

Analysis of Verbal and Nonverbal Reinforcement Skills in Teaching Simulation of German Language Education Students during Microteaching Course

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German Education Degree

INTRODUCTION

- The author took the Microteaching course as a substitute for the Field Introduction Program in the 7th semester of the 2022/2023 academic year.
- The course was taught by Mrs. Dra. Haf Darani, M.P.d, with two parallel classes (A and B).
- Microteaching provides a teaching simulation experience for prospective teacher students, where they practice teaching skills in front of a small-scale "micro learning" class.
- Students have different roles - as teachers, learners, and observers, with the teacher and learner doing a 10-minute teaching simulation.
- The assessed teaching skills include questioning, explaining, using variations, providing reinforcement, opening/closing learning, small group/individual teaching, and classroom management.
- The author is particularly interested in the aspect of reinforcement skills, which refers to a teacher's ability to provide positive feedback, encourage motivation and self-confidence, and appreciate student achievements/efforts.
- The author plans to conduct research on verbal and nonverbal reinforcement skills in the teaching simulations of German Language Education students from the 2019 class in the Microteaching course.

LITERATURE REVIEW

Microteaching

- Teacher education technique
- Developed at Stanford University in 1963 by Dwight W. Allen.
- Involves delivering short lessons (5-10 minutes) to small groups of real students and peers.
- Complements both pre-service and in-service teacher training.
- Continuously refined and evaluated.
- Provides valuable insights into teaching practices.

Reinforcement Skill in Teaching

- Reinforcement is defined as information provided by someone or a source (such as a teacher, peers, books, parents, oneself, and experiences) about a person's performance or understanding.
- Reinforcement can come in the form of feedback for improvement, alternative strategies from peers, clarifying information from books, encouragement from parents, or self-evaluation.
- Reinforcement refers to verbal or non-verbal responses used by teachers to modify learner behavior, provide information or feedback on learner actions, and encourage or correct them.
- The theories emphasize reinforcement as a form of feedback to modify behavior or provide information to individuals, with different sources (teachers, peers, self, etc.) providing this reinforcement.
- The purpose of reinforcement in learning is to increase learner motivation, strengthen desired behaviors, enhance learning effectiveness, create a positive learning environment, and improve retention and transfer of material.
- Verbal reinforcement refers to reinforcement delivered through words of praise, appreciation, approval, etc. to make learners feel satisfied and motivated.
- Experienced teachers are expected to show high enthusiasm when providing verbal reinforcement to create a pleasant classroom atmosphere for learners.
- Positive comments and verbal reinforcement are effective strategies to build learner motivation and active engagement in the learning process.

METHOD

1. This research uses a qualitative research method called action analysis (Hopkins, pp. 9-10)
2. Action analysis is a study that analyzes the implementation during learning, providing a qualitative investigation framework
3. The data source is a group of students who conducted two sessions of teaching simulation practice, recorded on video
 - a. The first video records the initial teaching practice session
 - b. The second video records the second teaching practice session, after feedback from the lecturer and peers
 - c. Each group had two members acting as teachers in both practice sessions
 - d. The author chose 3 groups (out of 17 total) and their first and second teaching practice videos for analysis



FINDING AND DISCUSSION

Microteaching Lecture Procedure

- The author took the Microteaching course as a substitute for the Field Introduction Program in the 7th semester of the 2022/2023 academic year.
- Microteaching provides a teaching simulation experience for prospective teacher students, where they practice teaching skills in front of a small-scale "micro learning" class.
- Students have different roles - as teachers, learners, and observers, with the teacher and learner doing a 10-minute teaching simulation.
- The assessed teaching skills include questioning, explaining, using variations, providing reinforcement, opening/closing learning, small group/individual teaching, and classroom management.
- The author is particularly interested in the aspect of reinforcement skills, which refers to a teacher's ability to provide positive feedback, encourage motivation and self-confidence, and appreciate student achievements/efforts.
- The author plans to conduct research on verbal and nonverbal reinforcement skills in the teaching simulations of German Language Education students from the 2019 class in the Microteaching course.
- Dra. Hafdarani, M.P.d. has a role as advisor and gave input for the student's performance and introduced the basic of Microteaching.
- Some students took role as students and teachers (two persons per session), trying to simulate the class session.
- Some students took role as observers when they don't have roles as students nor teacher.
- Every session is recorded with 15 minutes time limit.

Urutan Tampil Microteaching

Urutan	Kelompok	Kelas	Tema	Pertemuan ke-
1	12 (Novi & Farah)	X (10)	Kennenlernen I	9
2	10 (Besta & Zahra E)	X (10)	Kennenlernen II	
3	16 (Zahra S. & Nova)	X (10)	Hobby und Freizeit	
4	3 (Ashma & Randy)	X (10)	Schulsachen	
5	4 (Ghea & Zalfa)	X (10)	Haustier	
6	13 (Desi & Salsabila A.)	X (10)	Alltag	
7	7 (Hana & Alya)	XI (11)	Familie	10
8	6 (Ica & Nabila)	XI (11)	Essen und Trinken	
9	9 (Sarda & Windy)	XI (11)	Einkaufen	
10	14 (Wira & Ardian)	XI (11)	Kleidungsstücke	
11	17 (Rina & Salma)	XI (11)	Wohnung	
12	2 (Sania & Aliyah)	XI (11)	Körperteile	
13	11 (Daffa & Ikhbal)	XII (12)	Hobby und Freizeitbeschäftigungen	11
14	8 (Lutfiah & Rahma)	XII (12)	Feste und Feiern	
15	1 (Fatih & Ariq)	XII (12)	Meine Gefühle	
16	15 (Salsabila S & Salima)	XII (12)	Schule und Ausbildung	
17	5 (Avril & Silvi)	XII (12)	Ferien und Reisen	

Jadwal Observer dan Murid Microteaching 2019 7A

No	Keterampilan Yang Ditilai	Kelompok Masing	Pertemuan ke-
1	Keterampilan Bermanya	Kelompok 9 (Sarda & Windy)	9
2	Keterampilan Menjelaskan	Kelompok 14 (Wira & Ardian)	
3	Keterampilan Menggunakan Variasi	Kelompok 17 (Rina & Salma)	
4	Keterampilan Melakukan Pengantian	Kelompok 2 (Sania & Aliyah)	
5	Keterampilan Membuka dan Menutup Pembiasaan	Kelompok 11 (Daffa & Ikhbal)	
6	Keterampilan Mengajar Kelompok Kecil dan Pencerangan	Kelompok 8 (Lutfiah & Rahma)	
7	Keterampilan Mengelola Kelas	Kelompok 1 (Fatih & Ariq)	
8	Keterampilan Membimbing Diskusi Kelompok Kecil	Kelompok 15 (Salsabila S & Salima)	
9		Mejandi Murad	
10		Kelompok 6 (Ica & Nabila)	
11		Kelompok 5 (Avril & Silvi)	
1	Keterampilan Bermanya	Kelompok 5 (Avril & Silvi)	10
2	Keterampilan Menjelaskan	Kelompok 12 (Novi & Farah)	
3	Keterampilan Menggunakan Variasi	Kelompok 10 (Besta & Zahra E.)	
4	Keterampilan Melakukan Pengantian	Kelompok 16 (Zahra S. & Nova)	
5	Keterampilan Membuka dan Menutup Pembiasaan	Kelompok 3 (Ashma & Randy)	
6	Keterampilan Mengajar Kelompok Kecil dan Pencerangan	Kelompok 4 (Ghea & Zalfa)	
7	Keterampilan Mengelola Kelas	Kelompok 13 (Desi & Salsabila A.)	
8	Keterampilan Membimbing Diskusi Kelompok Kecil	Kelompok 11 (Daffa & Ikhbal)	
9		Mejandi Murad	
10		Kelompok 8 (Lutfiah & Rahma)	
11		Kelompok 15 (Salsabila S. & Salima)	
1	Keterampilan Bermanya	Kelompok 7 (Hana & Alya)	11
2	Keterampilan Menjelaskan	Kelompok 6 (Ica & Nabila)	
3	Keterampilan Menggunakan Variasi	Kelompok 9 (Sarda & Windy)	
4	Keterampilan Melakukan Pengantian	Kelompok 14 (Wira & Ardian)	
5	Keterampilan Membuka dan Menutup Pembiasaan	Kelompok 17 (Rina & Salma)	
6	Keterampilan Mengajar Kelompok Kecil dan Pencerangan	Kelompok 2 (Sania & Aliyah)	
7	Keterampilan Mengelola Kelas	Kelompok 12 (Novi & Farah)	
8	Keterampilan Membimbing Diskusi Kelompok Kecil	Kelompok 10 (Besta & Zahra E.)	
9		Mejandi Murad	
10		Kelompok 3 (Ashma & Randy)	
11		Kelompok 4 (Ghea & Zalfa)	
12		Kelompok 13 (Desi & Salsabila A.)	

FINDING AND DISCUSSION

The Reinforcement Skills



FINDING AND DISCUSSION

The Reinforcement Skills



CONCLUSION

All three groups have implemented reinforcement well by not taking actions that have negative impacts, such as giving punishment to the learners or saying something that can be categorised as giving negative reinforcement. Sania and Aliyah showed good ability in giving nonverbal reinforcement, especially in terms of activity reinforcement. Aliyah was more dominant and clear in using smiling facial expressions and gestures as a form of nonverbal reinforcement. This helps to create a positive and motivating environment for learners, increasing interaction and participation in the learning process. Furthermore, Windy and Sarda show good performance in providing verbal reinforcement to the learners. They use various reinforcement strategies such as 'approach' reinforcement, positive feedback, and appreciation of learners' efforts.

Finally, Nova and Zahra showed good performance in providing nonverbal reinforcement and activity reinforcement to the learners. The use of interactive media such as Mentimeter, positive facial expressions, and pair group formation help to increase learners' engagement and enthusiasm in learning. Overall, the verbal and nonverbal reinforcement conducted by these teachers created a positive and active learning environment.



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