

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Research Findings

In this part, the researcher will give the previous study concerning in Classroom Discourse Analysis. Some other researchers have conducted similar research concern on . Those researches help the arrangement of this research. There are three researches the researcher use as previous study of this research. They are presented below.

1. From Harnita entitled, “The Influence Of Reinforcement to Increase Speaking Ability At the Second Year Students Of Mts Negeri Pinrang”. This research discuss about the effectiveness of reinforcement to increase the student’s speaking ability at the second year of MTsN Pinrang. This research used a pre-experimental method, by one group pre-test and post-test design. There are two variables they were independent variable the use of reinforcement strategy and dependent variable the student’s speaking. The data collected through describe picture by using score of students and t-test. The researcher concluded that using reinforcement able to increase the student’s speaking ability at the second year students of MTs Negeri Pinrang.<sup>1</sup> Similar with the research, this research use reinforcement to increase the speaking ability of students. The different is the object of the research. Harnita’s research focuses to increase speaking ability to the young student or around 12-17 years old,

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<sup>1</sup>Harnita, “The Influence Of Reinforcement to Increase Speaking Ability At the Second Year Students Of Mts Negeri Pinrang”, (Skripsi: State Islamic College(STAIN) Parepare, 2015).

but my research focus influence reinforcement in adult learner of students of university



2. From Lailatul Lailiyah with her research entitled “Pemberian Penguatan (Reinforcement) dalam Meningkatkan Motivasi Belajar Pendidikan Agama Islam (PAI) Siswa di SMP Negeri 18 Malang”. This research is descriptive qualitative research, data collection using the method of observation, interviews, documentation, and questionnaires. The results obtained from research conducted by researchers are a form of reinforcement that is often given by teachers in increasing student learning motivation as a form of verbal reinforcement in the form of praise, appreciation and approval, and nonverbal forms of reinforcement are rarely given to students.<sup>2</sup> The research above is similar with this research which talks about reinforcement. The differentiation is this research discusses reinforcement in adult learning, while the research before discuss reinforcement in young learning.
3. From Apriyana Megawati with her research entitled “Penerapan Prinsip Pembelajaran Orang Dewasa (Andragogi) Pada Program Life Skill Di Sanggar Kegiatan Belajar Kabupaten Pati”. This research uses qualitative research. Data collection was conducted through interviews, observation, and documentation. Research subject consisting of seven managers, three instructors, and residents learning computer life skills three people in the SKB Pati Regency. The analysis used is descriptive qualitative. The results showed: (1) the profile of SKB Pati is UPT Disdik Pati Regency, in teaching the community, it opens four types of programs, namely PAUD programs, equivalency programs, courses and training programs and programs education

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<sup>2</sup>Lailatul Lailiyah, “Pemberian Penguatan (Reinforcement) dalam Meningkatkan Motivasi Belajar Pendidikan Agama Islam (PAI) Siswa di SMP Negeri 18 Malang”, (Skripsi: Universitas Islam Negeri Malang, 2008).

service. (2) The instructor's understanding of the principles of learning people adults in the SKB Pati District is still partial and practical. (3) Application of principles adult learning in the life skill program at SKB Pati Regency. in general, it can be implemented quite well.<sup>3</sup> The research is similar with this research which talks about adult learning. The differentiation is this research discusses the principle adult learning for life skill programme but my research discuss reinforcement in adult learning.

## **B. Some Pertinent Ideas**

### **1. The Concept of Speaking**

There are some definitions of speaking, hence comprehending completely of this one should be elicit for providing some definitions of speaking, and they are:

Speaking is the process of spoken language to express thoughts, feelings, their experiences and variety of information.<sup>4</sup> Jack C. Richards and Theodore S. Rogers stated that the primary function of language is for interaction and communication.<sup>5</sup> According to Byrne, speaking is part of oral communication which involves two main components, they are speaker and listener. Oral communication is an interaction process between speaker and

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<sup>3</sup>Apriliyana Megawati, "Penerapan Prinsip Pembelajaran Orang Dewasa (Andragogi) Pada Program Life Skill Di Sanggar Kegiatan Belajar Kabupaten Pati (Skipsi : Universitas Negeri Semarang, 2013)

<sup>4</sup>Jane Revell, *Teaching Technique for Communicative English* (London macmillan: pres Ltd).

<sup>5</sup>Jack Richards and Theodore, *Approaches and Methods in Language Teaching* (USA: Cambridge University Press, 1995), Pg. 18.

listener which involves the productive skill of understanding.<sup>6</sup> Bailey said that speaking is the production skill that consists of producing systematic verbal utterance to convey meaning.<sup>7</sup>

Scott Thornbury in Jeremy suggests various dimensions of different speaking events in order to describe different speaking genres. For example, we can make distinction between *transactional* and *interpersonal* functions. Transactional function has as its main purpose conveying information and facilitating the exchange of goods and services, whereas the interpersonal function is all about maintaining and sustaining good relations between people.<sup>8</sup>

Based on the definition above, speaking are express idea, opinion and feeling in oral communication through of vocabulary, expression, phrase and sentences that contain the meaning. It means that the speaker makes the listener to understand the meaning of the speaking.

## 2. The Function of Speaking

According to Richards, there are three major functions that people use to speaking in daily activity such as speaking as interaction, speaking as transaction, as well speaking as performance.

### a. Speaking as Interaction

Speaking as interaction refers to what we normally mean by conversation and describes interaction that serves a social function. When people meet, they will greetings, engage in small talk, recount experiences

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<sup>6</sup>Dunn, *Teaching English Trough English* (London: Longman Ltd, 1981), Pg. 32.

<sup>7</sup>A. Kaharuddin Bahar, *Interactional Speaking: A Guide to Enhance Natural Communication Skills in English* (Gowa: Gudarma Ilmu, 2014), Pg. 2.

<sup>8</sup>Jeremy Harmer, *The Practice of English Language Teaching: Fourth Edition* (England: Longman Pearson, 2002), p. 343.

and so on because they wish to be friendly and to establish a comfortable zone of interaction with the others. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

### 3. Types of Speaking

Speaking should be taught through communicative activities. Teacher should find the appropriate activities which can encourage students to get involved actively in the activities. Being involved in the classroom can increase their motivation in learning English. According to Brown, the following are types of classroom speaking performance:

#### a. Imitative Drills

Learners as opportunity to listen and to orally repeat certain strings of language that may pose some linguistic difficulty – either phonological or grammatical. Drills offer limited practice through repetition. They allow one to focus on one element of the language in a controlled activity.

#### b. Intensive

Intensive speaking goes e step beyond imitative activities to include any speaking performance that is designed to master some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form parts of some pair work activity, where learners are going over certain forms of language.

#### c. Responsive

Good deal of students” speech in the classroom is responsive: short replies to the teacher – or students-initiated questions or comments. The

replies are usually sufficient and do not extend into dialogues. Such replies can be meaningful and authentic.

d. Transactional

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. Conversation, for example, may have more of a negotiate nature to them than responsive speech does.<sup>9</sup>

4. Speaking as Transaction

Speaking as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. Transaction is more easily planned since current communicative materials are resource of group activities or role plays that can provide a source for practicing how to use talk for sharing and obtaining information.

5. Speaking as Performance

Speaking as performance tends to be in the form of monolog rather than dialog. It talks that can usefully be distinguished. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches.

Interactional Speaking

a. Skill for Interactional Speaking

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<sup>9</sup>H. Douglas Brown. *Teaching By Principle: An Interactive Approach To Language Pedagogy*. (Sanfransisco State University: Longman, 2001). p. 266.

To present detailed discussion in this part, there are the main skills that learners need to ease them managing interactional speaking for communication.

- 1) Skill to start a conversation
  - 2) Skill to close a conversation
  - 3) Skill to choose topics and make a small talk
  - 4) Skill to take turn (turn-taking) in speaking
- b. Practice for Interactional Speaking

Everyone can speak English as foreign language. They can learn speak language, not just one language but can two, three or four languages. But being able to speak English has nothing with how smart we are or master of vocabulary. In fact, we learn English since 12 years in school but we still cannot practice English and speak fluently as native speaker. That is because in learning school we do not have friend to practice and speak in English in our activities. There are also some people who are good speaking English after joining in English camp or English club. So, they are can speak English not because join the club but they had environment to increase their speaking and make them consistent to speak English all the time.

Consequently, we do not need to go far way to can speak English or to looking for many native speaker to become a fluent speaker. We just need to make the environment with ourselves with English. Besides, we can take the partner of our friends to always speak English wherever we meet and make interactional speaking topic to consistently practice English.

### **C. The Concept of Reinforcement**

1. Definition of Reinforcement



Reinforcement derived from Skinner, one of the authority's psychology about behavioristic. According to Skinner, reinforcement has two effects; the behavior to give rewards the person called positive reinforcement and the behavior to give punishment the person called negative reinforcement. Positive reinforcement is a desirable stimulus is introduced to encourage certain behavior. Negative reinforcement is an undesirable stimulus is removed to encourage the behavior.<sup>10</sup>

Reinforcement is a positive response in ones learning given the teacher to positive student behavior with the goal of maintaining and enhancing the behavior.

Reinforcement is a response to deliberate behavior given so that the behavior can be repeated. Strengthening given by the teacher is very important for learners.<sup>11</sup>

Usman assumes that reinforcement is all forms of response, verbal and non-verbal which are part of the teacher's behavior towards student behavior that considered positive, and aims to give feedback for the learners for their deed. The response given by the teacher can be in the form of a verbal response and non-verbal which aims to increase the positive behavior of students.<sup>12</sup> Hasibuan stated that reinforcement is behavior in responding positively to a particular behavior of students that allows behavior it reappears.<sup>13</sup>

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<sup>10</sup>Jess Feist, Gregory J. Feist, *Theories of Personality : seventh edition*. (The McGraw-Hill Companies, 2008), Pg. 458.

<sup>11</sup>Barnawi& Mohammad Arifin, *Etika dan Profesi Kependidikan*, (Yogyakarta: Ar-Ruzz, 2012), Pg. 208.

<sup>12</sup>Usman, Uzer, *Menjadi Guru Profesional*, Bandung: PT Remaja Rosdakarya, 2013, Pg. 80.

<sup>13</sup>Hasibuan, J.J dan Moedjiono, *Proses Belajar Mengajar*. Bandung: PT Remaja Rosdakarya, 2012, Pg. 58.

Based on the explanation above, we can conclude that reinforcement is the response the teacher to student to give the behavior of students. It will improve students' interest in learning.

## 2. Component of Reinforcement

The use of reinforcement in the classroom must be selective. The provision of reinforcement must be meaningful for students. The types of reinforcement are as follows:

### a. Verbal Reinforcement

The use of reinforcement in the classroom must be selective. The provision of reinforcement must be meaningful for students. The types of reinforcement are as follows:

- 1) Wow, your job is very good
- 2) I am satisfied with your answer
- 3) Your grades are getting better and better
- 4) The example you gave was perfect
- 5) Your answer is complete<sup>14</sup>

### b. Gestural Reinforcement

Gestural reinforcement is a reinforcement given by the teacher through gestures or facial expressions that give a good impression to students. Mimic reinforcement and body movements can be in the form of smiles, nods of the head, thumbs up, applause, and others. Often followed by verbal reinforcement for example the teacher says "Good!" while nodding his head.

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<sup>14</sup>Buchari Alma, *Guru Professional: Menguasai Metode dan Terampil Mengajar*, (Bandung: Alfabeta, 2010), Pg. 40.

c. Proximity Reinforcement

Some of the behaviors that teachers can do in providing reinforcement include standing next to students, walking towards students, sitting close to a student or group of students, walking beside students and so on. Strengthening by approaching can be done when students answer questions, ask, discussion.

d. Contact Reinforcement

Contact reinforcement is reinforcement by the teacher through contact with students, such as by shaking hands, tapping the shoulders and raising the hands of students when winning competitions, all of which are aimed at appreciating the appearance, behavior or work of the student.

e. Activity Reinforcement

Activity reinforcement is a reinforcement that can generate active attitudes of students, such as providing learning materials, leading games in learning, helping students in using learning media.<sup>15</sup>

f. Reinforcement Token

Reinforcement token is a reinforcement carried out by the teacher in rewarding students for the results or student learning activities in accordance with what is expected. For example, by giving gifts, written comments on textbooks, honorary names, and so on with the hope that good student learning activities can be repeated *continue* and improve it to make it even better and can motivate other students to get the same need.

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<sup>15</sup>Buchari Alma, *Guru Professional: Menguasai Metode dan Terampil Mengajar*, (Bandung: Alfabeta, 2010), Pg. 42.

Fu'ad bin Abdul Aziz Asy-Syalhub, in the book "This is how a teacher should be" expressed his opinion that in giving appreciation to students, they can be done in various ways, namely as follows:

1) Rewards in kind

Material Appreciation in the form of material is an appreciation and motivator that has the strongest influence on students, because it contains pluses because it is more superior among his peers, is the teacher's satisfaction of the good activities he does.

2) Award in the form of a pray

Ward in the form of a pray is a form of feedback that is rarely done by teachers, but actually praying for students will bring blessings, kindness, knowledge, and others.

a) Appreciation in the form of flattery (praise)

Awards in the form of flattery such as saying good, great, and others to students will be able to foster students' confidence in their knowledge and motivate other students to get the same praise or even more than that.<sup>16</sup>

3. The principles of reinforcement

Give reinforcement it is simple in its implementation, but can also provide reinforcement given to students who are reluctant to learn, because the reinforcement provided is not in accordance with what the students want. In providing reinforcement which is important must be in accordance with the actions taken by the student, giving excessive reinforcement will be fatal. For that, the teacher must pay

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<sup>16</sup>Fu'ad bin Abdul Aziz Asy-Syalhub, *Begini Seharusnya Menjadi guru*, (Jakarta: Daral Haq, 2011), Pg. 81.

attention to the principles in providing reinforcement.

There are several ways to use reinforcement that should be noticed.

a. Strengthening in a certain person

Reinforcement should be aimed at specific students. Therefore the teacher's view must be firmly directed towards the child who gets reinforcement and efforts to name the child who get reinforcement and look at it.

b. Strengthening the group

Reinforcement can also be given to a group of students, for example, if one firm has been well executed by a class, the teacher can allow the class to play basketball which is their passion.

c. Incomplete reinforcement

Often it is found that the answers given by children to the teacher's questions contain a little truth. For this reason, the reinforcement used is of course not full. This technique can be done by saying "your answer is correct and more perfectly detailed systematically". How the technique of saying depends on the context and circumstances of the child's answer. The principle in full reinforcement is the recognition of the teacher answers that are partly wrong answers.

d. Usage variations

To avoid meaningless, the teacher can use a variety of. The monotonous use of reinforcement can become a laughing stock for children. Even the children participated in providing reinforcement when other friends answered correctly. To avoid fading the meaning of reinforcement and the possibility of children's laughter, the teacher can vary their use. And the important for that is to apply the principles of use carefully.

According to Moh. Uzer Usman has three principles in the use of reinforcement, namely warmth and enthusiasm, meaning, and avoiding negative responses.

1) Warmth and enthusiasm

The attitudes and movements of the teacher including voice, expression, and body exercise will show warmth and enthusiasm in providing reinforcement

a) Meaning

Strengthening should be given in accordance with the student's behavior and appearance so that he understands and believes that he deserves reinforcement

b) Avoid using negative responses

The negative response given by the teacher to students will discourage students in developing themselves<sup>17</sup>

4. How to use reinforcement

a. Strengthening to a Certain Person

Strengthening must be clear to whom it is aimed, otherwise it will be less effective. Therefore, before giving reinforcement, the teacher first mentions the name of the student concerned while staring at him.

b. Use to Groups

Strengthening can also be given to a group of students, for example, if a class had completed a task, the teacher gets that class playing volleyball became his favorite.

c. Provide Immediate Reinforcement

Reinforcement should be given as soon as the student's expected behavior or response appears. The delayed strengthening tends to be less effective. Caused if not immediately done will cause saturation of students.

d. Variations in Use

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<sup>17</sup>Fu'ad bin Abdul Aziz Asy-Syalhub, *Begini Seharusnya Menjadi guru*, (Jakarta: Daral Haq, 2011), Pg. 81-82.

The type or type of reinforcement used should be varied, not limited to just one type because this will lead to boredom and over time it will be less effective.<sup>18</sup>

### C. Adult Learner

The theories of lifelong education and of life-span development may have been the most important theoretical contributions to adult education in recent years. We now know that not only children can learn. In a man's life-span there is no division between a period of learning and application of what has been learned earlier. Learning and application are interwoven, both continue and both reinforce each other.<sup>19</sup>

#### 1. How Adults Learn

Adult education refers to any learning activity or plan deliberately designed by the provider to meet any learning needs or interests that may be experienced by people who are above and below the legal retirement age at any stage of their lives. Education time is longer. Therefore, its scope covers non-professional, vocational, general, formal and informal research, and education with collective social purposes.

#### 2. The Andragogical Model

The andragogical model is based on several assumptions that are different from those of the pedagogical model:

##### a. The Need to Know

Adults need to know why they need to learn something before undertaking to learn it. Tough found that when adults promise to learn

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<sup>18</sup>Fu'ad bin Abdul Aziz Asy-Syalhub, *Begini Seharusnya Menjadi guru*, (Jakarta: Daral Haq, 2011), Pg. 83.

<sup>19</sup>J. Muller, The action training model and its educational foundations. *Adult education and development*. (1993), Pg. 239-253.

something by themselves, they will invest a lot of energy to explore the benefits they get from learning and the negative consequences of not learning. Therefore, a new motto in adult education is that the primary task of learning facilitators is to help learners realize what they need to know. At least, counselors can provide valuable theoretical basis for improving learners' learning efficiency or quality of life. Even more effective tools can improve the level of knowledge of learners. These are real or simulated experiences in which learners can discover the gap between where they are now and where they want to be. Personnel evaluation systems, job rotation, exposure to role models, and diagnostic performance evaluation are examples of such tools. The great Brazilian adult educator Paulo Freire developed a complicated process in his "Pedagogy of the Oppressed" for what he called raising the awareness of farmers in developing countries.

b. The Learners' Self-Concept

Adults have a self-concept of being responsible for their own decisions, for their own lives. Once they have arrived at that self-concept, they develop a deep psychological need to be seen by others and treated by others as being capable of self-direction. They resent and resist situations where they feel that others have imposed their will on them. This raises a serious problem in adult education: the moment adults enter an activity called "education", "training" or any pronoun, they return to their previous school experience, adapt to their own habits, and wear Put their arms on clumsy hats, sit down and say "teach me". This assumption of dependence and the subsequent treatment of adult children by the facilitator creates a conflict between their intellectual model



(learner equals dependence) and the deeper, possibly subconscious, self-directed psychology. The typical way to deal with psychological conflict is to try to get rid of the situation that caused it, which may be partly due to the high dropout rate in many voluntary adult education. When adult educators are aware of this problem, they will work hard to create a learning experience to help adults transition from dependent learners to self-directed learners.

### 3. The Role of the Learners' Experiences

Adults come into an educational activity with both a greater volume and a different quality of experience from that of youths. By virtue of simply having lived longer, they have accumulated more experience than they had as youths. But they have also had a different kind of experience. This difference in the quantity and quality of experience has several effects on adult education. It can ensure that the range of individual differences in any adult group is greater than that of the adult group. Compared with a group of young people, any adult has greater differences in background, learning style, motivation, needs, interests and goals. Therefore, adult education pays more attention to the individualization of teaching strategies. This also means that for many studies, the richest learning resources exist in the adult learners themselves. Therefore, the focus of adult education is on experiential technology, which uses learner's experience, such as group discussions, simulation exercises, problem-solving activities, case methods, and laboratory methods, rather than communication techniques.

In addition, peer assistance activities have also received more attention. However, the fact of more experience will also bring some potential negative

effects. When we accumulate experience, we tend to develop spiritual habits, prejudices, and presuppositions. These tendencies can cause us to be vigilant about new ideas, new ideas, and alternative ways of thinking. Therefore, adult educators try to find ways to help adults test their habits and prejudices, and open up ideas for new methods. Sensitivity training, value clarification, meditation and dogmatism scales are techniques used to solve this problem. There is another more subtle reason to emphasize the learner's experience. This is related to the self-identity of each learner. The self-identity of young children mainly comes from external definers, namely parents, brothers, sisters and members of extended families; where they live; and the churches and schools they attend. As they mature, they increasingly define themselves based on their own experience. For children, experience is what happened to them. For adults, experience is them. The effect of this fact on adult education is that in any situation where the experience of the participants is ignored or belittled, adults will think it is not only a rejection of their experience, but also a rejection of themselves as human beings.

#### 4. Readiness to Learn

Adults are ready to learn what they need to know and be able to do in order to effectively deal with real-life situations. A particularly rich source of readiness is development tasks related to the transition from one stage of development to the next. The key implication of this hypothesis is the importance of timed learning experiences consistent with these developmental tasks. For example, a sophomore girl in high school is not ready to learn about infant nutrition or marital relations, but let her get engaged after graduation

and she will be very ready. Bench workers are not ready for a course in supervisory training until they have mastered doing the work they will supervise and have decided that they are ready for more responsibility. It is not necessary to sit by passively and wait for readiness to develop naturally, however. There are ways to induce readiness through exposure to models of superior performance, career counseling, simulation exercises, and other techniques. Adults are ready to learn what they need to know and be able to do in order to effectively deal with real-life situations. A particularly rich source of readiness is development tasks related to the transition from one stage of development to the next. The key implication of this hypothesis is the importance of timed learning experiences consistent with these developmental tasks.

5. Orientation to Learning

In contrast to children's and youths' subject-centered orientation to learning (at least in school), adults are life-centered (or task-centered or problem-centered) in their orientation to learning. Adults are motivated to learn to the extent that they perceive that learning will help them perform tasks or deal with problems they confront in their life situations. In addition, when they are applied in real life, they will learn new knowledge, new understandings, new skills, new values and new attitudes most effectively. This is crucial and therefore needs to be strengthened. For many years, educators have been trying to reduce illiteracy in the United States by offering courses in reading, writing and arithmetic. The record is very disappointing. High dropout rate, low motivation to learn, and poor achievement scores.

When the researchers started to discover the problem, they soon discovered that the words that appeared in the standard vocabulary in the reading and writing courses were not the words used by students in their lives, while the math problems in the arithmetic courses were not like this. They went to the store. The bank or shop must be able to solve the problem. As a result, new courses were organized around living conditions and coping skills were mastered (for example, dealing with the world of work, local government and community services, health, family, consumption). Many problems encountered in traditional courses have disappeared or greatly reduced. The second example is university extension courses. For many years, universities have been offering afternoon or evening courses for adults, which are exactly the same as the courses taught to teenagers during the day. Then in the 1950s, the evening show changed. The course named "Writing I" in the daytime course becomes "Writing better business letters" in the evening course; "Second component" becomes "Writing for fun and benefit"; "Third component" becomes "Improvement" Professional communication". Not only the title has changed; the teaching method of the course has also changed. When the students of "Composition I" still remember the grammatical rules, the students of "Writing Better Business Letters" immediately began to write business letters, and then extracted the principles of grammatical writing from the analysis of the written content.

#### 6. Motivation

Adults are responsive to some external motivators (better jobs, promotions, higher salaries, and the like), but the most potent motivators are

internal pressures (the desire for increased job satisfaction, self-esteem, quality of life, and the like). Tough (1979) found in his research that all normal adults are motivated to keep growing and developing, but this motivation is frequently blocked by such barriers as negative self-concept as a student, inaccessibility of opportunities or resources, time constraints, and programs that violate principles of adult learning.<sup>20</sup>

## 7. Characteristics of Adult Learning

Education of children is compulsory, formal and standardized. Adult learning is voluntary and intentional. The aim of adult education is the independent self-directed learner. Adults tend to resist a learning process which is incongruent with their self-concept as autonomous individuals and does not correspond to their needs and interests.

### a. Adult Learning is Learner-Centered

Adult learning is learner-centered. Adults focus on direct application. Given their daily responsibilities in work, career, family and community, they learn to deal with the pressure and life problems they face. As a result, the concern of adult educators is not only but not only the logical development of the subject, but the needs and interests of the learner. "Andragogy (adult education) requires people-centered planners and teachers who don't teach topics, but help people learn." But the interests of adults are their real needs. Or the solutions that learners come up with cannot solve their problems. When teaching about boiling water or a balanced diet, a clean environment,

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<sup>20</sup>Malcolm S. Knowles, Elwood F. Holton III, and Richard A. Swanson, "*The Adult Learner*", Eight edition, Routledge is an imprint of the Taylor & Francis Group, an informant business , 2015, P. 47-50.

preventive health habits, or new needs of a small family, adult educators usually have to conduct "needs negotiation" with learners. In the dialectical process of needs negotiation, the needs felt by the learners and the needs seen by the adult educators must be put together in order to reach a consensus on the "real" needs. These actual needs must match the experience of adult learners. If an adult feels that his experience is not taken seriously, he will be rejected. Adults can associate new learning with life experience, so they have new meanings. Therefore, experienced adult educators should incorporate their learning experience into their design for learners to plan and rehearse how they will apply learning knowledge in daily life or work, and combine training with transfer and application. In this way, the seminar can truly become a workplace for the production of educational materials or design evaluation research.

b. Adult Learning is Social Learning

Society expects to inspire and empower adults to find more knowledge, better proficiency and more appropriate performance. Adult learning is based on experience, the learner's own experience and the experience of others. The learning environment for adults is usually participatory and collaborative. Adults prefer to meet in groups on an equal footing to discuss issues and concerns, and then take common actions through dialogue and mutual learning through discourse. This group became a "learning cooperative". The group provides an opportunity to learn from each other. In the group, the teacher and other members of the group play the role of facilitator. All group members become "co-agents" in learning.

Without formal recognition or certification, it can not only promote collaboration on specific products or results, but even structure and reorganize the learning process according to the needs and interests of the group. The learning process is as important as the learning result, and the balance between the two is often difficult to maintain.

c. Adult Learning is Active Learning

Adult learning is centered on life. It is learned through doing things, through applications and experience, and whether it needs to be learned through trial and error. Adults not only accept the knowledge created by outsiders, but also check their own reality and make assertions. "Practice" is the focus of effective adult learning. Practice refers to the analysis and testing of reality in order to transform it. Adult learning is a continuous process of investigation and exploration, followed by actions based on this exploration, and then reflection on this action, leading to further investigations and so on. The principle is testing rather than the "storage of knowledge". Explore new ideas, skills and knowledge in the learner's experience. In the environment of learning skills, learners will be familiar with skills and apply them to real-life environments. Redefining these skills may change due to the environment, reapply in other environments, and so on. Adults explain ideas, skills, and knowledge through their life experiences and test them in real life. Making learners self-direct is the purpose of adult education. However, the self-directed learner is neither a person who can retrieve information or find resources, nor a person who has emerged in group dynamics. "Introverted, self-operated learners" are people who critically think about their assumptions



and are keen to find alternative and better solutions.

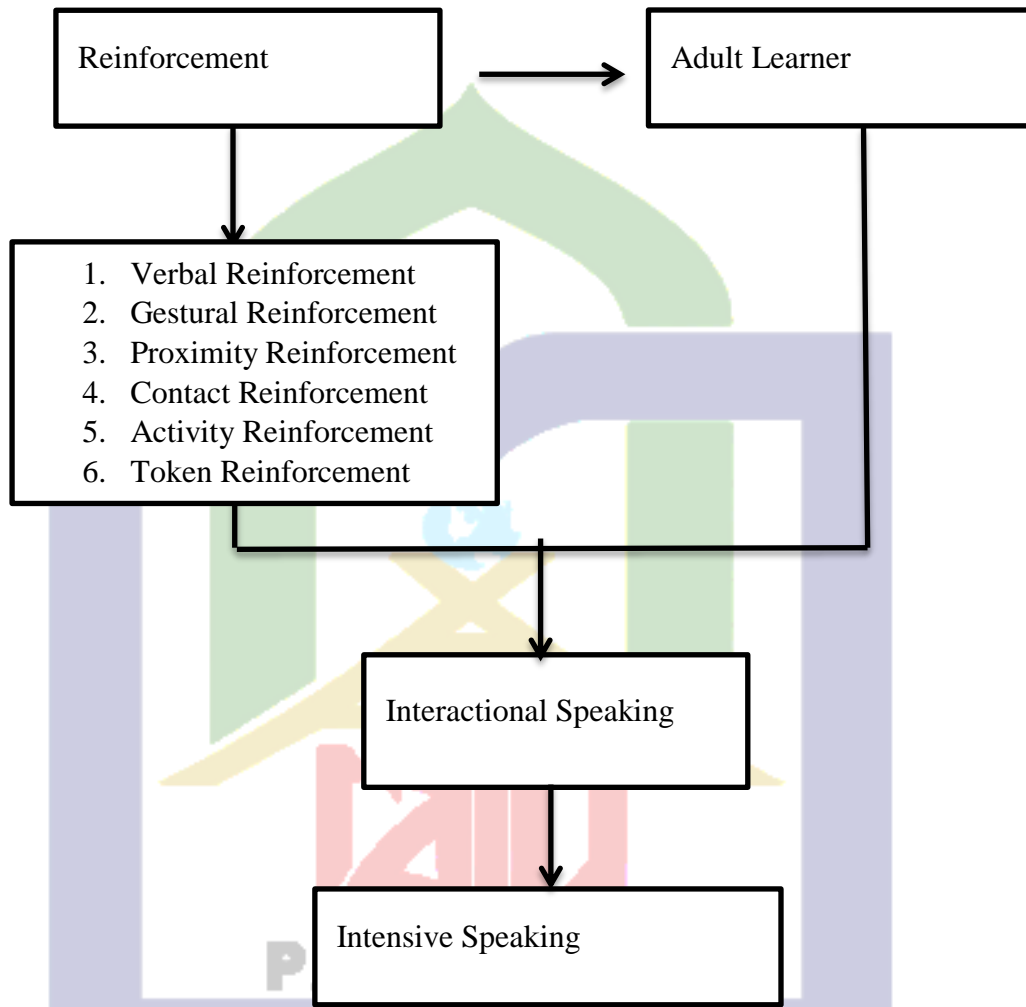
d. Adult Learning Means Acquiring Knowledge and Competence

The learning process contributes to the success of learning to a large extent. But learning is not just a learning process. Participatory learning processes that cannot help learners acquire knowledge and abilities fail. The participatory learning process may take more time because it means that everyone should actively participate and discuss all the pros and cons, but it must lead to concrete results that combine commitment and ability. As Brookfield pointed out, education is a "trading encounter." This means that the sole responsibility for determining the course or choosing the appropriate method does not rest with the educator, nor with the learner. If we get it first, then we will have an authoritarian style and one-way spread of knowledge and skills. If curricular, the methods and evaluation criteria are only determined by what the learners say they want, and then the "self-help method" leads the education process. Accepting the basic principles of sensory needs without any further inquiry and needs negotiation means that the host has given up the responsibility of the learning process and the realization of learning goals and objectives. Successful learning, especially in a workshop environment, means maintaining a balance between the learning process and the learning outcomes, so that the results justify the effort. If the effort is not good enough, then they should at least always "good enough".



#### D. Conceptual Framework

The researcher designs the Conceptual framework that can be seen below:



Based on the conceptual framework above, the researcher will research about reinforcement and type of reinforcement. How reinforcement use for adult learning especially in members of LIBAM. In adult learning need motivation to study and reinforcement is a way to produce a motivation. Reinforcement given to adults will influence the motivation to speak English especially for interactional speaking. In

interactional, there is intensive speaking, it make the LIBAM's members could speak for type of reinforcement. Speaking should be taught through communicative activities as interactional speaking. We use intensive speaking for appropriate activities which can encourage students to get involved actively in the activities. The instructors will give a direct response to a simple question and the members will give their respond.

## **E. Operational of Variables**

### **1. Variables**

Variable is an object of research or what the point of attention of a study is.<sup>21</sup> There are two variables of this research, these are independent variable and dependent variable. The object of this study is the reinforcement in adult learners of speaking.

#### **a. Independent variable**

Independent variables are variables that affect the dependent variable<sup>22</sup>. In this research, the independent variable is reinforcement in adult learners.

#### **b. Dependent variable**

The dependent variable is a variable affected by the independent variable.<sup>23</sup> The dependent variable in this research is speaking.

### **2. Operational Definition of items**

In order to avoid misunderstanding of the fiber of the reader's error as well as to facilitate understanding of the meaning contained in this research topic, the author

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<sup>21</sup>Suharsimi Arikonto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Bina Aksara, 1998), P. 91.

<sup>22</sup>Suharsimi Arikonto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Bina Aksara, 1998), P. 92.

<sup>23</sup>Suharsimi Arikonto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Bina Aksara, 1998), P. 92.

need to explain the operational definition referred to as follows:

a. Reinforcement

Reinforcement is the response the teacher to student to give the behavior of students. The response given by the teacher can be in the form of verbal and non-verbal which aims to increase the positive behavior of students.

b. Speaking

Speaking are express idea, opinion and feeling in oral communication through of vocabulary, expression, phrase and sentences that contain the meaning. It means that the speaker makes the listener to understand the meaning of speaking. Speaking should be taught through communicative activities. So we should find the appropriate activities which can encourage students to get involved actively in the activities. Being involved in the classroom can increase their motivation in learning English.

