



**REINFORCEMENTS USED IN TEACHING ENGLISH FOR STREET
CHILDREN**

**(The Case of the Non-formal Education for Street Children in
“Satoe Atap” Community)**

a final project
submitted in partial fulfilment of the requirements
for degree of Sarjana Pendidikan
in English

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2011

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REINFORCEMENTS USED IN TEACHING ENGLISH FOR STREET CHILDREN

(The Case of the Non-formal Education for Street Children in “Satoe Atap” Community)

Saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya sendiri yang saya hasilkan setelah melalui penelitian, bimbingan, diskusi, dan pemaparan/ujian. Semua kutipan, baik yang langsung maupun tidak langsung, baik yang diperoleh dari sumber kepustakaan, wahana elektronik, maupun sumber lainnya, telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi/tugas akhir/final project ini membubuhkan tanda tangan keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian ditemukan pelanggaran terhadap konvensi tata tulis ilmiah yang berlaku, saya bersedia menerima akibatnya.

Semarang,

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I may never understand because life is what it is and I cannot change it. But I learn to go on and do what I can to make the best of it.



To:

My beloved parents Bpk. Susilo and Ibu Susarni

And my lovely little brother Fajar Kurniawan

ABSTRACT

Nugrahani, Fitria 2011. *Reinforcements Used in Teaching English for Street Children (A Case of the Non-Formal Education For Street Children in "Satoe Atap" Community)*. Final Project. English Department. Faculty of Languages and Arts. Semarang State University. Advisors I. Dr. Dwi Rukmini, M. Pd, Advisor II Dr Dwi Anggani L.B. M.Pd.

Keywords: Reinforcement, Street Children, Teaching-learning activity.

The law has said that the street children have the same rights in education but the fact shows that almost 50 % of the street children are not educated yet. The non-formal education is one way to help street children's education, but most of street children are still afraid and not confident enough to express their ideas or feelings because of their conditions, so it is a must for the teacher to give reinforcements which can make them to be more confident and brave in expressing their ideas and feelings. That is why this study concerns with the use of reinforcements in teaching English for street children.

The writer had conducted a research for the Street Children at "Satoe Atap" Community to find out how the use of reinforcement in the English classroom teaching and learning process. She gathered the data by observing two meetings of the English teaching in the "Satoe Atap" community taught by a substitute English teacher. The writer collected data by video recording and field notes. Those instruments enable the writer to catch all of the teacher's and student's talks in which the reinforcements were used. It also enables the writer to identify and classify the data based on theory of reinforcement. The writer also counted the frequency of using those kinds of reinforcements to find out what reinforcement that was mostly used by the observed teacher. She also used the additional instrument. It was used as a questionnaire of students comment about teacher's reinforcement. Through that instrument, the writer could find out how the teacher employed the reinforcement in the conditional classroom (on the street, outdoor and open air classroom) meetings from the students' point of view.

Based on the result of the data analysis, the teacher consciously or unconsciously employed the teacher's reinforcement when she ran her class. The teacher usually used verbal, proximity and gesture reinforcement in the same time to make her explanation clearer and attractive. The Teacher used contact reinforcement to give appreciation and show sympathy and care toward street children. The teacher also used token (glowing sticker) and activity reinforcement. From the questionnaire analysis, the street children seem to enjoy the process of teaching and learning they had.

It can be concluded that reinforcements could give a good effect for the street children towards the teacher. The use of reinforcements makes an interesting interaction between the teacher and the students, it also makes the student-teacher relation became closer which will make the students comfortable and motivated to follow the learning process especially in English.

ACKNOWLEDGEMENTS

Many thanks and prays go to Allah SWT for blessing, guidance, health, and inspiration leading to the completion of this final project. The writers hope that it will be useful for the readers.

My sincere gratitude is given to the first advisor, Dr. Dwi Rukmini for giving me continues guidance, motivation and patience during the writing of this final project. I also would like to thank Dr. Dwi Anggani L.B. M.Pd, my second advisor, for the advice and valuable suggestions given to me in finishing this final report. My gratitude also dedicated to all lecturers of the English Department of UNNES who have taught, motivated and guided me since the first year of my study at UNNES.

My utmost gratitude goes to my beloved parents and my little brother for their endless love, prayer, and support, also my whole family members who have motivated me to finish this final project. I would give my special thank to The Family of “Satoe Atap” Community for their support, motivation and cooperation, for my best friends who always help me with my difficulty of Grammar and for The Family of “Gubug Ayu” who have filled my life with precious moment.

I realize that a lot of shortcomings may be found in this final project. Therefore, suggestions and criticism are always needed for betterment. I hope this final project will be useful for all the readers especially for the English teachers.

Semarang,

The Writer

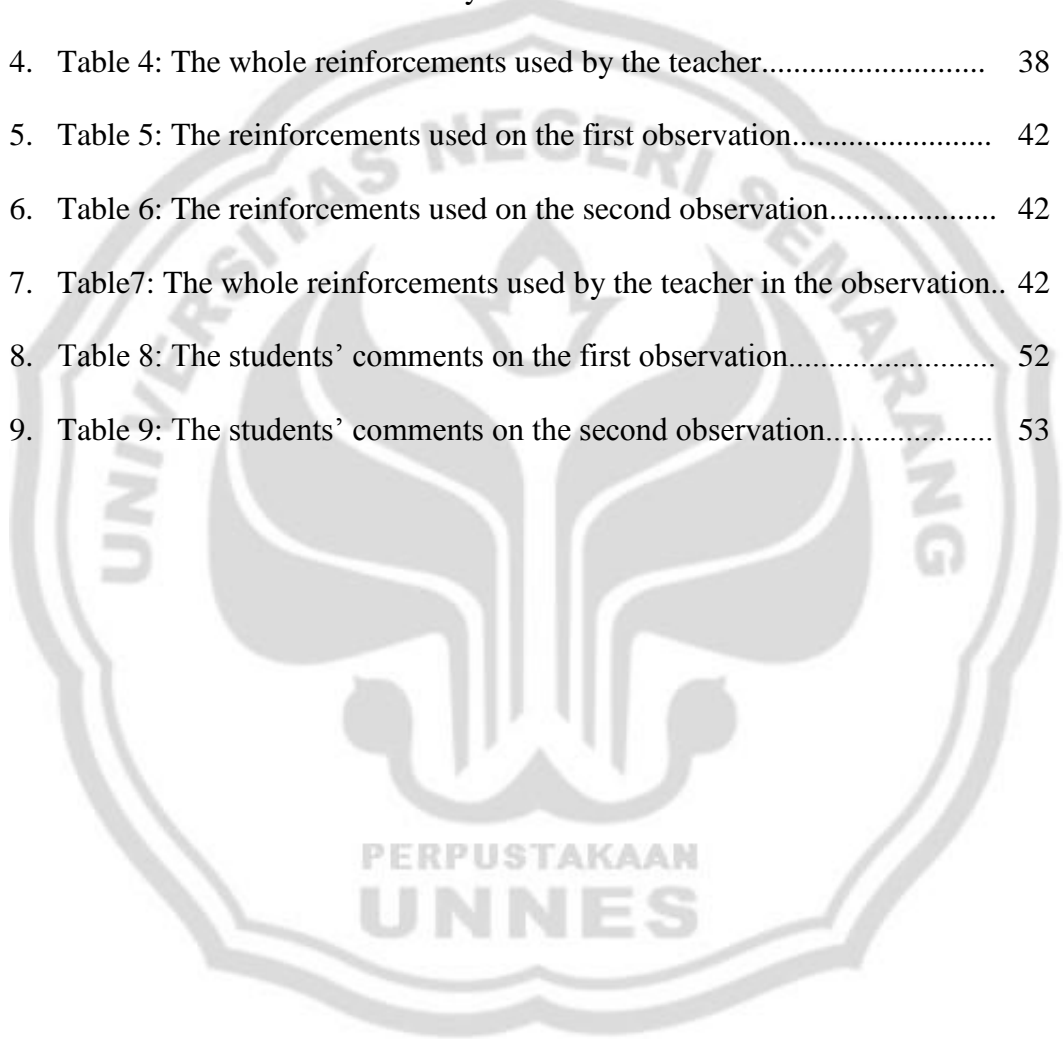
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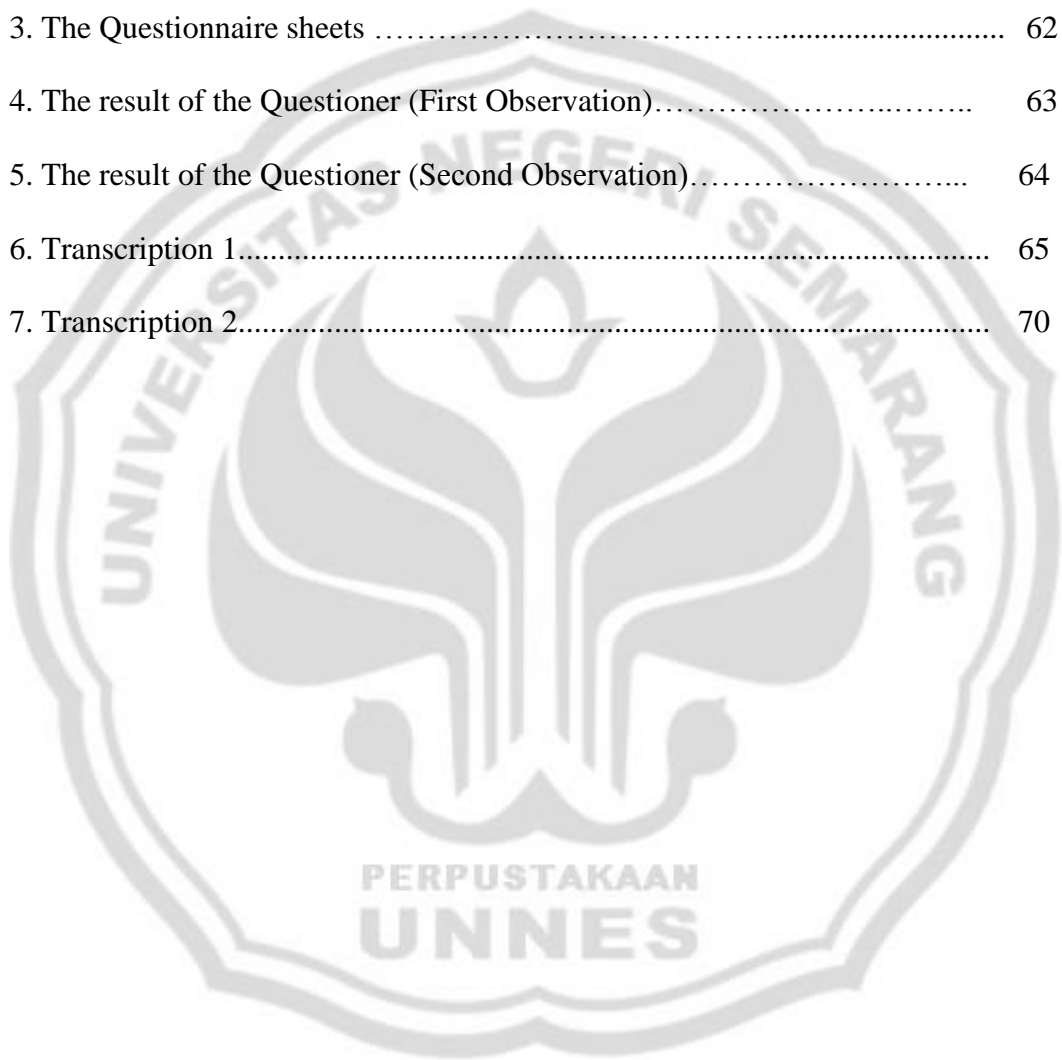
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CHAPTER I

INTRODUCTION

This chapter of the study contains the background of the study, the reason for choosing the topic, the research questions, the objectives of the study, the significance of the study and the last is the outline of the study.

1.1 Background of the Study

Education has been developing faster and faster in our country. However, there is still a barrier for this development. This barrier is nothing else than the education of some street children. Even every child has a right to education. Street children have little or no access to basic education. Although primary education has been declared free, many parents cannot afford sending their children to schools due to financial and social factors.

Being the member of very poor families, these children are often involved in different odd jobs to supply their family income. The law has said that the neglected children have the same rights in education but the fact shows that almost 50 % of the street children are not educated yet. Some universities like UNNES has the capacity in human resource that can improve the non-formal education by physically being involved in street children learning activities as a substitute teacher. Non-formal education is the systematic learning opportunities which are organized outside the framework of formal system of education and addresses learning of the street children.

One of the subjects that are taught in a non-formal education for street children is English. The existence of this subject becomes very important since

people use English language to communicate with each other throughout the world. Therefore, it is necessary for the students in Indonesia, including street children to improve their knowledge and skills if they want to win the competition of the globalization era in the future.

In the English learning in our country, communication is the crucial thing that we face everyday because teaching means transferring knowledge from teacher to students. Without enough communication, the process of transferring knowledge will be damage and the achievements of the students will not be accomplished. The teacher needs something to be involved in the English classes to make students involved in the teaching and learning activities. One of them is reinforcement that could bring comfortable and friendly situation of the English classes. It may increase the students' self confidence and motivation on English learning. According to Martin and Powers (1967) as sited in Turney (1983:16), the reinforcement used by teacher strengthens the good attending behaviour of the student. The use of reinforcement is beneficial in the classroom communication because reinforcements are taking a great part of the student's individual learning and motivation. Operant reinforcement provides teachers with a powerful tool which strengthen good attending behaviour.

Reinforcement done by the teachers in the learning process belongs to extrinsic motivation. When positive reinforcement is applied by the English teachers to appreciate the students' work, it will encourage and motivate the students to have a positive thought that learning English is not as difficult as they think. It also tends to change student's undesired attitude and behaviour.

Conversely with punishment students are supposed to be more disciplined during the lesson so that the goals of the study can be achieved effectively.

Street children are not something to fear or disgust. In fact, they don't want to live on the street if they have another option. But sometimes the society subjected them as criminals and roisterers, that's why most of the street children are not credulous and very hard to trust others. They are afraid and not confident enough in following the teaching and learning process in a non-formal education. They need to be loved and cared more than the ordinary child. They also need to feel secure before trusting somebody else. The reinforcement given can make the street children to be more confident and believe on others, especially the teachers. It can also motivate and activate them in the teaching learning process, especially in the English teaching-learning process. Therefore, the writer would like to describe the reinforcements used in teaching English for street children through observation conducted at a street education. The research is analyzed and reported through a final project entitled REINFORCEMENTS USED IN TEACHING ENGLISH FOR STREET CHILDREN (The case of the non-formal education for street children in the "Satoe Atap" Community), which explores the process of teaching and learning English.

1.2 Reason for Choosing the Topic

The writer has some reasons as the basis for choosing of the topic of the study.

The reason can be formulated as follows:

- a. According to Martin and Powers (1967) as sited in Turney (1983:16), the reinforcement used by teacher strengthens the good attending behaviour of

the student. The use of reinforcement is beneficial in the classroom communication because reinforcements are taking a great part of the student's individual learning and motivation. Operant reinforcement provides teachers with a powerful tool which strengthen good attending behaviour.

- b. Most of the street children are not credulous and very hard to trust others. They are afraid and not confident enough in following the teaching and learning process in a non-formal education. They need to be loved and cared more than the ordinary child. They also need to feel secure before trusting somebody else. The reinforcement given can make the street children to be more confident and believe on others, especially the teachers. It can also motivate and activate them in the teaching learning process, especially in the English teaching-learning process.
- c. The writer's curiosity to know how the learning activity of a Non-Formal Education for street children. How the reinforcement used in that learning activity, how the street children behave, and how the teacher deal with those behaviour.

1.3 Statements of the Problem

The problem statements in this final project are as follows:

- a. What kinds of reinforcements are used in the teaching English for street children?
- b. How are those reinforcements implemented in teaching English for street children?

- c. Why did the teacher use those reinforcements?
- d. How effective is the use of reinforcements in teaching English for street children?

1.4 Objective of the Study

Based on the problem stated above, the objective of this study is:

- a. to find out what kinds of reinforcements are used in the teaching English for street children.
- b. to find out how those reinforcements are implemented in teaching English for street children.
- c. to find out why teacher used those reinforcements.
- d. to find out how effective is the use of reinforcements in teaching English for street children.

1.5 Significance of the Study

The results of this study hopefully provide some advantages:

- a. For the English teacher

By reading this study the writer hopes some of English teachers can use the result of the study as a feedback on their teaching activities so that the objectives of the English teaching program can be achieved.

- b. For the street children

Hopefully the street children can improve their English in an enjoyable situation.

- c. For the researchers

This study is expected to be one of the alternative references in providing the information for the researchers about reinforcement used in teaching English.

d. For the theoretical and practical implementation for English teaching

The result of this study can be used to improve English teaching, especially in developing an interesting, interactional and effective teaching and learning process.

1.6 Outline of the Study

The final project is divided into five chapters. The first chapter introduces the study. It describes the background of the study, reason for choosing the topic, statement of the problem, objective of the study, significance of the study, and outline of the study. The second chapter presents review of related literature, which discusses the literature that relates to the topic of discussion. The third chapter includes method of investigation. It consists of the research method that will be conducted to gather the data, the objects of the study, method of data collection and method of analyzing the data. The fourth chapter is the result of the study. It discusses the findings of the research and its discussion. The fifth chapter is the conclusion and the suggestion of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews the literature related to the topic of the study. The theory and past research concern on the use of reinforcement in teaching English. First, the previous study of reinforcement. Second, concept of reinforcement is briefly overviewed. Third is general concept of classroom language. Then, the concept of street children, the general concept of “Satoe Atap” Community and the last is the theoretical framework.

2.1 Previous Study Related to the Use of Reinforcement

There are many studies about the use of reinforcement. One of the studies was conducted by Ulfah in 2006 entitled “The Need for Reinforcement to Motivate the Students in the Teaching-Learning Process (A Case of the English Education Program of UNNES in the Academic Year 2005/2006)”.

In her study, Ulfah said that motivation is one of the influential factors in succeeding English learning and reinforcement done by the teachers in the teaching - learning process belongs to extrinsic motivation. With reinforcement (especially rewards), the students felt more respected and comfortable when they are learning. Conversely, with punishment the students were supposed to be more disciplined during the lesson, so that, the goals of the study could be achieved effectively. Ulfah analyzed how far reinforcement influences the university students to be more active during the lesson in order to achieve the goals of the study.

Ulfah used a kind of quantitative analysis in presenting the data by delivering questioners to the students of English Education Program. The result of the questioners was presented in the percentage (number) of each indicator. The degree of each indicator was counted individually based on respondents' answers. The indicators of Ulfah's study were teacher's performance, reward, punishment, class competence, and achievement. All of these indicators indicate the need for reinforcement in the teaching and learning program.

Ulfah found that reinforcement are very important in motivating the students and activating them. She found that the students absolutely need motivation, at least (52.5 %) from the teacher in the teaching - learning process. The students were very proud and happy when they got reward, but embarrass and really hateful when they were punished. So, reward and punishment as reinforces are very important in the teaching - learning process.

Another classroom research that also discussed the use of reinforcement especially the use of appraisals in classroom activities is Appraisal Used By English Teacher in Classroom Activities (The Case of an English Teacher in SMA Keluarga Gubug, Grobogan) by Texiana Jane Ari Handayani (2010). She described the kinds of appraisals used by the English teacher of SMA Keluarga Gubug in classroom activities through observation.

Handayani described, explained and gave reason for her findings, data, and arguments. Her study identified the appraisals used by the English teachers in the classroom teaching and learning process at SMA Keluarga Gubug. She collected the data by observing the classroom activity and recording the teacher-

students interaction during the class by using video recorder then identify and analysis the data by transcribing the video, describing and counting the appraisals used by the teacher.

Handayani found that there were 70 appraisal expressions which were produced by the teacher in the classroom activities. It consists of 20 Affects, 37 Judgments, and 13 Appreciations. It can be concluded that there were three kinds of appraisals system found in the teacher- student's interaction in the classrooms activities. Most of the English teacher's expressions were positive expressions in classroom activities. She would rather use positive expressions than negative expressions to motivate and support her students in learning English.

2.2 Theoretical Background

2.2.1 Teaching English

Teaching is a process to construct opportunities for learning and to help learners take advantages of them (Cameron 2001:242). In a teaching learning process, the teachers should be able to help the students in constructing understanding towards the lesson.

For optimal learning, students in the classroom must have the freedom to experiment, to try out their own hypotheses about language without feeling that their own overall competence is being judged in terms of those trials and errors (Brown, 2004:4).

In classroom, teachers teach everything to the students. In Teaching English the teacher has to know how to make the students motivated and supported to learn it. As explained by Johns (1997:92) below:

The most important factor in the success of any pedagogy is the students. Unless we can motivate our students, providing them with tools and experiences that are relevant to their current and future lives outside of literacy classroom, we are not doing our jobs.

The English teacher beside as a teacher, she also acts as a motivator for the students in a classroom activity. Classroom activities make students confident with themselves; although sometimes teacher gives appraisal that makes them down. The teacher always tries to motivate his/her students in classroom activities. The students as learners also have support to learn English which is Second language for them. By giving reinforcements in the classroom language to the students, they will be more confident and motivate in learning English.

2.2.2 Reinforcement

Based on Oxford Advance Learner Dictionary (1995: 984) to reinforce means to strengthen or emphasize a feeling, an idea, a habit, and the others. So, we can conclude that reinforcement itself is something that makes more forcible or convincing. We can also interpret reinforcement in the classroom activity as a stimulus that strengthens or weakens the students' behaviour in the teaching and learning process.

When we are talking about reinforcement in the classroom activity, we can't ignore the Skinner Theory (1904-1990). Like Pavlov, Watson and Thorndike, Skinner believed in the stimulus-response pattern of conditioned behaviour. His theory dealt with the changes in visible behaviour, ignoring the possibility of any processes occurring in the mind.

Skinner's views were not as extreme as Watson's. He believed that there is something that could be occurred in our mind, but that it is simpler and more

productive to study observable behaviour rather than to study the internal mental events. He believed that the best way to understand behaviour is to look at the causes of an action and its consequences. This approach called operant conditioning. (<http://www.simplypsychology.pwp.blueyonder.co.uk/operantconditioning.html>)

2.2.2.1 Type of Reinforcement

Based on Skinner's Operant Conditioning Mechanisms (1904-1990) there are four types of reinforcement: positive, negative, punishment, and extinction. These are the meaning of those kind reinforcements as sited in (<http://allpsych.com/psychology101/reinforcement.html>)

a. Positive Reinforcement

Positive reinforcement is a kind of reinforcement which is used to motivate the students by giving reward, like a gift, a good mark or even just a smile. Positive reinforcement is adding something in order to increase a response. For example, adding a treat and adding praise will increase the chances of a student in doing his or her homework. The most common types of positive reinforcement or praise and rewards, and most of us have experienced this as the giver and receiver.

b. Negative Reinforcement

Negative reinforcement is the opposite of positive reinforcement. Negative reinforcement is a kind of reinforcement that taking something negative away in order to increase a response. Responses that allow escape from painful or undesirable situations are likely to be repeated. For example, a teenager is nagged by his mother to take out the garbage week after week. After complaining to his

friends about the nagging, he finally one day performs the task and to his amazement, the nagging stops. The elimination of this negative stimulus is reinforcing and will likely increase the chances that he will take out the garbage next week.

c. Punishment

Punishment refers to adding something in order to decrease behaviour. We can also think punishment as responses that bring painful or undesirable consequences will be suppressed, but may reappear if reinforcement contingencies change. Punishment is basically a different process from reward. The most common example of this is disciplining (e.g. spanking) a child for misbehaving. The reason we do this is because the child begins to associate being punished with the negative behaviour. The punishment is not liked and therefore to avoid it, he or she will stop behaving in that manner.

d. Extinction

Omitting something in order to decrease behaviour, this is called extinction. Extinction or Non-Reinforcement: Responses that are not reinforced are not likely to be repeated. (Ignoring student misbehaviour should extinguish that behaviour.) Research has found positive reinforcement is the most powerful of any of these. Adding a positive to increase a response not only works better, but allows both parties to focus on the positive aspects of the situation. Punishment, when applied immediately following the negative behaviour can be effective, but results in extinction when it is not applied consistently. Punishment can also cause other negative responses such as anger and resentment.

2.2.2.2 Type of Teacher's Reinforcement

The teacher's reinforcement is a skill which enables the teacher to lead the students to gain the good result of a process in which the teacher is one of the keys of their students' success in learning. According to Turney in Sidney micro skills (1983:15);

“In operant approaches to learning and teaching there are general types of reinforcement discussed, primary reinforcement and secondary reinforcement. Primary reinforcement refers to the way some item or events in the environment can act as reinforces by their natural relation to biological drives such as hunger, thirsty, and sex. Secondary reinforcement (often referred to as conditioned or learned reinforcement) applies to the way events or items that are initially neutral and have no effect on behaviour of their own accord may become reinforces when linked with other rewarded events. Money, verbal praise and peer attention are typical examples of secondary reinforces which may be applied in this context.”

According to that statement, there are two kinds of reinforcement. The first is primary reinforcement, in which the reinforcement is from natural and biological drive. The second one is secondary reinforcement, in which the reinforcement is something good and interesting to increase good behaviour in the process of teaching and learning. The research reviewed in this final project refers to the secondary reinforcement. So in this case, secondary reinforcement in the classroom English teaching and learning is related to what the teacher can do to reinforce the students toward English teaching and learning process.

Turney (1983: 27) states that:

Based on sound and extensive psychological theory and research, the skill emerges as one having a number of components and principles of usage, which enable effective classroom implementation by teachers in facilitating attention, motivation and learning, controlling and changing behaviour and assisting students in the development of self-management of learning experiences:

When students are reinforced by the teacher, they feel that the teacher gives more attention. Because they feel that the teacher cares for them, automatically they try to pay attention more to what teachers do and say. Students respect to the teachers who do not only give material or knowledge to them, but who also care for them. They will do their best to show that they are competent.

To reinforce students to be more enthusiastic in learning any kinds of subjects is one of the purposes of teacher reinforcement. It could be done in several ways. Turney (1983) divided the teacher's reinforcement into six elements; verbal reinforcing, gesturing reinforcing, activity reinforcing, proximity reinforcing, contact reinforcing and token reinforcing. Each of the teacher's reinforcement elements will be described in detail as follow:

a. Verbal Reinforcement

Verbal reinforcement is what the teacher talks to the students in order to give them support when they are showing the positive behaviour in the classroom. This is typically in the form of praise, gives comments or encouragements. Turney (1983) added that the teacher may use several words such as; "Yes, good, correct, perfect, Nice work, uh-huh, beautiful"

In the form of sentences teacher could use; "Well done Donny, I'm pleased with that, that's good work, Keep it up Mira, You're doing better, that's interesting, I like the way you explained that, You should be pleased with that".

b. Gesture reinforcement

Closely linked with verbal reinforcement is gesturing reinforcement. It may reflect the teacher's enthusiastic, style and freshness when he/she is introducing,

explaining and making conclusion of the teaching materials to the students to do the English tasks and giving praise after the students finishing the works. The way when the teacher uses the gesture reinforcing in his/her teaching process will lead the students to get more attention to the English lesson. There are two kinds of gesture reinforcement. They are facial and bodily gestures. Turney (1983). The examples of facial gesture are: Smiling, whistling, raising eyebrow, laughing. The examples of bodily gesture are: Clapping hands, raising arms, Thumb up, pointing

c. Proximity Reinforcement

According to Turney (1983), proximity reinforcement is such reinforcement that the teachers praise the student by moving amongst students, sitting, standing with them and displaying direct interest in their work and efforts. Since each of the students has different way for asking the question about his/her problem to the teacher, proximity can give the opportunity for those who could not ask and give their opinion because he/she feels shy to do it in the normal classroom situation. So proximity will reduce the space between teacher and the students and make more warmth teaching and learning atmosphere.

d. Token Reinforcement

Token reinforcement is an aspect of the reinforcement in which gift is used to reinforce the behaviour of either oneself or another (Turney; 1983). This is typically in the form of giving things. To give reward for the students make the students are challenged and motivated to have competition with the others. The token must appropriate to the students because the most important consideration of giving the token is on how the token given can be a symbol of prestige, pride

and smartness for the students who are able to gain it. The teacher could give food, candy, crayon, pin, and cassette or other stationery.

e. Activity Reinforcement

The activities used by the teacher have function to reinforce the students to learn harder. The activities must be varied to make the students feel happy and not getting bored. There are many activities used as the reinforcement such as; give opportunity to the students to work with friends, read anecdote or comic, enjoy a game listen to the English program from the radio, watch movie and sing a song in a class together. Of course the main purpose of all this activities is to motivate them in learning English.

f. Contact Reinforcement

Contact reinforcement is similar to proximity reinforcement, which the teacher makes some direct contacts to the students, such as hug or touch their back to show some respect. Body contact from the teacher will be meaningful for the students as it is a way to show kindness and empathy.

2.2.2.3 Use of Teacher's Reinforcement

According to Turney (1983), there are three categorizations on the way the teacher uses the teacher's reinforcement.

a. Group Reinforcement

The teacher gives positive feedback for the students' works when they are doing the group discussion, a role-play or debate activity. The feedback should be able to support and encourage them in doing many learning activities. The teacher could use verbal, gesture, token and activity reinforcement to the whole class

students, group of discussion and the sub group of students. So it is not only for the smart or particular students the teacher gives reinforcement. The reinforcement should cover all of the students as the participants of teaching and learning process.

b. Delayed Reinforcement

The use of teacher's reinforcement should be provided in the appropriate time and moment for examples; the teacher gives praise as a verbal reinforcement after the students are able to answer some questions from him/her correctly, walks around the class when the students are having group discussions or giving comment after the students have done the tasks completely. The teacher often does not reinforce the students immediately as soon as the students need to be appreciated for examples when a student answers a question.

The teacher will wait the other students' responds and gives her/his apperception for the student who has the best answer. In that way the teacher applied delayed reinforcement. When the students find that they feel difficult to comprehend such materials and do some tasks, the teacher should reinforce them by giving motivation in many ways, such as giving advice to never give up to try and not afraid of making mistake as a part of learning. The teacher also could tell funny stories or using together when the students are frustrated and bored in doing the learning activities.

c. Qualified Reinforcement

It is how the teacher manages his/her reinforcement toward the students' participation in the classroom teacher-students interaction. Sometimes, the

students give incorrect answer or incomplete ones for the teacher's questions. The teacher should not punish them for it will ruin their self confidence. He/she should give reinforcement for their process of trying to answer the questions. In this case the teacher may ask the students to repeat their answer and show their errors. Verbally the teacher must avoid using the words that can hurt the students feeling. The teacher should release that the students' errors are the natural phenomena that normally happen in this process of learning

2.2.3 Street Children

Oxford Advance Learner Dictionary (1995: 1180) states that a street child is a homeless or neglected child who lives chiefly in the street. We can say more that street children is children who live on the streets of a city. They are basically lack of family care and protection. We can see that, the concept of a child itself has been definite and understood differently by each people as far as their needs. Based on The Law No.4 in 1979 about children welfare, a child is someone who is under 21 years old and not married yet. But, The Law No. 23 in 2002 about children protection said that a child is someone who's less than 18 years including the baby in the womb.

According to the ILO Convention No.138 the minimum age for a child to be allowed to work is 15 years old and the work must not cause illness, or bring the negative affect for their safety, education, and their mental growth. To make it clear, the minimum age to be allowed to work a dangerous job is no less than 18 years old. On the other hand, most children on the streets are between the ages of

about 5 and 17 years old, and their population between different cities is varied.

There are three kinds of street children, as you can see below:

- a. Children *on* the street are those engaged in some kind of economic activity ranging from begging to vending. Most go home at the end of the day and contribute their earnings to their family. They may be attending school and retain a sense of belonging to a family. Because of the economic fragility of the family, these children may eventually choose for a permanent life on the streets.
- b. Children *of* the street actually live on the street (or outside of a normal family environment). Family ties may exist but are very weak and are maintained only casually or occasionally.
- c. Children *in* the street are those who spend all of their time on the street because their family are also part of their street lives.

Children may end up on the streets for several basic reasons: They may have no choice because they are abandoned, orphaned, or unwanted by their parents. Secondly, they may choose to live in the streets because of neglect or because their homes do not or cannot provide them with basic needs. Many children also work in the streets because the money which they get is needed by their families. But homes and families are part of the larger society and the obvious reasons for the poverty or breakdown of homes and families may be social, economic, political or environmental or any combination of these.

According to Salahuddin (2004) based on the result of SUSENAS BPS Indonesian (Survey Sosial Ekonomi Nasional, Badan Pusat Statistik) in 1998

shows that there are about 2,8 million street children but then increase into the number of 3,1 million in 2000.

2.2.4 “Satoe Atap” Community

“Satoe Atap” is one community that very concern about the education of street children in Semarang. Established in 12th April 2007, this community is not the SMEs, it is a NGOs (Non Government Organization). The members come from some universities in Semarang such as UNDIP, Unisbank, Unissula, IAIN, UNNES, and the others. In the beginning this community taught the street children in the “Ponegoro” Mosque then their activity spread everywhere, until they found the perfect point where most street children work which is in “Tegal Sari, Banjir Kanal.”

This community organize the street children education in two places, which are at Simpang Lima, in the parking lot behind the Horizon hotel and at “Banjir Kanal Barat” near the LotteMart. In both places the “Satoe Atap” community members deliver various subjects to street children. From the observation the writer has done, most street children who are in the “Simpang lima” still do not get an education bench, while the one which are residing in the “Banjir Kanal” has already attended school.

They have no place to teach the children properly at “Simpang lima”, they just sit in the parking lot or in the sidewalk in doing the teaching-learning activities. On the other hand, the teaching and learning activities in “Banjir kanal Barat” are proper enough, they do their activities inside of a little room behind the kampong elder’s house. They need to pay for that space to the Kampong Elder, it

is not much only enough to pay the electricity. Even that the room is very narrow and the street children are many, it is better than the “Simpang lima” condition and it is safe enough to keep all of the books and the things they used in their teaching-learning activities.

The expectation of this community is not so great. They just want the children whom they teach to be able to enter the next level of education (high school), but the school fee for high school is much more expensive than the elementary school fee. That’s why this community not only focused on the education and teach the street children but also build some business center where the street children are able to sell the product that they produce. This community also gave the street children some skills so that they are able to do something other than begging and they are able to make something valuable so that they will be able to pay their school fee.

Because “Satoe Atap” community is not a Government organization, they get no money from the government in doing their activity. Whereas they need money to do their activity, so they make their own money by producing things that merchantable. Not only that, they also accept donations from the donators and they use the donations to facilitate the learning activity, such as to buy books and another things. From the interview that the writer had with Galih Ratnasiwi one of the “Satoe Atap” founder, they don’t want to be a Government Organization because it will give them more duty to make a lot of report and another document. They just want to help the children and because most members of “Satoe Atap”

community are still student, they have no time to deal with reports or another document.

2.2.4.1 Teaching and Learning Process in “Satoe Atap” Community

In teaching-learning process for street children, it is important for the teachers to use suitable methods. Teachers are supposed to be creative in using their ideas to make the teaching learning interesting for the street children. Brown (2004:4) said that for optimal learning, students must have the freedom to experiment, to try out their own hypotheses about language without feeling that their own overall competence is being judged in terms of those trials and errors.

That is why the teachers in “Satoe Atap” community used the topic based learning in the teaching-learning activity for street children; moreover the street children in the “Satoe Atap” are not in the same grade so that they have to be divided into some group based on their grade. The English teacher beside as a teacher, she also acts as a motivator to the street children in “Satoe Atap”. The teacher always tries to motivate her students in “Satoe Atap” by giving reinforcement. The street children as learners also have support to learn English which is foreign language for them.

2.2.4.2 Topic based learning

Topic-based language learning means that the center of the English learning is on a particular topic or a theme, and the contents of the teaching and learning process are arranged around this topic. It also means that the lesson will include doing work on a topic in class. Topic-based learning means to learn new vocabulary, grammar and the others as it relates to a specific situation. Topic based is more

likely to attract children to be curious to understand the science involved than filling in a worksheet in the book. (<http://www.how to learn english.co.uk/learn-english-topic-based-resources.html>)

There are many benefits of topic-based learning, especially for street children. First, it is easier to relate the lesson to the experiences and interests of the street children. Second, the street children can associate words, functions, structures and situations with certain topic they might face everyday, and it can help both understanding and memory in learning how to use English. Third, it will bring street children more into focus on one thing in learning English. Fourth, it allows the teacher to give a personal or local touch to materials depend on the particular condition at the particular time. Fifth, the amount of time that the teachers spend can be as long as they like depend on how much time is available and how much material the teacher has.

There are steps to set about topic-based learning. In planning time, teachers should decide which topics they are going to work and how long they plan to spend on each topic. In collecting material, once teachers have some idea of possible topics, they should start looking for materials at once. Once teachers have their topic and collections of connected materials, they should work out which situations and functions of the language they want to concentrate on. (<http://stalischem .Wordpress.com/2010/04/25/topicbased-language learning/>)

Teachers can choose free activity to lead more creative thinking. For example, learning the associated words and phrases we would expect to use while

at the office, shopping at a store, which are introduced to the street children through imitated dialogue, then broken down into individual components.

Another example, we can introduce the topic 'weather' into the street children, especially because of the teaching and learning activities are done on the outdoor class so that the street children are more able to feel the weather directly, then the teacher and street children can look at the various types of weather, scientific names for clouds, why weather changes together. With this topic in mind, they can discuss the words used to describe the weather and look at what types of words they are.

2.3 Theoretical Framework

People need interaction or communication to each other. They need other people to help them. In teaching and learning process there are interactions between teachers and students. Teachers and students communicate each others in a room, which is called classroom using classroom language. Classroom language will make students become more active. Students will do activities which are given by teachers. Teachers have to know how to make the students enjoy the teaching learning activities by giving an interesting classroom language. Classroom language should concern everything that takes place in the classroom, the behaviours of the teacher, behaviours of the students, together with any learning that may take place.

During activities in the classroom, teacher and students have interaction each other till the lesson ends. In English subject, the English teacher explains about a subject and the students give attention for it. The teachers reinforce their

student in doing or accepting the lesson. It is done by the teacher to make the students have more spirit and motivation in learning English.

Reinforcement could bring the comfortable situation and friendly situation of the English classes. It may increase the students' self confidence and motivation on English learning. In Skinner's opinion, reinforcement, whether positive or negative, is the process of increasing future behavioural probabilities; meaning any response that is followed by a reinforcer will increase in its frequency of occurrence across time (a concept emphasizing the rate of specific ways of behaving). Reinforcement can also help building the student's confidence and the spirit of helping each other.

According to Martin and Powers (1967) as cited in Turney (1983:16), the reinforcement used by teacher strengthens the good attending behaviour of the student. The use of reinforcement is beneficial in the classroom communication because they are taking a great part of the student's individual learning and motivation.

The theory of Turney (1983) is used to analyze the kinds of reinforcements used by English teacher especially the six elements; verbal reinforcement, gesturing reinforcement, activity reinforcements, proximity reinforcement, contact reinforcement and token reinforcements. This theory is used to analyze what kinds of reinforcements are used in teaching English for street children and how the teacher used those reinforcements.

CHAPTER III

METHOD OF INVESTIGATION

This chapter focuses on the discussion of the research design, the subject of the study, role of the researcher, data, the techniques of data collection and data analysis are also explained.

3.1 Research Design

The research design of this study used qualitative descriptive approach. Nunan (1992) suggests that qualitative research advocates the use of qualitative methods, concern with the understanding of human behaviour from the actor's own frame of reference, exploratory, descriptive and process oriented.

Qualitative means a non-numerical data collection or explanation based on attributes of the graph of source or data (http://en.wikipedia.org/wiki/qualitative_research accessed on March 6, 2011.) Qualitative research is not dealing with number or accounting, but rather with analyzing and interpreting a phenomenon of life.

This study focuses on the reinforcement used in teaching English at the particular setting and subjects. The research was naturally conducted and involved the human behaviour in its natural setting. All the activities in this research are related to the preparation of conducting the research plan. Besides planning the classroom observation, constructing instruments for data, composing such as a set of questioners were also done. After the preparations were well-planned, the researcher collected data related to the topic of the study from the research field,

which was by conducting field observations and delivering the questioners to the street children. The last step was data analysis.

Qualitative analysis was made on all the data, which had been taken before from the research field. This qualitative research presents the data research in the form of qualitative with descriptive approach. Descriptive approach has purpose to describe the existing situations by collecting data. According to Gay (1981: 153) a descriptive approach determines and reports the way things are. The descriptive approach is useful for investigating problems and report the research's result in which described, explained, and gave reasons for the finding of data arguments in the study. This qualitative study obtains the descriptive data in qualified analysis. By using non statistical technique, analysis of this type is done with words to describe conclusions which were found in the research field.

As had been introduced at the previous chapter, the writer used the qualitative data analysis with descriptive approach in which she described, explained and gave reason for her findings, data, and arguments. This study tries to identify and explore reinforcement used by the English teachers in the teaching and learning process at the particular setting (on the spot with street children). Through the instrument and technique in the qualitative method, the writer tried to evaluate what she found in the research field in the form of qualified descriptive analysis. Considering the primary data that would be obtained by the writer, there were six kinds of reinforcement used by the English teacher during teaching and learning process in the classroom. The writer used the descriptive method in which she described, explained and gave the reason for her findings, data and

arguments. That is why the writer used a qualitative descriptive research in this study.

3.2 Subject of the Study

Since the purpose of this study is to know about reinforcement used in teaching of English for street children, the subject of this study is the substitute teacher (the member of “Satoe Atap” Community) and the street children in a non-formal education.

The teacher is a member of “Satoe Atap” community. There are so many volunteers that become a teacher and a member in “Satoe Atap” community. The writer chooses only one teacher, Abby the one and only member of “Satoe Atap” community that is a foreigner.

The number of street children that came into the teaching and learning process in the “Satoe Atap” community is different every week. The writer has no exact number of them who join. They are just about 15 up to 30 children who come every week. They are between the age of 5 years old until 15 years old, some of them attend school, but there are also a lot of them that doesn't, and most of them work as beggars or the singing beggars. The one that attend school, most of them are elementary school. That is why the teacher still uses a lot of Indonesian language in teaching them.

3.3 Role of the Researcher

In this study, the writer placed herself as the observer, the data collector and also the data analyst. As the observer, she joined the substitute teacher (a member of “Satoe Atap” community) in the teaching and learning activity of English, and

observed every act that was done by the substitute teacher. The observation was conducted two times. As data collector, the writer's duty was to collect all data needed in her study. She collected the data by recording what the substitute teacher said and did while teaching learning process. After observing and collecting the data, the next step was analyzing the data. Therefore the writer acted as a data analyst.

3.4 Data

The data of the study were collected in the form of observer's field notes and video records. They were the language use in teaching and learning activity in the "Satoe Atap" community. The data base was examined to identify what kinds of teacher's reinforcement used in the process of English teaching and learning process and how the teacher used it. The video record is used to catch the kinds of teacher's reinforcement which could not be covered on the field notes such as gesture, proximity, and contact reinforcement.

3.5 Techniques of Data Collection

In a qualitative study, the key instrument for collecting the data is the researcher herself. In this study, the researcher used two ways to get the data. They are:

3.5.1 Observation

Observation is used in this study because observation technique is based on the direct experiences of the subject observed. Observation allows researcher herself to see and observe behaviour changes from her own point of view. Observation helps to get reliable data because the data were required without interference from others.

Observation method is also called monitoring method. Arikunto (2002: 133) states that observation is an activity of centralization a certain object using all senses, it means that observation research can be done using test, questioner, picture or video recording.

Based on the opinion above, it can be concluded that observation is data collection method through monitoring and recording systematically and continuously. Here, the writer observed the classroom activity and recorded the teacher-students interaction during the teaching-learning activity by using video recorder.

In observing the teacher, the writer took two meetings of the teaching and learning activity of English on the street. The writer directly observed the teaching and learning activity of English on the street, sitting at the back and took notes of any useful information using the tables of teacher's reinforcement. She also brought her partner into the classroom to help her to make video recording using a video camera. This is an effective way to record classroom activities and teacher's behaviour during the class.

By taking notes the writer did the first step in the real time observation for she had taken data and categorized them into several categorizations.

The writer also used video recorder to do the borrowed time observation. Combined with the first data she got from real time observation, the writer analyzed and interpreted the whole data to make a conclusion for the research she had done.

3.5.2 Questioner

Questioner is a number of written questions, which is used to get information from respondents about themselves, or something they know (Arikunto, 2002: 128). In order to know about the street children' responses for their substitute teacher's performances and whether or not the children were being reinforced during the classroom teaching and learning process, the writer distributed sets of questioner which are the students comment sheets of reinforcement.

At the end of the class, the writer asked the students to choose the multiple choice of comment in those questioner sheets and after they had been finished to give comments through the questioner sheets, they submitted them immediately at the end of the class. Here is the example of the questioner sheet

Table 1: Questioner sheet

PETUNJUK PENGISIAN

1. Bacalah dengan teliti setiap pertanyaan sebelum anda menjawab.
2. Berikan jawaban sesuai dengan kondisi yang ada ketika menjawab pertanyaan.
3. Untuk jawaban no 1-10 pilihlah jawaban sebagai berikut:
S = Setuju TS = Tidak Setuju R = Ragu-ragu
4. Lingkarilah setiap jawaban yang anda anggap benar

1.	Cara mengajar Abby yang menyenangkan membuat saya bersemangat mengikuti pelajarannya.	S	R	TS
2.	Abby sering tersenyum, memuji dan memberi saya hadiah ketika saya menjawab pertanyaan dengan benar.	S	R	TS
3.	Pujian dan senyuman Abby membuat saya semakin berusaha untuk dapat menjawab semua pertanyaan	S	R	TS

yang diberikan.

- | | | | | |
|----|---|---|---|----|
| 4. | Ketika saya dan teman-teman tidak memperhatikan pelajaran Abby dengan tegas menegur kami. | S | R | TS |
| 5. | Ketika Abby tersenyum, memuji, memperhatikan dan atau memberi kami hadiah suasana belajar mengajar menjadi lebih hidup dan menyenangkan | S | R | TS |
| 6. | Ketika saya mendapat perhatian dari Abby, saya ingin lebih aktif dalam memberikan ide-ide saya. | S | R | TS |
| 7. | Abby mau mendengarkan pendapat saya walaupun pendapat saya kurang tepat. | S | R | TS |

3.6 Techniques of Data Analysis

There are some steps that the writer took to analyze the data, those are:

3.6.1 Transcribing

Transcribing was an attempt to change the recorded data into written form. This enabled the writer to analyze them. The writer did this step by playing the records repeatedly to make sure that there was no word which is skipped.

According to Oxford dictionary (1995: 1269), transcribing is a process to represent something in or convert something into a written or printed form. After the data was recorded, the writer transcribed it into the written data. The writer also gave detailed description and explanation about the activities and the teacher-students interaction in the classroom.

The example of the first observation transcription:

T : Good afternoon. Hi, Apa kabar? (Embracing the children)

P : Good afternoon kak abby. Kak hari ini mau belajar apa kak?

T :Uhm...(frowning)ok, hari ini kita belajar daily activities, atau kalian sebut kegiatan sehari-hari. Bisa?(bowing and widening her eyes)

P : Ya kak.

T : Ok, let's start. Ceritakan kegiatanmu hari ini dari bangun tidur. Ya? Mulai dari jam berapa kamu bangun.....(moving her hands and fingers)

P : Kak, kak, berarti harus dari aku bangun tidur jam 5, gitu ya kak? (Clutched Abby's hand)

T : Ya, benar, begitu tapi dalam bahasa inggris. Ok? (Widening her eyes and smiling)

P : Kak awalnya gimana tho kak?

T : Ok, mulainya seperti ini, hari ini, saya bangun tidur pada jam 6 pagi, berarti hari ini apa bahasa inggrisnya winda? (Moving her hands and head)

P : Today.

T : Ya, today saya I bangun,.ada yang tahu bangun itu bahasa inggrisnya apa? (moving her head and widening her eyes) (quiet). Nggak ada yang tahu? (Approaching the students) bangun itu bahasa inggrisnya wake up

P : Wake up.

T : Ya, ayo ulangi lagi, wake up. (the children repeat the words until they are able to pronounce it well)

P : Kalau aku bangun jam 5 berarti aku nulisnya kayak gini kak? (showing her work to abby)

T : Ya, tapi ini masih kurang, bukan today I wake up 6 O'clock, tapi Today I wake up at 6 O'clock, ini penulisan O'clocknya juga kurang benar. Seharusnya O'clock. Ok? (Taking students works, approaching the students, and smiling)

The example of the second observation transcription:

T: Hi! Good Afternoon....(hugging the students)

P: Good Afternoon Abby!

T: How are you today? Apa kabar? (approaching and smiling towards the students)

P: Baik.

T: Ada yang tidak berangkat?? (smiling and widening her eyes)

P: Gak ada Kak...

T: Great...masuk semua ya, tapi Wulan mana? (clapping her hands)

P: Baru ke warung bentar owg Kak, ntar juga balik

T: Ok. Kita tunggu Wulan saja ya? By the way, aku bawa buku untuk kalian.
(moving her hands and head) (Giving English exercise book to the students)

Ok, now, buka halaman tiga. Sudah? (moving her head and widening her eyes)

P: Sudah Kak...

T: Today we are going to discuss about profession. Hari ini kita akan belajar tentang profesi, atau pekerjaan. Mengerti? (moving her head and widening her eyes)

P: Ya Kak.

T: Sekarang...pekerjaan apa saja yang kalian ketahui? (clapping and moving her hands)

P: Dokter! Petani! Penjahit! Nelayan! Guru! Pedagang! Penyanyi!

T: Good! (nodding) Kalian tahu apa saja pekerjaan tadi dalam bahasa Inggris?

P: Gak tahu kak.

T: Ok. Sekarang kita kerjakan sama-sama ya... (approaching the students)

P: Ya Kak.

T: Ok, now. Sekarang kita mulai dari...dokter...what is a dokter in English??
(moving her head, widening her eyes and moving her hands)

P: Doctor!

T: good...pinter! (nodding)

3.6.2 Identifying

What the writer did to identify the reinforcements is by underlying and giving the round brackets for the reinforcements that found based on the transcript form, the writer identified what kinds of reinforcement used by the observed teacher during the English teaching and learning process in "Satoe Atap" community.

For the example, these are some reinforcements found by the writer in the first observation transcription:

T : Good afternoon. Hi, Apa kabar? (**Embracing the children**)

P : Good afternoon kak abby. Kak hari ini mau belajar apa kak?

T : Uhm...(frowning)ok, hari ini kita belajar daily activities, atau kalian sebut kegiatan sehari-hari. Bisa?(**bowing and widening her eyes**)

P : Ya kak.

T :Ok, let's start. Ceritakan kegiatanmu hari ini dari bangun tidur. Ya? Mulai dari jam berapa kamu bangun.....(**moving her hands and fingers**)

P : Kak, kak, berarti harus dari aku bangun tidur jam 5, gitu ya kak? (Clutched abby's hand)

T : **Ya, benar**, begitu tapi dalam bahasa inggris. Ok? (**Widening her eyes and smiling**)

P : Kak awalnya gimana tho kak?

T : Ok, mulainya seperti ini, hari ini, saya bangun tidur pada jam 6 pagi, **berarti hari ini apa bahasa inggrisnya winda?** (**Moving her hands and head**)

P : Today.

T : **Ya**, today saya I bangun,..ada yang tahu bangun itu bahasa inggrisnya apa? (**moving her head and widening her eyes**) (quiet). Nggak ada yang tahu? (**Approaching the students**) bangun itu bahasa inggrisnya wake up.

These are some reinforcements found by the writer in the second observation transcription:

T: Hi! Good Afternoon....(**hugging the students**)

P: Good Afternoon Abby!

T: How are you today? Apa kabar? (**approaching and smiling towards the students**)

P: Baik.

T: Ada yang tidak berangkat?? (**smiling and widening her eyes**)

P: Gak ada Kak...

T: **Great**...masuk semua ya, tapi Wulan mana? (**clapping her hands**)

P: Baru ke warung bentar owg Kak, ntar juga balik

T: Ok. Kita tunggu Wulan saja ya? By the way, aku bawa buku untuk kalian.
(**moving her hands and head**) (Giving English exercise book to the students)

Ok, now, buka halaman tiga. Sudah? (**moving her head and widening her eyes**)

P: Sudah Kak...

T: Today we are going to discuss about profession. Hari ini kita akan belajar tentang profesi, atau pekerjaan. **Mengerti?** (**moving her head and widening her eyes**)

P: Ya Kak.

T: Sekarang...pekerjaan apa saja yang kalian ketahui? (**clapping and moving her hands**)

3.6.3 Classifying

After getting the data, the writer classified it based on the kinds of positive reinforcement offered by Turney (1983) which have been mentioned in the previous chapter.

Table 2: The kinds of positive reinforcement by Turney

Kinds of reinforcement	Teacher's behaviour/utterance
Verbal reinforcement	Good, OK, Great
Gestural reinforcement	Smiling, nodding,
Proximity reinforcement	Standing near, walking nearby,
Contact reinforcement	Pat on the student's shoulder

Activity reinforcement	Teacher ask the students to work in group
Token reinforcement	Giving bonus mark, candies, etc

3.6.4 Quantifying

Each kind of reinforcement from each meeting are counted as follows: the writer quantified the data from the transcript form and field note, as the example bellow:

The example and its frequency of reinforcement used by the teacher in the first observation:

Saying “Ya” 12 times

“Ok” 3 times

After that, the writer put the data from each observation into the table as the first observation. It can be seen as follow:

Table 3: Reinforcements used by the teacher

Minutes	Verbal reinforcement	Gesture reinforcement	Proximity reinforcement	Contact reinforcement	Activity reinforcement	Token reinforcement
0-10						
11-20						
21-30						
31-40						
41-50						
51-60						
Total						

After making the tabulation from the first, second, and third observations, and she got the result. She'll make another table about the result, as you can see below:

Table 4: The whole reinforcements used by the teacher

	Verbal reinforcement	Gesture reinforcement	Proximity reinforcement	Contact reinforcement	Activity reinforcement	Token reinforcement
1 st Observation						
2 nd observations						
Total						

3.6.5 Making Percentage of Each Reinforcements Used During the Teaching and Learning Process

To find out the percentage of the reinforcements that the teacher used, the writer uses this formula:

$$\frac{\text{A Type of Positive Reinforcement}}{\text{Total Positive Reinforcement}} \times 100 \%$$

3.6.6 Presenting the result

The writer presents the result of the analysis that is the reinforcement used in teaching English for street children in teaching and learning activities in “Satoe Atap” community in the form of descriptive written result

CHAPTER IV

RESULT AND INTERPRETATION OF THE STUDY

This chapter presents the findings of the research and its discussion.

4.1 The Whole Process of English Teaching and Learning

Before describing her findings in detail, the writer gave the report about the whole general process of English teaching and learning from the observation she had done.

The teacher who had taught English for street children in “Satoe Atap” community that had been observed by the writer was Ms. Abby. She is a foreigner from South Dakota USA, and had graduated from The University of South Dakota in English Literature major. She has been teaching English in MAN 1 Semarang since three months ago, so there is no doubt that she has a good competence as the English teacher and able to run the English teaching and learning process well.

As mentioned in the previous chapter, from this final project report the writer presents what kinds of reinforcements used in the process of teaching and learning English for street children in “Satoe Atap” community. Before describing her findings in detail, she gave the report about the whole process of English teaching and learning she had managed in two meetings of observation times.

In “Satoe Atap” community the teaching and learning process is done by dividing the students based on their school age. The students in “Satoe Atap” community come from different ages, they are between 5 years old to 15 years old, so we had to divide them into some group and the first group that the writer

had observed was the 5th grader of Elementary School which consist of 5 students. All of the observed students in this study still live with their family, but they need to make money from the street to help their family's lives, that's why they work as beggar and vender, so we can categorize them as children on the street.

The teaching and learning activity in "Satoe Atap" community is a kind of topic based learning where the teacher can choose free activity to lead more creative thinking. In the first observation, the teacher chose the daily activity as the topic, so she tried to ask her students about what kind of daily activities they had done that day and then they tried to make a good composition about their daily activities. The teacher delivered the material about their daily activities in an interesting way. It was a little difficult to teach English to street children because their vocabulary was not so good, that's why the teacher always translated almost every word that they didn't know. Still in an interesting way, the teacher made them try to find the correct vocabulary to use in their composition, without making them feel too difficult or plain.

The writer tried to give report about the classroom activities conducted by the English teacher. The teacher began to run the English teaching and learning process by greeting her students, started to organize the class by telling them about what they were going to do and learn. She employed the communicative approach very well when introducing the topic to the students. She attracted the students to participate in the classroom interaction by giving question to the students to be answered orally. After that, she discussed the topic with the students. The topic was about their daily activities. The first observation was not

conducted in 60 minutes because of the weather that was raining, so that the teaching-learning activity must be stopped before 60 minutes

4.2 Result of Data Analysis

The purpose of this study is to know about the use of reinforcements in teaching English for street children in “Satoe Atap” community. Based on the real data from video recording and field notes, the writer would like to present her findings from the first to the second observation.

4.2.1 Description of the observation

The first observation was conducted on Wednesday, 30th of March 2011 from 03.30 to 04.15 p.m. The research findings consist of the components of teacher's reinforcement and how the teacher employed them in teaching and learning process.

The next observation was conducted on Wednesday, 6th of April 2011 from 03.30 to 04.30 p.m. The teacher was teaching about professions. The material was about the profession around so the students must be active to share their idea about profession and what they want to be in the future.

4.2.1.1 The teacher's reinforcement skill

There are six kinds of teacher's reinforcement skills. They are verbal reinforcement, gesture reinforcement, proximity reinforcement, contact reinforcement, activity reinforcement, and token reinforcement.

These are the result of the reinforcements used by the teacher from the first and second observation.

Table 5: The reinforcements used on the first observation

Minutes	Verbal reinforcement	Gesture reinforcement	Proximity reinforcement	Contact reinforcement	Activity reinforcement	Token reinforcement
0-10	16	21	6	2	1	-
11-20	13	16	8	5	-	-
21-30	9	17	6	-	-	-
31-40	11	15	7	-	-	-
41-45	6	8	3	1	-	-
Total	55	77	29	8	1	0

Total reinforcements: 170

Table 6: The reinforcements used on the second observation

Minutes	Verbal reinforcement	Gesture reinforcement	Proximity reinforcement	Contact reinforcement	Activity reinforcement	Token reinforcement
0-10	15	14	6	2	1	-
11-20	11	16	7	1	-	-
21-30	8	13	8	3	1	-
31-40	10	16	8	2	-	20
41-50	14	12	9	1	1	-
51-60	6	10	4	1	-	-
Total	64	81	42	10	3	20

Total reinforcements: 220

Table 7: The whole reinforcements used by the teacher in the observation

	Verbal reinforcement	Gesture reinforcement	Proximity reinforcement	Contact reinforcement	Activity reinforcement	Token Reinforcement
1 st Observation	55	77	29	8	1	0
2 nd observations	64	81	42	10	3	20
Total	119	158	71	18	4	20

Total reinforcements: 390

Verbal reinforcement

$(119/390) \times 100 \% = 30,51 \%$

Gesture reinforcement

$(158/390) \times 100 \% = 40,51 \%$

Proximity reinforcement

$(71/390) \times 100 \% = 18,20 \%$

Contact reinforcement

$(18/390) \times 100 \% = 4,61 \%$

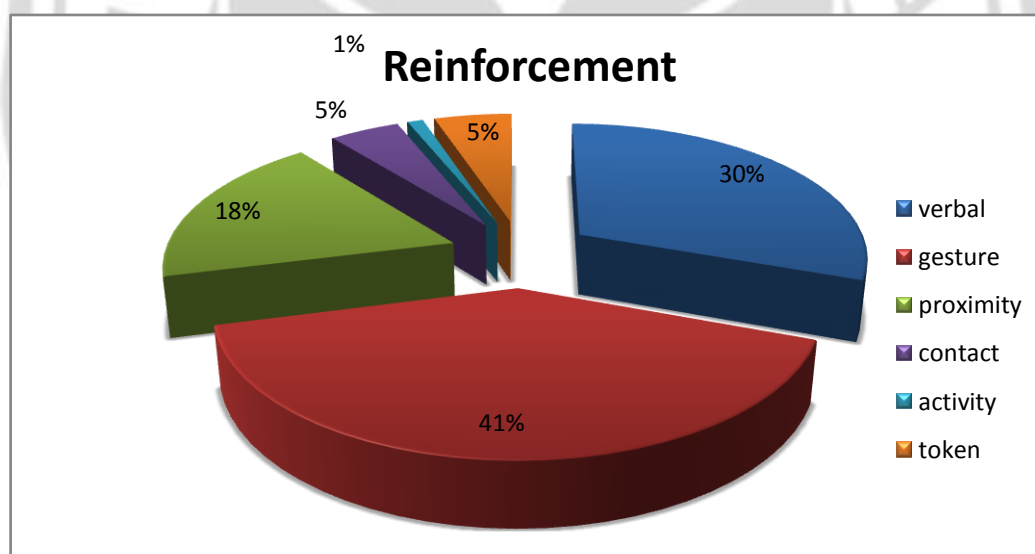
Activity reinforcement

$(4/390) \times 100 \% = 1,03\%$

Token reinforcement

$(20/390) \times 100 \% = 5,13 \%$

Diagram 1: The whole reinforcements used by the teacher in the observation



From the diagram above we know that the teacher used various skills of teacher's reinforcement in teaching and learning process. It can be seen that the most often reinforcements used by the teacher is the gestural reinforcement. Not

as much the gestural reinforcement, here the teacher also applied verbal reinforcement, proximity reinforcement, activity and contact reinforcement.

The teacher used a lot of gestural reinforcement in the teaching-learning activity. She made a lot of hand movements when she talked. Not only that, she also smile a lot and her facial gesture was very friendly and kindly so that the students felt free to express their feelings and asked the teacher whenever they got confused or didn't understand something.

But there were also some barriers in the teaching-learning activity in "Satoe Atap" community, especially for Abby. The most difficult barrier was the language itself. Because Abby is a foreigner and she is not so good in *Bahasa Indonesia*, the student-teacher and teacher-student communication became hard. Sometimes the students couldn't understand what Abby wanted to explain because the way she talked was very awkward. Even so, day by day Abby's ability in *Bahasa Indonesia* is increasing a lot so the students were more able to understand the way she talked. In the end the friendly and kindly Abby's way in teaching and the fluency of Abby's *Bahasa Indonesia* made the students felt comfort and they were not afraid to ask something they didn't know or unsure about, and in the end they were able to understand Abby's explanation.

a. Verbal reinforcement

As explained before, the teacher used communicative approach method to create the enjoyable classroom teacher - student interaction. The teacher was using both *Bahasa Indonesia* and English as the target language when talking and delivering the material since the students are elementary school students and they even didn't

go to a regular school it was very hard to teach them using English, so the teacher mostly used *Bahasa Indonesia*. The teacher always invited her students to participate in every teaching and learning session by giving them questions so they could improve their English through their answers.

The students were not afraid or shy to ask the teacher about some vocabularies that they didn't know. The teacher employed the verbal reinforcement by saying encouraging words to give appreciation for the students who could communicate their opinion in front of their teacher and friends. From the teacher-student interaction in the first observation below we could see how the teacher used her verbal reinforcing toward the students' answers and idea.

T : At half past five, **ya betul, very good**. (Pointing at student work and nodding then see the other students works) kamu mana? Jam 5 ya? So only, f...(using her fingers to attract the students to follow the counting) one, (two, three, four, five soundless) **ya, betul**. Five O'clock. (mendekat dan melihat pekerjaan murid) five then (six soundless).

P : Six

T : **Yes, great!** (pointing at a student work) apa itu? **Yes**.

These are other examples of the used of verbal reinforcements by the teacher in the second observation:

T: **Good!** (nodding) Kalian tahu apa saja pekerjaan tadi dalam bahasa inggris?

T: **good...pinter!** (nodding)

Nah tulisannya seperti apa??

P: D-O-C-T-O-R. iya kan Kak?

T: **Yups! Benar sekali! Kalian pintar ya...**(nodding)

T: **iya benar**, (nodding and holding student's hand). Nah sekarang mari kita baca sama-sama ya..**ok?**

T: **Yes!** (nodding) **You are excellent.** Here for you (Smiling and approaching the students) (sticks a sticker in Ayu's book while tapping her shoulder). Now number 2. Perawat in English is....

On that pattern, we see that the student tried to convey their idea. After they gave their ideas the teacher said "ya", "yes, great". Even though the students answer was not correct the teacher kept appreciating her students because in learning, the most important point is the process in which the students are making effort to deliver the idea or give their opinions.

The teacher also gave her appreciation immediately after she had received positive response from the student. It means that she kept giving the verbal reinforcing for the student's incorrect or incomplete answer. It is normal for the students to make mistake. In this case, the way of the teacher in giving appreciation to the students' incorrect or incomplete answer is called qualified reinforcement in which the teacher gave feed back to the student's incorrect answer in an encouraging way.

b. Gesture reinforcement

There were so many gesture reinforcement that used by the teachers in the teaching-learning process. For example in the first observation:

T : At half past five, ya betul, very good. (**Pointing at student work and nodding then looking at the other student's works.**) kamu mana? Jam 5 ya? So, f... (**using her fingers to attract the students to follow the counting**) one, (two, three, four, five soundless) ya, betul. Five O'clock. (The other

students also pay attention to the teacher and one of the student answers the teacher).



It was a whole group reinforcement applied by the teacher when she used her gesture. She tried to persuade the students to share their ideas. With all of students' participation, the teaching and learning process will be more interactive.

For more examples, just like in the teacher-students interaction transcript of both first and second observations bellow:

First observation:

T : Yes.. ok, so, jam, jam berapa? (**pointing the students one by one and smiling also meet the students eyes**).

T : Ya, great! (**Pointing at student work and nodding**) apa itu? Ya. Lalu apa? Kemudian apa yang kalian lakukan?



Second observation:

T: Ok. Kita tunggu Wulan saja ya? By the way, aku bawa buku untuk kalian.

(moving her hands and head) (Giving English exercise book to the students)

Ok, now, buka halaman tiga. Sudah? **(moving her head and widening her eyes)**

T: Sekarang...pekerjaan apa saja yang kalian ketahui? **(clapping, smiling and moving her hands)**

T: Ok, now. Sekarang kita mulai dari...dokter...what is a dokter in English??

(moving her head, smiling, widening her eyes and moving her hands)



On this interaction pattern, we know that the teacher used the gestural reinforcing along with the verbal to show her cares and sympathy of the student's idea. Smiling and nodding are the teacher facial expression to convey the meaning of praise and encouragement. When the teacher was explaining the material, sometimes she used her gesture along with her talk to give information more clearly to the students. It made the teacher's performance more attractive and expressive.

Indirectly, the teacher has given gestural reinforcement to the students. She used her gesture to emphasize her explanation. As a result, her explanation would be understandable for the students because the gesture will help them to understand what their teacher talked about.

c. Proximity reinforcement

As had been explained at the previous chapter, consciously or unconsciously, the situation when the teacher gets close to the students in friendly manner to give explanation, instruction, and feedback to the students' performance will give positive effect to the students' attention to the lesson they have.

From the observation, the writer found the teacher physical nearness toward students' positions during the teaching and learning process she held. It can be seen from the first observation transcription below:

T : Ya, today saya I bangun,,ada yang tahu bangun itu bahasa inggrisnya apa? (menelengkan kepala and widening her eyes) (quiet). Nggak ada yang tahu? (**Approaching the students**) bangun itu bahasa inggrisnya wake up.

T : Ya, tapi ini masih kurang, bukan today I wake up 6 O'clock, tapi Today I wake up at 6 O'clock, ini penulisan O'clocknya juga kurang benar. Seharusnya O'clock. Ok? (**Taking students works, approaching the students, and smiling**).

Other examples of the proximity reinforcements used in the second observation can be seen from the transcription below:

T: How are you today? Apa kabar? (**approaching** and smiling towards the students)

T: Ok. Sekarang kita kerjakan sama-sama ya... (**approaching** the students)

P: Ya Kak.

It was a whole group reinforcement applied by the teacher when she approached the students while greets the students. Another example for personal proximity reinforcement was:

T: Yes! (smiling and nodding) You are excellent. Here for you (Smiling and **approaching the student also sticking a sticker** in Ayu's book). Now number 2. Perawat in English is

T: Bagus...! (smiling and nodding) Ini stickernya... (Smiling and **approaching the student**).

Based on the teacher's behaviour during the teaching and learning sometimes the teacher approaching the students. It showed that teacher tried to get close to the students when she was introducing the topic of her lesson, or when she gave explanation of the topic that being discussed with the students. Because there were only few students and the class was done by discussing in a group the teacher is easier to organize and control the activities and her students as well.

d. Contact reinforcement

What means by contact reinforcing is the used of physical contact by the teacher toward the students in order to encourage, appreciate, and show his/her sympathy for the students' during the teaching and learning process she held. It can be seen from the transcription below:

First observation:

T : Kalau mau pakai rumah tidur, membersihkan-neat, tapi kalau hanya tempat tidur membersihkan-made (moving hands). Kamu mau pakai rumah ya? Room? (**holding one of the students hands**)

Second observation:

T: iya benar, (nodding and **holding student's hand**).

T: Yes! (nodding) You are excellent. Here for you (Smiling and approaching the students) (sticking a sticker in Ayu's book while **tapping her shoulder**). Now number 2. Perawat in English is.....

Wn: Aku kak! Ini?

T: Bagus...!(nodding) Ini stickernya... (Smile and approach the student) (**sticking a sticker in her book while tapping her shoulder**)

e. Activity reinforcement

In the first observation the teacher used group discussion to memorize and learn the new vocabulary as an activity reinforcing. She asked the students to memorize and make a composition about the activity they had done that day. Since the composition was designed to make them brave to express their ideas and they were able to tell what they have done in daily activity it can be categorized as activity reinforcement.

In the second observation the teacher also used group discussion to memorize and learn the new vocabulary as activity reinforcement. She asked the students to memorize the vocabularies and composed a quiz by asking them few questions about the vocabularies they had memorized. After that, they were asked to make a composition about what they wanted to be in the future. Since the composition was designed to make them brave to express their ideas and they were able to tell what they want to be in the future, and the quiz can be categorized as an activity reinforcing.

f. Token Reinforcement

In the first observation the teacher did not use the token reinforcing during her teaching and learning process. But in the second observation the teacher used

some sparkling stickers as the token reinforcing during her teaching and learning process. The teacher gave the reward during the quiz that been held in the teaching-learning time. She gave them when the students are able to answer the questions. That made the students more enthusiasts to answer the questions and encourage them more.

4.2.1.2 The record of students' comment related with the teacher's reinforcement

The next table describes the students' comment about the lesson they had at the time and their English teacher's performance. The number at each cell represents the number of the students who choose the offered comments on the questioner sheets. This questioner sheets was used to explain why the teacher used these respective reinforcements.

Table 8: The students' comments on the first observation

No	Questions	Students comments		
		Agree	Doubt	Disagree
1	Cara mengajar Abby yang menyenangkan membuat saya bersemangat mengikuti pelajarannya.	4		
2	Abby sering tersenyum, memuji dan memberi saya hadiah ketika saya menjawab pertanyaan dengan benar.	4		
3	Pujian dan senyuman Abby membuat saya semakin berusaha untuk dapat menjawab semua pertanyaan yang diberikan.	4		
4	Ketika saya dan teman-teman tidak memperhatikan pelajaran Abby dengan	4		

	tegas menegur kami.			
5	Ketika Abby tersenyum, memuji, memperhatikan dan atau memberi kami hadiah suasana belajar mengajar menjadi lebih hidup dan menyenangkan	4		
6	Ketika saya mendapat perhatian dari Abby, saya ingin lebih aktif dalam memberikan ide-ide saya.	4		
7	Abby mau mendengarkan pendapat saya walaupun pendapat saya kurang tepat.	4		

Table 9: The students' comments on the second observation

No	Questions	Students coments		
		Agree	Doubt	Disagree
1	Cara mengajar Abby yang menyenangkan membuat saya bersemangat mengikuti pelajarannya.	5		
2	Abby sering tersenyum, memuji dan memberi saya hadiah ketika saya menjawab pertanyaan dengan benar.	5		
3	Pujian dan senyuman Abby membuat saya semakin berusaha untuk dapat menjawab semua pertanyaan yang diberikan.	5		
4	Ketika saya dan teman-teman tidak memperhatikan pelajaran Abby dengan tegas menegur kami.	5		
5	Ketika Abby tersenyum, memuji, memperhatikan dan atau memberi kami hadiah suasana belajar mengajar menjadi	5		

	lebih hidup dan menyenangkan			
6	Ketika saya mendapat perhatian dari Abby, saya ingin lebih aktif dalam memberikan ide-ide saya.	5		
7	Abby mau mendengarkan pendapat saya walaupun pendapat saya kurang tepat.	5		

From the table above all of the students seem enjoy the classroom teaching and learning they joined. It is proved by the number of the positive comments they gave which can be seen on the both tables above. The tables show that none of the students feel bored with the lesson they got. On the tables above, most of the students thought that the teacher had given the suitable feed back to their works.

The students' enthusiasm in the teaching-learning activities could be seen from both tables. All of them seemed comfortable enough in doing the teaching-learning activities. The effectiveness of the use of reinforcements by the teacher could be seen from the students-teacher interaction in the teaching-learning activities above, the students-teacher relation seemed close enough so that the students were not afraid or shy to ask the teacher about some vocabularies that they didn't know. It showed the students courage and curiosity in learning something new which means that they had the willingness to learn as we know that it was very hard to make them interested in their own education. They feel comfortable to approach the teacher and hold her hands as we know that it is very hard for them to trust other. It can be concluded that the teacher had employed the teacher's reinforcement skills through the feedback that she gave to the students' positive learning behaviours.

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, the writer would present conclusion and suggestions from this final project.

5.1 Conclusion

Based on the data analysis and interpretation presented on the chapter 4, the writer concluded that the teacher as the subjects of this study had employed various skills of her reinforcement consciously or unconsciously in the English classes she handled with. From the point of view of the teacher's reinforcement theory provided on the previous chapter, the writer found that verbal, gestural, contact, token, activity and proximity reinforcement had always been well employed by the observed teacher in the English teaching and learning activities during the observation.

The teacher used gestural reinforcement by smiling, nodding, pointing and another gestures. She usually used verbal and proximity reinforcements while using gesture reinforcement to make her explanation clearer and attractive for example she was nodding then say yes or *betul* or *benar* and approached the students when they responded to questions correctly. Contact reinforcement is very appropriate to be applied for the street children because they need to feel secure. The contact reinforcement is such as holding hands to give appreciation for student's excellent work or tapping on the shoulder to show sympathy and care. She also used token reinforcement by giving some sparkling stickers to her students when she conducted the teaching and learning process because these

kinds of reinforcement can greatly encourage the students especially for young learners to be more active in the classroom activities. For the activity reinforcement, she used it by conducting some activities to make the students learn something conveniently, like asking the students to make a story about their daily activities and what they want to be in the future.

The teacher used various reinforcements in her teaching and learning process due to many purposes. She used verbal reinforcement in order to give them support when they are showing positive behaviour in the classroom. She used gesture reinforcement because she wanted the students to pay more attention when they are in teaching and learning process. Sometimes when necessary, she needs to get close to the student that is the moment she used such proximity reinforcement. This technique can also be used to know the students problems in the process of learning because the proximity will reduce the space between teacher and the students. All the kinds of this respective reinforcement mentioned above could create a good atmosphere of English teaching and learning process. Reinforcement also could encourage or motivate the students to be more active in joining the class activities and change their negative perception towards the English lesson.

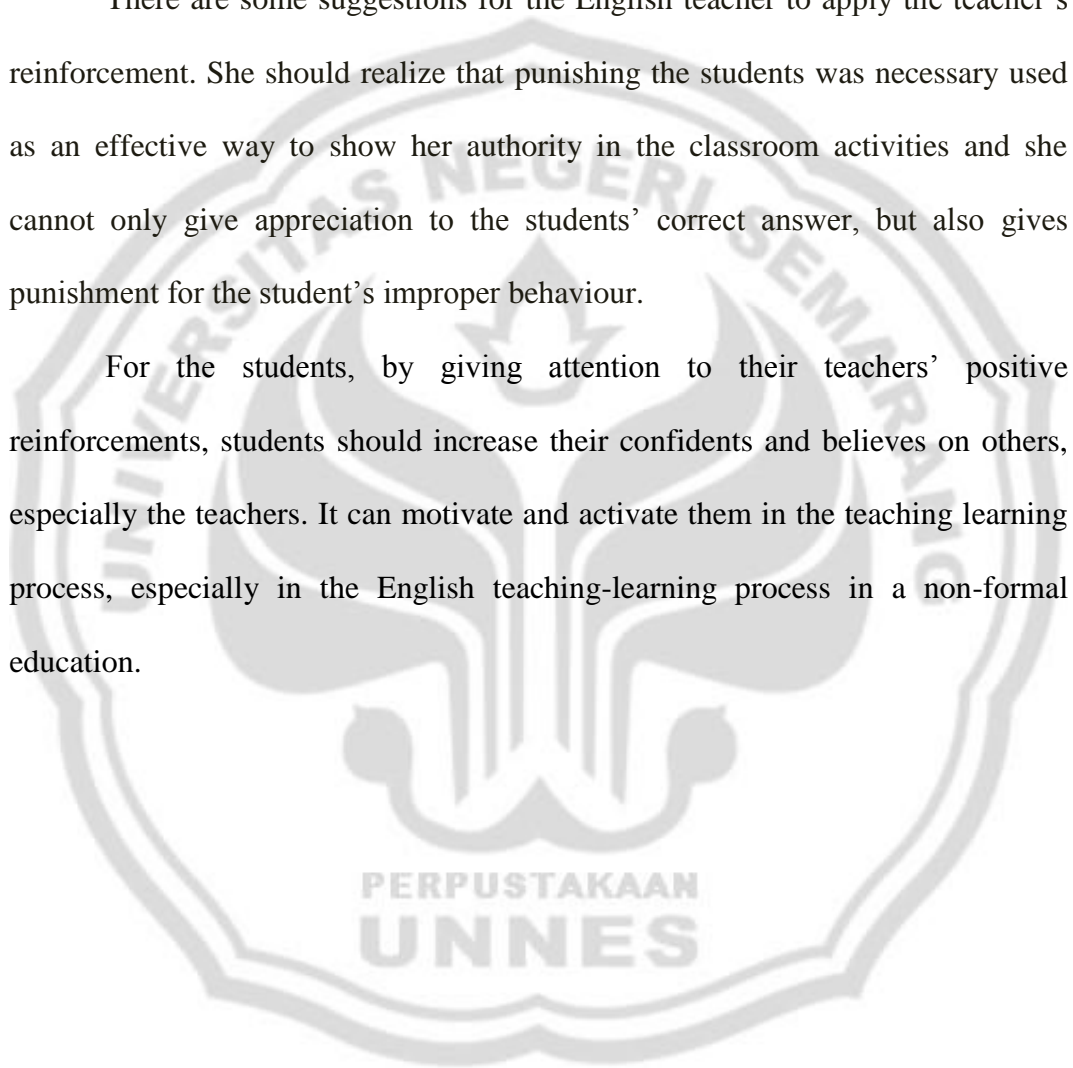
Reinforcement could give a good effect for the street children towards the teacher, for example, when the teacher said “ya, benar!” and tapping on their shoulder or just smiling and nodding to appreciate their correct answer and performance, they would be felt happy and they could learn anything the teacher taught comfortably, especially in learning English.

5.2 Suggestions

Based on the result of the study, the use of teacher's reinforcement by the English teachers can be identified clearly. However, the writer would like to offer the following suggestions.

There are some suggestions for the English teacher to apply the teacher's reinforcement. She should realize that punishing the students was necessary used as an effective way to show her authority in the classroom activities and she cannot only give appreciation to the students' correct answer, but also gives punishment for the student's improper behaviour.

For the students, by giving attention to their teachers' positive reinforcements, students should increase their confidents and believes on others, especially the teachers. It can motivate and activate them in the teaching learning process, especially in the English teaching-learning process in a non-formal education.



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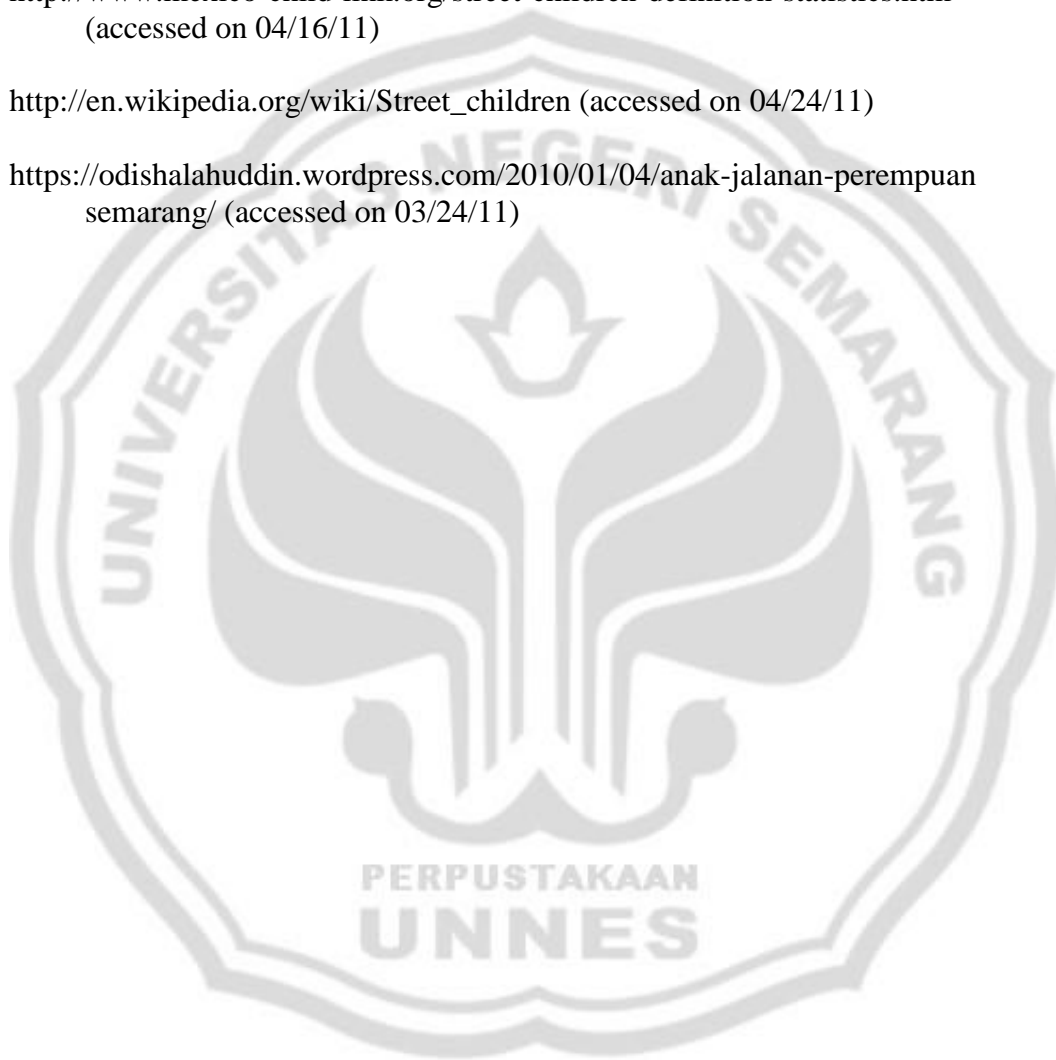
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Appendix 1**Skill observation record 1****Teacher** Abby**Grade** 5 (five)**Date** 30th of March 2011

Minutes	Verbal reinforcement	Gesture reinforcement	Proximity reinforcement	Contact reinforcement	Activity reinforcement	Token reinforcement
0-10	16	21	6	2	1	-
11-20	13	16	8	5	-	-
21-30	9	17	6	-	-	-
31-40	11	15	7	-	-	-
41-45	6	8	3	1	-	-
Total	55	77	29	8	1	0

Total reinforcements: 170

Appendix 2**Skill observation record 2****Teacher** Abby**Grade** 5 (five)**Date** 30th of March 2011

Minutes	Verbal reinforcement	Gesture reinforcement	Proximity reinforcement	Contact reinforcement	Activity reinforcement	Token reinforcement
0-10	15	14	6	2	1	-
11-20	11	16	7	1	-	-
21-30	8	13	8	3	1	-
31-40	10	16	8	2	-	20
41-50	14	12	9	1	1	-
51-60	6	10	4	1	-	-
Total	64	81	42	10	3	20

Total reinforcements: 220

The whole reinforcements used by the teacher in the observation

	Verbal reinforcement	Gesture reinforcement	Proximity reinforcement	Contact reinforcement	Activity reinforcement	Token Reinforcement
1 st Observation	55	77	29	8	1	0
2 nd observations	64	81	42	10	3	20
Total	119	158	71	18	4	20

Total reinforcements: 390

Verbal reinforcement

$$(119/390) \times 100 \% = 30,51 \%$$

Gesture reinforcement

$$(158/390) \times 100 \% = 40,51 \%$$

Proximity reinforcement

$$(71/390) \times 100 \% = 18,20 \%$$

Contact reinforcement

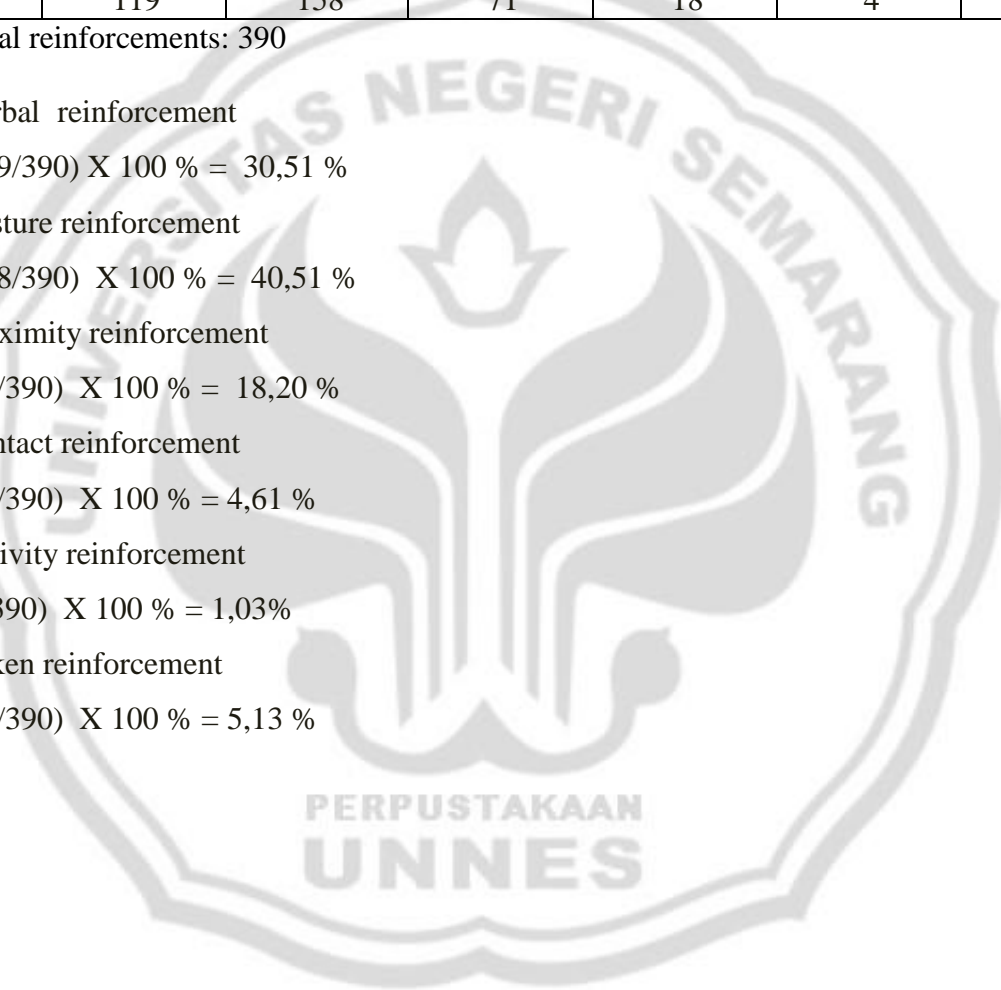
$$(18/390) \times 100 \% = 4,61 \%$$

Activity reinforcement

$$(4/390) \times 100 \% = 1,03 \%$$

Token reinforcement

$$(20/390) \times 100 \% = 5,13 \%$$



Appendix 3

The Questioner sheets

Petunjuk Pengisian

1. Bacalah dengan teliti setiap pertanyaan sebelum anda menjawab.
2. Berikan jawaban sesuai dengan kondisi yang ada ketika menjawab pertanyaan.
3. Untuk jawaban no 1-10 pilihlah jawaban sebagai berikut:
S = Setuju TS = Tidak Setuju R = Ragu-ragu
4. Lingkarilah setiap jawaban yang anda anggap benar

1.	Cara mengajar Abby yang menyenangkan membuat saya bersemangat mengikuti pelajarannya.	S	R	TS
2.	Abby sering tersenyum, memuji dan memberi saya hadiah ketika saya menjawab pertanyaan dengan benar.	S	R	TS
3.	Pujian dan senyuman Abby membuat saya semakin berusaha untuk dapat menjawab semua pertanyaan yang diberikan.	S	R	TS
4.	Ketika saya dan teman-teman tidak memperhatikan pelajaran Abby dengan tegas menegur kami.	S	R	TS
5.	Ketika Abby tersenyum, memuji, memperhatikan dan atau memberi kami hadiah suasana belajar mengajar menjadi lebih hidup dan menyenangkan	S	R	TS
6.	Ketika saya mendapat perhatian dari Abby, saya ingin lebih aktif dalam memberikan ide-ide saya.	S	R	TS
7.	Abby mau mendengarkan pendapat saya walaupun pendapat saya kurang tepat.	S	R	TS

Appendix 4

The result of the Questioner (First Observation):

No	Questions	Pupil coments		
		Agree	Doubt	Disagree
1	Cara mengajar Abby yang menyenangkan membuat saya bersemangat mengikuti pelajarannya.	4		
2	Abby sering tersenyum, memuji dan memberi saya hadiah ketika saya menjawab pertanyaan dengan benar.	4		
3	Pujian dan senyuman Abby membuat saya semakin berusaha untuk dapat menjawab semua pertanyaan yang diberikan.	4		
4	Ketika saya dan teman-teman tidak memperhatikan pelajaran Abby dengan tegas menegur kami.	4		
5	Ketika Abby tersenyum, memuji, memperhatikan dan atau memberi kami hadiah suasana belajar mengajar menjadi lebih hidup dan menyenangkan	4		
6	Ketika saya mendapat perhatian dari Abby, saya ingin lebih aktif dalam memberikan ide-ide saya.	4		
7	Abby mau mendengarkan pendapat saya walaupun pendapat saya kurang tepat.	4		

Appendix 5

The result of the Questionnaire (Second Observation):

No	Questions	Pupil coments		
		Agree	Doubt	Disagree
1	Cara mengajar Abby yang menyenangkan membuat saya bersemangat mengikuti pelajarannya.	5		
2	Abby sering tersenyum, memuji dan memberi saya hadiah ketika saya menjawab pertanyaan dengan benar.	5		
3	Pujian dan senyuman Abby membuat saya semakin berusaha untuk dapat menjawab semua pertanyaan yang diberikan.	5		
4	Ketika saya dan teman-teman tidak memperhatikan pelajaran Abby dengan tegas menegur kami.	5		
5	Ketika Abby tersenyum, memuji, memperhatikan dan atau memberi kami hadiah suasana belajar mengajar menjadi lebih hidup dan menyenangkan	5		
6	Ketika saya mendapat perhatian dari Abby, saya ingin lebih aktif dalam memberikan ide-ide saya.	5		
7	Abby mau mendengarkan pendapat saya walaupun pendapat saya kurang tepat.	5		

Appendix 6

Transcription 1

Date : Wednesday, 30th March 2011

Time : 15.30-16.15 WIB

- T : good afternoon. Hi, Apa kabar? (hugging the students)
- P : good afternoon kak abby. Kak hari ini mau belajar apa kak?
- T : uhm...(frowning) ok, hari ini kita belajar daily activities, atau kalian sebut kegiatan sehari-hari. Bisa?(bowing and widening her eyes)
- P : ya kak.
- T : ok, let's start. Ceritakan kegiatanmu hari ini dari bangun tidur. Ya? Mulai dari jam berapa kamu bangun....(moving her fingers and hands)
- P : kak, kak, berarti harus dari aku bangun tidur jam 5, gitu ya kak? (hugging Abby)
- T : ya, benar, begitu tapi dalam bahasa inggris. Ok? (smiling, widening her eyes and holding the student's hand)
- P : kak awalnya gimana tho kak?
- T : ok, mulainya seperti ini, hari ini, saya bangun tidur pada jam 6 pagi, berarti hari ini apa bahasa inggrisnya winda? (moving her hands and head)
- P : today.
- T : ya, today saya I bangun,.ada yang tahu bangun itu bahasa inggrisnya apa? (moving her head and widening her eyes) (silent). Nggak ada yang tahu? (approaching the students) bangun itu bahasa inggrisnya wake up
- P : wake up.
- T : ya, ayo ulangi lagi, wake up. (the children repeat the words until they are able to pronounce it well)
- P : kalau aku bangun jam 5 berarti aku nulisnya kayak gini kak? (showing her work to Abby)
- T : ya, benar,(nods) tapi ini masih kurang, bukan today I wake up 5 O'clock, tapi Today I wake up at 5 O'clock, ini penulisan O'clocknya juga kurang benar. Seharusnya O' clock. Ok? (Taking students works, approaching the students, and smiling)

- P : at itu nulisnya gimana kak?
- T : at, ok, at, A T (menunjukkan huruf dengan menggunakan jari dan menaikkan alis)
- P : gini kak? (menunjukkan pekerjaan)
- T : yes.. ok so, jam, jam berapa? (menunjuk satu persatu ke murid2 dan tersenyum serta menatap langsung mata anak)
- P : setengah 5,
- P :jam 5,
- P :jam 5,
- P : jam 6 aku kak.
- T : setengah 5? Ok, pagi ya,..ok jadi setengah 5 itu kita bilanganya apa? (no respond) 5 itu bahasa inggrisnya apa?
- P : gini kak? (menunjukkan pekerjaan)
- T : at half past five, ya betul, very good. (Pointing at student work and nodding then see the other students works) kamu mana? Jam 5 ya? So only, f...(menggunakan jari untuk menarik anak ikut berhitung) one, (two, three, four,five diucapkan tanpa suara) ya, betul. Five O'clock. (approaching the students then checking the students works) five then (six diucapkan tanpa suara)
- P : six
- T : ya, great! (nods) (pointing at students works) apa itu? Ya. Lalu apa? Kemudian apa
- P : hari ini aku bangun jam setengah lima, lalu aku membereskan tempat tidur.
- T : ok, so, setelah bangun??? (menggerakkan tangan dan tersenyum)
- P : after
- T : after, right. (melebarkan mata) setelah, after (mendekat ke salah satu murid yang bingung)
- T : after, I got up.
- P : gini kak?
- T : yeah, let me see. (nods) Ya. (melebarkan mata). Lalu kembali ke aku lagi.

I (menggunakan tangan menunjuk diri sendiri), so, membersihkan tempat tidur, right?

P : membersihkan apa kak?

T : rumah tidur atau tempat tidur? (mengernyitkan dahi)

P : tempat tidur kak,

T : okay, I made. M-A-D-E (menggerakkan tangan, khususnya seperti membuat, tapi dalam bahasa inggris we don't say clean my bed, membersihkan dalam bahasa inggris clean, tapi untuk keadaan yang ini made, made my bed (menggerakkan tangan untuk memperjelas penjelasannya). So, we say. I made my bed. (melebarkan mata)

P : gini ya kak?

T : let me see (mengambil pekerjaan siswa) ya, so, yang ini made, M-a-d-e. (Pointing at student work and nodding) ini lebih baik bed aja (Pointing at student work and nodding)

P : ini kak?

T : yak, betul (mendekat ke siswa lain)

P : ndak ada roomnya to kak?

T : kalau mau pakai rumah tidur, membersihkan, bersih (menggerakkan tangan seperti melipat dan merapikan)-neat, tapi kalau hanya tempat tidur made. (gerak tangan). Kamu mau pakai rumah ya? Room? (memegang tangan anak yang lain)

P : iya kak, kamar.

T : ini, kalau begitu diganti clean (menunjukkan letak kesalahan dan menatap mata anak)c-l-e-a-n. clean (menunjuk) yak. Ya. Yang ini (melihat pekerjaan anak yang lain) neat. N-e-a-t (menggerakkan tangan menyerupai huruf). yak, betul. Lalu apalagi? Setelah membersihkan tempat tidur? Kemudian? Then...

P : kemudian, aku mandi

T : then, kemudian-then, t-h-e-n. mandi ya? Then I, mandi....tahu mandi? Shhhhshow....Shower.(memperjelas pengucapan shower dengan menggunakan mulut dan tangan)

- P : sholat dulu kak...
- T : sholat? Berdoa? Sholat sebelum mandi? Sholat, pray.... Then I pray, berdoa or before I pray .
- P : kak, kak, tadi mandi apa kak?
- T : shower, s-h-o-w-e-r.
- P : kak, gini kak?? (menunjukkan pekerjaan ke Abby)
- T : Ok, ehm..tunggu sebentar...aku bingung tentang the order...ini setelah kamu mandi baru sholat atau sholat dulu baru mandi???
- P : sholat dulu kak, gimana?
- T : so, you can say....kamu bisa bilang seperti ini. (menulis di buku siswa) Then I pray before I go shower. Ok?
- P : ya kak...
- T : Setelah mandi, after I shower, mengganti baju- I change, c-h-a-n-g-e... yes, I change...
Baju-clothes....ya..ya...like that...(melihat pekerjaan anak2)... lalu apa lagi?
- P : sarapan kak!
- T : sarapan?? Makan... pagi?
- P : ya kak, makan pagi, apa kak?
- T : breakfast.,so kalian tulis I eat breakfast.....
- T : OK. Now, Aku kasih kalian waktu 10 menit untuk menyelesaikan pekerjaan kalian. Siap?
- P : Ya Kak...
- T : (mendekati dan memeriksa pekerjaan tiap anak serta menjelaskan penulisan yang benar. Dengan ,menggunakan bahasa tubuh yang sesuai)
- T : Ok. Aku pikir pekerjaan kalian sudah benar. Any question? Ada yang masih bingung?
- P : Nggak Kak.
- T : Sudah mengerti semua ya?
- S : Ya, kak...

T : OK! Good Job! And sekarang kita akan belajar tentang profession ...pekerjaan. Ups... Oh my God! It is raining...Hujan kids...kita selesai sampai disini saja ya, profession kita bahas minggu depan saja ya....

P : Ya. Kak....



Appendix 7

Transcription 2

Date : Wednesday, 6th April 2011

Time : 15.30-16.30 WIB

- T: Hi! Good Afternoon....(hugging the students)
- P: Good Afternoon Abby!
- T: How are you today?(approaching and smiling towards the students)
- P: Baik.
- T: Ada yang tidak berangkat?? (smiling and widening her eyes)
- P: Gak ada Kak...
- T: Great...masuk semua ya, tapi Wulan mana? (clapping her hands)
- P: Baru ke warung bentar owg Kak, ntar juga balik
- T: Ok. Kita tunggu Wulan saja ya? By the way, aku bawa buku untuk kalian.
(moving her hands and head) (Giving English exercise book to the students)
- Ok, now, buka halaman tiga. Sudah? (moving her head and widening her eyes)
- P: Sudah Kak...
- T: Today we are going to discuss about profession. Hari ini kita akan belajar tentang profesi, atau pekerjaan. Mengerti? (moving her head and widening her eyes)
- P: Ya Kak.
- T: Sekarang...pekerjaan apa saja yang kalian ketahui? (clapping and moving her hands)
- P: Dokter! Petani! Penjahit! Nelayan! Guru! Pedagang! Penyanyi!
- T: Good! (nodding) Kalian tahu apa saja pekerjaan tadi dalam bahasa inggris?
- P: Gak tahu kak.
- T: Ok. Sekarang kita kerjakan sama-sama ya... (approaching the students)
- P: Ya Kak.
- T: Ok, now. Sekarang kita mulai dari...dokter...what is a dokter in English??
(moving her head, widening her eyes and moving her hands)

- P: Doctor!
- T: good...pinter! (nodding)
Nah tulisannya seperti apa??
- P: D-O-C-T-O-R. iya kan Kak?
- T: Yups! Benar sekali! Kalian pintar ya...(nodding)
Sekarang apa lagi ya? Ehm...kalau Guru?
- P: (silent)
- T: Winda, coba lihat halaman 3 di buku.... Yang lain juga coba dilihat dulu bukunya.
- Wnd: Teacher ya Kak?
- T: iya benar, (nodding). Nah sekarang mari kit abaca sama-sama ya..ok?
- P: Ok!
- T: Guru- Teacher (Students repeat the Teacher)
penjahit- tailor (Students repeat the Teacher)
 nelayan-fisherman (Students repeat the Teacher)
pedagang-seller (Students repeat the Teacher)
penyanyi-singer (Students repeat the Teacher)
petani-farmer (Students repeat the Teacher)
Ok. Now buka buku kalian di halaman 4. Disitu ada berbagai macam pekerjaan yang lain, coba kalian hafal dan pelajari dulu ya. Ok?
- P: Ok!
(ten minutes passed)
- T: Sudah dihafal semua?
- P: Sudah Kak.
- T: Ok! Great! Sekarang coba kalian ceritakan kalian mau jadi apa kalau sudah besar nanti.
- P: Berarti kayak nulis cita-cita ya Kak?
- T: Ya! Ceritakan tentang cita-cita kalian. Tapi sebelumnya kita akan mengadakan kuis!
- P: Kuis?
- T: Yups. Siapa cepat dia dapat!

Yang bisa menjawab pertanyaan dari Aku akan mendapatkan...drum dururum dum dum..... Akan mendapatkan ini,...tadaaaa... (showing some sparkling stickers)

P: Horeeee!!!

T: Nah, Let's start!! Tulis jawaban kalian di buku ya...yang selesai menulis duluan langsung tunjukkan ke aku. Ok?

P: Ok!

T: Ready!!!! Number one. Translate in English! Petani.

(Students write in their own books)

Ayu: Ini Kak (showing her work)

T: Yes! (nodding) You are excellent. Here for you (Smiles and approaches the student also sticks a sticker in Ayu's book). Now number 2. Perawat in English is

Wnd: Aku kak! Ini?

T: Bagus...!(nodding) Ini stickernya... (Smile and approach the student) Now, number three is Tukang kayu in English.....

(Repeat the activity until all of the stickers used up)

T: Great!!! Kalian semua sudah menjawab pertanyaan dengan benar!!! (pointing the students one by one and smiling also meeting the students eyes) But, I run out of the sticker. Stikernya sudah habis... so sekarang waktunya kalian menuliskan cita-cita kalian ya!! Siap? (Moving her hands and head and approaching the students)

P: Siap Kak!

T: Sudah selesai?

P: Sudah Kak.

T: Coba Aku periksa ya... You do a good job! Kids, time is up for today and kalian semua sudah mengerjakan tugas dengan baik. Ada yang masih bingung?

P: Nggak Kak...

T: Ya sudah sekarang kita berdoa dulu ya, lets pray,,.....amien...sampai ketemu minggu depan ya.. (holding each of the student)

P: Dadah Kak Abby...

T: Bye.....

