learning a language. It means students must know about spoken language first because "meaning must come first: if children do not understand the spoken language, they cannot learn about it" (Cameron 2001, p. 36).

Becoming aware of language as something separate from the events taking place takes time. Most eight to ten years olds already have this awareness in their language. Other clues often accompany the spoken word to meaning- facial expression, movement, etc. We should make full of these clues (Scott and Ytreberg 1993, p. 5).

Young learners' world is cheerful, joyful, fun, and the first stage of their learning life. Making up their education environment more exciting, attractive, and active can give them unforgettable memories about their learning and enjoy their study.

Uchida gives some tips for teachers of children, especially elementary school children. Because in this level, every important condition before they even enter the classroom: they are naturally cooperative, curious, the least self-conscious of all levels, and learn very quickly. Twelve tips for teaching children are:

1. Make the rules, which should be fair and consistent, clear from the first day of class.

2. Remember the students' names the first time you meet them. Encourage all students to remember their classmates' names. Use their names often when teaching.

3. Show your students what to do. Don't explain. Just do. Just be. They will follow your lead. English needs to be experienced, not explained.

4. Nourish trust between you and the students with each class. Through your actions, let them know that you will never embarrass them for making a mistake in English.

5. Use eye contact to communicate your praise and disappointment.

6. Create well-planned, consistent lessons with a predictable for a mate, which gives the students a sense of security and balance. Students feel more confident if they know what to expect.

7. Always be pleasantly surprised when students interact with each other or you in English.

8. Reassure your students that you understand their English, and you approve of their attempts.

9. Show respect to the children (since they are worthy of it) and sometimes be the teacher.

10. Use English as a tool to build their self-esteem.

11. Be their 'sensei,' not their parent.

12. Remember childhood through your students.

2.2.2 Speaking as a Language Skill

People conceived that language daily in terms of speaking. Certainly, it is a reality that spoken dominated the communication activities in any field for a long time. It has been confirmed by Chimumbo (1987, p. 204) and Dewi, Mujiyanto, Rukmini, & Mursid (2020) that in teaching-learning activities, for example, the teacher needs many talks to encourage their pupils to engage in genuine communication in the classrooms, while the students outside the classroom get large opportunities to communicate freely.

Among the four language skills (listening, speaking, reading, writing), speaking is the second skill that needs to be comprehended by the people chronologically in their life, when the discussion comes up what the expression of the linguistics that "language is speaking and also speaking is language" (Greene and Petty, 1971, pp.39-40). Tarigan (1986, p. 4) and Rokhayani, Nurcahyo, Rukmini & Fitriati (2018) stated that speaking is closely related to vocabulary improvements students received from reading and listening activities. It needs to be realized that the skills needed in a speaking activity seem the same or at least similar for the sake of effective communication. In other words, the sequence of integrated

language skills and language elements are necessary to build up effective communication orally (Asnawi, 2015; Arfaei Zarandi & Rahbar, 2016; Fitriani & Zulkarnain, 2019).

2.2.3   Speaking as a Way of Communication

A human is a social creature, and the first act long his life is a social act. In other words, it is the action of the exchange of experience, interpreter, and receive the thought, expressing desires, willingness, and in the sequence of their daily life, people need to talk to utter or to speak anything in his mind to come to his desires to another.

Language particularly needs, in order, the people (intercalators) will be felt satisfied and as much as possible sympathetic to our utterances (Anders in Taiga 1986, p. 9).

Speaking is the ability to uttering articulated sounds or expressing the words, phrases, sentences, stating the ideas, desires, and willingness through audible (sound uttered) or visible (body language) with well-arranged combination ideas. (Mulgrave in Taiga 1986, p. 15).

Brooks (1964, pp. 30-31) in Tarigan (1986, pp. 16-17), stated several common principles stand of the speaking activity, namely involved two people or more, used linguistic codes or symbols conventionalized, the exchange activities of the participants, connect the communicator with another (intercalators) immediately, currently, process, involved vocal and auditory, apparatus, indiscriminate the fact and what is accepted as the rules.

Firstly, it involves two-person or more speaking activities created when the two persons are involved in the process. This statement is an exception to an individual's activity if he strikes his thumb with a hammer.

Secondly, uses linguistic codes or symbols conventionalized. Communication will happen if the two communicators understand what their partner says or products.

Thirdly, the participants' exchange activities mean that the two or more participants tried to exchange their words but still understandable by the others.

Fourthly, the connection of the communicator with another to his environments immediately. An oral attitude of the communicator must always be response through well-received by the interlocutor.

Lastly, communication is current and relevant to this day's action even though, under the guidance or help of the printed materials and graphics or even the recorder, it could make the communication long-lasting. Brooks (1976, p. 32) administered these several principles in Taiga (1986, pp. 16-19) has commonly happened all days and every time in human life, when they have to communicate to or from others.

2.2.4 Speaking in Language Classroom

These days, the students in a language classroom, either dealing with grammatical, reading, listening, writing, or even speaking, demand students to be always in the target language (English for most Indonesian students). The students

should create interactions between them, or to their teachers, pairs, or even outside the classroom in English.

For example, in the instruction process of speaking, the teacher asks the students to practice. In this case, the students must be able to practice greeting in a pair and as well as possible to give feedback. It is called a particular type of teaching technique is known as SAL (Students Active Learning).

For speaking or oral production tests, Heaton (1975, p. 83) complained that testing the ability to speak is the most important but extremely difficult skill to test. Moreover, it is possible for a person to produce practically all the correct sound but can still not communicate their ideas appropriately and effectively. On the other hand, a person can make humorous errors in phonology and syntax and test to succeed in expressing themself fairly clearly.

In many oral production tests, it is neither possible nor desirable to separate the speaking skill from the listening skills. The oral interview is one way of scoring the students speaking ability. Heaton (1975, p. 95) wrote that the oral interview scoring is highly subjective and thus sometimes has only low reliability. Tarigan (1981, p. 27) added that the students are thus susceptible to psychological tensions and also to constraints of style and register necessary in such a situation.

For example, many students adopt a quiet and colorless one in interviews; some even develop a guarded attitude, while others become over-friendly (Heaton 1975, p. 94).

2.2.5   Reinforcement in the Teaching and Learning Process of English

Reinforcement is the teacher's skill in which the teacher gives and does something nice to the student to increase the students' good behavior in the process of teaching and learning. In other words, the teacher's reinforcement is a skill that enables the teacher to lead the students to gain the good result of a process in which the teacher is one of the keys to their students' success in learning. According to Turney *et al.* (1983), using classroom English belongs to important teaching skills. Teaching skill itself can be broken down into several sub-skills as follow: reinforcement, basic questioning, classroom management and discipline, guiding small group discussion, small group teaching, and individualized instruction, guiding discovery learning, and fostering creativity.

Based on teaching skills, reinforcement in the classroom English teaching and learning is related to what the teacher can do to reinforce the students' English teaching and learning process.

On another side, reinforcement means giving or adding something that students like or enjoy. The teacher's reinforcement will give the students many benefits, such as making the students feel fresh in having the teaching and learning process in the classroom. Ackarman (1972, p. 132) states that the teacher knows how to manage the classroom situation and interestingly deliver the English material; it will increase the students' motivation and attention to the English lesson. The way their teacher treats them during the class is so sophisticated. Teacher reinforcement also could increase their self-confidence to do many tasks in the classroom. There are three forms of teacher reinforcement in English teaching: verbal reinforcement, gesture reinforcement, and token reinforcement.

Those three reinforcement skills are considered as tools that could be used by the teachers to attract the students' self-confidence and motivation toward the English classroom teaching and learning process. With the verbal reinforcement, the teacher could give their students praise as a reward or stimulus to build their self-confidence (Turney, 1983, p. 29).

Through their gesture, the teacher could make themselves attractive in delivering the teaching material; eye contact is used to show the teacher's enthusiasm, focus, and attention to the lesson and students that the teacher teaches. Sometimes the teacher also needs to refresh the classroom atmosphere using many activities such as fun games and singing a song. The students will be very happy when they are given something as a reward for their works.

2.2.6   Reinforcement Theory in Teaching and Learning

It is important to think about teachers' particular way of learning and recognize that every student does not learn how they do. Brown (2000, p. 7) states that" learning is acquisition or getting, learning is the retention of information skill, and learning involves some forms of practice, perhaps reinforced practice." In other words, reinforcement in the learning process can change behavior by including observable activity and internal processes such as thinking, attitudes, and emotions. According to Skinner (1953, p. 106), based on the reinforcement theory, one of the oldest ones of motivation as a way to explain behavior and why we do what we do, the theory may also be known as *operant conditioning,* which is still commonly taught in psychology nowadays. Behavior is a function of its consequences in

operant conditioning, the acquisition, and further performance; behavioral learning theories focus on the reinforcement of desired behavior through the use of the extrinsic reward—behavioral interpretations of learning helps explain why some pupils react favorably to particular subjects and dislike others.

Concerning that thing, the individual personality consists of many elements, specifically the intellect, emotions, the body impulse (or desire), intuition, and imagination, in that all require activation if learning is to be more effective (Skinner, 1953). It refers to the consideration to make the students master all the material given. When we turn aside, emotions and desire is strongly affecting the information input from what the students listen from their teachers. For example, the students much possibly do not catch well what the teacher intends to convey when they are being depressed, moreover if they have not any willingness to study. Reinforcement potentially can be used to control emotions and stimulate desire.

2.2.7   Reinforcement in Operant Condition

As the researcher mentioned earlier, the process in which 'stimulus' is delivered or removed immediately or shortly after a particular behavior is referred to as reinforcement. When the stimulus is 'delivered' immediately after the behavior, it is referred to as' positive reinforcement' to increase the probability/frequency of the behavior (Skinner, 1953). On the other hand, when the stimulus is 'removed' immediately after the behavior to increase the behavior's

probability/frequency, it is referred to as 'negative reinforcement.' In the first case, stimulus tends to be rewarding, which prompts the individual to repeat the same behavior. In the second case, the aversive stimulus is removed, and therefore, the individual is prompted to repeat this behavior.

Skinner believed that the best way to understand behavior is to look at the causes of an action and its consequences. He called this approach operant conditioning. According to Skinner (1953, p. 15)," Pavlov himself called all event which strengthened behavior" reinforcement and all the resulting changes conditioning." In the Pavlovian experiment, however, reinforcement is paired with a stimulus, whereas it is contingent upon response in operant behavior. Concerning that thing, reinforcement behavior is contingent upon a response who the results change conditioning.

Skinner (1938) identified three types of responses or operant that can follow behavior:

- Neutral operant: responses from the environment that neither increase nor decrease the probability of repeated behavior.

- Reinforces Responses from the environment that increase the probability of a behavior being repeated. Reinforces can be either positive or negative.

- Punishers: Response from the environment that decreases the likelihood of a behavior being repeated. Punishment weakens behavior.

We can all think of examples of how our behavior has been affected by reinforcers and punishers. As a student, he probably tried out several behaviors and learned from their consequences (Skinner, 1953). For example, when the students come late, the teacher asks the student who comes late to enter the classroom. Consequently, the student has to answer the teacher's question related to the last meeting. It would have been positively reinforced to the student and would be likely to repeat the behavior. However, the main consequence was caught, caned, suspended from coming late, and the student became would most certainly have been punished. On the other side, it makes the student remember the last lesson and would consequently not come late again.

2.2.8   Type of Reinforcement

Reinforcement learning is a process to increase the likelihood of behavior by providing or eliminating stimulus. Skinner (1953) states that "reinforcement is the special term in operant conditioning for the 'stamping-in' of stimulus associations and response habits that follows the experience of reward." It is a theory, as well as other reinforcement technique, was later applied to classroom settings with the idea that using reinforcing could increase the frequency of productive behaviors and decrease disruptive behaviors. According to Skinner (1953), reinforcement is divided into positive reinforcement and negative reinforcement.

According to Turney (1983, p. 29), there are three forms of positive and negative reinforcement:

1. Verbal Reinforcement: Praise and blame/criticism (approval and disapproval) may be related to pupil achievement, like saying good, very good, great job, ok, etc.

2. Gestural Reinforcement: Gesturing for reinforcement refers to the teacher's use of smiles, nods, or pointing as non-verbal responses to pupil's contributions to the lesson, performance, or behavior.

3. Token reinforcement: The use of 'tokens' (stars, tick, stamp, money, food, books, prizes, etc.) to reinforce pupils' achievement.

2.2.8.1 Positive Reinforcement

Positive reinforcement is something given to the human being or people who could make them feel enjoys, fun, happy, comfortable, and good behavior (Skinner, 1953). For example, a child who has a shy nature requested by the teacher to come forward to tell a drawing made by the children. After the children read the story, the teacher praised the kids, and his classmates applauded. When it occurs repeatedly, and then eventually the child becomes more courageous to come forward, even the possibility of shyness will disappear.

The stimulus given to positive reinforcement can be either basic things such as food and drink. A few other things such as money, friendship, love, praise, reward, self-confidence, and career success can be used as positive reinforcement stimulus (Turney, 1983). According to Skinner (1953), "positive reinforcement involves adding a reinforcing stimulus following a behavior that makes it more likely that the behavior will occur again in the future. When a favorable outcome,

event, or reward occurs after an action, that particular response or behavior will be strengthened".

Skinner has influenced the field of education, exactly in psychology. He believed that positive reinforcement was more effective than punishment when trying to change and establish behaviors. He identified five main obstacles in the learning process. These obstacles are a fear of failure, the task is too long and complicated, the task lacks directions, clarity in the directions is lacking, and there is little or no positive reinforcement. He also recognized that people could be taught age-appropriate skills using the following techniques. These techniques give the learner immediate feedback, breaking tasks down into small steps, repeating the directions as many times, working from the simplest to the most complex tasks, and giving positive reinforcement.

Positive reinforcement is when teachers praise and reward students for correct behavior. Studies have shown that specific praise is very effective, while general praise is not. In other words, saying, "Johnny, excellent job adding those numbers, "is much better than saying," Great job, class" for example, Positive reinforcement strengthens a behavior by providing a consequence an individual finds rewarding.

For example, positive Reinforcement: such as Token reinforcement and verbal reinforcement (Turney, 1983):

- Verbal reinforcement: when the students can answer the question correctly, the teacher says," great. "

- Token reinforcement: the teacher gives the students rewards like" a book" because they can finish their homework perfectly.

The example English expressions of positive reinforcement are:

1. Verbal Reinforcement   :

    Words: Yes, Good, Correct, Fine, Nice work, Great, Uh-huh, Beautiful.

    Sentences: That's right, Well done, Greg, I'm pleased with that, That's good work, Well thought out, Keep it up, Louise, You're doing better, That's interesting, Let's watch him do it, I like the way you explained that, You're on the right track, I admire when you work like that, You have caught on very quickly, You should be proud of this.

2. Gestural Reinforcement :

    Facial: Smiling, Winking, Whistling, laughing, etc.

    Bodily: Clapping hands, Raising arms, Thumbs up, Pointing, Shaking, Head, Shrugging shoulders, Signaling O.K, Nodding.

3. Token reinforcement :

    Stars, Tick, Stamp, Food, Books, Prizes, etc

2.2.9   Self-confidence

Language learning is a complex process (Young, 1999). It is influenced by cognitive and affective factors, which constitute individual differences in foreign language learning (Tallon, 2009). According to Brown (2000), the affective domain is the emotional side of human behavior, and it involves a variety of personality aspects such as emotion, motivation, attitude, anxiety, personality, and self-

confidence. Among these, self-confidence is one of the most influential variables which affect learning. It is one of the central drives in human beings and can exercise a determining influence on a person's life, for good or bad. Dörnyei (2005, p. 211) stated that the concept of self-confidence is closely related to self-esteem; both share a common emphasis on the individual's perception of his or her abilities as a person. Glenda & Anstey (1990) explained that many researchers used self-confidence, self-evaluation, self-worth, self-appraisal, and self-satisfaction interchangeably. It is a psychological and social phenomenon in which an individual evaluates themselves according to some values that may result in different emotional states. They become developmentally stable but are still open to variation depending on personal circumstances (Reasoner, cited in Rubio, 2004).

Self-confidence is defined as individuals' overall evaluation or appraisal of themselves, whether they approve or disapprove of themselves, like or dislike themselves (Higgins, 1996, p. 1073). Corsini (1994, p. 289) viewed it as the way one feels about oneself or the sense of personal worth and competence that people associate with their self-concept. Cummings & Dunham (1989), as cited in Pierce & Gardner (2004), defined it as the degree to which an individual believes him or herself to be capable, significant, and worth. Coopersmith (1981, as cited in Harris, 2009, p.9) added that it is a set of attitudes, judgments that a person brings with him or herself when facing the world. It includes beliefs as to whether he or she can expect success or failure. In general, it refers to attitudes and beliefs towards the self.

2.2.10 The Factor of Self-Confidence

According to Wright on her website, there are several characteristics of self-confidence. Two factors influence the characteristic. They are high and low. People with high self-confidence always have a target and feel free to do anything they want. On the other hand, they are thinking positively. But it is different with people that have low self-confidence. They always are thinking negatively.

Wright stated that the factor of high and low self-confidence. The factor of high confidence are They are ambitious, they are goal-oriented, they have learned to communicate, they are loving and kind, they are attractive and open to others. The factor of low self-confidence, they are fearful of change, they are pessimistic, they have difficulty communicating what they want from life, they want to please others more than be true to themselves, and the last is they are insecure and are drawn to others who also see themselves as victims. So, every person has a certain degree of confidence. Based on the explanation above, the degrees are high self-confidence and low self-confidence. Those are influencing the attitude, cognition, and how to solving something happens. Commonly, people with high confidence can be seen by their gestures. They look confidently, think positively, and skillful. Conversely, the unconfident people look like they conceal their ability, frightened, and think negatively.

2.2.11 Summary

Young learners have different learning necessities to adults or adolescent in learning foreign language. They love playing so that the best way to learn is when
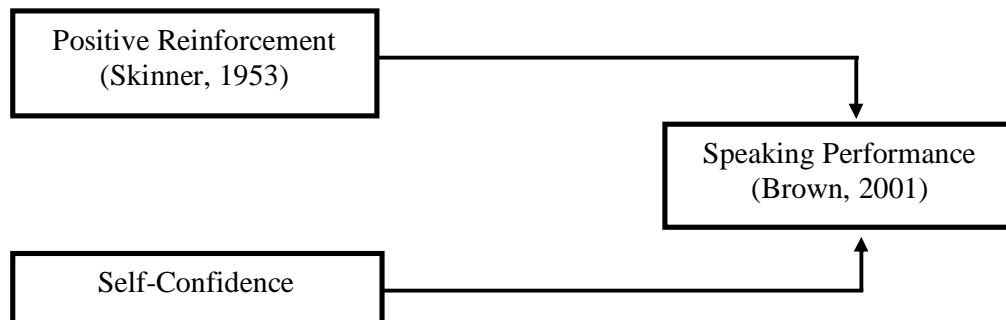
they enjoy. Therefore, playing with foreign language is suitable for English young learners. It allows them to understand the spoken language, to articulate sound and express words, phrases, sentences, ideas, desires, and willingness. Therefore, it should be developed by English teachers. They must reinforce the learners to improve excellent behaviors of English learning and reach the successful English learning, to make the learners joyful, to benefit them, and to make them feeling refreshed. There are three forms of positive reinforcement: verbal, gestural, and token reinforcements. Positive reinforcement is something given to the human being or people who could make them feel enjoys, fun, happy, comfortable, and good behavior (Skinner, 1953).

If the teachers do so, the learners' self-confidence will be developed. Self-confidence is defined as individuals' overall evaluation or appraisal of themselves, whether they approve or disapprove of themselves, like or dislike themselves. There are several characteristics of self-confidence. Two factors influence the characteristic. They are high and low.

2.3   Theoretical Framework

The theoretical framework is the structure that can hold or support a theory of a research study. The theoretical framework introduces and describes the theory that explains why the research problem under study exists. The focus of this study is undertaken by the following conceptual framework shown in figure 1 below.

Figure 1 Theoretical Framework

```
┌─────────────────────────┐
│  Positive Reinforcement │────────────┐
│     (Skinner, 1953)     │            │
└─────────────────────────┘            ▼
                              ┌──────────────────────┐
                              │ Speaking Performance │
                              │    (Brown, 2001)     │
                              └──────────────────────┘
┌─────────────────────────┐            ▲
│     Self-Confidence     │────────────┘
└─────────────────────────┘
```

In an Indonesian education context, English has been taught to students of early ages, precisely at the elementary school level. At this level, English is taught only as a local content subject, which is intended to prepare students before intensive English learning in the next stage (secondary levels). Due to this purpose, teaching English to young learners requires teachers to be creative in providing stimuli that trigger learners' motivation to practice their English.

One of the English skills that should be mastered by students is speaking skill. This productive oral skill involves several micro-skills, including vocabulary, grammar, pronunciation, fluency, and comprehension (Brown, 2003). All English learners, including elementary school students, also need to take these micro-skills of speaking into account when learning English.

According to Skinner's (1953) theory, it can be concluded that reinforcement is everything that accompanies the behavior and works to increase the likelihood of repeat behavior. Example: give a smile and convey the word "good" to a child who

asks. It is a positive reinforcement that will hopefully improve the behavior to be asked again. Reinforcements consist of positive reinforcement and negative reinforcement. Each of the reinforcements consists of verbal, gestural, and token reinforcement. These reinforcements have characteristics that can trigger changes in students' behavior. Based on this theory, it can be inferred that reinforcements can cause changes or effects on students' behavior.

One of the influential factors in the success of language learning especially learning English speaking, is self-confidence. Self-confidence is defined as individuals' overall evaluation or appraisal of themselves, whether they approve or disapprove of themselves, like or dislike themselves (Higgins, 1996, p. 1073). Dörnyei (2005, p. 211) stated that the concept of self-confidence is closely related to self-esteem; both share a common emphasis on the individual's perception of his or her abilities as a person. Self-confidence is one of the behaviors that must be possessed when someone is eager to reach their ideals.