

## **CHAPTER IV**

### **RESULT AND DISCUSSION OF RESEARCH**

This chapter specifically deals with the result of research and discussion of research. The data that obtained from The Application of Encouraging, Praising, and Helping Reinforcement Technique on the Vocabulary Learning in Kindergarten PGRI Talang Sari Guluk-Guluk. Then, the researcher also presents about the discussion in which is based on the result of this research.

#### **A. The Result of Research**

In this section the researcher would like to explain the result of research about how the teacher applicate the reinforcement technique of encouraging, praising, and helping on the vocabulary learning and the strengths and the weaknesses in applicating the reinforcement technique of encouraging, praising, and helping on the student's vocabulary.

The researcher uses a data collection procedures to did a research which are observation, interview and documentation, these procedure used to applied in qualitative research to aim an information as much as possible and as compete as possible relate with researcher's ability and the knowledge.

#### **1. The Teacher Appliccate Encouraging, Praising, and Helping Reinforcement Technique on The Vocabulary Learning**

The researcher need to know the reality in the classroom based on the pre research that did by researcher in advanced, that's why need to do an observation relate with the phenomenon in Kindergarten PGRI Talang Sari Guluk-Guluk that is the applicate of encouraging, praising, and helping reinforcement technique on the vocabulary learning.

#### **a. First Meeting**

On Tuesday, 15-09-2020 at the 07.37-09.30 am. the researcher conducted an observation in Kindergarten PGRI Talang Sari Guluk-Guluk specifically in B level. The researcher is a non participant observer research about the applicate of encouraging, praising, and helping reinforcement technique on the vocabulary learning by the teacher. In the first meeting the teacher taught about vocabulary of number. There are 10 students but only 8 students who attend the class.

#### **1) Pre-teaching**

The teacher started the activity by doing aerobic with students, after that the teacher sang a song about 5 fingers with a clapped. It is related with the student's statement about sing a song with the teacher, the name is Muhammad Shafiur Rahman:

“Five times, yes the teacher often sings a song and I am happy because I like sing”<sup>1</sup>

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<sup>1</sup>Muhammad Shafiur Rahman, Student in Kindergarten PGRI Talang Sari, Direct interview, (15 September 2020).

One thing that become one of priority is toke a pray, then the teacher asked one of students to came to front of the class to read *Pancasila* together. Continued by read 5 K and same like before one of students must to the front of the class, to started the lesson, the teacher made the students got ready by used a song about the manner of sit down, and then the teacher said *salam*. Once again, the teacher made a clap and sang with students, and there was a unique in absent the students, the teacher made a variation so that the students listened more by sang a song while attendance. After that the teacher asked the students to do a happy clapped. The teacher reviewed the student's memory about prays and short *shurah*. After that the teacher influenced the students by sang a song to make the students concentrate.

## **2) Whilst Teaching**

The material is about number. In the beginning, the teacher counted from 1 until 10 then the teacher asked to students how if the number changed into English, some of students could counted randomly and the other only silent and listened and others try to imitated. Then the teacher started to mentioned the number in English followed by the students, continued by sang a song about number and the students allowed the teacher, then the teacher test one by one. The

teacher made an interaction moreover to students who need attention more like students who not paid attention in studied.

It is related with the teacher's statement about encouraging students:

“It is because the existence of reinforcement of encourage can raise the learning motivation of students”<sup>2</sup>

The teacher asked whether the students able to solved the difficulty or not while touched the student's chin and a friendly voice. When the teacher gave a test in blackboard and also the students able to answered correctly, the teacher will praised by said good and smart added by smile. The teacher stated:

”Reinforcement techniques that I used to in teaching are giving a praise, reward, point, and star”<sup>3</sup>

After question and answer section, the teacher continued the lesson in student's book to write the number. The teacher helps in many ways to students who were difficult in writing the number like mentioned number from beginning until the finish, made a dotted line, or even mentioned the number, guided to wrote the number, beside that the teacher helped to wrote off the wrong written. Added by using a sweet calling like baby, honey, or dear. It is same in teacher interview:

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<sup>2</sup> Ila, Teacher in Kindergarten PGRI Talang Sari, Interview by Mobile Phone, (17 June 2020).

<sup>3</sup> Ila, Teacher in Kindergarten PGRI Talang Sari, Interview by Mobile Phone, (17 June 2020).

“Definitely, motivation that I apply is like guide the students when they do a test, give a reward like a clap, praise, or giving a prize or reward to anyone who able to do a test correctly.”<sup>4</sup>

### **3) Post-teaching**

The teacher started the lesson by doing a conversation with students until the teacher ordered the students got ready in the position, continued by praying together and told the students what uniform will be wear tomorrow, the last was saying *salam*.

#### **b. Second Meeting**

The researcher did an observation in the second time on Wednesday, 16 September 2020 at 07.37 to 09.30 am. The teacher taught about color. All of students in B level are 10 but only one student who not attended the class.

#### **1) Pre-teaching**

In usual the teacher started the class with doing aerobic, beside that the teacher asked student’s news and continued by clapped of 5 fingers, after that the teacher started to prayed together. Like in previous day, the teacher asked one of students came to front of the class to read 5 K and *Pancasila*, after that the teacher sang a song about to cheered up the class, the class was

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<sup>4</sup> Ila, Teacer in Kindergarten PGRI Talang Sari, Interview by Mobile Phone, (17 June 2020).

so noisy and the students seems happy, and all applause together.

It is related with teacher's statement:

“Definitely the students feel enthusiastic in following the lesson, so that a teaching and learning activity successful and the target that planned will reach well.”<sup>5</sup>

And then the teacher said *salam*. The teacher asked who was absent from class.

## 2) Whilst Teaching

The teacher asked the student's daily activity in house like helped mother to prepare the school stuff and what are you doing when you wake up? When the students answered it, the teacher praised the students by saying good and gave applause.

It is prove the student's statement:

“The teacher praises me, gives a clap, good, smart, said me beautiful, finish”<sup>6</sup>

It is also related like teacher's statement:

“Reinforcement techniques that I give have the shape of reward and star sign.”<sup>7</sup>

After that, the teacher reviewed about daily prays. Furthermore the teacher wrote a sentence and asked students to read one by one, after that the teacher asked the students to paid attention causes the next is art section: collage. The teacher showed the color paper and asked what is the English of color,

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<sup>5</sup> Ila, Teacher in Kindergarten PGRI Talang sari, Interview by Mobile Phone, (17 June 2020).

<sup>6</sup> Aisyah Arfan Alya Zanuba, Student in Kindergarten PGRI Talang Sari, Direct Interview, (16 September 2020).

<sup>7</sup> Ila, Teacher in Kindergarten PGRI Talang Sari, Interview by Mobile Phone, (17 June 2020).

then the students answered it, when there was a student that didn't know the English so the teacher will told and repeated, beside that the teacher test the material yesterday about number, the teacher asked the number of paper in English. It is related with student's interview:

“The teacher helps me to spell the word in English.”<sup>8</sup>

Also the teacher stated about solved the student's difficulties:

“I give a stimulus to students, such as when the teacher asked that the English of *pintu* is, and no one of students can answer so the teacher can give a little help like saying the English of *pintu* has a same sound like a gunshot, who one knows the sound of gunshot?. Or tell one or two the first syllables, example the English of *Kupu-kupu*, the teacher can mention butter, usually the students will remember after helped with one or two first syllables”<sup>9</sup>

The teacher monitors the student's activity, and asked the students to make a collage and gave a suggestion and help. It is related with student's statement:

“Collage is easy, no need a help, but still helped because there is a difficult thing, so I need a help”<sup>10</sup>

Collage is one of joy lesson but there was a student who not really interested in it, the teacher made an intense interaction, asked the students to finish the collage, and praised the student. It was explained in the teacher's interview:

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<sup>8</sup> Muhammad Irfan Maulana, Student in Kindergarten PGRI Talang Sari, Direct Interview, (15 September 2020).

<sup>9</sup> Ila, Teacher in Kindergarten PGRI Talang Sari, Interview by Mobile Phone, (17 June 2020).

<sup>10</sup> Alfi Hafsa Novianti, Kindergarten PGRI Talang Sari, Direct Interview, (15 September 2020).

“Of course, because a reward or praise like star, students will more interested and passionate to follow the lesson, students will happy because get attention and feel appreciate.”<sup>11</sup>

### 3) Post-teaching

The teacher and the students sang a song with spry theme, and then the teacher asked the day to students, the day and the day after also sang about it, continued by read short *shurah*, pray and the teacher said *salam*. Before the students went out, the teacher gave a test of vocabulary that had learned before, about colors and numbers. The students who able to answered correctly will get prize and go home first. It is same with the teacher’s statement in interview section:

“By giving a test or question to students that able to answer first, then that students will get prize or reward or star. This thing will repeat in many times.”<sup>12</sup>

## 2. The Strengths and the Weaknesses in Applying the Reinforcement Technique of Encouraging, Praising, and Helping on the Student’s Vocabulary.

In this part the researcher will discuss about the strengths and the weaknesses from the reinforcement technique of encouraging, praising, and helping on the student’s vocabulary in B level of Kindergarten PGRI Talang Sari Guluk-Guluk.

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<sup>11</sup> Ila, Teacher in Kindergarten PGRI Talang Sari, Interview by Mobile Phone, (17 June 2020).

<sup>12</sup> Ila, Teacher in Kindergarten PGRI Talang Sari, Interview by Mobile Phone, (17 June 2020).

### a. The Result of Observation Checklist

Based on the observation that research on 15 until 16 September 2020 had produced some of findings about the strengths and the weaknesses from the reinforcement technique of encouraging, praising, and helping on the student's vocabulary in Kindergarten PGRI Talang Sari Guluk-Guluk.

This is the list of an activity from the observation checklist:

- 1) Line of march
- 2) Teacher saying *salam*
- 3) Praying together
- 4) Doing aerobic
- 5) Absence
- 6) Asking student's news and activity
- 7) Ice breaking
- 8) Sing a song and the teacher praises the students
- 9) Teaching and explain the lesson in the book and encourage the students with the song relate with the lesson
- 10) The teacher makes a funny body movement with a song or clap
- 11) Reading prayers
- 12) The teacher touches the students to give convenience
- 13) Using media like body movement, draw, and book to encourage the students

14) Teacher gives a quiz and a reward when the answer is correct

15) Drawing, coloring, make a collage and help the students

16) Praying together

17) Teacher saying *salam*

#### **b. The Result of Interview**

In this part the researcher will delivered the result of interview between the teacher and the students. The researcher conducts the interview with the teacher through mobile phone on the 17 June 2020 and to students on the 15-16 September 2020 in the class.

This part is interview between the researcher and the teacher:<sup>13</sup>

“Reinforcement technique in form a praise, reward, point, and star sign.”

“Because with the reinforcement can increase student’s motivation of study.”

“Reinforcement technique a reward and star sign.”

“Because by giving a reward and star sign, the students will be more interested and more passionate in following the lesson, the students will be happy because getting attention and appreciation.”

“Definitely, the students more enthusiastic in following the lesson so that the teaching and learning activities will success and the target which is determined will reach well.”

“There is no difficulty”

“By giving question to students, whoever answers first is the student who gets the prize or star sign. The same thing will be repeated many times.”

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<sup>13</sup> Ila, Teacher in Kindergarten PGRI Talang Sari, Interview by Mobile Phone, (17 June 2020).

“Of course, Motivation that I give is like accompanying students when doing assignment, giving a reward in form of applause, praising or giving a reward whoever able to do exercise correctly.”

“Give a stimulus to students, such as when the teacher asks the English of a word door, and no one can’t answer so the teacher can give a little hint like say the English of door is same sound like shoot, who knows the sound of shoot?” or it can be mention one or two first syllables, like the English of butterfly, the teacher can say “butter”, usually the students will remember after helped by mention one or two first syllables.”

“First is applause while give a praise, and then the teacher will stick the sign of star in the chests of students who answer the question correctly.”

“The teacher can invite the students to sing, clap the rhythm or perform movements and songs”

This part is student’s interview, there are 10 students in B level:

1) Muhammad Shafiur Rahman

“The teacher give a fan made, candy”

“Help”

“Help”

“Help”

“The teacher said good”

“Yes the teacher said good, clever, the teacher give me a thumb, applause”

“5 times, often”

“Happy, because I like”<sup>14</sup>

2) Muhammad Irfan Maulana

“Clever, good, give a thumb”

“Help, demonstrate hands, help say in English”

“Help”

“I ask teacher’s help, help to write”

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<sup>14</sup> Muhmmad Shafiur Rahman, Students in Kindergarten PGRI Talang Sari, Direct Interview, (15 September 2020).

“The teacher said smart, good, give applause”

“Yes”

“Ever”

“Happy, I like to sing”<sup>15</sup>

3) Alfi Hafsah Novianti

“Applause, when there is a contest gives a pencil, eraser, book, food”

“Yes”

“Easy, no need, still help because it’s hard and the teacher help”

“Yes, if minus is wrong the teacher will told”

“Praised, give applause”

“Yes, mom Ila”

“Ever, yes often”

“Happy, I like to sing”<sup>16</sup>

4) Naura Najwa An-Naziha

“Never”

“I think by myself”

“Clean by myself”

“(Nod)”

“Ever”

“(Shake her head)”

“Sing”

“Happy, because like to sing”<sup>17</sup>

5) Aisyah Arfan Alya Zannuba

“Yes like trophy, candy, toy, clock, and crayon”

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<sup>15</sup> Muhammad Irfan Maulana, Students in Kindergarten PGRI Talang Sari, Direct Interview, (15 September 2020).

<sup>16</sup> Alfi Hafsah Novianti, Students in Kindergarten PGRI Talang Sari, Direct Interview, (15 September 2020).

<sup>17</sup> Naura Najwa An-Naziha, Students in Kindergarten PGRI Talang Sari, Direct Interview, (15 September 2020).

“Ever, often”

“Easy, yes help me”

“Nuba helped by the teacher”

“Applause, smart, beautiful, good”

“Ever”

“Sing”

“I like, because there is a clap”<sup>18</sup>

6) Kenza Ahmad Zainunnafis

“Yes, pencil and eraser”

“Help”

“Easy, but the teacher still helped me”

“Yes the teacher helped me”

“Yes”

“The teacher said smart, healthy, finished”.

“Sing”

“(Nod)”<sup>19</sup>

7) Ira Sofiana

“Yes”

“Yes help”

“Ever”

“Yes ever”

“Yes like smart and good”

“Yes”

“Ever, everyday is sing”

“Yes I am happy”<sup>20</sup>

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<sup>18</sup> Aisyah Arfan Alya Zannuba, Students in Kindergarten PGRI Talang Sari, Direct Interview, (15 September 2020).

<sup>19</sup> Kenza Ahmad Zainunnafis, Students in Kindergarten PGRI Talang Sari, Direct Interview, (16 September 2020).

<sup>20</sup> Ira Sofina, Students in Kindergarten PGRI Talang Sari, Direct Interview, (16 September 2020).

## 8) Aroikil Jannatin Nafisah

“Ever, I think a book”

“Ever”

“(Nod)”

“Yes I have”

“Yes yes ever”

“Good”

“I ever sing”

“I am happy”<sup>21</sup>

## 9) Fathan Risky Al-Hakam

“(Nod)”

“Yes”

“Not difficult, yes help me”

“Yes, help me”

“Yes”

“Said good”

“Yes sing”

“(Nod)”<sup>22</sup>

## 10) Jessica Daimah El-Firdausi

“Yes ever”

“Help”

“Help”

“Ever”

“Say good”

“Yes”

“Ever”

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<sup>21</sup> Aroikil Jannatin Nafisah, Students in Kindergarten PGRI Talang Sari, Direct Interview, (16 September 2020).

<sup>22</sup> Fathan Risky Al-Hakam, Students in Kindergarten PGRI Talang Sari, Direct Interview, (16 September 2020).

“I like to sing”<sup>23</sup>

The conclusion of the strengths and the weaknesses of encouraging, praising, and helping reinforcement technique on the vocabulary learning from observation checklist and interview will be explain below:

In observation checklist, the researcher found the strengths of encouraging, praising, and helping reinforcement technique as below:

- 1) After the students sing a song, the teacher praise them like says smart, gives applause, and touches student’s head.
- 2) When the teacher explains the study in the book, the teacher interrupt with encouraging the students using a song relate with the study that goes on.
- 3) The teacher encourage the students with making a funny body movement in sing a song or doing a clap
- 4) The teacher give a touch to students so that get a convenience
- 5) Using media to encourage the students like funny movement, song, and paper color
- 6) The teacher give a quiz and for the winner will get a reward
- 7) The teacher help the students in difficulties

The weaknesses that found by researcher in observation checklist is need an extra time in doing encouraging like sing a song and clap.

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<sup>23</sup> Jessica Daimah El-Firdausi, Students in Kindergarten PGRI Talang Sari, Direct Interview (16 September 2020).

Meanwhile in interview section the researcher found the strengths from teacher and students interview, there are:

- 1) Increase the student's motivation in study
- 2) Students will interesting to pay attention
- 3) The students will passionate
- 4) The students will happy
- 5) Have an enthusiastic feeling
- 6) Learning and teaching activity will fluent according to expectations
- 7) Success to reach the target

While the weaknesses does not exist.

## **B. Discussion**

This part will discuss about things that obtained from the researcher's observation to answer the research problems, there are two research problems here, first is how does the teacher applicate the encouraging, praising, and helping reinforcement technique on the vocabulary learning and what are the strengths and the weaknesses in applicating the reinforcement technique of encouraging, praising, and helping on the student's vocabulary.

### **1. The Applicate of Encouraging, Praising, and Helping Reinforcement Technique on the Vocabulary Learning**

Learning vocabulary is first step to learn English and to communicate in the world, In Kindergarten PGRI Talang Sari Guluk-

Guluk, the teacher realize that vocabulary is important so that teacher thought that this is the chance to students knowing vocabularies earlier, students learn vocabulary faster if teacher does an innovate. How the teacher can teach vocabulary in easy way for students in kindergarten era by singing relate with vocabulary to be remembered faster, here applied of encouraging, praising, and helping reinforcement technique by the teacher.

The terms reinforce means to strengthen, and it is used in psychology to refer to any stimuli which strengthens or increases the probability of a specific response.<sup>24</sup> Reinforcement means to strengthen the mental, character, mindset, and this approach done by teacher in Kindergarten PGRI Talang Sari Guluk-Guluk to invite students to love study in B level specially study about vocabulary as know as foreign language through approaching and adjust to the childhood.

In this case the teacher applicate the encouraging, praising, and helping reinforcement technique in teaching vocabulary to students.

First is encouraging, the researcher observed how the teacher in encouraging side can applicant this way during the class, the teacher support or give motivation to solve the difficulty by guiding and to finish the task, the teacher steer the students to be active when

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<sup>24</sup> "Reinforcement & Reinforcement Schedules," *AllPsych* (blog), n.d.

the teacher interact with students during vocabulary lesson, this indirectly forming a manner to be better.

Second is praising, the teacher can be an inspiration for students as well as model, this is profitable both sides, because the students help the activity in the class well. By good words, the teacher had improved the passion and interesting in study vocabulary. The bright side, the students increasingly active in studying to get praise from the teacher.

Third is helping, helping here means teacher as a provider of mind potential and physical potential for students, as giver information. The researcher found that teacher in Kindergarten PGRI Talang Sari often to help in everything, during vocabulary lesson, the teacher pronounce it carefully with clearly intonation help and lead to pronounce correctly and make a variation using song so that the students can remember the vocabulary.

The way teacher teaches, show that teacher want to build a good character through personal approach, beside that there is impact to the effectively in teaching and learning activity mainly students understand easily in learning vocabulary.

#### **a. The Result in First Meeting of Pre-Teaching until Post-Teaching**

The activities that occur since study go on 15 September 2020 at 07.37-09.30 am. as follow:

- 1) The teacher asks the students to do aerobic
- 2) The teacher does a clap of 5 fingers
- 3) The teacher and the students do a pray
- 4) The teacher asks some students to lead in reading *Pancasila* and 5 K
- 5) The teacher sings about a manner in sit
- 6) The teacher says *salam*
- 7) The teacher does a fun clap
- 8) The teacher absents the students through sing a student's name into a song
- 9) The teacher does a passion clap
- 10) The teacher asks the students who not attend the class
- 11) The teacher reads daily prayer and short *shurah* followed by the students
- 12) The teacher asks the students to sit in an orderly manner through sing a song
- 13) Study about number in English
- 14) The teacher gives a test about number to students
- 15) The teacher makes an interaction with students like ask the student's understanding
- 16) The teacher continue to explain the material
- 17) The students do an exercise in the book
- 18) The teacher prepare the students to sit in an orderly manner during make a conversation

19) All pray together

20) The teacher remembering the students about the uniform tomorrow

21) The teacher says *salam*

Apparently, teachers can control learning by providing instructional reinforcement when the students makes a move to the desired direction.<sup>25</sup> So this matter become one line between the teacher that become a center in class who hold the important role in steer daily activity in the class go as desired and the students that have very high curiosity in making a creation. No one harm.

#### **b. The Result in Second Meeting of Pre-Teaching until Post-Teaching**

Reinforcement may be *intrinsic* - derived from the natural consequence of the behavior (e.g., pleasure in successful completion of an activity) – or *extrinsic* – not directly connected to the behavior (e.g., receiving a sticker or praise for assignment completion).<sup>26</sup> Intrinsic intense felt by teacher than others because as an organizer in class directly get an effect from whatever teacher does meanwhile extrinsic more felt by students directly as a receiver reward.

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<sup>25</sup> Mary Wangari Kinyanjui et al., "Classroom Instruction Reinforcement Strategies and Factors That Influence Their Implementation in Kenyan Primary School," *Journal of Educational and Social Research MCSER Publishing, Rome-Ital* 5, no. 3 (September 2015): 267–78, <https://doi.org/10.5901/jesr.2015.v5n3p267>.

<sup>26</sup> Joyce Anderson Downing et al., "Using Reinforcement in the Classroom," *Sage Journals* 27, no. 2 (November 1, 1991): 85–90, <https://doi.org/10.1177/105345129102700206>.

In the second meeting, the teaching and learning activity is almost same with the first meeting, the researcher will present it as below:

- 1) The students in class call other students to come in
- 2) The teacher prepare a line for aerobic
- 3) The teacher greets the students
- 4) The teacher does a clap of 5 fingers
- 5) The teacher and the students are pray
- 6) The teacher asks one of students forward to read *Pancasila* and 5 K
- 7) The teacher does a clap combine with song
- 8) The teacher says *salam*
- 9) The teacher absents the students with song
- 10) The teacher does variation clap
- 11) The teacher asks the students activities in the house then sing it ex: *Bangun tidur ku terus mandi*. The teacher praise the students
- 12) The teacher reads the daily praying with students
- 13) The teacher greets the students to concentrating
- 14) The teacher writes a sentence in blackboard and the students read together and order to write in a book
- 15) The teacher explains about color and asks the students to make a collage also asks the English of each color paper and the number of paper

- 16) In break time the teacher asks one by one to reading practice
- 17) The students sing a song
- 18) The teacher asks the days and sings it with students
- 19) All read *Al-Fatihah*
- 20) The teacher says *salam*
- 21) The teacher does a quiz about color and number

Appreciation has an important meaning so that in fact if the students gave a praising by teacher, then it is possible to them have a high learning and passionate to do activity.<sup>27</sup> The power of reinforcement technique has a big impact for all aspect specially in studying vocabulary.

It is relate with the purpose of encouraging, praising, and helping reinforcement technique that use in Kindergarten PGRI Talang Sari Guluk-Guluk as below:

- 1) Encouraging, help children preserve with the task and to learn new skills or dispositions.<sup>28</sup>
- 2) Praising, as a way to motivate students to employ behavior that will increase student performance and create a more positive and engaging classroom atmosphere.<sup>29</sup>

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<sup>27</sup> Fitriani, Abd. Samad, and Khaeruddin, "Penerapan Teknik Pemberian Reinforcement (Penguatan) Untuk Meningkatkan Hasil Belajar Fisika Pada Peserta Didik Kelas VIII.A SMP PGRI Bajeng Kabupaten Gowa," *JPF* 2, no. 3 (n.d.): 193–202.

<sup>28</sup> Rabbianty, *Teaching English to Young Learners*.

<sup>29</sup> Hodgman, "Student Praise in the Modern Classroom: The Use of Praise Notes as a Productive Motivational Tool."

- 3) Helping, teacher aspires to educate, to inspire, to learn and to affect positive change.<sup>30</sup>

So many advantages got from the maximizing the reinforcement technique that enforced in class, so that every component and element in class will claim the profit. The teacher makes a combination between encouraging, praising, and helping that does during the learning.

In Kindergarten PGRI Talang Sari Guluk-Guluk, the teacher applicate encouraging, praising, and helping reinforcement technique on the vocabulary learning. This reinforcement technique means to strengthen and this research focuses in applicate the reinforcement technique of encouraging, praising, and helping on the student's vocabulary. First is encouraging means to reassure and to support them when they are having difficulty with a task or experience.<sup>31</sup> Next, praising means can encourage our students and give them the lift that inspires them.<sup>32</sup> Last is helping means an act of giving benefits to people.<sup>33</sup> It can be conclude that encouraging, praising and helping reinforcement technique on the vocabulary learning that applicate in Kindergarten PGRI Talang Sari Guluk-Guluk as one of teaching techniques that usually use

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<sup>30</sup> "What Does a Teacher Do?"

<sup>31</sup> Rabbianty, *Teaching English to Young Learners*.

<sup>32</sup> Gootman, *The Caring Teacher's Guide to Discipline*.

<sup>33</sup> Miller and Rollnick, *Motivational Interviewing*.

which is show the existence as technique that easy to apply and successfully applied.

## **2. The Strengths and the Weaknesses in Applying the Reinforcement Technique of Encouraging, Praising, and Helping on the Student's Vocabulary.**

The researcher discuss about the reinforcement technique that applicate by teacher in Kindergarten PGRI Talang Sari Guluk-Guluk that is encouraging, praising, and helping on the student's vocabulary, even in kindergarten, English taught based on the basic vocabulary as introduction to a new level.

Strengths and weaknesses are existing in every teaching technique that used, but it depends on the teacher as a facilitator to handle and control the teaching technique so it will be a different thing that occurred beside the weaknesses in it.

The teacher tell indirectly about the strengths and the weaknesses on the vocabulary learning from interview section, relate with the researcher question focus on strengths is about the reason of teacher applicates encouraging, praising, and helping reinforcement technique in teaching students and what are the achievement that will get from the applicating of that reinforcement technique while the weaknesses is including the researcher question about the difficulty in applicating that reinforcement technique in teaching students.

Based on the reinforcement technique which applicate by teacher that is encouraging, praising, and helping then it can be found the strengths and the weaknesses during the oobservation in Kindergarten PGRI Talang Sari Guluk-Guluk.

Encouraging, not necessarily teacher motivates verbally but tense to some categories, from voice, the teacher use a soft voice to interact students to focus when explain about vocabulary, from body movement, teacher encourage students through body movements, a simple body movements that followed by students indirectly helping in study vocabulary, from song, teacher make an innovation using song about vocabulary and make the students interest to study, beside that teacher guide and repeat the vocabulary. Form of encouraging which is done by teacher is an effective way implemented in the class.

Praising, praising is a form of reinforcement of verbal encouragement, as when student can do an efforts well so that teacher will praise for judging student's performance, moreover students will feel recognized and appreciated for that students' do, praise will have a positive effect on the recipient, this causes learning vocabulary to be fun. This became the forerunner of student's interest in English lesson.

Helping, naturally the teacher helps students in difficult situations, this is also done in learning vocabulary, by helping to pronounce, helping to remember in various type that done, helping to

write vocabulary appropriately, this make learning fun for students because it doesn't need to be long in trouble, moreover save the time.

While the weaknesses is not exist according to teacher, because the teacher not found any difficulties in applicate the reinforcement technique of encouraging, praising, and helping in teaching vocabulary.

