

**THE TEACHERS' REINFORCEMENT IMPLEMENTATION  
IN TEACHING ENGLISH  
AT SMP N 1 AJIBARANG, BANYUMAS**



**AN UNDERGRADUATE THESIS**

**Submitted to Faculty of Tarbiya and Teacher Training of State Islamic  
University Prof. K.H. Saifuddin Zuhri Purwokerto as a Partial Fulfillment of  
Requirements for Sarjana Pendidikan (S.Pd.) Degree**

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Declare that the thesis I have compiled with the title **“Teachers’ Reinforcement Implementation in Teaching English at SMP N 1 Ajibarang”** is truly my own work and is not a plagiarism of someone else’s thesis. I am fully aware that I have quoted some statement and ideas from several resources. All material from other sources and references from work done by other people or institutions have been properly cited.

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## APPROVAL SHEET

This thesis, entitled

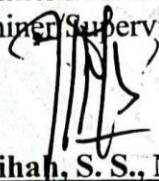
### **TEACHERS' REINFORCEMENT IMPLEMENTATION IN TEACHING ENGLISH AT SMP N 1 AJIBARANG, BANYUMAS**

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Purwokerto, March, 12<sup>th</sup> 2025

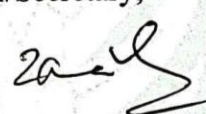
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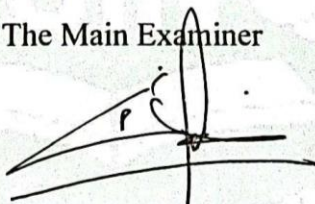
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*Assalamualaikum Warahmatullahi Wabarakatuh*

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*Wassalamu'alaikum Warahmatullahi Wabarakatuh*

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## ABSTRACT

### TEACHERS' REINFORCEMENT IMPLEMENTATION IN TEACHING ENGLISH AT SMP N 1 AJIBARANG, BANYUMAS

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**Abstract:** This qualitative study explores the implementation of reinforcement strategies by English teachers at SMP N 1 Ajibarang. The research investigates the types of reinforcement employed and the principles guiding their application in the classroom. Data was collected through classroom observations across grades 7, 8, and 9, in-depth interviews with all English teachers, and interviews with two students from each grade level. Supplementary documentation was also analyzed. Thematic analysis, involving data reduction, data display, and conclusion drawing, was used to interpret the collected data. The findings reveal that English teachers utilize a variety of reinforcement types, including positive reinforcement, negative reinforcement, and punishment. The implementation of these reinforcements is further characterized by adherence to key principles such as warmth and enthusiasm, fairness, diversity, balance, and meaningfulness. This study provides insights into the practical application of reinforcement theory in a junior high school English language learning environment.

**Keywords:** Types of Reinforcement, The implementation of Reinforcement

## MOTTO

“Time is not money, it is priceless”

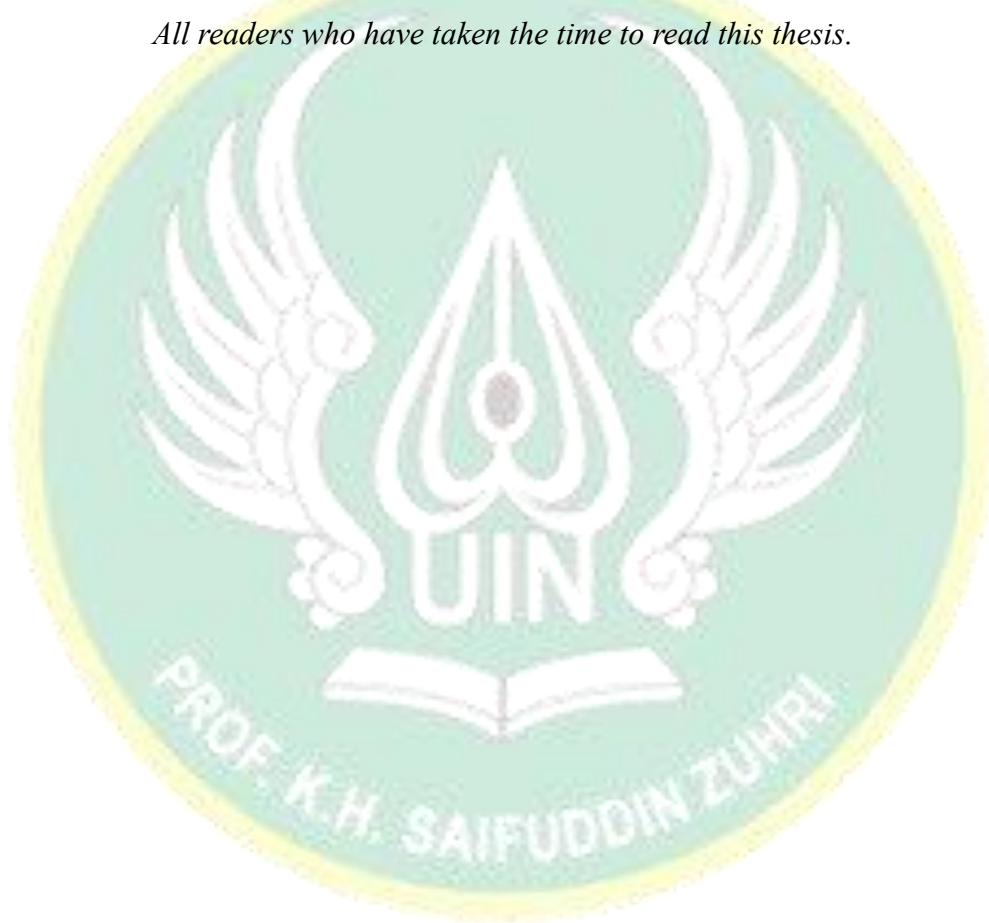


## DEDICATION

*I dedicate this thesis to:*

*My precious parents, Mr. Alm. Saifudin, and Mrs. Sri Yatmini,  
who has always motivated and worked hard for the researcher to become a  
successful man;*

*My brother Syafril Awaludin,  
All of my teachers and lecturers who taught me patiently, and  
All readers who have taken the time to read this thesis.*





## PREFACE

Praise and gratitude to Allah SWT. for His grace, which has enabled the researcher to complete the thesis, entitled “Teachers’ Reinforcement Implementation in Teaching English at SMP N 1 Ajibarang, Banyumas” as a requirement to obtain a Bachelor of Education degree (S. Pd) from the Faculty Tarbiya and Teacher Training, English Education Study Program, UIN Prof. K.H. Saifuddin Zuhri Purwokerto.

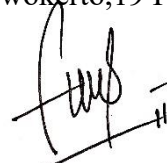
The researcher realizes that in preparing this thesis, many parties have sincerely provided support and assistance, so that researcher can complete this thesis as much as possible. With all humanity, the author would like to thank all those who have helped in the completion of this thesis. Without reducing respect to all parties cannot be mentioned one by one. With respect, the researcher would like to thank:

1. Prof. Dr. Fauzi, M. Ag., Dean of the Faculty Tarbiya and Teacher Training of State Islamic University (UIN) Prof. K.H. Saifuddin Zuhri Purwokerto.
2. Prof. Dr. H. Suparjo, M. A., Vice Dean 1 of the Faculty Tarbiya and Teacher Training of State Islamic University (UIN) Prof. K.H. Saifuddin Zuhri Purwokerto.
3. Dr. Nurfuadi, M. Pd. I., Vice Dean II of the Faculty Tarbiya and Teacher Training of State Islamic University (UIN) Prof. K.H. Saifuddin Zuhri Purwokerto.
4. Prof. Dr. Subur, M. Ag., Vice Dean III of the Faculty Tarbiya and Teacher Training of State Islamic University (UIN) Prof. K.H. Saifuddin Zuhri Purwokerto.
5. Dr. Maria Ulpah, M. Si., Head of Tadris Department in Faculty Tarbiya and Teacher Training of State Islamic University (UIN) Prof. K.H. Saifuddin Zuhri Purwokerto.
6. Mrs. Desi Wijayanti Ma'rufah, M. Pd., Coordinator of the English Education Study Program in Faculty Tarbiya and Teacher Training of State Islamic University (UIN) Prof. K.H. Saifuddin Zuhri Purwokerto.

7. Mrs. Windhariyati Dyah K., M.A., M. Pd., as my last academic advisor who always gives support, wide knowledge, motivation, and suggestions for doing my thesis.
8. Muflihah, S. S., M. Pd., as my recent supervisor who has directed the researcher in finishing this thesis.
9. Mrs. Irra Wahidiyati, M. Pd., as my academic advisor who gave me support and motivation.
10. All lecturers and employees in Faculty Tarbiya and Teacher Training of State Islamic University (UIN) Prof. K.H. Saifuddin Zuhri Purwokerto.
11. All of the English Teachers at SMP N 1 Ajibarang, Banyumas who have pleased to allow the researcher to carry out research and provide research-related information to the researcher.
12. My parents, Mr. Alm. Saifudin, and Mrs. Sri Yatmini. My brother Syafril Awaludin, S. Pd., who always giving prayers and encouragements.
13. My beloved friends, Agung, Al Gea, Alghi, Alya, Ariq, Bagas, Dova, Fafan, Rayhan, Shindid, and Yosi from *Taman Mengaji* group who has been supporting me.
14. My loyal listeners, Nihayatul Arofah and Siti Maryam, who provided encouragement and motivation for the researcher in completing this research.
15. The big family of TBI B class of 2021, especially Nida Awalun Nasya, Rilenia Mutiara Hidayah, Sukron Ma'mun, and Muhammad Iqbal Riyansyah who have become part of the researcher's life journey.
16. All the members of HMJ TBI 2022/2023, and HMPS TBI 2023/2024. Big thanks for the amazing and memorable experiences.
17. All parties who have been pleased to help and provide support to the researcher in completing this thesis which the researcher cannot mention one by one.

The researcher realizes that this thesis may still have many shortcomings. Therefore, the researcher really hopes for constructive criticism and suggestions. The researcher hopes that this thesis will be useful for the researcher in particular, and for anyone who reads this thesis.

Purwokerto, 19 February 2025



Fadly Ariel Mubarog  
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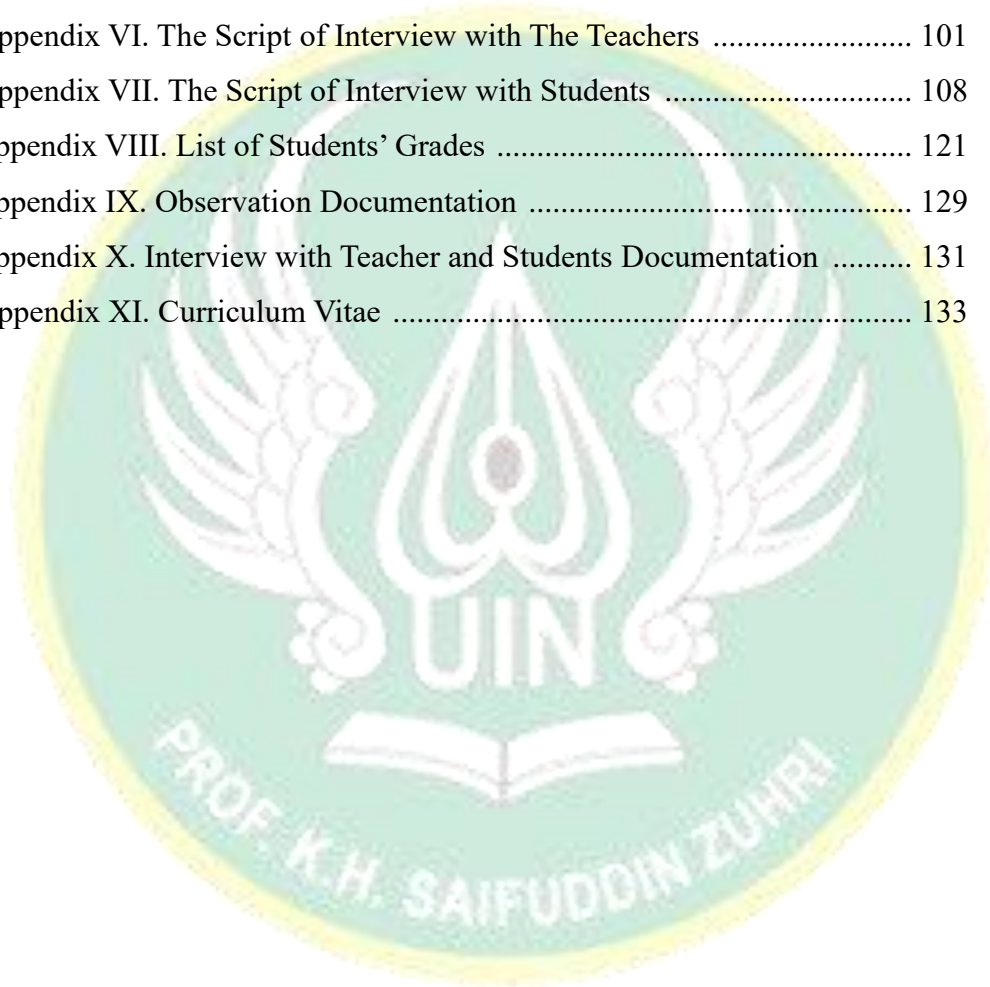


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## **CHAPTER I**

### **INTRODUCTION**

This chapter presents a background of study, clarification of key terms, research questions, aims and significances of the study, previous studies, and organization of the paper.

#### **A. Background of The Study**

Teaching is an activity which can be found usually in a school environment, it is an activity of individual's transfer of knowledge or abilities (Rajagopalan, 2019). Teaching can be both easy or difficult to do, since they are seen as participants in the process of learning, trainee teachers are not only learners but also educators-in-training who are attempting to identify and comprehend their own positive and negative qualities in an actual environment of class (Deocampo, 2020). Since teachers must help learners develop their skills even while it is not feasible, teaching English itself presents challenges (Yulianti & Ma'rufah, 2023). However, teaching is not all about knowledge there are many aspects in teaching that make it successful, one of them is getting the students or people's attention. Students that receive an impulse from the teacher will focus on the teacher more, and once the teacher has the students' attention, it will be simpler to carry out the teaching activity with additional engaging exercises.

There are students who in some subjects tend not to pay attention to the subject, some students will more interest to learn with the environment and format they are familiar with, for example the study discovered that students who scored lower on readiness for online communication self-efficacy and self-directed learning generally thought online English learning were less effective and efficient. Subur & Wahidiyati (2022) stated that online learning also has an impact on students' discipline in many ways because school time changes from normal to abnormal. In addition, their motivation in learning has decreased. This suggests that encouraging students who are not ready for online learning to take part in it can result in negative views about it (Zou et al., 2021). It means that it is important for teachers to be aware of their students' interests in order to sustain their motivation and attitude during class. Teachers must to actively involve students and capture their interest



by praising and rewarding them in different ways or called reinforcement (Rone et al., 2023). In addition, teachers must also pay attention to students' learning motivation because good motivation may drive student learning activities. Students' motivation to study determines the success of their efforts (As Sabiq, 2018).

Reinforcement is a name for techniques that teachers employ in the classroom to maintain students' focus on assigned work and to inspire them to work towards learning. In other way, it is one of the methods that teachers use to try to inspire their students (Uddin et al., 2017). Reinforcement is used to motivate students to participate in the lesson. Teachers can use this as the effective way to captured their attention and make them more focus to the lesson, so the teacher can be easier to manage the teaching activity. The process of transferring knowledge or abilities will be more fully accepted by students, so the main purpose of the teaching can be reached.

Preliminary research which has been done at SMP N 1 Ajibarang revealed a fact, students had good interests in English subject. The teachers stated that students had good motivation in learning English, as evidenced by the enthusiastic response of the students during English learning. Many students raised their hands or even wanted to come forward to answer questions from the teacher. Some of them could understand the material. Even so, many students have achieved high scores exceeding the standard of minimum completeness of mastery learning (*Kriteria Ketuntasan Minimal*) at the end of semester test. That is the reason that brought the researcher is interested to know the kinds of reinforcements the teachers used during the teaching and learning activity in the class. Based on the the discussions above, the researcher wishes to know how the teachers at SMP N 1 Ajibarang do their reinforcements to their students in the class.

By those condition, the researcher assumed that the teachers at SMP N 1 Ajibarang have good strategies to increase students' interest, some of them even took private course outside the school to know more about English. It shows how the lessons taught by the teachers may motivate students to learn English more effectively. One of the strategies they used in the teaching and learning activity was to give them some reinforcements. Reinforcement is one type of external incentive

which might assist learners in learning English, it made the students get some enthusiasm in learning (Fitriati et al., 2020). The aim of reinforcement is to encourage and motivate students to participate more actively in their learning experiences (Werdi et al., 2021). Based on preliminary research, teachers applied reinforcement by motivating their students, praising them in words or in language, giving them applause or thumbs up, and awarding them with prizes. After receiving a good score on an exam, students might receive stars from their teachers. The student who receives the most stars in the class will receive an additional reward.

In the previous research, there were several research which examined about teacher's reinforcement. A research by Frahesti & Natasha (2020) shows that second-year English teachers have been using verbal and non-verbal reinforcement, both of which have been applied with positive results as reinforcement strategies. The data suggest that the most regularly used reinforcement strategy was verbal reinforcement with words (22% of encounters), whereas token reinforcement was the least used (6%). The study also underlines the role of reinforcement in establishing an engaging learning environment. It promotes active involvement among students, which might improve their motivation and academic achievement.

In other research by Fitriati et al. (2020), this research shows three different kinds of classroom instruction reinforcement tactics are used in the classroom by the two English language teachers in this research. Three types of reinforcement exist: material incentives, token rewards, and verbal praise. Teachers emphasized that offering reinforcement strengthens teacher-student connections and increases student involvement in learning English. The study also demonstrates that while instructors understand the advantages of multiple reinforcement tactics, they frequently gravitate to the easiest and most available choice, verbal praise.

Although this research is conducted to find the teachers' reinforcement at SMP N 1 Ajibarang carried out on all the English teachers in that junior highschool. This research focuses about the reinforcement that the teachers used in classroom, the type of the reinforcement and the most kind of reinforcement the teachers often to used thus the students could have good motivation in learning English.

Based on the previous explanation, the researcher tried to conduct research entitled “Teachers’ Reinforcement Implementation in Teaching English at SMP N 1 Ajibarang” in intention to know how teacher used the reinforcement and the type of the reinforcement the teachers mostly used.

## **B. Clarification of Key Terms**

The following definitions of essential terminology used in this research are given to make sure readers understand them all. The purpose of these definitions is to make clear the precise concepts meant within the framework of this research. It may keep clear of uncertainty and any misconceptions by providing precise definitions. This is particularly essential for research, as clear communication of concepts requires exact wording. These two key terms outlined below will serve as the foundation for the discussions and analyses throughout the work.

### **1. Reinforcement**

Reinforcement is a term used to describe a method that increases the possibility of behavior by providing a reaction soon after the behavior is performed. Praise, activity rewards, token incentives, symbolic rewards, and material prizes are some forms of reinforcement (Fitriati et al., 2020). According to Gordan (2014), reinforcement is a concept that involves the delivery of stimuli to increase the probability of a behavior being repeated. Although the definition of reinforcement depends on the context, in the context of teaching and learning, it refers to strategies employed by teachers to maintain students' attention throughout class activities and inspire them to learn. To put it another way, it is one method teachers use to try to engage their students (Uddin et al., 2017).

### **2. Teaching**

Teaching is a way of imparting new knowledge to students so they may use it in their daily lives. For instance, they are familiar with modern animal vocabulary. They will use that vocabulary in their daily lives, repeating it and making sure they retain it until they comprehend a book or have mastered it. (Octaberlina & Anggarini, 2020). In other definition by Rajagopalan (2019) teaching is an activity which can be found usually in a school environment, it is

an action of individual's transfer of knowledge or abilities. Thus, teaching English is a process of transferring a new knowledge about English.

Teaching is seen as more than just passing along information to pupils. In place of being seen as passive information consumers, students are acknowledged as active participants in their education when using a learner-centered approach. Teaching should stimulate critical thinking and personal growth, providing a collaborative and transformational educational experience. The ultimate objective is to enable students to develop into knowledgeable, involved people who can make meaningful contributions to society (O'Donnell, 2013).

### **C. Research Questions**

Based on the background above, the researcher would like to develop two research questions:

1. What are the types of reinforcement used by the English teachers of SMP N 1 Ajibarang?
2. How do the English teachers in SMP N 1 Ajibarang use reinforcement during the teaching process?

### **D. Aims and Significances of The Study**

This part examines at the study's importance and aims. By outlining the main points of the study, readers may better comprehend how the research is meant to add to the body of information already in existence. This study's importance goes beyond academic understanding and includes practical.

#### **1. Aims of the study**

Based on the problems above, the researcher has two intentions:

- a. To know what are the types of reinforcement used by the English teachers when teaching in the classroom
- b. To find out how the English teachers in SMP N 1 Ajibarang use the reinforcements in teaching activity

#### **2. Significances of the study**

This research has two types of significances, they are theoretical significance and practical significance.



#### **a. Theoretically**

This research is expected be able to contribute the development of English teaching and learning process especially to the development in SMP N 1 Ajibarang through the research into the teachers' reinforcement in teaching English.

#### **b. Practically**

##### **1) For English teacher**

The outcome of this research is expected to be the source material as a teaching technique in teaching English using various types of reinforcement.

##### **2) For researcher**

The research is expected to provide new knowledge about reinforcement that the SMP N 1 Ajibarang English teachers used and how they used the reinforcement in teaching activity as the reference for the researcher in the future.

#### **E. Previous Studies**

In this research, the researcher found some previous studies relevant to the research. Those researches are.

A research with the title "*Teacher's Reinforcement in Teaching English at High School Level*" by Frahesti & Natasha (2020). They conducted about the teacher's reinforcement carried out on 5 students and one English teacher in SMA Islam Negeri 2 Kuantan Singingi with a qualitative research method. The sample chose with a purposeful sampling to select it, the researchers took the participants from the science class in eleventh grade with the total of 24 students. The researchers used observation and interview for the data collection technique, and they analyze the data with the steps of data reduction, then they displayed the data and for the last step is verification of data with concluding the data and giving suggestion based on the data analysis.

The paper shows that the State Islamic Senior High School 2 Kuantan Singingi English teacher successfully increased the interest and desire of the students in studying the language by using both verbal and nonverbal reinforcement. Phrases

of praise (22%), sentences (14%), and well-known expressions like "thank you" and "correct answer" were all used as verbal reinforcement. Techniques for non-verbal reinforcement included activity (10%), proximity (16%), gestures (20%), and tokens (6%). Among the non-verbal cues used to promote behavior were high fives, applauding, smiling, and close walking. Both studies examine the implementation of teachers' reinforcement in teaching English. However, while the research above used only one English teacher and five students for the participants of the study, the researcher's study used all English teachers and students in one class for each level.

A research entitled "Teachers' reinforcement: Building Students' Motivation to Learn English" by Yusuf et al. (2020) was discussed about how teachers reinforcing and motivating their students to learn English with a descriptive qualitative research method. The Data were gathered through semi-structured extended interviews with two teachers of English and open-ended surveys from ten high-achieving students of English, the researcher used two types of instruments to collect the data they were a semi-structured interview guide, and open-ended questionnaire. The way to analyze the data also the same as the previous research above, they are reduction of data, display of the data, and verification or conclusion.

This study reveals that teachers are actively trying to increase the motivation of their English as a Foreign Language (EFL) students by fostering a positive mindset, offering interesting resources, highlighting the value of English for future lives, and encouraging their students to stay motivated both inside and outside of the classroom. Teachers promote group projects, information and communication technology use, and independent study at home. Rewarding students, appealing L2 selves, and positive retrospective self-evaluation are some strategies. All things considered these educators are committed to creating a supportive learning environment for EFL students. This study has the same aim, it is to know how the teachers motivate the students with reinforcement. Nevertheless, the research above also investigated the teachers' efforts to motivate the students in learning in the way they prepare the material, the strategies while they taught English, not only the teachers' reinforcement.

A research with the title “Teachers’ Classroom Instruction Reinforcement Strategies in English Language Class” by Fitriati et al. (2020). This research was conducted to examine how two English language teachers at a state secondary school in Semarang used classroom instruction reinforcement techniques and what they thought about it. This study was to look into how two teachers of English at a public secondary school in Semarang utilised classroom instruction reinforcement tactics and how they felt about it over the 2019 academic year. Five distinct lessons involving the two English teachers were observed. The qualitative case method was used in this research, semi-structured interviews, observation sheets, and audio and video resources were used to collect the data. Researchers arranged, reviewed, and transcribed data from observations and interviews to classify issues English teachers face when implementing classroom instruction reinforcement tactics. They identified outcomes, categorized teachers' usage based on themes, and interpreted the findings.

According to the study, there are three main forms of reinforcement employed by two English language teachers in this study they are, verbal reinforcement (90.6%), tangible incentives (7.8%), and token awards (1.6%). Teachers felt that using activity or symbolic prizes would take too much time and money, therefore they did not employ them. Positive reinforcement, according to both educators, is crucial for inspiring students and creating stronger bonds between them and their teachers. According to the study's findings, fair reinforcement of students is necessary to reduce negative effects and foster a healthy learning environment in the classroom. The purpose of this study was to investigate how two English language instructors used classroom teaching reinforcement techniques, and the researcher’s study also to know how the teacher used their reinforcement in the classroom. Although has the same aim, the study above used only two teachers then they were watched in five distinct classes. Whereas in this study, the researcher observed all English teachers in the school.

A research by Rosi Kumala Sari (2021) entitled “Teachers’ Reinforcement on Students’ Behavior in English Teaching Process at the First Grade Sudents of SDIT Padang Islamic School in Academic Year 2018/2019” conducted to describe how



an English teacher at SDIT Padang Islamic School implemented reinforcement for first-grade students. This research was used a qualitative method with taking 24 first grade students and one English teacher. The data of this research was collected by interview and observation, using the observation technique, the researcher completed the observation sheet while watching the teacher implement the positive reinforcement strategy, then seven questions were asked of the English teacher during the researcher's interview. The information gathered for this study was qualitatively examined, the data collected was translated from bahasa to English language. The results of the research demonstrated the employment of a variety of reinforcement techniques by the English instructor at the first-grade level at SDIT Padang Islamic School, Gunung Pangilun Padang, including verbal, gestural, contact, and proximity reinforcement.

According to the study, teachers at SDIT Padang Islamic School have been using a variety of reinforcement strategies, and these strategies have improved student conduct over time. It shows that although some students pick up on these methods fast, others can need more time, emphasizing the importance of persistence and patient use of reinforcement tactics. In order to successfully mold student behavior, the conclusion highlights the significance of precise rules and the methodical use of both positive and negative stimuli. Both this study or the researcher's study have the same aim, it is to describe the implementation of teachers' reinforcement in teaching English. However, the participants in this study are only an English teacher and 24 students. while the researcher's study used all English teachers and all students in a class as a participant.

#### **F. Organization of the paper**

To conduct a systematic study, the structure of the study must be classified. This study is structure explained as follows:

Chapter I presents the introduction of the research which composed of background of the study, clarification of key terms, research questions, aims and significances of the study, previous studies, and organization of the paper. Chapter II presents the theories of teachers' reinforcement in teaching English which consists of explanations, those are reinforcement, and teaching English. Chapter III



presents the methodology which consists of research design, research site and participants, object and subject of the research, data collection techniques, and data analysis. Chapter IV presents the research results about teachers' reinforcement in teaching English at SMP N 1 Ajibarang. Chapter V presents conclusions and suggestions from the research. In this chapter, the researcher provides conclusions in the form of answers to research questions and suggestions related to this research.



## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter outlines the foundational concepts that informed this qualitative study, emphasizing how the latest frameworks might improve our knowledge of teachers' reinforcement. This review attempts to lay a solid platform for subsequent studies by integrating existing material.

#### **A. Theoretical Framework**

When conducting this research, a theory is needed to explain some concepts and terms in order to avoid misunderstandings and establish the same understanding between researchers and readers. It is necessary to clarify the conditions. The function of this term is to indicate a limited concept that is specifically meant in a particular context. The theoretical framework of this study is presented and discussed as follows:

##### **1. Reinforcement**

###### **a. Definition of Reinforcement**

One of the earliest theories of motivation to explain behaviour as well as how people act is the Reinforcement Theory (Gordan, 2014). Reinforcement has been around for a longtime, this theory is brought up by a psychologist, Skinner. This theory is to explained in field of psychology then over time, this theory began to be used in the world of education. Rewards and Penalties Reinforcement is a useful strategy for raising student accomplishment in the classroom and fostering desirable behavior. One of the most reliable indicators that instructors use to gauge their pupils' performance (Ismail, 2023).

In classroom, especially young-learners classroom, there are so many types of young learners with so many different types of motivation or interest in studying. This condition cannot be blamed, because this is the nature of a young learners. Therefore, teachers must have a good interaction skill with the students. Reinforcement is the effective way to attract the attention of the students, this strategy can be applied to increase students' motivation in learning something especially English language.

According to Gordan (2014), reinforcement is a concept that involves the delivery of stimuli to increase the probability of a behavior being repeated. Reinforcement known as a name for techniques that teachers employ in the classroom to maintain students' focus on assigned work and to inspire them to work towards learning. In other way, it is one of the methods teachers use to try to inspire their students (Uddin et al., 2017).

According to Werdi et al. (2021), reinforcement in general, is a stimulus that increase the likelihood that students will engage in desirable activity. The primary goal is to improve students' responses when they repeat that behaviour. The students' repetition behaviour is expected in the reinforcement, and indeed the purpose is to make students doing the teachers' desire in the class, thus the teacher can manage the situation of the class and the process of transferring knowledge and abilities will going more effective.

#### **b. The Ways to Implement Reinforcement**

There are five ways in implementing reinforcements strategies in teaching students (Arista et al., 2018):

##### **1) The reinforcement was delivered with warmth and enthusiasm:**

According to the warmth and enthusiasm concept, teachers must ensure that learners can sense their genuine passion and sincerity when they provide them with encouraging verbal and nonverbal reinforcement. The learners will feel more valued at school when their teachers give them genuine, positive, and enthusiastic appreciation for their hard work. As a consequence, a pleasant and welcoming classroom environment may be created, and learners can get more positive reinforcement, encouraging them to repeat the desired behaviors and activities in the future (Werdi et al., 2021).

##### **2) Negative responses were avoided:**

In this context, negative response refers to the teacher's method of rewarding the learners, in which the teacher places the blame on the students for their disobeying or failure to respond to certain questions (Werdi et al.,

2021). For instance, if students cannot answer question teachers may respond by pursuing an answer or by dropping the question and continuing with the test. After seeing these difficulty signs, teachers usually try to get in touch with the student who provided the solution. They employ a variety of interactive tools, such as breaking down the initial query into more focused inquiries, presenting clues, and generating a response prompt (Vonen et al., 2023).

3) The meaningfulness of reinforcement was emphasised:

In order for learners to get such praise or cautions, the reinforcement must demonstrate the importance of what they have accomplished. Students that get meaningful reinforcement will comprehend the scope of their reinforcement as well as the teacher's motivations. The teacher may demonstrate to the learners that they are deserving of the reinforcement by giving them useful feedback.

4) Group and individual encouragement were given:

When providing children with reinforcement, teachers have to be impartial. The instructor must provide all learners the equal amount of attention (Fitriati et al., 2020). This strategy makes sure that every student feels included and inspired by giving reinforcement to both groups and individual learners.

5) Different types and purposes of reinforcement were given:

Class interest, social dynamics, and delivery all had an impact on how well teachers implemented reinforcement techniques throughout instruction (Kinyanjui et al., 2015). Thus, the variety types and purposes of reinforcement have to be given to avoid student disinterest when learning in the classroom takes place.

### **c. The Types of Reinforcement**

According to Skinner (1938) in Gordan (2014), the theory of reinforcement finds application in many different areas, including animal training, child development, and employee motivation. This idea emphasises a few characteristics that assist an individual in directing his



own actions and behaviour. In short, reinforcement theory says that there is a function for providers in shaping behavior. There are four different types in reinforcement theory. These are as follows:

### **1) Positive Reinforcement**

Positive reinforcement is a concept that someone should receive positive reinforcement for responding positively to something or acting in a positive way. For instance, all of the students who are seated in the class and observing this behaviour will benefit if the teacher compliments the kids for arriving on time. also refers to increasing a particular behaviour or response with the addition of more repeating stimuli. Positive reinforcement is divided into 2 more types, namely:

#### **a) Verbal**

verbal reinforcement can be done in several ways such as use words like "good," "great," "right," and "correct" to encourage their teaching practices or teacher may offer sentence-type reinforcement by stating “you are smart” to response the student's answer, or “you are clever and talented student” to respond the student's answer (Mas’ud & Wulandari, 2020).

#### **b) Non-Verbal**

Nonverbal reinforcement refers to teachers using facial expressions and bodily movements to reinforce students such as smiling, give thumbs up, give applause or teachers can use emoticons, love, and stars or other rewards to promote students' efforts and show appreciation (Mas’ud & Wulandari, 2020).

### **2) Negative Reinforcement**

As what positive reinforcement explained above, on the other hand, there be a negative reinforcement. However, an acceptable and constructive behaviour can be increased by both negative and positive reinforcement. Sometimes, negative reinforcement is incorrectly seen as a form of punishment. The use of undesirable stimuli decreases the possibility that a behavior will be repeated is what punishment is defined

as. The elimination of undesirable stimuli to make a behavior more likely to be repeated is the definition of negative reinforcement. It is possible for negative reinforcement to positively influence other people's behaviour, such as making a classroom that is secure for every student. Negative reinforcements also divided into 2 types, they are:

a) Verbal

Verbal negative reinforcement can be done by commands, reprimands, and corrections aimed at helping learners stop acting out (Oslund, 2014).

b) Non-Verbal

Non-verbal negative reinforcement can be done by Stopping one's ridicule, Stopping one's yelling or screaming, Stopping one's crying Stopping one's whining, Stopping one's staring, Stopping one's pleading or pouting, Frowning or make annoyed expressions, and removing stars, badges or rewards (Senyamator et al., 2020).

### **3) Punishment**

Some learners behave disruptively on a regular basis. They may break the norms of classroom etiquette. They could behave erratically in class and disregard the assignments assigned to them. Some students might not be honest in their academic pursuits, while others might be influenced by disruptive behaviors. Teachers must deal with the misbehavior and disruptive actions of their learners with a punishment (Poudel, 2022). Punishment, in its simplest form, is intended to eliminate uncomfortable, risky, or undesirable behaviour from a person's repertoire on the presumption that the person receiving punishment is unlikely to repeat the behaviour.

### **4) Extinction Reinforcement**

Extinction have meaning of an “absence of reinforcements.” Reducing the possibility of undesirable behavior by eliminating away the incentive for it, is the definition of extinction in a simple form (Gordan,

2014). An example of this in the classroom would be a student who consistently makes good decisions to advance the firm, but on the other hand, he will not get any approval, which would make him less motivated to complete his work.

## **2. Teaching English**

### **a. Definition of Teaching English**

Teaching is an activity which cannot be separated from everyday life for every human, giving instruction, trying to help someone to do something is part of teaching activities. According to Octaberlina & Anggarini (2020) teaching is the process of transferring new knowledge to students so they can use it in their everyday lives. In the context of school, teacher as the someone who transfers the new knowledge and students as the receiver of the knowledge. Rajagopalan (2019) stated teaching as an activity which can be found usually in a school environment, it is an activity of individual's transfer of knowledge or abilities. Thus, teaching English is the process of transferring knowledge and abilities of English lesson to students in the school environment.

A research conducted by Lei et al. (2023) in China showed that A substantial positive correlation between the teacher-student connection and student success was revealed by a three-level meta-analysis of 90 effect sizes from 74 studies including 233,961 students it, shows that the accomplishments and success of an educational system are dependent on the relation between the teachers and students. The role of educators was also modified as a result of the changes in schools. As Lanchehgs (2023) stated that teachers play a vital role in education by acting as mentors, advisors, and learning facilitators. Teachers transmit knowledge, inspire students, provide direction, foster critical thinking, inculcate moral and ethical values, establish inclusive classrooms, provide emotional support, and foster social, emotional, and physical well-being to encourage holistic development. Their duties include encouraging responsible, autonomous learning, fostering curiosity,

and navigating academic obstacles. An ideal educator should be neutral, inspire students, and be passionate about what they do (Subba, 2014).

Teaching in classroom is not just come, teach, and finish, before the teaching activities, the teacher has to plan the content (Yulianti & Ma'rufah, 2023). Teacher should think about how to attract student, how to manage the classroom, how to make the condition of the class still conducive until the end of teaching and learning activities. To maximize learning outcomes and reduce mistakes, teachers should use efficient teaching tactics such as guided notes, response cards, and error correction techniques (Heward, 1997).

#### **b. Effective teacher**

A major topic of interest in educational research is the relationship that exists between the use of reward tactics and effective instruction. Techniques for reinforcement may be used by effective teachers to improve learning results and student motivation (Perlman, 2013). Thus, when teachers employ successful reinforcement techniques, they not only increase student motivation but also contribute to a more productive and pleasant classroom environment.

Many researches talk about the characteristics of effective teacher, it is actually depending on who is talking, many experts show how is the effective teachers should be. For instance, according to Toraman (2019) there are four things to consider to be an effective teacher:

##### **1) Proficiency with Subject Matter Expertise**

Liakopoulou (2011) stated that Teachers should have the appropriate qualifications for effective pedagogical and didactic practice. These include topic knowledge, pedagogical abilities, didactic skills, comprehension of learners, curricular knowledge, interpersonal skills, self-awareness, and reflective practice. Subject knowledge entails comprehending scientific concepts and structuring information for training. Pedagogical abilities include lesson preparation, modifying teaching methods, and assessing student performance. Understanding a learner's biological, social, psychological, and cognitive growth is



critical. Understanding textbooks and the role of the state in education are both examples of curriculum knowledge. Interpersonal skills include efficient communication and teamwork. This is an obligation for the teachers to avoid errors in teaching activity, they may unintentionally mislead their students due to the lack of knowledge possessed by the teacher.

## 2) Teaching techniques

Teaching techniques can generally be identified as follows,

### a) Teaching preparation

To attain learning objectives, teachers should select suitable media, methods, and techniques to ensure an enjoyable and engaging classroom experience (Resti & Rachmijati, 2020).

### b) Classroom management

Effective classroom management has a substantial impact on student enthusiasm and learning results, especially through effective seating arrangements and space usage. According to research by Habsy et al. (2023), a well-organized classroom promotes a conducive learning environment, increasing student involvement and reducing interruptions.

### c) Strategies and Methods for Learning-Teaching

Teachers should use a variety of instructional strategies to engage students and create a good learning environment. It is important to differentiate education to suit the varying learning styles of all students in order to satisfy their requirements. Additionally, fostering cooperation among students can improve their entire educational experience and foster teamwork (Wilson, 2012).

### d) Evaluation and Assessment

In evaluating and assessing their students, teachers should monitor their students' improvement, measuring the students' learning result. Teachers might use examinations, observations, projects, and portfolios to assess and evaluate students, taking into

account their individual differences and requirements in order to improve learning quality and offer feedback.

### 3) Personality qualities

According to a research conducted by Thompson et al. (2004), there are twelve traits that have become essential to what students consider to be successful teaching, they are:

#### a) Fairness

According to a survey of college students, one of the most important qualities of their favorite teachers is impartiality. Fair play is ingrained in human nature, and any transgression of it can cause long-lasting harm. Students continue to complain about unjust teachers years later, underscoring the significance of treating everyone fairly.

#### b) Positive Attitude

"Catch students doing things right" is the main goal of effective teachers, not "catching them doing something wrong." This method can have a long-lasting effect on learners since they frequently recall the acknowledgment and praise, they received as young learners, which can give them self-assurance and a sense of purpose in life.

#### c) Preparedness

Students can tell whether a teacher is prepared for class with ease. Students are more irritated when their teacher is incompetent or ignorant, according to unofficial studies. College students frequently cite their favorite instructors because of their expertise and subject-matter expertise.

#### d) Personal Touch

Teachers that show a personal touch to their learners address them by name, smile frequently, inquire about their thoughts and feelings, and embrace them for who they are. Students develop trust in teachers who share their stories and experiences in the classroom. Teachers that have developed a deep relationship with learners have

also done so by learning as much as they can about them. Students are drawn to teachers who demonstrate interest in them.

e) Sense of Humor

Students like teachers' sense of humor because it helps them relax in stressful circumstances and may be a great asset—as long as it is not harming anyone. Students can notice the power shown in teachers who are unconcerned about their blunders. Because students occasionally find themselves in similar humiliating situations, competent teachers may serve as excellent role models for how to cope with an embarrassing situation effectively.

f) Creativity

Students noted uncommon teaching techniques and innovative classroom design, such as an old bathtub painted green and filled with cushions and books, known as the "Reading Tub". Creative teachers, can make the environment of the class more comfort for students. The teachers will be easily remembered by his students because his creativity makes the learning atmosphere more fun to do.

g) Willingness to Admit Mistakes

Teachers make faults, just like everyone else. Regretfully, some teachers attempt to ignore or rapidly cover up these errors because they believe that they might compromise their authority in the classroom. It is clear that students hold various views. They are well aware that mistakes are made by teachers, particularly when those mistakes negatively impact them. Teachers who own up to their mistakes and provide an apology when they have an impact on the learners, they teach set a fantastic example for learners and are a terrific way to become recognized as a favorite teacher.

h) Forgiving

Everyone involved in education is aware that personality clashes between teachers and learners are common. Bad "chemistry" is

frequently cited as the cause. It can have a devastating impact on the child involved, leading to a year of dissatisfaction and academic failure, regardless of the source. Their descriptions of their best teachers showed a willingness to forgive negligence and a practice of beginning each day with a fresh start.

i) Respect

Favorite teachers were reminded for communicating to learners individually after misbehavior or when they required clarification, rather than publicly reprimanding them, and for keeping grades on papers private. Students remembered their favorite teachers as being sensitive to their feelings and always steering clear of unpleasant situations.

j) High Expectation

Teachers' expectations have an impact on how they instruct and engage with their learners. These actions then have an impact on students' learning. When expectations are low or nonexistent, learners often either do poorly or meet their teachers' standards. The greatest standards were attributed to the best teachers. They always pushed their learners to reach their full potential.

k) Compassion

In an emotionally secure setting, schools should be a place where kids may grow and learn. The truth is that there is a great deal of cruelty and damaged feelings in most classes, and really in any group of children. A compassionate teacher may significantly reduce the incidence of insensitive, callous, or intentionally spiteful behavior, but it is impossible to completely eradicate it from such circumstances. Students have told numerous stories throughout the years about how a favorite teacher's empathy and sensitivity had a significant and long-lasting impact on them.



#### 1) Sense of belonging

The learners frequently brought up the feeling that they belonged in the classes given by their favorite teachers. They remembered how these teachers fostered a feeling of community inside their classes. Numerous tactics that educators have long employed in the classroom were recalled. Good teachers are well aware that children learn much more effectively when they feel both physically and emotionally protected.

#### 4) Professional development

After joining the workforce, professional development is the process of acquiring new skills through career training and continuing education. Taking courses or seminars, going to industry or professional conferences, or obtaining a credential are some ways to increase your knowledge in your chosen subject (Purwanto, 2023). A teacher also should prioritise professional development. Some examples of this include attending to one's own personal growth, being conscious of lifelong learning, keeping up with occupational research, cooperating with colleagues, making educational investments, and attending conferences and in-service trainings (Toraman, 2019).

Nevertheless, there are characteristics of effective teacher in a students' perceptions and many researches conducted that research one of the researches is a research conducted by Alzeebaree & Hasan (2021). In their research, they used 122 students as the participants, and here are the results.

According to the results of Alzeebaree and Hasan's study, participants gave higher importance to socioaffective abilities, pedagogical understanding, and English competence. The findings showed that "reading English well," "managing classroom properly," and "being confident and having self-control" were the first three traits in each of the three dimensions of English proficiency, pedagogical knowledge, and socio-affective abilities. These traits had the highest mean score. The students also said that the most crucial traits in the socio-affective skills category were "having self-control

and confidence," "listening to students' opinions," and "not discriminating against students and treating them fairly."

Based on the criteria that the students want, it concludes that students have a concern to the socio-affective skill rather than the pedagogical skills. It suggests that teachers should improve their socio-affective techniques and give greater thought to students' emotions and viewpoints (Alzebaree & Hasan, 2021).

### **c. Types of English Lesson**

According to Tamura (2006), lessons are the main source of instruction in a classroom. Every lesson has a certain purpose. It supports the development of habits and skills in the learners, enabling them to comprehend, speak, read, and write in English.

#### **1) Lesson that communicates new knowledge**

As the basis for language comprehension and engagement, an understanding of sounds is essential for good communication since it makes it possible to identify speech patterns and meanings (Elizalde, 2020). The primary goal of this kind of instruction is to communicate the new information. When teaching such a class, the teacher has to be aware of the challenges the student may be facing with the language. The student's language proficiency must also be developed by the teacher, and the demonstration must be made in English. Simple language should be used while conveying the new information. The phonetic transcription of the new words should be provided, and questions that reinforce the learning of new information should be threaded throughout the material.

#### **2) Lessons on strengthening knowledge and improving abilities**

These kinds of teachings are very crucial. They are different from other kinds of classes in terms of both content and format. While no new knowledge is imparted, previously learned knowledge may provide the foundation for new abilities. Lessons in knowledge rewriting are most closely related to lessons in knowledge reinforcement. The focus should

be mostly on drills as they are the most practical. Drills are a simple and entertaining technique to help build talents and skills. Drills are beneficial, by offering organized practice, reiterating content comprehension, and enabling students to reach their full potential through focused activities and group discussions, drills improve cognitive learning outcomes (Lase & Purba, 2020).

### **3) Combined lesson**

A combined lesson gives students the opportunity to participate in a variety of activities based on their age level, the school topic, and how the lesson's contents are integrated (Jucan, 2023). There are opportunities to change up the activities in the classroom with a combined lesson. However, according to the traditional order, such teachings are not anticipated to have positive outcomes. Children get bored by the three phases, as they are aware of exactly what will happen next. It is impossible to learn anything without capturing the interest and creativity of the pupils in the room. Without engaging in engaging, active training, skills cannot be improved.

The group's combined efforts can improve learning objectives and information retention (Beasley, 2023). Verification is now included into the curriculum as a whole. It persists for the duration of the time and is combined with learning new things. Fixation takes centre stage in the lesson and is intimately related to the transfer of newly learned information. Rather of being inert throughout class, students participate actively in the assignments.

### **4) Lessons of revision**

Repetition is a necessary requirement for the development of abilities and the reinforcement of information that will eventually become habits (Tamura, 2006). Knowledge cannot be produced without repetition, and skills cannot be formed without knowledge. There must be opportunities for repetition in any foreign language course.

Teachers will review the information, which has been solidified, in these courses before providing extensive practice. Revision lessons are essentially verification lessons. They serve to assess learners' knowledge and identify areas for improvement, revision lessons may enhance language, design, and motivation for multicultural, multilingual, and varied groups, making educational materials more appropriate (Chavarria et al., 2021). There are three forms of repetition:

- 1) Repetition at the start of a semester or school year, which serves to review the knowledge gained in prior semesters or years.
- 2) A recurring pattern during the content presentation that occurs every two to three weeks.
- 3) Repetition that systematizes the information learned from the analysis at the conclusion of an excellent chapter or semester.

#### **5) Lessons of testing and verification**

Testing plays a crucial role in the educational process. Knowledge verification is essentially a component of any English instruction. Generally, specific lessons are needed to highlight any deficiencies pupils may have in order to determine the extent to which skills are acquired and to recognise the incompleteness and weakness of particular classes. Verification lessons are valuable and instructive when they foster in students a conscientious awareness of the gaps and inadequacies in their knowledge acquisition process.

Students who get these sorts of instruction may become more responsible for their responsibilities. An essential part of the teacher's responsibility is the verification lesson. It helps the teacher to recognise the challenges that students have during the learning process and to gauge how well the learners are doing in their coursework (Tamura, 2006).

Questions-based conversations are designed and presented as a lesson in verification and testing. Assistance is required. This is to create an atmosphere that will support the pupils' speech. A pleasant atmosphere also entails calming their fears with supportive remarks. During a



verification class, Tamura emphasises to the learners that correctness is not as essential as fluency. Their hesitation to talk is the reason Tamura take this action. Reluctance stems from a concern of not being skilled and effective enough, after all. Nevertheless, in order to get a satisfying result, learners will finally speak out, knowing that there is no adjustment on the end.



### **CHAPTER III**

### **METHODOLOGY**

This chapter presents the study design, research site and participants, research object and subject, data collection methods, and data analysis.

#### **A. Research Design**

Research design refers to the general strategy and plan employed to carry out a research study. In this research, the type of the research conducted is field research. Qualitative method was used in this research in order to analyze the reinforcement used by the teachers of SMP N 1 Ajibarang. Qualitative research method is often referred to as new methods, postpositivistic, artistic, and interpretive research (Sugiyono, 2013). Compared to quantitative research methods, qualitative approaches show a distinct approach to academic study. Despite the similarities between qualitative and quantitative method, qualitative approaches use different architectures, have distinct data processing techniques, and rely on text and picture data (Creswell, 2014).

The purpose of qualitative research is always to identify the problem in its natural setting, using methods such as observations, interviews, and/or text (Smythe & Giddings, 2007). Thus, qualitative research methods are often called naturalistic research methods because the research is conducted in natural conditions, also known as ethnographic methods, because initially this method was more widely used for research in the field of cultural anthropology, referred to as qualitative methods, because the data collected and analyzed are more qualitative. The collected and analyzed are more qualitative in nature (Sugiyono, 2013). The method of qualitative research is derived from research that focuses on empirical social reality. As a result, grounded theory is developed, which later evolves into substantive theory, mid-range theory, formal theory, and finally into a theoretical framework (also known as a paradigm or theoretical system).

Qualitative researchers aim to gain a deeper knowledge of various occurrences by "making sense" of the meanings that study participants assign to them. In this study, the researcher used qualitative approach with aim to understand the social interaction in the form of reinforcement carried out by SMP N 1 Ajibarang teachers

to their students. This research discussed about the implementation of teachers' reinforcement to their students during teaching activities. The researcher has conducted a series of observations and interviews with teachers and students and reviewed several documents as additional sources about the implementation of reinforcement in this school, especially in English subjects.

## **B. Research site and participants**

The site of this research is in SMP N 1 Ajibarang located at Jl. Raya No. 2 Ajibarang, Ajibarang Wetan, Ajibarang District, Banyumas Regency, Central Java Province. The researcher chose this site, by reason of this school is one of the best schools in Ajibarang with many alumni who can continue their education to favorite and well-known high schools in Ajibarang and even outside Ajibarang. The students in this junior high school also had a high motivation and interests in English subject, this statement was stated by the teachers of grade 7 and 8 in this junior high school. It is also evident that many students at SMP 1 Ajibarang take extra lessons outside of school for English lessons started from grade 7.

The participants in this research are all the English teachers in SMP N 1 Ajibarang and students grade 7 at B, D, F, and G class, 8 at A, B, E, and D class, and 9 at A, E, F, and G class. Researcher chose the class based on the recommendation of the mentor teacher during the research while at the SMP N 1 Ajibarang.

## **C. Object and Subject of The Research**

### **1. Object of the research**

There are two objects observed in this research. The objects are how the English teachers used the reinforcement during the teaching activity in the class, and what are the types of the reinforcement used by the English teachers in teaching activity in the class.

### **2. Subject of the research**

There are two types of subjects in this study, namely the first is all English teachers in the junior high school, then the second is students in grades 7, 8 and 9 who are taught by these teachers and one class selected for observation by the researcher.

#### **D. Data Collection Techniques**

The researcher gathers information by observation, conduct interviews, and using documentation. The researcher selected observation, interviews, and documentation as methods to collect data in order to determine the way the reinforcement done by the English teachers, and the type of the reinforcement mostly used by the English teachers in teaching activity in the class at SMP N 1 Ajibarang. Documentation serves as proof, providing a detailed account of the events that occurred during the educational experiences. This information confirms the findings collected by the researcher through interviews and observations. These are the methods that researchers utilize for gathering data:

##### **1. Observation**

Observation is a basic technique for collecting qualitative information. He asserts that observation entails the methodical tracking and documentation of facts or information pertaining to the study target. By seeing individuals and locations in their natural environments, this method enables researchers to get first-hand knowledge (Creswell, 2014). Observation calls for the researcher to assume multiple roles and employ multiple methods, such as using their five senses, to gather data (Baker, 2006). Activities, incidents, events, objects, conditions, particular atmospheres, and an individual's emotional state can all be outcomes of observation. There are various types of observation, including group, unstructured, and participatory and non-participatory observation. Non-participant observation has been applied to this study, in which the researcher is not present with the subject and does not take part in their activities.

The observation was made during the teaching learning process, where the observation was carried out for approximately 45 minutes. The researcher used observation checklist to collect the data, there were four indicators for the checklist they are:

- a. Positive reinforcement, sub-indicators: Verbal reinforcement, and Non-verbal reinforcement
- b. Negative reinforcement, sub-indicators: Verbal reinforcement, and Non-verbal reinforcement



- c. Punishment
- d. Extinction reinforcement.

In this step, the researcher observed one class for each level at SMP N 1 Ajibarang and the schedule for observational sessions across three classes is shown in the following table, which includes information on the days, hours, activity subjects, and observer for a total of five observations.

*Table 1 Observation schedule*

Date	Class Name	Time
2024-11-18	9A	07.40 -08.25 WIB
2024-11-18	9E	09.00 -09.45 WIB
2024-11-18	9G	10.45 -11.30 WIB
2024-11-20	9F	09.00 -09.45 WIB
2024-11-19	7G	07.00 -07.45 WIB
2024-11-19	7B	08.20 -09.10 WIB
2024-11-19	7F	10.45 -11.30 WIB
2024-11-20	7D	07.00 -07.45 WIB
2024-11-21	8D	07.00 -07.45 WIB
2024-11-21	8A	08.20 -09.10 WIB
2024-11-21	8B	10.45 -11.30 WIB
2024-11-21	8E	13.20 -14.10 WIB

The provided table presents a planned scheduling for observations made over the course of over two weeks in three different classrooms. Specific observation day are allotted to each class, guaranteeing a methodical approach to data collecting. Class 7A is observed on 4<sup>th</sup>, 7<sup>th</sup>, 12<sup>th</sup>, and 15<sup>th</sup> November, class 8A is observed on 5<sup>th</sup>, 8<sup>th</sup>, 13<sup>th</sup>, and 18<sup>th</sup> November and class 9A is observed on 6<sup>th</sup>, 11<sup>th</sup>, 14<sup>th</sup>, and 19<sup>th</sup> November. The goal of observation in every class is to watch how teacher implement their reinforcement to the students during the teaching and learning activities.

## 2. Interview

In order to obtain information pertinent to the research question, an interview is conducted by the researcher and the informant having a conversation (Creswell, 2014). Information obtained through interview can include knowledge, insights, and perceptions. Researchers must record information in a systematic manner and take care not to contaminate it with biased questions or answers. When conducting an interview, researchers must

ask questions that are pertinent to the study's topic and follow up on the interview previously identified the plot.

The interview was conducted by the researcher with English teachers and some students at SMP N 1 Ajibarang, it was conducted during the January 2025 after the teaching and learning process finished. The semi-structured interview was used in this research which is to find problems more openly, where the parties invited to the interview are asked for their opinions, and ideas (Sugiyono, 2013). The researcher used interview guides contains list of questions which made after the observation, researchers may broaden the in-depth knowledge of the subject matter required to formulate pertinent and insightful semistructured inquiries (Fitriati et al., 2020).

### 3. Documentation

Qualitative documentation describes the methodical gathering of non-numerical data, including pictures, in order to investigate and evaluate social processes in particular settings and improve comprehension of language landscapes (Tahir & Bidin, 2019). In using documentation techniques, researchers need theoretical expertise to analyze all submitted documents. Documents should not only be treated as non-performing assets; instead, they should be analyzed and interpreted in accordance with the research objectives. Researchers also need to take into consideration the fidelity and consistency of the documents that are used as data sources. In this research, the documents used were students' records, and assessment data.

### **E. Data Analysis**

A qualitative research's methodologies section must include outline the procedures for analyzing the different types of qualitative data. Generally speaking, the goal is to interpret textual and visual data. It entails dividing and disassembling the data and then reassembling it (Creswell, 2014). Qualitative data analysis was used in this research, then according to Miles and Huberman in Sugiyono (2013) demonstrating that the activities involved in a qualitative data analysis are interactive and ongoing till the end, therefore the data is already complete. Data

reduction, data presentation, and conclusion drawing/verification are all essential components of data analysis.

#### 1. Data Reduction

Reducing data means summarizing, selecting key things, focusing on important things, looking for themes and patterns. Thus the data that has been reduced will provide a clearer picture, and make it easier for researchers to conduct further data collection, and search for it when needed (Sugiyono, 2013). In doing data reduction, researcher discussed it with other people who are considered experts. The data was reduced in this research are data that appears but has no relevance to the purpose of this research. Data like this can appear during interviews where to be able to make the conversation flow more with the interviewee, the researcher asked other things outside the research and the answers of the interviewees were reduced and not displayed in the data presentation section.

#### 2. Data Display

In order to provide a thorough grasp of participants' experiences and thoughts, qualitative data display in research entails presenting raw data through structured themes and patterns (Ningi, 2022). In addition to representing methods of organizing, summarizing, simplifying, or changing data, visual displays aid in the presentation of findings and conclusions (Verdinelli & Scagnoli, 2013).

#### 3. Conclusion

After finishing the data reduction and data display steps, the data of the research can be draw a conclusion by the researcher, this can be the interpretation of the researcher, framed in the knowledge that brought by the researcher to the study from their own experiences, culture, and history (Creswell, 2014). It could also be interpreted as a result of contrasting the results with knowledge from theories or the literature. The findings, according to the authors, contradict earlier knowledge. Additionally, it may generate new or necessary concerns that the data and analysts have brought up that the researcher was unaware of at the beginning of the project. A study can be terminated by

ethnographers. The researcher finally got the research's findings and conclusions at this phase.





## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

In this chapter the researcher offers the findings and discussion based on the data obtained at SMP N 1 Ajibarang, Banyumas regency. This chapter presents the results of the discussion to answer the research questions using data collected from observations, interviews, and documentation. The primary ideas of this chapter are to identify the types of the reinforcement teacher used during the teaching and learning process, and to find out the way teacher used their reinforcement in the teaching activities at SMP N 1 Ajibarang.

#### **A. The Types of The Reinforcement used by The Teacher in Teaching Activities**

In this research, the researcher conducted a series of observations aimed at seeing the phenomenon of the implementation of teachers' reinforcement in English language learning that has been carried out for several days. The research was conducted in four class in each grade of 7, 8, and 9. The researcher also conducted several interviews with all the English teachers and two of their students for each level. The interview was conducted after the observation was completed, this interview was only conducted for 1 day and each interview took approximately 15 minutes. The main objective of this research is to determine the types of reinforcement English teachers used in their teaching activities.

Reinforcement in teaching are essential in determining how students in different grade levels learn in the educational (Uddin et al., 2017). In order to increase students' motivation and engagement, teachers of SMP N 1 Ajibarang employ a variety of reinforcement techniques in their lessons, which are thoughtfully included into their regular teaching routines. It is evident from a combination of class observations, interviews with three seasoned teachers, and feedback from students in grades 7, 8, and 9 that the school's reinforcement strategies are customized to each student's unique needs, promoting both positive behavior and academic progress. Teachers at SMP N 1 Ajibarang used a range of reinforcement strategies to help students learn concepts and reinforce desirable actions. These strategies include positive reinforcement (verbal and

non-verbal), negative reinforcement (verbal and non-verbal), punishment and extinction reinforcement.

The types of reinforcement teachers in SMP N 1 Ajibarang used in teaching activities are:

### 1. Positive Reinforcement

Based on the results of observations carried out by researcher found that all the English teachers at SMP N 1 Ajibarang used positive reinforcement in their teaching activities. The English teachers often to used verbal positive reinforcement in the class. However, the English teachers also still used non-verbal positive reinforcement during their teaching activities but not as often as when they used verbal positive reinforcement. It was found in the observations conducted in classes 7B, 7D, 7F, 7G, 8A, 8B, 8D, 8E, and 9A, 9E, 9F, 9G. Researcher found that the English teachers used verbal positive reinforcement in words rather than sentences.

Beforehand, the table below provides a full overview of the positive reinforcement phenomena seen in the English teacher's classroom at SMP N 1 Ajibarang, with the objective of providing a clear knowledge of how reinforcement strategies are implemented. It describes a variety of verbal and non-verbal positive reinforcement strategies for encouraging good student actions and increasing overall classroom engagement.

*Table 2 The Observed Phenomena of Positive Reinforcements in the English Teachers' Classroom*

Indicator	Sub-Indicator		Mrs. KR	Mr. KU	Mr. PJ
Positive Reinforcement	Verbal	Words	1. "Good" 2. "Yap betul" 3. "correct" 4. "Okay good"	1. "Nah" 2. "Bagus" 3. "Good" 4. "Well, good" 5. "Ya"	1. "Ya" 2. "Good" 3. "Bagus" 4. "Nice"

		Sentences	-	-	-
	Non-Verbal	Gestures	Doing thumbs up or applauded	Doing a gesture like nodded his head with a smile at the student's correct answer	-
		Proximity	Going around the class to help students	Going around the class to help students	Going around the class to help students
		Contact	Tapping students' head or shoulder when did a proximity	Tapping students' head or shoulder when did a proximity	-
		Reward	Giving additional score to active student, or to the students who answer teacher's question correctly	Giving additional score to active student, or to the students who answer teacher's question correctly	Giving additional score to active student, or to the students who answer teacher's question correctly

Based on the table 2 above, it can be seen that verbal positive reinforcement in form of sentences was never used by the English teachers at SMP N 1 Ajibarang. It also shown that the 9<sup>th</sup> grade English teacher, Mr. PJ rarely to used gestures and contact to the students during the teaching activities.

Based on observations were conducted in classes 8A, 8B, 8D, and 8E on November 21, 2024, researcher found that the English teacher named Mr. KU often to used verbal positive reinforcement than non-verbal positive reinforcement during the teaching activities. Based on observation, Mr. KU often used words such as “*nah*”, “*bagus*”, “*good*”, and “*ya*”, to praises the students after answered his questions. Mr. KU often to used verbal positive reinforcement in form words just like other English teachers at SMP N 1 Ajibarang.



Picture 1 Teacher did a positive reinforcement verbally

Based on picture 1 Mr. KU did the verbal positive reinforcement to one of the students in the class because the student was able to answer the question, then Mr. KU praised her with the word “*well good*”.

On other grade, based on observations were conducted in classes 7B, 7F, and 7G on November 19, 2024 and in class 7D on November 20, 2024, researcher found that Mrs. KR as the English teacher of 7th grade used verbal positive reinforcement during her teaching activities. The verbal positive reinforcement she used in the class such as “*good*”, “*yap betul*”, “*correct*”, and “*okay good*”. Those words are the praise Mrs. KR often to used in her class, actually there are other compliments that are spoken but rarely used. Just like Mr. PJ, Mrs. KR also used verbal positive reinforcement in form of words, but she implemented the reinforcement both to an individual or a group of students.



On other observations were conducted in classes 9A, 9E, and 9G on November 18, 2024, and the observation was conducted in class 9F on November 20, 2024, researcher found the English teacher named Mr. PJ often to used verbal positive reinforcement in form of words such as “ya”, “good”, “bagus”, and “nice”. Based on the observations were conducted in one day and one class in different day, it was found that Mr. PJ often did positive verbal reinforcement with the same words in his learning. The reinforcement was often done for all the students when they answered questions from the teacher. Mr. PJ rarely gave this reinforcement to just one student because students often answered questions simultaneously, and he also often gave assignments that require students to work in groups.

In the interviewed with Mr. PJ, he stated that:

*“Oh, I used verbal with words for example great, good job, well done for praising the students and make them feel interest.” (Translated into English) (Mr. PJ, interview of teacher after observation, November 25, 2024).*

Based on the interview above, Mr. PJ explained that he used the verbal positive reinforcement like praised the students with words to make them felt interest on the learning.

In another interviewed, Mrs. KR stated that:

*“I use both verbal and non-verbal positive reinforcement in my teaching activities.” (Translated into English) (Mrs. KR, interview of teacher after observation, November 25, 2024).*

Based on interview with Mrs. KR, she explained that she used both of those kinds of positive reinforcement as a variation in teaching and learning activities to keep students concentrated on learning.

Mr. KU aslo stated that:

*“I usually used positive reinforcement verbally, like praised the students or motivate them.” (Translated into English) (Mr. KU, interview of teacher after observation, November 25, 2024).*

Based on the interview with Mr. KU above, he explained that verbal positive reinforcements he usually used were praising or motivating that which aims to add or increase students' interest and motivation in learning.

During the observations that had been conducted, researcher never encountered the English teachers using verbal positive reinforcement in the form of sentences, Mr. KU stated that it is easier and more effective to use verbal positive reinforcement in form of words rather than sentences.

Although researcher found that the English teachers at SMP N 1 Ajibarang often to used verbal positive reinforcement, they also still used the non-verbal positive reinforcement during their teaching activities. Researcher found the non-verbal English teachers used such as, gestures, proximity, contact, and rewards. This shows that the English teachers still considered the diversity in using types of reinforcement in their class.

As in the observations in the 9<sup>th</sup> classes, researcher also found the non-verbal reinforcement done by Mr. PJ during the teaching activities. He often to did a proximity to the students when he gave group assignments, he always went around the class to help students even though he only gave a little direction in doing the group assignment. However, that was helpful for the students to get a direction or clue from the teachers when doing an assignment.

Based on the observations at 8<sup>th</sup> grade, researcher also found that Mr. KU did a non-verbal positive reinforcement during his class. He did a proximity to provided help to students, he also did a gestures like nodded his head with a smile at the student's correct answer. Mr. KU also did some contact to the students when he did a proximity to gave a little help to the students in doing an assignment.

In other observations were conducted at grade 7, researcher also found that Mrs. KR did a non-verbal positive reinforcement in the class. She did a positive gestures like thumbs up or applauded, proximity, and contact when went around the class to gave a little help to the students.



*Picture 2 teacher did proximity to the student*

Based on picture 2 Mrs. KR did a proximity to some students who needed help. In the picture, students were in a pair to did an assignment to answered questions from exercise book. There are some students called Mrs. KR to get some help, then Mrs. KR got closer to them to gave some helps. Sometimes she also did a contact by touched the shoulder or the head of the students.

Mrs. KR often asked students to write on the whiteboard to answer questions in front of the class whether it was answered verbally or by writing the answer on the white board. Here an example when students came in front of the class to answered questions from teacher by writing on the whiteboard.





*Picture 3 The student is writing answer on whiteboard*

Based on the picture 3 researcher got when did an observation in class 7F, there were some answers students had to wrote on the whiteboard, thus there were some students can get additional scores from the teacher which is included in one form of non-verbal positive reinforcement used during the class by Mrs. KR.

From that evidence, researcher also found that the English teachers gave additional scores to the students. They gave additional score to students who are more active, or could answer the question from the teacher correctly, like what Mrs. KR done.

researcher also found the phenomena on other teachers like Mr. PJ. He also gave additional score as the reward for students who are active in class, but this additional score was not notified by Mr. PJ, he immediately added the score to his students.



Here is one example of a list of additional scores in class 9G.

NOMOR		NAMA SISWA D G	LIP	Formasi			
ABS.	INDUK			1	2	3	4
1	14712	ABIDA NAFIS	P	100	100		
2	14714	ARYA ADILLA SETYA NUGROHO	L	90	100		
3	14715	ASYWAQ NGISHMATUZZAHRO	P	100	100		
4	14716	AZIAN KHOERUNNISA AJI	P	100	100		
5	14717	BHAGAWANTA ZUKHRUFA NORU	L	90	90		
6	14718	DELIA SHARLIZ SAFIA MISHA	P	100	100		
7	14719	DILA FEBRIANA	P	100	90		
8	14720	ERLITA LESTARI	P	100	90		
9	14721	FARRELYA ZELDA WIBOWO	P	100	100		
10	14722	FATHAN NADHIF MARDIANSYAH	L	90	90		
11	14723	FAUZIYAH RAFIFAH	P	100	90		
12	14724	FAYZA ADILA HUSNA NAJWA	P	100	90		
13	14725	GIESTZERDSA R JHIFAZETGE	P	100	90		
14	14726	GIRENDRA BIMA PRASETYO	L	90	100		
15	14727	HAFTZH TAUFIQ WICAKSONO	L	90	100		

Picture 4 Score list of class 9G

Based on picture 4 above, it can be seen that Mr. PJ recorded the formative scores for the first material and the second material to students.

In other observations at grade 8, researcher found that Mr. KU also gave additional scores to students who are more active in class, whether they have an opinion or answered questions in front of the class.

DAFTAR SMP		
KELAS MATA PELAJARAN		
No	NAMA	Ling TP1
1	ADRIANA AQILLA SHIDQII	100
2	ALFARO RIZKI PRADANA PUTRA	80
3	AINEZAR REZQY BAHARRAHMADYA	80
4	ALYA LATIFAH INASYA	100
5	BRIALDY AL GHIFARI	85
6	CAHYA KHUSNA RAMADHANI	80
7	DELIA CATUR PANGESTIKA	100
8	DESVIAN ALFAROSI	100
9	ELVARETTA PUTRI AZHARI	100
10	FALIH LABIB MUSTOFA	100
11	FARKHAN AINUN NAJIB	100

Picture 5 Score list of grade 8

Based on picture 5 Mr. KU gave additional score to some students who can answered questions from him.

Based on findings above, the English teachers at SMP N 1 Ajibarang often to did a verbal positive reinforcement during the teaching activities. The English teachers stated that the reinforcement aimed to increase the students' motivation in the learning and positive reinforcement was impacted to it (Marinda & Suhardi, 2020). The students also must be given an appreciation to make them feel good about themselves, boosts their confidence, and promotes personal development (Fang & Cao, 2016).

The findings also shown that the English teachers did a proximity to students, it has a big influence on students' motivation and academic performance (Suryani, 2018). The proximity usually done in conjunction with contact with students, it can be touched their head or their shoulder. The English teachers also did a positive gestures like thumbs up, giving applause, or nodding head with a smile to the students, and they also gave additional scores to students who can answered a question from the teacher or to the students who are more active in the class.

Those activities done by the English teachers can increase the relationship between the teachers and the students to be more positive. The positive relationship that happened between teachers and students improves academic achievement, builds confidence, promotes active involvement, and lowers absenteeism (Wang, 2024). Mutual understanding and respect provide a supportive atmosphere, which benefits both students' learning experiences and teachers' efficacy in the classroom.

However, researcher found that the 9<sup>th</sup> grade English teacher rarely to did a gesture, and contact to students. The researcher saw from the psychological side that this teacher is older which had an effect on reducing the frequency of interactions with his students, such as in this

context, did a contact or gesture to students in order to carried out positive reinforcement (Wilson, 2012).

## 2. Negative Reinforcement

Based on observation and interviews, researcher found that English teachers at SMP N 1 Ajibarang conducted negative reinforcement either verbally and non verbally in their teaching activities.

This table below provides a brief and in-depth analysis of the negative reinforcement phenomena, both verbal and nonverbal, observed in the English teachers' classes at SMP N 1 Ajibarang. Negative reinforcement, a behavioral psychology term, refers to the removal or avoidance of an unpleasant stimulus in order to encourage a desirable action. In this classroom, reinforcement takes the form of both verbal and nonverbal cues. The following data intends to study how various reinforcement approaches are used by teachers in the classroom.

*Table 3 The Observed Phenomena of Negative Reinforcement in the English Teachers' Classroom*

Indicator	Sub-Indicator		Mrs. KR	Mr. KU	Mr. PJ
Negative Reinforcement	Verbal	Reprimands	1. Calling students' name 2. "shhh" 3. "Jangan berisik ya" 4. "Tolong didengarkan dulu" 5. "Tolong tenang dulu"	1. Calling student's name 2. "perhatikan" 3. "perhatikan sini" 4. "Jangan ganggu ya mba" 5. "Jangan ngobrol sendiri mas",	1. Calling student's name 2. "shhh" 3. "Perhatikan ya"

	Non-Verbal	Threats	Telling to the students if there were students who cheated, they would be given a zero point on the assignment	Telling the students who did not perform their stories will get zero marks.	-
		Gestures	-	Pointing the noisy students when called their name	-
		Annoyed face	furrowing the brow and frowning the forehead	furrowing the brow and frowning the forehead	furrowing the brow and frowning the forehead
		Cancellation	-	-	-
		Removal	-	-	-

Based on table 3 researcher found that the English teachers at SMP N 1 Ajibarang often to used reprimands, threats used by Mrs. KR and Mr. KU in some of their classes, gestures used by Mr. KU in classes 8B, and 8D, and annoyed face used by all English teachers in their class.

Based on observations, researcher found in Mr. KU's classes (8A, 8B, 8D, and 8E) on November 21, 2024 that Mr. KU did a verbal negative reinforcement in form of reprimand during his class. Mr. KU did a reprimands such as "*perhatikan*", "*perhatikan sini*", "*jangan ganggu ya mba*", and "*jangan ngobrol sendiri mas*", or sometimes warned students by calling their name.





Picture 6 Teacher did a negative reinforcement

Based on picture 6 taken by researcher in class 8A, Mr. KU warn student by called his name when he was still noisy and acted excessively. In the picture above, Mr. KU also pointed and approached the student when reprimanded him.

Mr. KU stated that:

*“Actually, I rarely do negative reinforcement, I only do this negative reinforcement when students have acted excessively.” (Translated into English) (Mr. KU, interview of teacher after observation, November 25, 2024).*

Based on the interview with Mr. KU above, he explained that he did the negative reinforcement just when the students acted excessively and when they really disrupt the learning activities.

On other observations in Mr. PJ’s classes on November 18, 2024 in classes 9E, and 9G, and observation on November 20, 2024 in class 9F, researcher found that he often to did a verbal negative reinforcement. Mr. PJ often did reprimands to students in class, but he did not often to do this because the students did not often make noise in the classroom. He only reprimanded some students who are still disrupting learning activities when other friends have reprimanded them but are still disruptive.

Mr. PJ stated:

*“I did negative reinforcement when students pay less attention to learning such as talking to their peers during the explanation, I did this reprimand so that my learning activities continue according to*

*my plan.” (Translated into English) (Mr. PJ, interview of teacher after observation, November 25, 2024).*

Based on interview above, Mr. PJ explained that he reprimanded the students to make his lesson plan continues to run successfully. He reprimanded the student in a more comfortable way, he did that to make the students are aware by themselves. As a result, the students accepted the reprimand pleasantly and the students stopped doing the disruptive actions. Mr. PJ did not only reprimand the students but he also gave advice to make the students still felt comfortable even though the student has made mistakes in class, and to make a good relationship between Mr. PJ and the students so that the teaching activities can run efficiently.

Based on observation in Mr. PJ's classes (9E, 9G, and 9F) found that the condition in the class was not really noisy. The students usually calm down when the class was noisy, some of the students would reprimand their noisy friends by saying “*shhh*”, “*perhatikan ya*”, or reprimanding them by calling their names.

Based on observations in Mrs. KR's classes (7D, 7F, and 7G) researcher found that she did a verbal negative reinforcement in form of reprimand such as, calling students' name, or warn them to be silent by saying “*shhh*”, “*jangan berisik ya*”, “*tolong didengarkan dulu*”, and “*tolong tenang dulu*”. Mr. KR did this reprimand not too often during her class, but she still did it more often than Mr. PJ who taught in grade 9. The same as Mr. PJ, Mrs. KR only applied this negative verbal reinforcement to students who were still noisy or disturbing other students even though they had been reprimanded by their friends.

Researcher found that Mrs. KR work harder because students at this grade are still transitioning from elementary school. However, Mrs. KR still can handle the situation in the class using her negative reinforcement.



Picture 7 Students are making noise

Based on the picture 7 taken by researcher in class 7F on November 19, 2024 at 10.45 a.m. it was found that the condition of the class was noisier if it compared to 9<sup>th</sup> and 8<sup>th</sup> grade.

Mrs. KR stated that:

*"I did the negative reinforcement because if I let them, the disruptive behavior of the student will continue and have an impact on other students. I feel worried about the other students or that student because it will eliminate their focus on learning." (Translated into English) (Mrs. KR, interview of teacher after observation, November 25, 2024).*

Based on the interview with Mrs. KR above, she explained that the negative reinforcement was done to remind the students to remind her of the disadvantages that the student would have, or the disadvantages that would be experienced by other students in the class. Mrs. KR also felt sorry if the student's negative behavior was left unchecked.

Based on observation in class 7F on November 19, 2024, and in class 7D on November, 20, 2024, researcher found that Mrs. KR also used verbal negative reinforcement in form of threats. Mrs KR did threat when she asked the students to do assignment by themselves, and she said to the students if there were students who cheated, they would be given a



zero point on the assignment. After the threat, the students worked on the task on their own and in a very calm condition. Mrs. KR usually did reprimands or threats with annoyed face when she applied those to the students.

Researcher also found based on observation was conducted in classes 8D, and 8E that Mr. KU did threats on his students. The threat Mr. KU did such as threat the students who did not perform their stories will get zero marks.



*Picture 8 Students doing assignment in front of the teacher*

Based on picture 8 taken by researcher on the observation done in class 8D, showed that after Mr. KU threat to the students who did not yet present their story will get zero marks, the students immediately got ready to performed their stories and headed to the teacher's desk.

Based on observations was conducted in classes 8B and 8D, researcher found that Mr. KU also did non-verbal negative reinforcement in form of gestures and annoyed face. Mr. KU did a gesture such as pointing to students who are annoying.





*Picture 9 Teacher pointing student*

Based on picture 9 Mr. KU pointed a student with called his name to warn him to be quiet in the lesson, after the student got a warn from his friends.

The English teachers did not do non-verbal negative reinforcement in forms of cancellation and removal, because the researcher did not find it in observations that the students were given a badge or other tangible rewards can be collected by the students. Thus, the English teachers did not remove or cancel any kinds of rewards.

Based on those findings, researcher concluded that all the English teachers did the negative reinforcement when the student were still noisy or disruptive after the other students had reprimanded the student and for a long time. The English teachers also did negative reinforcement to positively influence other students' behaviour, such as making a classroom that is secure for every student (Gordan, 2014). It is also possible to encourage learners to take part in desirable actions by using negative reinforcement (Chase, 2006). For other instance, students are more likely to complete assignments in the future if their teacher eliminates an unpleasant tasks or punishment after they are not finishing their homework. Teachers can successfully promote good behavior changes in their learners by adjusting the consequences associated with their activities, such as lowering unpleasant stimuli or offering contingent attention for right acts (Alstot & Alstot, 2015)

Based on the observation, The researcher also found that in grade 7, the English teacher more often used negative reinforcement on her students, this is because she taught children with the youngest average age compared to other English teachers. This shows that young students are indeed more difficult to control than older students (Carvalho & Tonelli, 2016). Lesson preparation, attention retention, and student conflict resolution are all issues for the teachers. This complicated nature shows that teachers require specialized expertise when teaching extremely young learners.

The English teachers still did the negative reinforcement with warmth to the students to make them accept what the teachers said to them (Arista et al., 2018). These strategies done to keep the relationship between the teachers and the students still healthy after the teachers reprimanded the students.

### 3. Punishment

Based on observations and interviews were conducted by the researcher, it was found that the English teachers at SMP N 1 Ajibarang rarely did a punishment to their students. They only gave punishment to students who had been given the opportunity to work on their unfinished assignments, but at the next meeting they were still not completed it.

Punishment, in the context of classroom management, is the imposition of an unpleasant consequence in response to undesirable student conduct with the goal of limiting its occurrence. The table below reveals the punishment used by teachers to handle student transgression, such as when the students did not do their assignments given by the teachers last week.

*Table 4 Phenomena observed of Punishment in English Teachers' classroom*

Indicator	Mrs. KR	Mr. KU	Mr. PJ
Punishment	Doing the assignment the students have not done yet	Doing the assignment the students have not	Doing the assignment the students have not done yet

	outside the classroom.	done yet outside the classroom.	outside the classroom.
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Based on the table 4, punishment had done by all the English teachers at SMP N 1 Ajibarang with the same method. Although the researcher found the punishment during the observations only in classes 8B and 8D, but after conducting interviews with all English teachers, they said that they did the same punishment as in the table when there were students who had not done last week's assignment.

Based on observation was conducted in Mr. Kuat's classes (8B and 8D), researcher found that Mr. KU did a punishment to their students in the teaching and learning activities. He often did a punishment to students who have not done the assignments given by the teachers in advance. However, this punishment is rarely practiced by Mr. KU, he only did it when students who have been given a second chance to do their assignments but in the next meeting still have not done them as well



*Picture 10 Students are asking to the teacher what should they do for the punishment*

Based on the Picture 10, The punishment received by students is to do the assignment they have not done yet and added some more tasks by Mr. KU. They will do the punishment outside the class and and would not participate in the English lesson that day, but the researcher found



that the punished students could still participate in the lesson but only for a few minutes.

Although researcher only found the punishment on the observation in classes 8B, and 8D, the result of the interviews showed that Mrs. KR and Mr. PJ also did a punishment to their student sometimes during the teaching activities.

Mrs. KR stated that:

*"I give punishment to the students who have not done their homework. I usually give students time to do their assignments outside of the class." (Translated into English) (Mrs. KR, interview of teacher after observation, November 25, 2024).*

Based on the interview above, Mrs. KR explained that she did punishment apart from being a deterrent, this punishment is also carried out to train students to be responsible for something that has been entrusted to them to be done according to the agreement.

Based on observation and interviews, researcher found that students' response to the punishment teachers gave to them are accepting. There were no students who defected or protested when they were given punishment, instead they realized and immediately asked where to do it and whether there were other punishments. The researcher also conducted interviews with several students who were taught to validate their response to the punishment given.

Intan the 7<sup>th</sup> grade student stated that:

*"I actually rarely get punished, but when I do, I immediately accept it. My other friends also respond the same way." (Translated into English) (Intan Nur Fauziah, observation of student after observation, November 25, 2024).*

Carissa the 9<sup>th</sup> grade student also stated that:

*"It was a bit upsetting when I receive punishment, but I just accept it, and it also makes me more eager to follow this lesson so that I don't repeat this mistake again."*

Based on the interview with Intan and Carissa above, stated that they have never received punishment from English teachers so far, but they



saw from friends who got punished react by accepting the punishment and there are some students who even consider this punishment as a warning for themselves to be more active in learning, especially in English lessons.

Researcher found in addition to being a punitive measure, this strategy seeks to promote student accountability and responsibility for their academic duties (Lukowiak & Bridges, 2010). The ramifications of this practice point to the necessity of a well-rounded approach to discipline in learning environments, wherein techniques for positive reinforcement are employed sparingly in conjunction with punishment. Understanding how such punitive tactics affect student motivation and engagement is still essential as educators work to create an effective learning environment (Ching, 2012).

However, the punishment done by the English teachers at SMP N 1 Ajibarang was still implemented with a good way and wisely (Marmoah et al., 2022). This aimed to make the relationship between teachers and students was still going well, and the students were willing to accept their mistakes and the punishments they had to endure.

## **B. The Types of The Reinforcement did not use by The Teacher in Teaching Activities**

During the observations was conducted by the researcher, there was also no type of reinforcement that was not used by English teachers based on the theory in the theoretical framework.

### **1. Extinction Reinforcement**

Based on observations and interviews, researcher found that English teacher at SMP N 1 Ajibarang have not used this reinforcement in their teaching and learning activities. The English teacher always appreciate their students on what they have done in the context of good thing as well as the can. Because the respond of the teacher will affect to their behaviour and it is feared that the behavior that will arise due to the

absence of a response from the teacher is negative behavior that is detrimental to the student himself or other students in the class.

Mrs. KR stated that:

*“As I remember, I never do that. I always appreciate of give students a praise because of their courage to answer my questions, regardless of whether or not they are correct. As the result, some of the students began to want to answer questions from me without having to be appointed.” (Translated into English) (Mrs. KR, interview of teacher after observation, November 25, 2024).*

Based on the interview above, Mrs. KR explained that she always appreciates their students because of their courage to answer the question, it indicates that the English teacher still appreciates the answers of the students even though the answers are wrong. It made the students change for the better, as the statement from Mrs. KR, there are some of her students began to answer the question without having to be appointed which previously these students had to be appointed to answer when given a question.

Mrs. KR' statement is in accordance with the statement of one of her students.

Intan stated that:

*“She never ignores the answers or responses from her students, and I am happy about that.” (Translated into English) (Intan Nur Fauziah, observation of student after observation, November 25, 2024).*

Based on the interview above the students were also happy with what the teacher did, namely always appreciating students' answers or opinions.

On other hand, Mr. KU stated that:

*“I never ignore the students' answer or opinions, because they must feel upset and it will create a negative trait that will affect learning activities in the classroom.” (Translated into English) (Mr. KU, interview of teacher after observation, November 25, 2024).*

By the interview above, Mr. KU explained if he ignores the response or the answer from the student, it will cause students to behave negatively.

Mr. PJ also stated that:

*"I never ignore my student, and I do not think it should be done." (Translated into English) (Mr. PJ, interview of teacher after observation, November 25, 2024).*

Mr. PJ explained based on the interview above, that he ignored the students' response should not be done. As a teacher, as much as possible must appreciate or at least respond to what students have done or said.

It can be concluded that extinction reinforcement had not used by English teacher at SMP N 1 Ajibarang. They are not used that because this will result in the emergence of negative student behavior in the classroom. English teacher thinks that as a teacher, must be appreciate students' response or opinions whether their answer was correct or not. Because this appreciation will be affected to students to the better, ignoring students' comments is a sign of a teacher who lacks enthusiasm and is impersonal (Hsu, 2014). This can make students feel discouraged and have a negative effect on their motivation to participate in English lesson.

### **C. The Ways Teacher Implemented Reinforcement**

In this section, researcher will be discussed about how the teacher implemented their reinforcement in teaching and learning activities. According to Arista et al. (2018), there are five ways to implemented reinforcement in classroom they are reinforcement delivered with warmth and enthusiasm, reinforcement should be done with fairness, diversity of reinforcement, balance of reinforcement, and The focus of reinforcement was on meaningfulness. It is essential to comprehend the implementation of reinforcement since it provides teachers with effective methods to increase positive behaviors and decrease negative ones, which eventually improves students' learning outcomes and

overall development. This knowledge helps with customized teaching strategies.

1. Delivered with warmth and enthusiasm

Based on observations and interviews, researcher found that English teacher at SMP N 1 Ajibarang implemented their reinforcement with warmth and enthusiasm which can be seen from the results of observations that show the English teachers are always show their happiness to their students that can affect to them because the learners will feel more valued at school when their teachers give them genuine, positive, and enthusiastic appreciation for their hard work.



Picture 11 Teacher delivered reinforcement with smile and enthusiasm

Based on picture 11 above, it can be seen that the teacher taught his students with a smile that made students not bored to follow the lesson.

Mr. KU stated that:

*“Sometimes I also make a joke to keep their enthusiasm to the lesson.” (Translated into English) (Mr. KU, interview of teacher after observation, November 25, 2024).*

Based on the interview abover, Mr. KU explained that he usually taught his student depending on the condition. Students can have a different condition in some subjects or certain hours, for example researcher the researcher once observed the class after the second break



which was the time before going home, and the students at that time mostly paid little attention to the learning of Mr. KU. Then, he did a little ice breaking and asked a few lighter questions to restore their focus.

In line with what was done by Mr. KU, Mrs. KR also did several different teaching styles according to the condition of the students and did ice breaking, she also allowed her students to finish their food first to keep them focused and Mrs. KR tended to be loud like Mr. KU when teaching compared to Mr. PJ.

On other hand, Mr. PJ had different way to keep the students' enthusiasm.

Mr. PJ stated:

*"of course, I always delivered the reinforcement with enthusiasm and warmth like smiling, and talk with gentle tone, and I also often to remind the students about how important this subjects for them in the future." (Translated into English) (Mr. PJ, interview of teacher after observation, November 25, 2024).*

Based on interview above, Mr. PJ explained that he often to remind the students how important English subject on their life. Researcher also found that he always to make a happy face like smiling to the students when explain a material. The tone when he talked also soft that could make students felt comfortable with that.

Based on the findings above, researcher found that the English teachers at SMP N 1 Ajibarang delivered reinforcement and learning with positive vibes to their students as much as possible. Delivering reinforcement with warmth and enthusiasm will successfully inspire students, provide a relaxed learning atmosphere, and increase their level of involvement (Pratiwi et al., 2018). This method makes learners feel valued, which motivates them to repeat constructive actions and take an active role in their education.

The English teachers also often to did praises or any other appreciation for the students' effort can increase their willingness to be more take a part in the learning activities (Ningsih, 2021).

## 2. Fairness

Based on observations and interviews, English teachers at SMP N 1 Ajibarang have implemented reinforcement fairly to their students. They implemented the reinforcement with fairness by calling all the students in the end of the class. They also praised all the students after they come in front of the class to present their assignment whatever the result.



Picture 12 Teacher praised all the students

Based on picture 12, the teachers praised all the students at the end of learning activities to make them still motivate to study for the next lesson in that day.

Mrs. KR stated that:

*“I think I have done the reinforcement fairly to my students. I usually call everyone in the end of the learning to make them focus again and to make them feel cared for.” (Translated into English) (Mrs. KR, interview of teacher after observation, November 25, 2024).*

Based on interview above, Mrs. KR explained that she did the reinforcement fairly to the students to make all of the students feel cared for by the teacher.

This statement is also reinforced by a statement from one of her students named Jessica.

Jessica stated that:

*“Mrs. KR has done praise and reprimand fairly in the class, like almost all the students have gotten praise or reprimand from her.” (Translated into English) (Jessica Queenysha Mughni Utena, interview of students after observation, November 25, 2024).*

Based on interview above, Jessica said that Mrs. KR always gave praise or reprimand to almost all of the students, not only to the one or two students.

Mr. PJ stated that:

*“I think I have done the reinforcement fairly to all of the students because it is their rights to get that. I usually group them and then I will always appreciate everything they do. (Translated into English) (Mr. PJ, interview of teacher after observation, November 25, 2024).*

Based on interview above, Mr. PJ stated that he grouped the students to do some assignments, then they will present the result. After the presentation, Mr. PJ always appreciate them either with praise or some comments on their assignment but still praise them after that.

It is accordance with the statement from one of his students named Lazima.

Lazima stated:

*“Yap, Mr. PJ have done it fairly almost to all of the students, he does not target one student to be reprimanded or praised but all students have received the reprimand and praise.” (Translated into English) (Lazima Raharyanti, interview of students after observation, November 25, 2024).*

Based on interview above, Lazima explained that her teacher always gives praised or reprimand to almost all the students in the class.

Better classroom dynamics and teacher-student interactions can result from instructors who are more sympathetic in their fairness conduct (Hong et al., 2022). Fair reinforcement also has long-term benefits, such as better mental health outcomes and academic performance for students. Lack of fairness in educational settings also can predict lower motivation, strained relationships between teachers

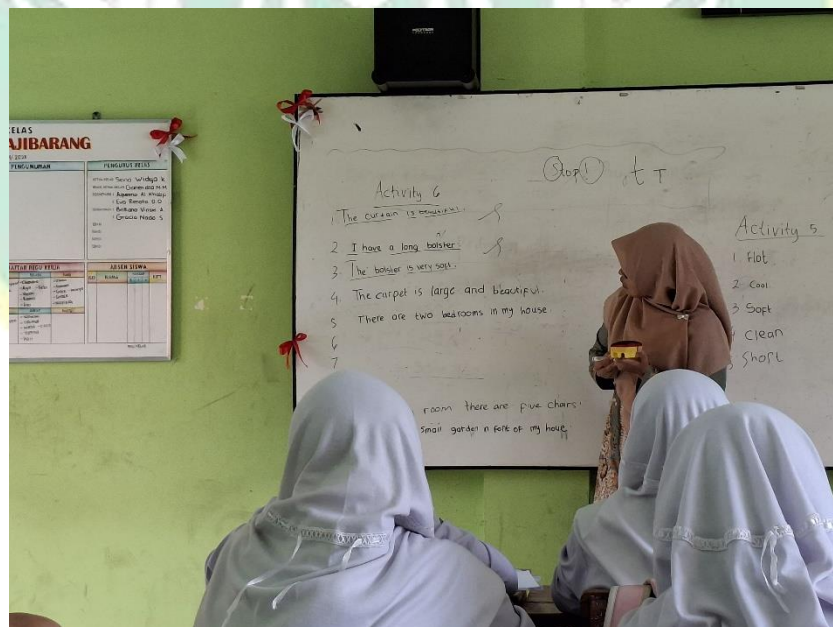


and students, and even higher dropout rates (Chory, 2023). This can also cause reduced motivation, engagement, and increased antisocial behavior, which ultimately affects student learning and classroom atmosphere.

Teachers can help lower these risks by making sure that reinforcement is applied fairly. This fair treatment will affect students' attitudes during learning, students who rarely get either attention or reprimands will feel arbitrary and may not pay attention to the learning because they themselves also feel excluded from the learning.

### 3. Diversity of reinforcement

Researcher found that the English teachers have done some types of reinforcement during their teaching and learning activities. Based on observations and interviews, the English teachers did use positive reinforcement more often, but negative reinforcement such as reprimanding students, or punishing students who do not do the assignment was still used.



*Picture 13 The teacher praised and reprimand students while correcting students' answers*



Based on picture 13, the teacher praised the students to the correct or even incorrect answer, while reprimanded the students who did not paid attention to the explanation of the teacher.

In 7<sup>th</sup> grade, the teacher used both positive or negative reinforcement during her teaching and learning activities.

Mrs. KR stated that:

*“Depending on the class situation, sometimes I use positive reinforcement more often than negative reinforcement, but in another class on the same day I use negative reinforcement more often than positive reinforcement.” (Translated into English) (Mr. PJ, interview of teacher after observation, November 25, 2024).*

Mrs. KR explained that she used different types of reinforcement during class depends on the situation of the class. Mrs. KR sometimes used both positive and negative reinforcement and also punishment in one class, but sometimes she can also used only one type of reinforcement in other class.

Mr. KU and Mr. PJ also have also done the same thing, it is to use the type of reinforcement according to the conditions of the class. For example, Mr. PJ punishes students who still do not do the assignment after being given the opportunity several times, or Mr. KU who starts to raise his tone to reprimand students who continue to talk when he is explaining the material.

Based on the findings, the English teachers did different types of reinforcement during their class especially at 7<sup>th</sup> grade taught by Mrs. KR. They did that in order to sustain student interest and motivation and assure a dynamic and captivating learning environment, varied reinforcement both positive and negative was crucial (Arista et al., 2018). Diversity avoids disinterest and increases the efficacy of the reinforcement provided by sustaining student enthusiasm, engagement, and active involvement (Mas’ud & Wulandari, 2020).

#### 4. Balance of reinforcement

Based on observations and interviews, it was found that English teachers at SMP N 1 Ajibarang have not used reinforcement in a balanced way. They often to used positive reinforcement during their teaching and learning activities. Although the English teachers still do other types of reinforcement during their teaching activities. They used some types of reinforcement such as negative reinforcement, or punishment in their teaching activities depended on the situation in the class.

Based on the observations, researcher found that the English teachers used negative reinforcement rarely, they used it only when students were excessively disruptive to other students, or when a student had started to disturb the stability of the class and provoked other students. The English teachers also used the punishment only when the students did not finish their assignment las week, and when the students did things that threatened other students or himself such as physical fights or bullying.

Mrs. KU stated that:

*“I often to used positive reinforcement during learning like motivating, praising, negative reinforcement or punishment is carried out when students have behaved in a way that disrupts the class.” (Translated into English) (Mr. KU, interview of teacher after observation, November 25, 2024).*

Mr. KU often to used positive reinforcement like motivates and praises or appreciates the students during teaching and learning activities. The negative reinforcement and punishment used if there is student that really disrupt the learning activities.

Based on the findings above, it can be seen that the English teachers at SMP N 1 Ajibarang did not do all the types of reinforcement in a balanced way during their teaching activities, however they used specific types of reinforcement depended on the situation. Reinforcement should be adjusted to the circumstances in the classroom, taking into account elements such as the student's competency level, the attractiveness of the

reinforcer, and the specific behaviors being addressed (Hulac et al., 2016).

Every type of reinforcement also has its purposed for different situations such as, negative reinforcement has a purpose to remove unpleasant stimuli to make a behavior more likely to be repeated (Gordan, 2014). Meanwhile the goal of positive reinforcement is to inspire students and improve their classroom learning environment (Fitriati et al., 2020). Thus, even though the English teachers did not the reinforcement in a balanced way, they used some types of reinforcement depended on the situation of the students in the classroom.

##### 5. The meaningfulness of reinforcement

Based on the observations, researcher found that the English teachers have done the reinforcement to their student meaningfully by looking at the ways the English teachers at SMP N 1 Ajibarang taught who sometimes tell the meaning of why they gave some positive or negative reinforcements and punishment to students. The feedback of the students on the reinforcement done by the English teachers were good. This can be seen from the results of observations that have been made and interviews with several students.



*Picture 14 Teacher opened the lesson by motivate the students*



Based on the picture 14 above, the English teacher opened the classroom with a motivation to the students to make a good environment in the classroom

Mr. KU also stated that:

*"I usually used positive reinforcement verbally, like praised the students or motivate them like gave a story about me when I was a student and what I had done then tell them the result when I became a teahcer" (Translated into English) (Mr. KU, interview of teacher after observation, November 25, 2024).*

Based on the interviews above, Mr. KU explained that he often to motivate the students by told them a story about his life and told them about the message that can be taken from the story.

Mrs. KR stated that:

*"I give reprimands to students because they will lose themselves not being able to master the material they should master and I also feel sorry for students like that" (Translated into English) (Mrs. KR, interview of teacher after observation, November 25, 2024).*

Based on interview with Mrs. KR above, she gave negative reinforcements like reprimand to student actually because she wanted the student to pay attention on the material she gave. She stated that she felt sorry to students who did not listen to her because the material was important for them.

Annisa one of the 8<sup>th</sup> grade students taught by Mr. KU stated that:

*"Because of the way Mr. KU explained material using any appreciation or maybe reprimand, it made me feel curious to the lesson." (Translated into English) (Annisa Halwa Janeeta, interview of students after observation, November 25, 2024).*

Intan one of the 7<sup>th</sup> grade students taught by Mrs. KR also stated that:

*"From the way Mrs. KR taught, and also when she gives me praise and even reprimands, it made me feel more interested and motivated." (Translated into English) (Intan Nur Fauziah, interview of students after observation, November 25, 2024).*

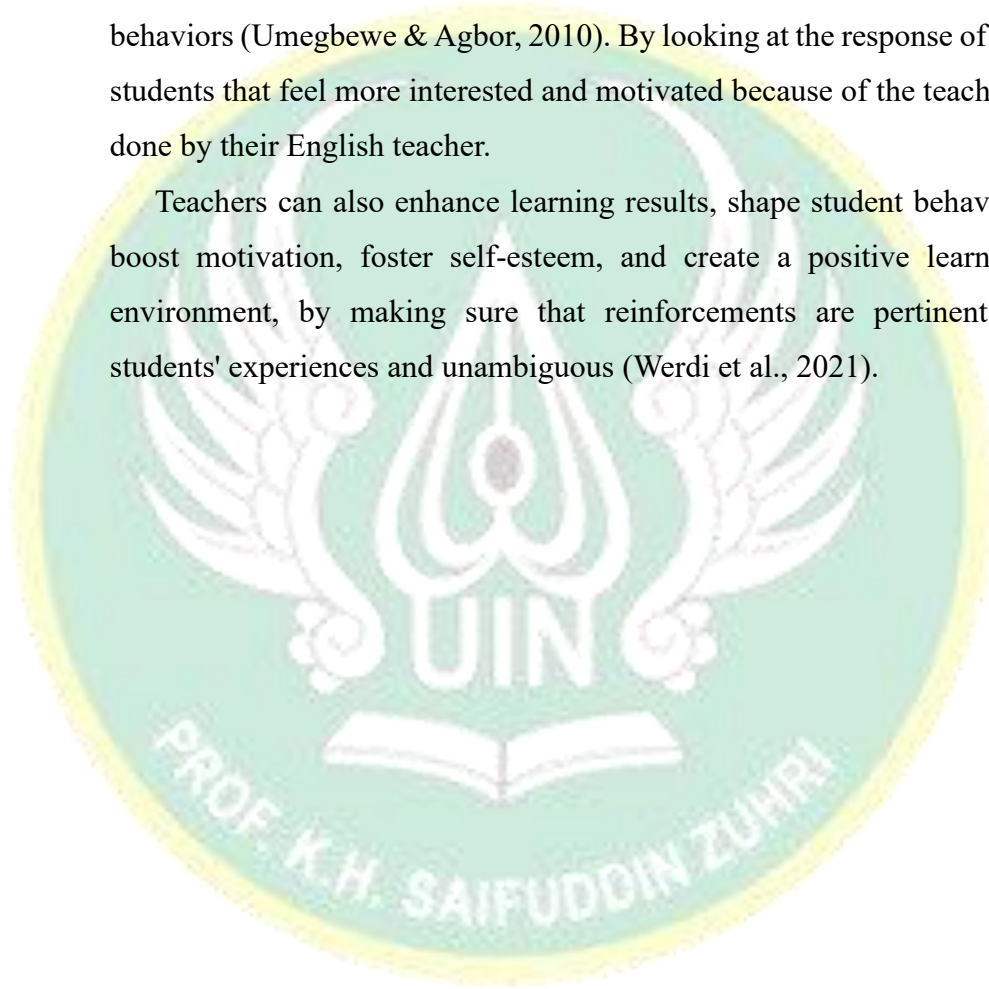
Based on the interviews with Annisa and Intan above, it indicated that English teachers at SMP N 1 Ajibarang have done the reinforcement



meaningfully to the students. The students feedback was really good, they feel more interested and motivated because of the way their teacher taught.

Based on the findings meaningful reinforcement that refers to the use of reinforcers that are substantial and relevant to the individual, which improves the efficacy of the reinforcement process by taking into account the personal value of the reinforcers in encouraging desirable behaviors (Umegbewe & Agbor, 2010). By looking at the response of the students that feel more interested and motivated because of the teaching done by their English teacher.

Teachers can also enhance learning results, shape student behavior, boost motivation, foster self-esteem, and create a positive learning environment, by making sure that reinforcements are pertinent to students' experiences and unambiguous (Werdi et al., 2021).



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter concludes the research on English teachers' reinforcement implementation at SMP N 1 Ajibarang. Building on the analysis and findings offered in previous chapters, this chapter will begin with a conclusion of the important data conclusions. Following the conclusion, a critical evaluation of the study's limitations will be provided, recognizing any limits in methodology, scope, or generalizability. Finally, the chapter concludes with the researcher's recommendations for teachers and suggestions for further research in relevant areas.

#### **A. Conclusion**

The purpose of this section was to summarize the research findings of English teachers' reinforcement implementation in the four class of all grade at SMP N 1 Ajibarang. According to data presentation and analysis, it could be concluded that the English teachers in this school used verbal and non-verbal positive reinforcement, verbal and non-verbal negative reinforcement, and punishment in their teaching activities. The English teachers often to used verbal reinforcement during their class because they stated it was more efficient and easier to perform. Based on the result of data observations, some the English teachers often to used positive reinforcement in their class, they used negative reinforcement only when the students act out of line, disturbing the serenity of the classroom or used a punishment when the students did not finish their assignment gave by the teacher last week. However, the seventh grade English teacher used both positive and negative reinforcement during her class because students at this grade are still transitioning from elementary school.

The implementation of the English reinforcement has done in five ways based on the theory in the theoretical framework section. They are

1. Delivered with warmth and enthusiasm
2. Fairness
3. Diversity of reinforcement
4. The meaningfulness of reinforcement

There is one implementation of the reinforcement based on the theory did not use by the English teachers, it is the balance of reinforcement. The English teachers stated that they did some types of reinforcement depend on the situation in the class, for example they did the negative reinforcement to a student when the student act out of line until disturbing the condition of the learning in the class.

## **B. Limitation of The Study**

This study had limitations, despite the fact that it was carried out to the best of its capacities. During the data collection phase, the researcher had limited time for observation and interviews. In this case, the researcher conducted 12 observations in 12 different classes which were divided into three grades, they are grade 7, 8, and 9. All those classes must be observed for one week only, within one week the researcher must interview and collect other supporting data like the score list from the English teachers. This happened because the data collection was conducted a week before the end-of-semester assessment at the school, and the scheduling of observations was decided by the teachers based on their availability to be observed.

## **C. Suggestion**

The researcher provides suggestions for improving reinforcement use in classroom and the way to implement it for both teachers and students based on data analysis and conclusions. In addition, the researcher makes suggestions for readers and future researchers in this topic.

### **1. For the teachers**

The implementation of the reinforcements used by the teachers existing procedures. However, teachers could have been made some variations such as giving a tangible rewards like badges to students can collect, and for several teachers can use other types of reinforcement in a balance way to students like giving non-verbal reinforcements during class.

### **2. For further research**

This research aims to find out the types of the reinforcements used in classroom and how to implement it. This research is intended to serve as a

valuable resource for future researchers. As a result, it is recommended that the next researcher who is interested in classroom management apply and supplement the weaknesses of this study.





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# APPENDICES





## Appendix I. Preliminary Permission Letter from the University



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Jenderal A. Yani, No. 40A Purwokerto 53126  
Telepon (0281) 635624 Faksimili (0281) 636553  
www.ftik.uinsu.ac.id

Nomor : B.m.2101/Un.19/D.FTIK/PP.05.3/05/2024  
Lamp. : -  
Hal : **Permohonan Ijin Observasi Pendahuluan**

07 Mei 2024

Kepada  
Yth. Kepala SMP Negeri 1 Ajibarang  
di Tempat

**Assalamu'alaikum Wr. Wb.**

Diberitahukan dengan hormat bahwa dalam rangka proses pengumpulan data penyusunan skripsi mahasiswa kami:

1. Nama : Fadly Ariel Mubaroq
2. NIM : 214110404092
3. Semester : 6 (Enam)
4. Jurusan / Prodi : Tadris Bahasa Inggris
5. Tahun Akademik : 2023/2024

Memohon dengan hormat kepada Bapak/Ibu untuk kiranya berkenan memberikan ijin observasi pendahuluan kepada mahasiswa kami tersebut. Adapun observasi tersebut akan dilaksanakan dengan ketentuan sebagai berikut:

1. Objek : Observasi dan wawancara proses pembelajaran bahasa Inggris
2. Tempat / Lokasi : SMP Negeri 1 Ajibarang
3. Tanggal Observasi : 08-05-2024 s.d 22-05-2024

Kemudian atas ijin dan perkenan Bapak/ Ibu, kami sampaikan terima kasih.

**Wassalamu'alaikum Wr. Wb.**

An. Dekan  
Ketua Jurusan Tadris



Maria Ulpah

## Appendix II. The Official Letter of Permission for Individual Research



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126  
Telepon (0281) 635624 Faksimili (0281) 636553  
www.ftik.uinsaizu.ac.id

Nomor : B.m.6124/Un.19/D.FTIK/PP.05.3/11/2024  
Lamp. : -  
Hal : **Permohonan Ijin Riset Individu**

13 November 2024

Kepada  
Yth. Kepala SMP Negeri 1 Ajibarang  
Kec. Ajibarang  
di Tempat

*Assalamu'alaikum Wr. Wb.*

Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, memohon dengan hormat saudara berkenan memberikan ijin riset kepada mahasiswa kami dengan identitas sebagai berikut :

- |                    |   |
|--------------------|---|
| 1. Nama            | : Fadly Ariel Mubaroq   |
| 2. NIM             | : 214110404092  |
| 3. Semester        | : 7 (Tujuh)   |
| 4. Jurusan / Prodi | : Tadris Bahasa Inggris   |
| 5. Alamat          | : Ajibarang Wetan RT 03 RW 12   |
| 6. Judul           | : The Implementation of Teachers' Reinforcement in Teaching English at SMP N 1 Ajibarang Banyumas |

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

- |                      |  |
|----------------------|--|
| 1. Objek             | : Cara guru mengimplementasikan reinforcementnya, dan jenis-jenis reinforcement yang digunakan oleh guru saat pembelajaran |
| 2. Tempat / Lokasi   | : SMP Negeri 1 Ajibarang   |
| 3. Tanggal Riset     | : 14-11-2024 s/d 14-01-2025  |
| 4. Metode Penelitian | : Kualitatif   |

Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.  
*Wassalamu'alaikum Wr. Wb.*

An. Dekan  
Ketua Jurusan Tadris



Maria Ulpah

### Appendix III. Letter of Individual Research Completion



PEMERINTAH KABUPATEN BANYUMAS  
DINAS PENDIDIKAN  
**SMP NEGERI 1 AJIBARANG**  
Jl. Raya No. 2 Ajibarang Telp. (0281) 571782 Kab. Banyumas KP. 53163

#### SURAT KETERANGAN SEKOLAH

Nomor : 400.3.5.3 / 262 / 2024

Yang bertanda tangan di bawah ini :

- |                         |   |
|-------------------------|---|
| 1. Nama                 | : SLAMET, S.Pd.   |
| 2. NIP                  | : 19700101 199802 1 007   |
| 3. Pangkat / Gol. Ruang | : Pembina, IV/b   |
| 4. Jabatan              | : Kepala Sekolah  |
| 5. Unit Kerja           | : SMP Negeri 1 Ajibarang Kecamatan Ajibarang<br>Kabupaten Banyumas Propinsi Jawa Tengah |

Menerangkan bahwa :

- |                    |                         |
|--------------------|-------------------------|
| 1. Nama            | : FADLY ARIEL MUBAROQ   |
| 2. NIM             | : 214110404092          |
| 3. Semester        | : Gasal ( VII )         |
| 4. Jurusan / Prodi | : Tadris Bahasa Inggris |
| 5. Tahun Akademik  | : 2024 / 2025           |

Berdasarkan surat Permohonan Ijin Riset Individu dari UIN Prof. K. H. Saifuddin Zuhri Purwokerto Fakultas Tarbiyah dan Ilmu Keguruan Nomor : B.m.6124/Un.19/D.FTIK/PP.05.3/11/2024 Perihal : Permohonan Ijin Riset Individu dengan Judul : *"The Implementation of Teachers' Reinforcement in Teaching English at SMPN 1 Ajibarang, Banyumas"* yang telah dilaksanakan pada tanggal : 18 November 2024 s.d 28 November 2024.

Dengan ini dinyatakan *telah selesai* sesuai dengan jadwal yang telah ditentukan.  
Demikian Surat Keterangan ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Ajibarang, 28 November 2024

Kepala SMP Negeri 1 Ajibarang  
  
SLAMET, S.Pd.  
NIP. 19700101 199802 1 007

## Appendix IV. Checklist Instrument for Observation

### CHECKLIST FOR OBSERVATION GUIDELINES

Observer :  
 Class :  
 Day/date :  
 Time :  
 Topic :  
 Teacher's name :

#### ➤ Checklist observation for the types of the reinforcement

No	Indicator	Sub-Indicator	Yes	No	Notes
1.	Positive Reinforcement	Verbal Reinforcement			
		• Words			
		• Sentences			
		Non-Verbal Reinforcement			
		• Gestures			
		• Proximity			
		• Contact			
2.	Negative Reinforcement	• Rewards			
		Verbal Reinforcement			
		• Reprimands			
		• Threats			
		Non-Verbal Reinforcement			
		• Gestures			
		• Annoyed face			
		• Cancellation			
		• Removal			



3.	Punishment	Punish students to assess how discipline and corrective actions are managed in the classroom			
4.	Extinction Reinforcement	Removing reinforcement while students do something good			

➤ Checklist observation for the implementation of reinforcement

No	Indicator	Yes	No	Notes
1.	Delivered with warmth and enthusiasm			
2.	Fairness			
3.	Diversity of reinforcement			
4.	Balance of reinforcement			
5.	Meaningfulness			

2/4

➤ Types of Reinforcement

OBSERVATION INDICATOR LIST			
No	Indicator	Sub-Indicator	References
1.	Positive Reinforcement	Verbal Reinforcement	<ul style="list-style-type: none"> <li>Gordan, M. (2014). A Review of B. F. Skinner's 'Reinforcement Theory of Motivation.' <i>International Journal of Research in Education Methodology</i>, 5(3), 680-688.</li> <li>Mas'ud, A., &amp; Wulandari, D. A. (2020). The Student Teachers' Verbal and Non Verbal Reinforcement During Teaching Practice in Microteaching Class. <i>Proceedings of the International Conference on English Language Teaching (ICONELT 2019)</i>. International Conference on English Language Teaching (ICONELT 2019), Surabaya, Indonesia.</li> <li>Oslund, B. (2014). A Positive Approach to Reducing Negative Student Behavior. 1-37.</li> <li>Senyamoto, Dr. F., Nkrumah, K., &amp; Donkor, K. (2020). Impact of Positive Reinforcement on Pupils' Absenteeism: A Case Study at Felicofort Junior High School (JHS), Amamoma in Cape Coast, Ghana. <i>Journal of Education and Practice</i>, 4(2), 53-69. <a href="https://doi.org/10.47941/jep.436">https://doi.org/10.47941/jep.436</a></li> </ul>
		• Words	
		• Sentences	
		Non-Verbal Reinforcement	
		• Gestures	
		• Proximity	
		• Contact	
		• Rewards	
2.	Negative Reinforcement	Verbal Reinforcement	<ul style="list-style-type: none"> <li>Gordan, M. (2014). A Review of B. F. Skinner's 'Reinforcement Theory of Motivation.' <i>International Journal of Research in Education Methodology</i>, 5(3), 680-688.</li> <li>Oslund, B. (2014). A Positive Approach to Reducing Negative Student Behavior. 1-37.</li> <li>Senyamoto, Dr. F., Nkrumah, K., &amp; Donkor, K. (2020). Impact of Positive Reinforcement on Pupils' Absenteeism: A Case Study at Felicofort Junior High School (JHS), Amamoma in Cape Coast, Ghana. <i>Journal of Education and Practice</i>, 4(2), 53-69. <a href="https://doi.org/10.47941/jep.436">https://doi.org/10.47941/jep.436</a></li> </ul>
		• Reprimands	
		• Threats	
		Non-Verbal Reinforcement	
		• Gestures	
		• Annoyed face	
		• Cancellation	
		• Removal	
3.	Punishment	Punish students to assess how discipline and corrective	<ul style="list-style-type: none"> <li>Gordan, M. (2014). A Review of B. F. Skinner's 'Reinforcement Theory of Motivation.' <i>International Journal of</i></li> </ul>

		actions are managed in the classroom	Research in Education Methodology, 5(3), 680-688.
4.	Extinction Reinforcement	Removing reinforcement while students do something good	<ul style="list-style-type: none"> <li>Gordan, M. (2014). A Review of B. F. Skinner's 'Reinforcement Theory of Motivation.' International Journal of Research in Education Methodology, 5(3), 680-688.</li> </ul>

➤ **The Implementation of Reinforcement**

OBSERVATION INDICATOR LIST		
No	Indicator	References
1.	Delivered with warmth and enthusiasm	<ul style="list-style-type: none"> <li>Arista, D., Artini, L. P., &amp; Ratminingsih, M. (2018). The Types of Reinforcement Strategies Used by the Teacher in Motivating EFL Students at KG B Class in Bali Kiddy School. Journal of Psychology and Instructions, 2(1), 9. <a href="https://doi.org/10.23887/jpai.v2i1.13736">https://doi.org/10.23887/jpai.v2i1.13736</a></li> </ul>
2.	Fairness	
3.	Diversity of reinforcement	
4.	Balance of reinforcement	
5.	Meaningfulness	

## Appendix V. Observation checklist results

### No. 1

#### CHECKLIST FOR OBSERVATION GUIDELINES

Observer : Fadly Ariel  
 Class : 7 6  
 Day/date : ~~Seta~~ Tuesday 19<sup>th</sup> November  
 Time : 07.00  
 Topic : Plural  
 Teacher's name :

#### ➤ Checklist observation for the types of the reinforcement

No	Indicator	Sub-Indicator	Yes	No	Notes
1.	Positive Reinforcement	Verbal Reinforcement			
		• Words	✓		Good, betul, ya, okay nice
		• Sentences		✓	
		Non-Verbal Reinforcement			
		• Gestures	✓		Pointing the class on task to help students answer it
		• Proximity	✓		Approach the student to help them do the task
		• Contact	✓		Pat their heads or shoulders
		• Rewards		✓	
2.	Negative Reinforcement	Verbal Reinforcement			
		• Reprimands	✓		Calling students to pay attention
		• Threats		✓	
		Non-Verbal Reinforcement			
		• Gestures			
		• Annoyed face	✓		calling students with annoyed face
		• Cancellation			
		• Removal			



3.	Punishment	Punish students to assess how discipline and corrective actions are managed in the classroom		✓	
4.	Extinction Reinforcement	Removing reinforcement while students do something good		✓	

➤ Checklist observation for the implementation of reinforcement

No	Indicator	Yes	No	Notes
1.	Delivered with warmth and enthusiasm	✓		Smiling, happy vibes, smooth tone of voice
2.	Fairness	✓		Doing reinforcement to all students
3.	Diversity of reinforcement	✓		Doing positive & negative
4.	Balance of reinforcement		✓	
5.	Meaningfulness		✓	

No. 2

CHECKLIST FOR OBSERVATION GUIDELINES

Observer : Fadly Ariel M.  
 Class : 7 D  
 Day/date : Wednesday / 20<sup>th</sup> November  
 Time : 07.00  
 Topic : Daily Habits (simple present tense)  
 Teacher's name :

➤ Checklist observation for the types of the reinforcement

No	Indicator	Sub-Indicator	Yes	No	Notes
1.	Positive Reinforcement	Verbal Reinforcement			
		• Words	✓		Good, ya, nice, beautiful
		• Sentences		✓	
		Non-Verbal Reinforcement			
		• Gestures		✓	
		• Proximity	✓		Approach student when explain material
		• Contact		✓	
2.	Negative Reinforcement	• Rewards		✓	
		Verbal Reinforcement			
		• Reprimands	✓		Calling students' name when they make noise
		• Threats	✓	✓	
		Non-Verbal Reinforcement			
		• Gestures		✓	
		• Annoyed face	✓		Calling students with annoyed face
		• Cancellation		✓	
		• Removal		✓	

3.	Punishment	Punish students to assess how discipline and corrective actions are managed in the classroom		✓	
4.	Extinction Reinforcement	Removing reinforcement while students do something good		✓	

➤ Checklist observation for the implementation of reinforcement

No	Indicator	Yes	No	Notes
1.	Delivered with warmth and enthusiasm	✓		Smiling, happy voices, lots love of voice
2.	Fairness	✓		Doing reinforcement to all students
3.	Diversity of reinforcement	✓		Doing positive & negative reinforcement
4.	Balance of reinforcement		✓	
5.	Meaningfulness		✓	

No. 3

CHECKLIST FOR OBSERVATION GUIDELINES

Observer : Fadly Ardi M.  
 Class : 7 B  
 Day/date : Tuesday / 19th November  
 Time : 08.20  
 Topic : Simple present tense  
 Teacher's name :

➤ Checklist observation for the types of the reinforcement

No	Indicator	Sub-Indicator	Yes	No	Notes
1.	Positive Reinforcement	Verbal Reinforcement			
		• Words	✓		Best, good, nah, yep, beah.
		• Sentences		✓	
		Non-Verbal Reinforcement			
		• Gestures	✓		giving applause
		• Proximity	✓		Approach students to explain
		• Contact		✓	
2.	Negative Reinforcement	• Rewards	✓		giving additional score to students who can answer
		Verbal Reinforcement			
		• Reprimands	✓		Calling students name
		• Threats		✓	
		Non-Verbal Reinforcement			
		• Gestures	✓	✓	
		• Annoyed face	✓		Calling students' name with annoyed face.
		• Cancellation		✓	
		• Removal		✓	

3.	Punishment	Punish students to assess how discipline and corrective actions are managed in the classroom		✓	
4.	Extinction Reinforcement	Removing reinforcement while students do something good		✓	

➤ Checklist observation for the implementation of reinforcement

No	Indicator	Yes	No	Notes
1.	Delivered with warmth and enthusiasm	✓		Smiling, happy vibes
2.	Fairness	✓		Giving reinforcement to all students
3.	Diversity of reinforcement	✓		Giving positive and negative
4.	Balance of reinforcement		✓	
5.	Meaningfulness		✓	

No. 4

CHECKLIST FOR OBSERVATION GUIDELINES

Observer : Fadly Arrel M.  
 Class : 7F  
 Day/date : Tuesday / 13th November  
 Time : 10.45  
 Topic : Listening exercise, exercises for final exam  
 Teacher's name : Mrs. K.R.

➤ Checklist observation for the types of the reinforcement

No	Indicator	Sub-Indicator	Yes	No	Notes
1.	Positive Reinforcement	Verbal Reinforcement			
		• Words	✓		Ja, betul, correct, ok, good
		• Sentences		✓	
		Non-Verbal Reinforcement			
		• Gestures	✓		Thumbs up, smiling
		• Proximity	✓		Approach students to help and check
		• Contact		✓	
2.	Negative Reinforcement	• Rewards	✓		Giving bonus score to students who answer in front of class
		Verbal Reinforcement			
		• Reprimands	✓		Call the students who didn't listen
		• Threats	✓		Giving 0 point to whom cheating
		Non-Verbal Reinforcement			
		• Gestures			
		• Annoyed face	✓		Calling students with annoyed face
		• Cancellation			
		• Removal			

3.	Punishment	Punish students to assess how discipline and corrective actions are managed in the classroom		✓	
4.	Extinction Reinforcement	Removing reinforcement while students do something good		✓	

➤ Checklist observation for the implementation of reinforcement

No	Indicator	Yes	No	Notes
1.	Delivered with warmth and enthusiasm	✓		Smiling, happy voice
2.	Fairness	✓		Doing fair to all students
3.	Diversity of reinforcement	✓		Doing positive & Negative
4.	Balance of reinforcement		✓	
5.	Meaningfulness		✓	

No. 5

CHECKLIST FOR OBSERVATION GUIDELINES

Observer : Fadly Arrel M.  
 Class : 8 A  
 Day/date : Thursday / 21 November  
 Time : 08.40  
 Topic : Fable (narrative text)  
 Teacher's name : Mr. KU

➤ Checklist observation for the types of the reinforcement

No	Indicator	Sub-Indicator	Yes	No	Notes
1.	Positive Reinforcement	Verbal Reinforcement			
		• Words	✓		Yak bagus, nah, Betul
		• Sentences		✓	
		Non-Verbal Reinforcement			
		• Gestures	✓		Nodding head with smile
		• Proximity	✓		Approach students to tell the assignment clearly
		• Contact		✓	
2.	Negative Reinforcement	• Rewards		✓	
		Verbal Reinforcement			
		• Reprimands	✓		Said "husbukan", "yang lain diam", when noisy students
		• Threats	✓		
		Non-Verbal Reinforcement			
		• Gestures		✓	
		• Annoyed face	✓		Doing reprimand with annoyed face
		• Cancellation		✓	
		• Removal		✓	



3.	Punishment	Punish students to assess how discipline and corrective actions are managed in the classroom		✓	
4.	Extinction Reinforcement	Removing reinforcement while students do something good		✓	

➤ Checklist observation for the implementation of reinforcement

No	Indicator	Yes	No	Notes
1.	Delivered with warmth and enthusiasm	✓		Smiling, happy vibes, make some jokes
2.	Fairness	✓		Doing reinforcement to all students
3.	Diversity of reinforcement	✓		Doing positive and negative rein
4.	Balance of reinforcement		✓	
5.	Meaningfulness		✓	

No. 6

CHECKLIST FOR OBSERVATION GUIDELINES

Observer : Fashy Ariel M.  
 Class : 8E  
 Day/date : Thursday / 21 November  
 Time : 13.45  
 Topic : Fable (Narrative text)  
 Teacher's name : Ms. KU

➤ Checklist observation for the types of the reinforcement

No	Indicator	Sub-Indicator	Yes	No	Notes
1.	Positive Reinforcement	Verbal Reinforcement			
		• Words	✓		Yak, bagus, nah, correct
		• Sentences	✓	✓	Motivates student after exam
		Non-Verbal Reinforcement			
		• Gestures	✓		Point a clue to students who get struggle
		• Proximity	✓		Approach students
		• Contact		✓	
		• Rewards		✓	
2.	Negative Reinforcement	Verbal Reinforcement			
		• Reprimands	✓		"Gampang ngobrol," calling students' name.
		• Threats	✓		Warn students will get 0 if they not presenting the story
		Non-Verbal Reinforcement			
		• Gestures		✓	
		• Annoyed face	✓		Doing reprimand with annoyed face.
		• Cancellation		✓	
		• Removal		✓	

3.	Punishment	Punish students to assess how discipline and corrective actions are managed in the classroom		✓	
4.	Extinction Reinforcement	Removing reinforcement while students do something good		✓	

➤ Checklist observation for the implementation of reinforcement

No	Indicator	Yes	No	Notes
1.	Delivered with warmth and enthusiasm	✓		Happy vibes, make some jokes
2.	Fairness	✓		Doing fair to all students
3.	Diversity of reinforcement	✓		Doing positive & negative
4.	Balance of reinforcement		✓	
5.	Meaningfulness	✓		motivates students

No. 7

CHECKLIST FOR OBSERVATION GUIDELINES

Observer : Fady Ariel M.  
 Class : 8 B  
 Day/date : Thursday / 21 November  
 Time : 10.45  
 Topic : Fable (Narrative text),  
 Teacher's name : Mr. Kell

➤ Checklist observation for the types of the reinforcement

No	Indicator	Sub-Indicator	Yes	No	Notes
1.	Positive Reinforcement	Verbal Reinforcement			
		• Words	✓		Good, nah, jake nice
		• Sentences		✓	
		Non-Verbal Reinforcement			
		• Gestures	✓		Thumbs up, pointing back
		• Proximity	✓		Approach students to explain
		• Contact	✓	✓	
		• Rewards		✓	
2.	Negative Reinforcement	Verbal Reinforcement			
		• Reprimands	✓		Calling students' name "jangan ganggu nta"
		• Threats		✓	
		Non-Verbal Reinforcement			
		• Gestures	✓		Put students to not disturb other students
		• Annoyed face	✓		Doing reprimand with annoyed face
		• Cancellation		✓	
		• Removal		✓	

3.	Punishment	Punish students to assess how discipline and corrective actions are managed in the classroom	✓		Asking students who have not done last week assignment to do it outside class
4.	Extinction Reinforcement	Removing reinforcement while students do something good		✓	

► Checklist observation for the implementation of reinforcement

No	Indicator	Yes	No	Notes
1.	Delivered with warmth and enthusiasm	✓		
2.	Fairness	✓		
3.	Diversity of reinforcement	✓		
4.	Balance of reinforcement			
5.	Meaningfulness			

No. 8

CHECKLIST FOR OBSERVATION GUIDELINES

Observer : Fadly Ariel M.  
 Class : 8 D  
 Day/date : Thursday / 21<sup>th</sup> November  
 Time : 07.00  
 Topic : Fable (Narrative text)  
 Teacher's name : MT.

► Checklist observation for the types of the reinforcement

No	Indicator	Sub-Indicator	Yes	No	Notes
1.	Positive Reinforcement	Verbal Reinforcement			
		• Words	✓		Wah, that's it, good, nice.
		• Sentences		✓	
		Non-Verbal Reinforcement			
		• Gestures	✓		Thumbs up
		• Proximity	✓		Approach student to check their notes
		• Contact		✓	
		• Rewards		✓	
2.	Negative Reinforcement	Verbal Reinforcement			
		• Reprimands	✓		calling students' names, warn students to remember fms
		• Threats	✓		Get a zero point to whom don't
		Non-Verbal Reinforcement			
		• Gestures	✓		Pointing some students
		• Annoyed face	✓		Doing reprimand with annoyed face.
		• Cancellation			
		• Removal			

3.	Punishment	Punish students to assess how discipline and corrective actions are managed in the classroom	✓		Asking students to do the assignments outside the class
4.	Extinction Reinforcement	Removing reinforcement while students do something good		✓	

➤ Checklist observation for the implementation of reinforcement

No	Indicator	Yes	No	Notes
1.	Delivered with warmth and enthusiasm	✓		
2.	Fairness	✓		
3.	Diversity of reinforcement	✓		
4.	Balance of reinforcement			
5.	Meaningfulness			

No. 9

CHECKLIST FOR OBSERVATION GUIDELINES

Observer : Fadly Ariel M.  
 Class : 9 E  
 Day/date : Senin / 18<sup>th</sup> November  
 Time : 13.00  
 Topic : Recount text  
 Teacher's name :

➤ Checklist observation for the types of the reinforcement

No	Indicator	Sub-Indicator	Yes	No	Notes
1.	Positive Reinforcement	Verbal Reinforcement			
		• Words	✓		
		• Sentences			
		Non-Verbal Reinforcement			
		• Gestures			
		• Proximity	✓		
		• Contact			
2.	Negative Reinforcement	• Rewards			
		Verbal Reinforcement			
		• Reprimands	✓		
		• Threats			
		Non-Verbal Reinforcement			
		• Gestures			
		• Annoyed face	✓		
		• Cancellation			
		• Removal			



3.	Punishment	Punish students to assess how discipline and corrective actions are managed in the classroom			
4.	Extinction Reinforcement	Removing reinforcement while students do something good			

► Checklist observation for the implementation of reinforcement

No	Indicator	Yes	No	Notes
1.	Delivered with warmth and enthusiasm	✓		
2.	Fairness	✓		
3.	Diversity of reinforcement	✓		
4.	Balance of reinforcement			
5.	Meaningfulness			

3E

Boys = 14

Girls = 20

• Menanyakan kelas, making jokes, introduce to materials.

• Reprimands = "Pay attention", "Don't make any noise"

• Because of a screen error, students ~~not~~ like the teacher for the materials. Students are silent.

• Teacher wrote the example of the recount on a board.

• Teacher made annoyed face to make students silent and are student.

• Teacher said 4 words: "Ya", "good" when teacher asked student about materials and students answered it.

• Some of student is sleepy

• Making a group. Teacher commanded to not make a noise when making group

• "Jumbled Sentence"

VISION

No. 10

# CHECKLIST FOR OBSERVATION GUIDELINES

Observer : fady Ariel M.  
 Class : 96  
 Day/date : Senin / 18<sup>th</sup> November  
 Time : 10.55  
 Topic : Recount text  
 Teacher's name :

## ➤ Checklist observation for the types of the reinforcement

No	Indicator	Sub-Indicator	Yes	No	Notes
1.	Positive Reinforcement	Verbal Reinforcement			
		• Words	✓		
		• Sentences			
		Non-Verbal Reinforcement			
		• Gestures			
		• Proximity	✓		
		• Contact			
		• Rewards			
2.	Negative Reinforcement	Verbal Reinforcement			
		• Reprimands	✓		
		• Threats			
		Non-Verbal Reinforcement			
		• Gestures			
		• Annoyed face	✓		
		• Cancellation			
		• Removal			



3.	Punishment	Punish students to assess how discipline and corrective actions are managed in the classroom		✓	
4.	Extinction Reinforcement	Removing reinforcement while students do something good		✓	

➤ Checklist observation for the implementation of reinforcement

No	Indicator	Yes	No	Notes
1.	Delivered with warmth and enthusiasm	✓		
2.	Fairness	✓		
3.	Diversity of reinforcement	✓		
4.	Balance of reinforcement	✓		
5.	Meaningfulness			

Boys 14  
BB Girls : 21

No. \_\_\_\_\_  
Date \_\_\_\_\_

- Review materi kemarin, menyampaikan LO : attendance. Again, students wrote first then teacher explained it. Run slowly, some <sup>under</sup> start to <sup>run</sup> too.
- Reprimands : to response in English.
- Teacher often to smile
- Conditions : under control, and conducive enough
- : said "perhatian", "silahkan duduk", perhatian
- Fairness : some of students get attention from teacher, but ~~some~~ another weren't.
- The most of them have a good vocals.
- + words = ya, good, bagus. → students deny translation
- When making a group they're excited to do that.
- Annoyed face : to get Attention to explain the command of group activities.

No. 11

**CHECKLIST FOR OBSERVATION GUIDELINES**

Observer : Fadly Arici M.  
 Class : 9A  
 Day/date : Monday / 18<sup>th</sup> of November  
 Time : 08.09  
 Topic : Recount text  
 Teacher's name :

➤ Checklist observation for the types of the reinforcement

No	Indicator	Sub-Indicator	Yes	No	Notes
1.	Positive Reinforcement	Verbal Reinforcement			
		• Words	✓		
		• Sentences			
		Non-Verbal Reinforcement			
		• Gestures			
		• Proximity	✓		
		• Contact	✓		
2.	Negative Reinforcement	• Rewards			
		Verbal Reinforcement			
		• Reprimands			
		• Threats			
		Non-Verbal Reinforcement			
		• Gestures			
		• Annoyed face			
		• Cancellation			
		• Removal			



3.	Punishment	Punish students to assess how discipline and corrective actions are managed in the classroom		✓	
4.	Extinction Reinforcement	Removing reinforcement while students do something good		✓	

► Checklist observation for the implementation of reinforcement

No	Indicator	Yes	No	Notes
1.	Delivered with warmth and enthusiasm	✓		
2.	Fairness	✓		
3.	Diversity of reinforcement			
4.	Balance of reinforcement			
5.	Meaningfulness			

GA Boys = 15 No. \_\_\_\_\_  
Girls = 20 Date \_\_\_\_\_

Pray, Attendance, Learning process run slowly  
The teacher often to smile, students often  
to write the materials first, then teacher  
explained it ~~after~~

Proximity & Contact some of the when  
The teacher came closer to ~~the~~ students while  
students wrote the materials to explained  
something that students didn't understand  
and touched their head or shoulder.

Condition of the class is conducive enough  
When teacher explained it.

VISION

No. 12

# CHECKLIST FOR OBSERVATION GUIDELINES

Observer : Fady Abdel M.  
 Class : 9 F  
 Day/date : Sun / 18th November  
 Time : 10.00  
 Topic : Recount text  
 Teacher's name : Mr. PJ

## > Checklist observation for the types of the reinforcement

No	Indicator	Sub-Indicator	Yes	No	Notes
1.	Positive Reinforcement	Verbal Reinforcement			
		• Words	✓		
		• Sentences			
		Non-Verbal Reinforcement			
		• Gestures			
		• Proximity	✓		
		• Contact			
		• Rewards			
2.	Negative Reinforcement	Verbal Reinforcement			
		• Reprimands	✓		
		• Threats			
		Non-Verbal Reinforcement			
		• Gestures			
		• Annoyed face	✓		
		• Cancellation			
		• Removal			

3.	Punishment	Punish students to assess how discipline and corrective actions are managed in the classroom		✓	
4.	Extinction Reinforcement	Removing reinforcement while students do something good		✓	

➤ Checklist observation for the implementation of reinforcement

No	Indicator	Yes	No	Notes
1.	Delivered with warmth and enthusiasm	✓		
2.	Fairness	✓		
3.	Diversity of reinforcement	✓		
4.	Balance of reinforcement			
5.	Meaningfulness			

- 9F ✓
- Boys = 16  
Girls = 20
- Menanyakan kitab, making jokes, introduce to materials.
  - Reprimands: "Pay attention", "Don't make any noise"
  - Because of a screen error, students ~~not~~ ~~ask~~ ~~the~~ teacher for the materials. Students are silent.
  - Teacher wrote the example of the recount on a board.
  - Teacher made annoyed face to make students silent and one student.
  - Teacher said + words: "Ya", "Good" when teacher asked student about materials and students answered it.
  - Some of student's sleepy
  - Making a group Teacher commanded to not make a noise when making group
  - "Jumbled Sentence"

## *Appendix VI. The Script of Interview with The Teachers*

### *No 1.*

#### **QUESTION LIST FOR INTERVIEW TEACHER'S GUIDELINES**

##### **Teachers' Reinforcements in Teaching English**

Interviewee : Mrs. Krisdianti, S. Pd.

Interviewer : Fadly Ariel Mubaroq

Date : November 25<sup>th</sup> 2024

Time : 09.56 - 10.15

Place : In front of TU room

A. Types of Reinforcement Gordan (2014), Mas'ud & Wulandari (2020), Oslund (2014), and Senyametor et al. (2020).

##### **1. Positive Reinforcement**

Q: Apakah anda menggunakan penguatan positif saat pembelajaran? Mohon jelaskan.

A: iya saya biasanya memberikan pujian kepada siswa untuk mengapresiasi pendapat atau jawaban mereka, saya juga memberikan motivasi ke mereka agar mereka kembali konsentrasi terhadap pembelajaran.

Q: Jenis penguatan positif seperti apa yang sering anda gunakan ketika di kelas? Apakah verbal, non-verbal, atau keduanya? Mohon jelaskan.

A: ya keduanya seperti memberikan pujian sekaligus mengacungkan jempol

Q: Dari kedua jenis penguatan positif tersebut, mana yang sering anda lakukan kepada siswa anda? Dan mengapa?

A: keduanya mas, karena biasanya saya berbicara kan sambil menggunakan gesture

##### **2. Negative Reinforcement**

Q: Apakah anda menggunakan penguatan negatif juga saat pembelajaran? Mohon jelaskan.

A: kalo misalnya ada yang mengobrol sementara materi yang mereka harus kuasai tapi tidak diperhatikan, ya saya tegur mereka.

Q: ibu pernah tidak untuk memberi ancaman terhadap siswa yang tidak mengerjakan tugas atau mencontek saat ulangan?

A: nggak sih, karena mereka juga sudah tau konsekuensinya, biasanya saya bilang kalau kalian tidak mengerjakan atau mencontek itu kalian akan rugi sendiri karena tidak dapat menguasai sendiri

Q: Apakah penguatan negatif tersebut berdampak baik atau buruk terhadap siswa? Mohon jelaskan.



A: soalnya kalau tidak ditegur, akan berkelanjutan dia yang rugi sendiri, kasihan juga dia tidak memperhatikan pembelajaran

Q: pernah atau tidak menghadapi siswa yang membangkang?

A: sejauh ini tidak ada sih mas karena biasanya mereka langsung sadar

### 3. Punishment

Q: Apakah anda menerapkan hukuman dalam pembelajaran anda? Mohon jelaskan.

A: kalau ada siswa yang tidak mengerjakan PR atau tugas, biasanya saya kasih waktu untuk mengerjakan di depan kelas

Q: Jika iya, mengapa anda memutuskan untuk menerapkan hukuman kepada siswa anda?

A: Buat melatih tanggung jawab mereka untuk mengerjakan tugas yang harusnya di rumah tapi belum dikerjakan

Q: Apa respons yang biasanya siswa berikan terhadap hukuman tersebut? Mohon jelaskan.

A: Ya dia bersedia karena mereka sudah tau konsekuensinya

### 4. Extinction Reinforcement

Q: Apakah anda pernah untuk tidak menanggapi jawaban atau tanggapan dari siswa anda?

A: Seingat saya tidak ya mas, misal saya memberi pertanyaan, jawaban salahpun tetap saya apresiasi karena sudah berani mengungkapkan pendapatnya

Q: Jadi apakah respon siswa itu senang atau biasa saja?

A: Biasanya mereka mengalami perubahan yang baik seperti menjadi lebih aktif dan perhatian

## B. The Implementation of the reinforcement Arista et al. (2018).

### 1. Warmth and Enthusiasm

Q: Bagaimana anda memastikan siswa anda tetap tertarik dan antusias terhadap pembelajaran?

A: Ya biasanya saya akan memberikan ice breaking, atau memberikan mereka waktu untuk menghabiskan makanan mereka yang tersisa agar tetap fokus terhadap pembelajaran yang akan dimulai

Q: Tolong berikan salah satu contohnya ketika pembelajaran? Mohon jelaskan.

A: Saya akan melakukan variasi pembelajaran kadang berkelompok, atau menggunakan audio untuk listening atau menonton video sesuai aktivitas dan kondisinya.

### 2. Fairness

Q: Apakah menurut anda, anda telah memberikan penguatan secara adil kepada para siswa?

A: Menurut saya sih sudah ya mas

Q: Bagaimana anda memberikan penguatan tersebut secara adil?

A: Ya biasanya memanggil semua siswa setiap akhir pembelajaran untuk memotivasi dan memuji mereka setelah pembelajaran seperti itu.

3. Diversity and Balance

Q: Apakah anda memberikan beberapa penguatan seperti penguatan positif dan negatif kepada para siswa? Mohon jelaskan.

A: Ya itu saya biasanya lebih sering positif namun semuanya tergantung pada kondisi siswa sih mas, kalau sedang berisik ya saya tegur, kalau sedang kondusif saya lanjut ke materi

4. Meaningfulness

Q: Bagaimana cara anda agar siswa tetap termotivasi dan membuat mereka tetap merasa menjadi bagian dari pembelajaran tersebut? Mohon jelaskan.

A: dengan sering-sering menyapa mereka, keliling untuk mengecek mereka dan memotivasi mereka di akhir ataupun di awal pembelajaran.

*No. 2*

**QUESTION LIST FOR INTERVIEW TEACHER'S GUIDELINES**

**Teachers' Reinforcements in Teaching English**

Interviewee : Mr. Kuat Priyadi, S. Pd.

Interviewer : Fadly Ariel Mubaroq

Date : November 25<sup>th</sup> 2024

Time : 08.11 – 08.25

Place : In front of TU room

A. Types of Reinforcement Gordan (2014), Mas'ud & Wulandari (2020), Oslund (2014), and Senyameter et al. (2020).

1. Positive Reinforcement

Q: Apakah anda menggunakan penguatan positif saat pembelajaran? Mohon jelaskan.

A: pada saat pembelajaran saya menggunakan positif untuk meningkatkan minat dan juga motivasi anak ketika belajar, contohnya saya memberi contoh terkait pengalaman saya ketika saya menjadi siswa dan hasilnya ketika saat menjadi guru. Dengan cerita seperti itu akan meningkatkan minat belajar bahasa Inggris mereka.

Q: Jenis penguatan positif seperti apa yang sering anda gunakan ketika di kelas? Apakah verbal, non-verbal, atau keduanya? Mohon jelaskan.

A: biasanya saya menggunakan verbal karena anak bisa langsung mendengarkan tanpa kita menampilkan foto atau video namun terkadang saya juga menggunakannya

Q: Dari kedua jenis penguatan positif tersebut, mana yang sering anda lakukan kepada siswa anda? Dan mengapa?

A: yang sering saya lakukan itu verbal karena saya bisa memasukan penguatan itu dengan mudah di kelas

## 2. Negative Reinforcement

Q: Apakah anda menggunakan penguatan negatif juga saat pembelajaran? Mohon jelaskan.

A: mungkin saya menggunakannya tidak terlalu sering, namun untuk anak-anak yang sudah over saya akan memberikan penguatan negatif kepada mereka atau dengan memberikan ancaman mereka akan tidak naik kelas kepada anak yang bandel.

Q: Mengapa bapak memilih untuk melakukan penguatan negatif tersebut?

A: Itu saya lakukan karena anak tersebut memang kelakuannya sudah terlalu malas mengikuti pembelajaran

Q: Bagaimana dampaknya terhadap siswa pak?

A: Kalau untuk penguatan negatif memang sudah cukup efektif terhadap mereka yang berkelakuan malas

## 3. Punishment

Q: Apakah anda menerapkan hukuman dalam pembelajaran anda? Mohon jelaskan.

A: kalau ada siswa yang tidak mengerjakan PR atau tugas, biasanya saya persilahkan untuk mengerjakan di luar kelas seperti perpustakaan. Itu semata-mata untuk memberikan rasa tanggung jawab kepada mereka seperti itu.

Q: Apa respons yang biasanya siswa berikan terhadap hukuman tersebut? Mohon jelaskan.

A: Ya anak cenderung menerima karena posisinya mereka memang salah tidak mengerjakan tugas.

## 4. Extinction Reinforcement

Q: Apakah anda pernah untuk tidak menanggapi jawaban atau tanggapan dari siswa anda?

A: Kalau ada jawaban atau pendapat dari siswa saya selalu menganggapi

Q: Mengapa bapak selalu menanggapi?

A: Karena kalau misalnya anak tidak ditanggapi mereka akan kecewa dan setelah itu mereka akan beranggapan negatif terhadap guru

## C. The Implementation of the reinforcement Arista et al. (2018).

### 1. Warmth and Enthusiasm

Q: Bagaimana anda memastikan siswa anda tetap tertarik dan antusias terhadap pembelajaran?

A: Saya biasanya menerapkan gaya belajar atau metode yang sesuai dengan kondisi anak, misal mereka sedang capek atau malas, kita bisa menggunakan game, atau menggunakan quiziz dan lain-lain

2. Fairness

Q: Apakah menurut anda, anda telah memberikan penguatan secara adil kepada para siswa?

A: Sebenarnya itu relatif, tapi yang jelas ketika kita memberikan penguatan itu tergantung kondisi anak.

3. Diversity and Balance

Q: Apakah anda memberikan beberapa penguatan seperti penguatan positif dan negatif kepada para siswa? Mohon jelaskan.

A: Ketika kita memberikan penguatan negatif harus kita akhiri dengan penguatan positif tidak hanya salah satunya, misal kita menasehati mereka kenapa kita memberi kita teguran untuk kepentingan mereka juga

Q: Mana yang lebih sering anda gunakan pak?

A: lebih seringnya positif mas

4. Meaningfulness

Q: Bagaimana cara anda agar siswa tetap termotivasi dan membuat mereka tetap merasa menjadi bagian dari pembelajaran tersebut? Mohon jelaskan.

A: Kita harus memberikan motivasi itu berulang-ulang tidak bisa hanya sekali, kita harus pandai menyisipkannya saat pembelajaran.

**No. 3**

**QUESTION LIST FOR INTERVIEW TEACHER'S GUIDELINES**

**Teachers' Reinforcements in Teaching English**

Interviewee : Mr. Pujiyanto, S. Pd.

Interviewer : Fadly Ariel Mubaroq

Date : November 25<sup>th</sup> 2024

Time : 09.36 – 09.50

Place : In front of TU room

A. Types of Reinforcement Gordan (2014), Mas'ud & Wulandari (2020), Oslund (2014), and Senyameter et al. (2020).

1. Positive Reinforcement

Q: Apakah anda menggunakan penguatan positif saat pembelajaran? Mohon jelaskan.



A: Saya menggunakannya, justru harus ya mas. Siswa itu harus selalu mendapatkan dorongan terhadap apa yang dilakukan oleh siswa jangan sampai siswa merasa rendah

Q: Jenis penguatan positif seperti apa yang sering anda gunakan ketika di kelas? Apakah verbal, non-verbal, atau keduanya? Mohon jelaskan.

A: biasanya saya menggunakan verbal atau perkataan karena memang lebih efisien ya mas

2. Negative Reinforcement

Q: Apakah anda menggunakan penguatan negatif juga saat pembelajaran? Mohon jelaskan.

A: Pernah, bagi siswa yang kurang memperhatikan dengan mengingatkan mereka dan menasehati mereka agar tidak berisik kembali.

Q: Mengapa bapak memilih untuk melakukan penguatan negatif tersebut?

A: Agar semua kegiatan pembelajaran berjalan lancar sesuai yang sudah direncanakan

Q: Bagaimana dampaknya terhadap siswa pak?

A: Ya mereka menerimanya sesuai dengan harapan, karena setelah saya tegur biasanya saya nasihati

3. Punishment

Q: Apakah anda menerapkan hukuman dalam pembelajaran anda? Mohon jelaskan.

A: kalau ada siswa yang tidak mengerjakan PR atau tugas, biasanya saya persilahkan untuk mengerjakan di luar kelas.

Q: Apa respons yang biasanya siswa berikan terhadap hukuman tersebut? Mohon jelaskan.

A: Mereka sih tetap menerimanya mas, karena memang sudah tau konsekuensinya.

4. Extinction Reinforcement

Q: Apakah anda pernah untuk tidak menanggapi jawaban atau tanggapan dari siswa anda?

A: Tidak pernah mas, karena ya tadi siswa harus selalu mendapatkan apresiasi

B. The Implementation of the reinforcement Arista et al. (2018).

1. Warmth and Enthusiasm

Q: Bagaimana anda memastikan siswa anda tetap tertarik dan antusias terhadap pembelajaran?

A: Mengingatkan siswa betapa pentingnya mata pelajaran bahasa inggris ini baik untuk sekarang maupun di masa depan.

2. Fairness

Q: Apakah menurut anda, anda telah memberikan penguatan secara adil kepada para siswa?

A: Menurut saya sudah secara adil, karena semua siswa berhak menerimanya.

Q: Bagaimana anda memberikan penguatan tersebut secara adil?

A: biasanya dengan saya kelompokkan lalu hasil tugas mereka saya apresiasi bagaimanapun hasilnya

3. Diversity and Balance

Q: Apakah anda memberikan beberapa penguatan seperti penguatan positif dan negatif kepada para siswa? Mohon jelaskan.

A: Tergantung apa yang terjadi di pembelajaran, ketika dibutuhkan penguatan positif saya akan lakukan, ketika dibutuhkan penguatan negatif juga saya akan lakukan.

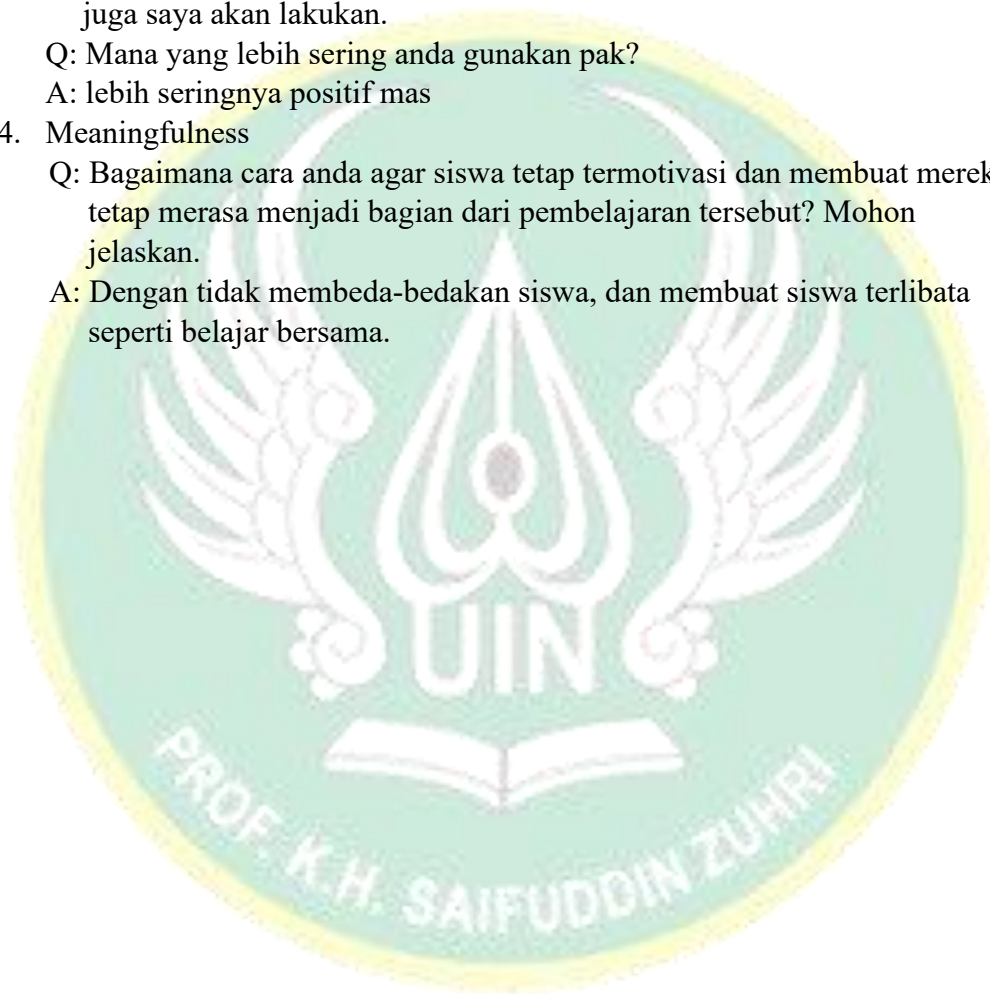
Q: Mana yang lebih sering anda gunakan pak?

A: lebih seringnya positif mas

4. Meaningfulness

Q: Bagaimana cara anda agar siswa tetap termotivasi dan membuat mereka tetap merasa menjadi bagian dari pembelajaran tersebut? Mohon jelaskan.

A: Dengan tidak membedakan siswa, dan membuat siswa terlibata seperti belajar bersama.



## *Appendix VII. The Script of Interview with Students*

### *No. 1*

#### **QUESTION LIST FOR INTERVIEW STUDENT'S GUIDELINES**

Interviewee : Jessica Queenysha Mughni Utena

Interviewer : Fadly Ariel Mubaroq

Date : November 25<sup>th</sup> 2024

Time : 10.09 – 10.20

Place : In front of teachers' office

A. Types of reinforcement Gordan (2014), Mas'ud & Wulandari (2020), Oslund (2014), and Senyametor et al. (2020).

##### 1. Positive Reinforcement

Q: Apakah anda senang terhadap pujian yang diberikan oleh guru anda?  
Mohon jelaskan.

A: Pernah mas, seperti memberikan pujian kalau kita menjawab pertanyaan dari bu guru

Q: Bagaimana perasaan anda ketika anda mendapat pujian dari guru anda?

A: Senang, dan menjadi lebih antusias dalam pembelajaran sih

Q: Apakah ada cara lain dari guru anda sebagai bentuk pujian terhadap anda? Seperti memberikan hadiah, memberikan tepuk tangan, atau ada yang lainnya? Mohon jelaskan.

A: Biasanya bu guru kasih nilai tambahan bagi yang bisa jawab soal gitu mas, kalau apresiasi lain mungkin kasih tepuk tangan atau jempol gitu

Q: Apakah guru anda sering untuk melakukan pujian tersebut ketika anda menjawab atau melakukan sesuatu yang baik? Mohon jelaskan.

A: Sering mas kalau kita menjawab pertanyaan dari bu guru

##### 2. Negative Reinforcement

Q: Apakah guru anda pernah melarang anda melakukan sesuatu?

A: Pernah mas

Q: Larangan seperti apa yang guru anda biasa lakukan? Mohon jelaskan.

A: Dengan cara memanggil nama anak yang berisik sih mas, kalau nggak kadang-kadang disuruh njelasin materi yang sedang dijelaskan

Q: Adakah bentuk larangan lain selain kata-kata yang guru anda berikan? Seperti apa contohnya? Mohon jelaskan.

A: Nggak ada sih mas, paling pake kata-kata doang

Q: Apakah guru sering memberikan larangan tersebut? Mohon jelaskan.

A: Paling kalau ada siswa yang berisik aja mas

Q: Bagaimana perasaan anda ketika guru anda memberikan larangan baik berupa kata-kata atau gerakan lainnya?

A: Kalau saya sendiri biasa-biasa saja mas karena bu guru juga bukan yang galak atau gimana

Q: Apakah hal tersebut membuat anda tidak tertarik terhadap pembelajaran? Mohon jelaskan.

A: kalau saya sih semakin tertarik mas

3. Punishment

Q: Apakah guru anda pernah memberikan hukuman terhadap siswa di kelas?

A: belum pernah sih mas

Q: Hukuman seperti apa yang sering guru anda berikan? Mohon jelaskan.

Q: Bagaimana perasaan anda terhadap hal tersebut?

4. Extinction Reinforcement

Q: Apakah guru anda pernah tidak merespon jawaban atau tanggapan yang anda sampaikan? Mohon jelaskan.

A: Pernah saat tidak mood gitu mas

Q: Jika iya, bagaimana perasaan anda terhadap hal tersebut?

A: biasa-biasa saja sih mas

B. The Implementation of the reinforcement Arista et al. (2018).

1. Warmth and Enthusiasm

Q: Apakah anda tetap antusias dan memperhatikan pembelajaran yang dilakukan oleh guru anda dari awal hingga akhir?

A: kalau saya sendiri tetap antusias mas, karena bu guru juga bukan guru yang galak

Q: Apa yang biasa guru anda lakukan agar anda tetap memperhatikan pembelajaran? Apakah dengan memberikan anda peringatan atau memberikan anda sebuah pertanyaan atau ada yang lainnya? Mohon jelaskan.

A: biasanya menegur mas, kalau nggak ada kaya permainan-permainan kecil gitu

2. Fairness

Q: Apakah menurut anda, guru anda memberikan pujian dan teguran kepada semua siswa di kelas, atau hanya beberapa saja? Mohon jelaskan.

A: sudah merata sih mas, nggak hanya satu atau dua anak saja yang dapat pujian atau teguran

3. Diversity and Balance

Q: Apakah guru anda lebih sering melakukan pujian atau teguran? Atau mungkin guru anda lebih sering memberikan hukuman? Mohon jelaskan.



A: Seringnya teguran atau pujian sih mas

4. Meaningfulness

Q: Apakah dengan guru anda melakukan penguatan-penguatan seperti pujian atau teguran tersebut, membuat anda semakin ingin tahu pada pembelajaran guru anda? Mohon jelaskan.

A: Lebih tertarik dan lebih antusias terhadap pembelajaran.

**No. 2**

**QUESTION LIST FOR INTERVIEW STUDENT'S GUIDELINES**

Interviewee : Intan Nur Fauziah

Interviewer : Fadly Ariel Mubaroq

Date : November 25<sup>th</sup> 2024

Time : 10.22 – 10.32

Place : In front of teachers' office

A. Types of reinforcement Gordan (2014), Mas'ud & Wulandari (2020), Oslund (2014), and Senyameter et al. (2020).

1. Positive Reinforcement

Q: Apakah anda senang terhadap pujian yang diberikan oleh guru anda? Mohon jelaskan.

A: senang mas, dan saya jadi lebih tertarik terhadap pembelajarannya

Q: Apakah ada cara lain dari guru anda sebagai bentuk pujian terhadap anda? Seperti memberikan hadiah, memberikan tepuk tangan, atau ada yang lainnya? Mohon jelaskan.

A: Bu guru biasanya kasih nilai plus dan apresiasi sama anak yang mau maju menjawab pertanyaan gitu mas

Q: Apakah guru anda sering untuk melakukan pujian tersebut ketika anda menjawab atau melakukan sesuatu yang baik? Mohon jelaskan.

A: Kalau menurut saya jarang sih mas

2. Negative Reinforcement

Q: Apakah guru anda pernah melarang anda melakukan sesuatu?

A: Pernah mas

Q: Larangan seperti apa yang guru anda biasa lakukan? Mohon jelaskan.

A: Biasanya peringatan sih mas, ke anak-anak yang sering lupa ngerjain tugas itu bakalan dapat hukuman

Q: Adakah bentuk larangan lain selain kata-kata yang guru anda berikan?

Seperti apa contohnya? Mohon jelaskan.

A: Cuma kata-kata aja sih mas

Q: Apakah guru sering memberikan larangan tersebut? Mohon jelaskan.

A: Kalau di kelasku jarang mas, nggak tau kalau kelas yang lain

Q: Bagaimana perasaan anda ketika guru anda memberikan larangan baik berupa kata-kata atau gerakan lainnya?

A: Kalau saya sendiri biasa-biasa saja mas kalau temen-temen yang lain nggak tau tuh

Q: Apakah hal tersebut membuat anda tidak tertarik terhadap pembelajaran? Mohon jelaskan.

A: kalau saya sih biasa saja mas

### 3. Punishment

Q: Apakah guru anda pernah memberikan hukuman terhadap siswa di kelas?

A: sudah pernah mas

Q: Hukuman seperti apa yang sering guru anda berikan? Mohon jelaskan.

A: Yang mengerjakan tugas di luar kelas gitu mas

Q: Bagaimana perasaan anda terhadap hal tersebut?

A: biasanya sih langsung menerima hukumannya

### 4. Extinction Reinforcement

Q: Apakah guru anda pernah tidak merespon jawaban atau tanggapan yang anda sampaikan? Mohon jelaskan.

A: Tidak pernah mas

Q: Jika iya, bagaimana perasaan anda terhadap hal tersebut?

## C. The Implementation of the reinforcement Arista et al. (2018).

### 1. Warmth and Enthusiasm

Q: Apakah anda tetap antusias dan memperhatikan pembelajaran yang dilakukan oleh guru anda dari awal hingga akhir?

A: kalau saya sendiri tetap antusias mas

Q: Apa yang biasa guru anda lakukan agar anda tetap memperhatikan pembelajaran? Apakah dengan memberikan anda peringatan atau memberikan anda sebuah pertanyaan atau ada yang lainnya? Mohon jelaskan.

A: biasanya ada ice breaking gitu, kalau nggak ngadain quiz gitu

### 2. Fairness

Q: Apakah menurut anda, guru anda memberikan pujian dan teguran kepada semua siswa di kelas, atau hanya beberapa saja? Mohon jelaskan.

A: Belum merata sih mas, biasanya hanya ada satu dua anak yang sering dapat teguran.

3. Diversity and Balance

Q: Apakah guru anda lebih sering melakukan pujian atau teguran? Atau mungkin guru anda lebih sering memberikan hukuman? Mohon jelaskan.

A: Seringnya pujian sih mas

4. Meaningfulness

Q: Apakah dengan guru anda melakukan penguatan-penguatan seperti pujian atau teguran tersebut, membuat anda semakin ingin tahu pada pembelajaran guru anda? Mohon jelaskan.

A: Lebih tertarik dan lebih termotivasi untuk mempelajari bahasa inggris mas.

*No. 3*

**QUESTION LIST FOR INTERVIEW STUDENT'S GUIDELINES**

Interviewee : Muding Aji Kusune Dewi

Interviewer : Fadly Ariel Mubaroq

Date : November 25<sup>th</sup> 2024

Time : 08.25 – 08.40

Place : In front of teachers' office

A. Types of reinforcement Gordan (2014), Mas'ud & Wulandari (2020), Oslund (2014), and Senyametor et al. (2020).

1. Positive Reinforcement

Q: Apakah anda senang terhadap pujian yang diberikan oleh guru anda? Mohon jelaskan.

A: Senang mas, itu buat saya jadi lebih semangat mengikuti pembelajaran

Q: Apakah ada cara lain dari guru anda sebagai bentuk pujian terhadap anda? Seperti memberikan hadiah, memberikan tepuk tangan, atau ada yang lainnya? Mohon jelaskan.

A: Dengan memberi nilai tambahan kalau bisa menjawab pertanyaan, dan yang saya membuat makin semangat karena saya juga pernah dipercaya untuk mengikuti perlombaan sih mas.

Q: Apakah guru anda sering untuk melakukan pujian tersebut ketika anda menjawab atau melakukan sesuatu yang baik? Mohon jelaskan.

A: Ya, nggak terlalu sering sih mas. Seringnya itu memberi kaya nasehat-nasehat gitu mas.

## 2. Negative Reinforcement

Q: Apakah guru anda pernah melarang anda melakukan sesuatu?

A: Lebih ke menegur sih mas, kalau aku menjawab belum pada waktunya, misal pak guru masih belum selesai dengan pertanyaanya gitu

Q: Adakah bentuk larangan lain selain kata-kata yang guru anda berikan? Seperti apa contohnya? Mohon jelaskan.

A: Hanya kata-kata sih mas.

Q: Apakah guru sering memberikan larangan tersebut? Mohon jelaskan.

A: ya ada waktunya sering kadang juga jarang sih mas

Q: Bagaimana respon teman-teman kamu yang kena teguran atau peringatan itu?

A: mereka sih langsung sadar dan diem mas, walaupun kadang nanti berisik lagi.

Q: Apakah hal tersebut membuat anda tidak tertarik terhadap pembelajaran? Mohon jelaskan.

A: tetap tertarik mas

## 3. Punishment

Q: Apakah guru anda pernah memberikan hukuman terhadap siswa di kelas?

A: pernah mas

Q: Hukuman seperti apa yang sering guru anda berikan? Mohon jelaskan.

A: Hukumannya paling mengerjakan tugas di luar kelas mas, biasanya disuruh ke perpustakaan

Q: Bagaimana perasaan anda terhadap hal tersebut?

A: karena saya belum pernah jadi ke teman-teman saya ya mas, mereka sih langsung menerima hukumannya

## 4. Extinction Reinforcement

Q: Apakah guru anda pernah tidak merespon jawaban atau tanggapan yang anda sampaikan? Mohon jelaskan.

A: Selalu menanggapi mas.

## B. The Implementation of the reinforcement Arista et al. (2018).

### 1. Warmth and Enthusiasm

Q: Apakah anda tetap antusias dan memperhatikan pembelajaran yang dilakukan oleh guru anda dari awal hingga akhir?

A: Tetap antusias sih mas

Q: Apa yang biasa guru anda lakukan agar anda tetap memperhatikan pembelajaran? Apakah dengan memberikan anda peringatan atau memberikan anda sebuah pertanyaan atau ada yang lainnya? Mohon jelaskan.

A: biasanya ditegur lalu disuruh menjelaskan ulang materinya kalau yang berisik gitu.



2. Fairness

Q: Apakah menurut anda, guru anda memberikan pujian dan teguran kepada semua siswa di kelas, atau hanya beberapa saja? Mohon jelaskan.

A: Sudah merata kalau menurut saya ya mas

3. Diversity and Balance

Q: Apakah guru anda lebih sering melakukan pujian atau teguran? Atau mungkin guru anda lebih sering memberikan hukuman? Mohon jelaskan.

A: Seimbang kalau menurut saya mas

4. Meaningfulness

Q: Apakah dengan guru anda melakukan penguatan-penguatan seperti pujian atau teguran tersebut, membuat anda semakin ingin tahu pada pembelajaran guru anda? Mohon jelaskan.

A: kalau saya sih merasa tertarik mas, karena saya sendiri juga tertarik dengan bahasa Inggris.

**No. 4**

**QUESTION LIST FOR INTERVIEW STUDENT'S GUIDELINES**

Interviewee : Annisa Halwa Janeeta

Interviewer : Fadly Ariel Mubaroq

Date : November 25<sup>th</sup> 2024

Time : 08.40 – 08.55

Place : In front of teachers' office

A. Types of reinforcement Gordan (2014), Mas'ud & Wulandari (2020), Oslund (2014), and Senyametor et al. (2020).

1. Positive Reinforcement

Q: Apakah anda senang terhadap pujian yang diberikan oleh guru anda? Mohon jelaskan.

A: senang mas, karena bukan hanya pujian, saya juga dapat motivasi lebih dari pak guru

Q: Apakah ada cara lain dari guru anda sebagai bentuk pujian terhadap anda? Seperti memberikan hadiah, memberikan tepuk tangan, atau ada yang lainnya? Mohon jelaskan.

A: Ya kadang tepuk tangan, atau kasih nilai tambahan mas

Q: Apakah guru anda sering untuk melakukan pujian tersebut ketika anda menjawab atau melakukan sesuatu yang baik? Mohon jelaskan.

A: Sering mas, dan itu juga buat saya lebih termotivasi.

2. Negative Reinforcement

Q: Apakah guru anda pernah melarang anda melakukan sesuatu?

A: Pernah mas

Q: Larangan seperti apa yang guru anda biasa lakukan? Mohon jelaskan.

A: Biasanya manggil nama sih mas kalau saya atau teman-teman bicara sendiri.

Q: Adakah bentuk larangan lain selain kata-kata yang guru anda berikan? Seperti apa contohnya? Mohon jelaskan.

A: Tidak ada selain kata-kata mas

Q: Apakah guru sering memberikan larangan tersebut? Mohon jelaskan.

A: Jarang mas

Q: Bagaimana perasaan anda ketika guru anda memberikan larangan baik berupa kata-kata atau gerakan lainnya?

A: Saya sih dengan adanya teguran seperti itu masih tetap tertarik terhadap pembelajaran mas

3. Punishment

Q: Apakah guru anda pernah memberikan hukuman terhadap siswa di kelas?

A: sudah pernah mas

Q: Hukuman seperti apa yang sering guru anda berikan? Mohon jelaskan.

A: Biasanya mengerjakan tugas di luar kelas mas

Q: Bagaimana perasaan anda terhadap hal tersebut?

A: teman-teman saya langsung menerima sih mas

4. Extinction Reinforcement

Q: Apakah guru anda pernah tidak merespon jawaban atau tanggapan yang anda sampaikan? Mohon jelaskan.

A: Selalu ditanggapi mas

B. The Implementation of the reinforcement Arista et al. (2018).

1. Warmth and Enthusiasm

Q: Apakah anda tetap antusias dan memperhatikan pembelajaran yang dilakukan oleh guru anda dari awal hingga akhir?

A: Selalu antusias mas

Q: Apa yang biasa guru anda lakukan agar anda tetap memperhatikan pembelajaran? Apakah dengan memberikan anda peringatan atau memberikan anda sebuah pertanyaan atau ada yang lainnya? Mohon jelaskan.

A: biasanya ditanya mengenai materi yang sedang dibahas gitu, kadang dapat nilai tambahan dari situ mas.

2. Fairness

Q: Apakah menurut anda, guru anda memberikan pujian dan teguran kepada semua siswa di kelas, atau hanya beberapa saja? Mohon jelaskan.

A: Merata ke semua siswa mas

3. Diversity and Balance

Q: Apakah guru anda lebih sering melakukan pujian atau teguran? Atau mungkin guru anda lebih sering memberikan hukuman? Mohon jelaskan.

A: Sudah seimbang kalau menurutku

4. Meaningfulness

Q: Apakah dengan guru anda melakukan penguatan-penguatan seperti pujian atau teguran tersebut, membuat anda semakin ingin tahu pada pembelajaran guru anda? Mohon jelaskan.

A: Saya merasa ingin lebih tau lagi mas.

**No. 5**

**QUESTION LIST FOR INTERVIEW STUDENT'S GUIDELINES**

Interviewee : Carissa Putri Amalina

Interviewer : Fadly Ariel Mubaroq

Date : November 25<sup>th</sup> 2024

Time : 12.24-12.34

Place : In front of teachers' office

A. Types of reinforcement Gordan (2014), Mas'ud & Wulandari (2020), Oslund (2014), and Senyametor et al. (2020).

1. Positive Reinforcement

Q: Apakah anda senang terhadap pujian yang diberikan oleh guru anda? Mohon jelaskan.

A: senang karena diapresiasi terus mas

Q: Apakah ada cara lain dari guru anda sebagai bentuk pujian terhadap anda? Seperti memberikan hadiah, memberikan tepuk tangan, atau ada yang lainnya? Mohon jelaskan.

A: Hanya kata-kata sih mas

Q: Apakah guru anda sering untuk melakukan pujian tersebut ketika anda menjawab atau melakukan sesuatu yang baik? Mohon jelaskan.

A: Sering mas, kadang juga memotivasi

2. Negative Reinforcement

- Q: Apakah guru anda pernah melarang anda melakukan sesuatu?  
A: Pernah mas, biasanya menegur kalau ada anak berisik mas.  
Q: Adakah bentuk larangan lain selain kata-kata yang guru anda berikan?  
Seperti apa contohnya? Mohon jelaskan.  
A: Kadang diberi peringatan ga dapat nilai kalau mereka nggak mau maju untuk tugas gitu mas.  
Q: Apakah guru sering memberikan larangan tersebut? Mohon jelaskan.  
A: Sering sih mas, karena kadang temen-temenku banyak yang berisik  
Q: Bagaimana perasaan anda ketika guru anda memberikan larangan baik berupa kata-kata atau gerakan lainnya?  
A: Kalau saya sendiri biasa-biasa saja mas  
Q: Apakah hal tersebut membuat anda tidak tertarik terhadap pembelajaran?  
Mohon jelaskan.  
A: Nggak begitu berpengaruh sih mas
3. Punishment  
Q: Apakah guru anda pernah memberikan hukuman terhadap siswa di kelas?  
A: sudah pernah mas  
Q: Hukuman seperti apa yang sering guru anda berikan? Mohon jelaskan.  
A: Yang mengerjakan tugas di luar kelas gitu mas, kadang juga pengurangan nilai mas.  
Q: Bagaimana perasaan anda terhadap hal tersebut?  
A: Kalau saya sendiri jadi ingin lebih maksimal dalam mengerjakan tugas, dan berusaha untuk tidak mengulangi lagi.
4. Extinction Reinforcement  
Q: Apakah guru anda pernah tidak merespon jawaban atau tanggapan yang anda sampaikan? Mohon jelaskan.  
A: Tidak pernah mas
- B. The Implementation of the reinforcement Arista et al. (2018).
1. Warmth and Enthusiasm  
Q: Apakah anda tetap antusias dan memperhatikan pembelajaran yang dilakukan oleh guru anda dari awal hingga akhir?  
A: Antusias mas, walaupun nggak sampai akhir banget  
Q: Apa yang biasa guru anda lakukan agar anda tetap memperhatikan pembelajaran? Apakah dengan memberikan anda peringatan atau memberikan anda sebuah pertanyaan atau ada yang lainnya? Mohon jelaskan.  
A: Kadang ditegur, tapi seringnya didiemin sih mas
2. Fairness  
Q: Apakah menurut anda, guru anda memberikan pujian dan teguran kepada semua siswa di kelas, atau hanya beberapa saja? Mohon jelaskan.  
A: Sudah Merata mas



3. Diversity and Balance

Q: Apakah guru anda lebih sering melakukan pujian atau teguran? Atau mungkin guru anda lebih sering memberikan hukuman? Mohon jelaskan.

A: Seringnya pujian mas

4. Meaningfulness

Q: Apakah dengan guru anda melakukan penguatan-penguatan seperti pujian atau teguran tersebut, membuat anda semakin ingin tahu pada pembelajaran guru anda? Mohon jelaskan.

A: Lebih ingin tau lagi mengenai bahasa inggris mas

**No. 6**

**QUESTION LIST FOR INTERVIEW STUDENT'S GUIDELINES**

Interviewee : Aura Lazima Raharyanti

Interviewer : Fadly Ariel Mubaroq

Date : November 25<sup>th</sup> 2024

Time : 12.35-12.45

Place : In front of teachers' office

A. Types of reinforcement Gordan (2014), Mas'ud & Wulandari (2020), Oslund (2014), and Senyameter et al. (2020).

1. Positive Reinforcement

Q: Apakah anda senang terhadap pujian yang diberikan oleh guru anda? Mohon jelaskan.

A: senang karena diapresiasi mas

Q: Bagaimana perasaan anda ketika diberi pujian atau apresiasi lain kepada anda?

A: Jadi lebih tertarik dan lebih aktif sih mas.

Q: Apakah ada cara lain dari guru anda sebagai bentuk pujian terhadap anda? Seperti memberikan hadiah, memberikan tepuk tangan, atau ada yang lainnya? Mohon jelaskan.

A: Hanya kata-kata sih mas

Q: Apakah guru anda sering untuk melakukan pujian tersebut ketika anda menjawab atau melakukan sesuatu yang baik? Mohon jelaskan.

A: Sering mas

2. Negative Reinforcement

Q: Apakah guru anda pernah melarang anda melakukan sesuatu?  
A: Pernah mas, menegur kalau ada anak berisik mas.  
Q: Adakah bentuk larangan atau teguran lain selain kata-kata yang guru anda berikan? Seperti apa contohnya? Mohon jelaskan.  
A: Disuruh menjelaskan di depan kelas gitu mas kadang.  
Q: Apakah guru sering memberikan larangan tersebut? Mohon jelaskan.  
A: Jarang sih mas, karena di kelasku juga anaknya tidak terlalu berisik  
Q: Apakah hal tersebut membuat anda tidak tertarik terhadap pembelajaran? Mohon jelaskan.  
A: Tetap tertarik mas.
3. Punishment

Q: Apakah guru anda pernah memberikan hukuman terhadap siswa di kelas?  
A: Kalau di kelas saya belum pernah sih mas.
4. Extinction Reinforcement

Q: Apakah guru anda pernah tidak merespon jawaban atau tanggapan yang anda sampaikan? Mohon jelaskan.  
A: Tidak pernah mas, selalu menanggapi.
- B. The Implementation of the reinforcement Arista et al. (2018).
  1. Warmth and Enthusiasm

Q: Apakah anda tetap antusias dan memperhatikan pembelajaran yang dilakukan oleh guru anda dari awal hingga akhir?  
A: Antusias mas, walaupun nggak sampai akhir banget  
Q: Apa yang biasa guru anda lakukan agar anda tetap memperhatikan pembelajaran? Apakah dengan memberikan anda peringatan atau memberikan anda sebuah pertanyaan atau ada yang lainnya? Mohon jelaskan.  
A: Kadang ditegur, tapi seringnya didiemin sih mas
  2. Fairness

Q: Apakah menurut anda, guru anda memberikan pujian dan teguran kepada semua siswa di kelas, atau hanya beberapa saja? Mohon jelaskan.  
A: Sudah Merata mas
  3. Diversity and Balance

Q: Apakah guru anda lebih sering melakukan pujian atau teguran? Atau mungkin guru anda lebih sering memberikan hukuman? Mohon jelaskan.  
A: Seringnya pujian mas
  4. Meaningfulness

Q: Apakah dengan guru anda melakukan penguatan-penguatan seperti pujian atau teguran tersebut, membuat anda semakin ingin tahu pada pembelajaran guru anda? Mohon jelaskan.

A: Lebih ingin tau lagi mengenai bahasa inggris mas







Laki-laki	12
Perempuan	20

Laki-laki	10
Perempuan	21
<b>Jumlah</b>	<b>31</b>

## No. 2 Grade VIII

### DAFTAR SMP

KELAS :  
MATA PELAJARAN :

No	NAMA	Lingk TP1
1	ADEL IBRAHIM HABIBI	95
2	ADZIMAR CAHYA ASSYAUQI	100
3	ALYA MUKHBITA PUTRI	100
4	AQILLAH RAHMIAR KAUNIAH	100
5	ARDHANI MAHESWARI PUTRI WIDJAYA	100
6	AZHAR ARIFIN	95
7	BELVARA MARITZ JANITRA	100
8	CALLYSTA VALERIE WIJAYA PUTRI	100
9	CHANTIKA REGINA PUTRI	85
10	CINTA AS SHOFA NURAINI	100
11	DECHA NURROHATUL ARIFAH	100
12	FAJAR NUR RAHMAN	100
13	FANI AURELI	100
14	FAQIH AZZAN AZZUFAR	95
15	FATIMATUZZAHRA UKHTI KHANSA ASSYIFA	90
16	FITRIA NINGSIH	80
17	GEMALA TRISTA SETYA	100
18	GESKA INGGARA TRI LINTANG	90
19	HAIFAN JAISY	90
20	HANAN RIZKY BAHTIAR	
21	HASSYA ANANDITA RAHMADHANI	100
22	HILAL MARTVAEL ATHALLAH	100
23	KEISHA DANISH ADELIO NUGROHO	95
24	LARAS PUTRI MAGANI	95
25	LINTANG MAYA ZAHIRA	100
26	MAULIDA ANANDA RAHAYU	85
27	MUHAMAD ALDIAN PRATAMA	100
28	MUHAMMAD ARAFA PUTRA MASIKA	95
29	MUHAMMAD TSAQIF	90
30	MUTIA MAHAMERU ROMAN	100
31	NABILA LANA DANIYA	100
32	REVAZEQIA AVRILIAURA DWIVANOLLY	100
33	SAZDA NADIA FATMA	100
34	SYAQILLA QOTRUN NADA	100
35	ZAENAL AMYAH	100
36	ZERA RAIHANAH SHABIRAH	100

Mengetahui,  
Kepala sekolah

SLAMET, S. Pd.  
NIP. 19700101 199802 1 007



PEMERINTAH KABUPATEN BANYUMAS  
DINAS PENDIDIKAN  
**SMP NEGERI 1 AJIBARANG**



Alamat : J. Raya No. 2 Ajibarang (281) 571782 Ajibarang Kab. Banyumas \* 53183

### DAFTAR NAMA SISWA KELAS VIII D TAHUN PELAJARAN 2024 / 2025

WALI KELAS : FIGI FIAN FAHMA, S.Pd.

NOMOR	NAMA	L/P	Bel	18-11- 2024
ABS.	INDUK			
1	14931	ADEL IBRAHIM HABIBI	L	100
2	14751	ADZIMAR CAHYA ASSYAUQI	L	100
3	14970	ALYA MUKHBITA PUTRI	P	85
4	14863	AQILLAH RAHMIAR KAUNIAH	P	100
5	14972	ARDHANI MAHESWARI PUTRI WIDJAYA	P	95
6	14758	AZHAR ARIFIN	L	100
7	14793	BELVARA MARITZ JANITRA	P	95
8	14759	CALLYSTA VALERIE WIJAYA PUTRI	P	95
9	14796	CHANTIKA REGINA PUTRI	P	85
10	14940	CINTA AS SHOFA NURAINI	P	90
11	14798	DECHA NURROHATUL ARIFAH	P	95
12	14765	FAJAR NUR RAHMAN	L	100
13	14801	FANI AURELI	P	90
14	14943	FAQIH AZZAN AZZUFAR	L	90
15	14870	FATIMATUZZAHRA UKHTI KHANSA ASSYIFA	P	85
16	14872	FITRIA NINGSIH	P	95
17	14768	GEMALA TRISTA SETYA	P	95
18	14947	GESKA INGGARA TRI LINTANG	L	80
19	14847	HAIFAN JAISY	L	90
20	14770	HANAN RIZKY BAHTIAR	L	90
21	14908	HASSYA ANANDITA RAHMADHANI	P	95
22	14804	HILAL MARTVAEL ATHALLAH	L	85
23	14807	KEISHA DANISH ADELIO NUGROHO	L	85
24	14852	LARAS PUTRI MAGANI	P	90
25	14916	LINTANG MAYA ZAHIRA	P	85
26	14853	MAULIDA ANANDA RAHAYU	P	100
27	14968	MUHAMAD ALDIAN PRATAMA	L	90
28	14855	MUHAMMAD ARAFA PUTRA MASIKA	L	95
29	14773	MUHAMMAD TSAQIF	L	95
30	14989	MUTIA MAHAMERU ROMAN	P	95
31	14882	NABILA LANA DANIYA	P	90
32	14962	REVAZEQIA AVRILIAURA DWIVANOLLY	P	85
33	14821	SAZDA NADIA FATMA	P	85
34	14783	SYAQILLA QOTRUN NADA	P	90
35	15001	ZAENAL AMYAH	L	100
36	14822	ZERA RAIHANAH SHABIRAH	P	95

Laki-laki 14  
Perempuan 22  
Jumlah 36

# DAFTAR SMP

KELAS  
MATA PELAJARAN

No	NAMA	Ling TP1
1	ADRIENA AQILLA SHIDQII	100
2	ALFARO RIZKI PRADANA PUTRA	80
3	AINEZAR REZQY BAHARRAHMADYA	80
4	ALYA LATIFAH INASYA	100
5	BRIALDY AL GHIFARI	85
6	CAHYA KHUSNA RAMADHANI	80
7	DELIA CATUR PANGESTIKA	100
8	DESVIAN ALFAROSI	100
9	ELVARETTA PUTRI AZHARI	100
10	FALIH LABIB MUSTOFA	100
11	FARKHAN AINUN NAJIB	100
12	FATHI MIRZA SAPUTRA	85
13	FIKRY MAULANA FEBRIAN	80
14	FIORI VIDELIYA ARETA	90
15	ISNAENI RETNO SAPUTRI	100
16	JESSA MAYA PUSPASARI	85
17	JOVANO ANDRA SUSANTO	80
18	JOVIAL SPRY GLADDEN	80
19	KHADZIYAH RAHSYA KUSDIANA	100
20	LILIN REVALINA AFRILIANI	80
21	MARLIANA VANDA NIAPSARI	90
22	MOZAVA RAYA SADINA	90
23	MUGHNI PRATAMA SYI	85
24	MUHAMMAD AL-GHAFFARI	100
25	NASYA AISHA FRIDA	100
26	NICKO ALVERO	85
27	OKA JUAN SURYA SANTOSA	80
28	OKTIVIANI AZIZAH	95
29	OVI LUSIANI	100
30	PRIMAWATI MULYANI	80
31	RAFFANIQ DEVINO DEMAS PRASONGKO	100
32	RIFAN ANGGA PRATAMA	100
33	SAFA AULIA RAMADANI	100
34	SALSABIL TSURAYYA QUEEN	100
35	SYIFA HERZAFIDA	100
36	ZHALEEYCA BILQIS NANDWANY	100

Mengetahui,  
Kepala sekolah

SLAMET, S. Pd.  
NIP. 19700101 199802 1 007



PEMERINTAH KABUPATEN BANYUMAS  
DINAS PENDIDIKAN  
**SMP NEGERI 1 AJIBARANG**



Alamat : J. Raya No 2 Ajibarang (0281) 571782 Ajibarang Kab. Banyumas \* 53163

## DAFTAR NAMA SISWA KELAS VIII E TAHUN PELAJARAN 2024 / 2025

WALI KELAS : SITI NURUL FAIZAH, S.Pd.

NOMOR	ABS.	INDUK	NAMA	L/P			
1	14824	ADRIENA AQILLA SHIDQII	P	1+	0	81	
2	14825	AINEZAR REZQY BAHARRAHMADYA	L	C	B+	81	
3	14827	ALFARO RIZKI PRADANA PUTRA	L	B	C	72	
4	14829	ALYA LATIFAH INASYA	P	B+	B	81	
5	14794	BRIALDY AL GHIFARI	L	C	B+	81	
6	14836	CAHYA KHUSNA RAMADHANI	P	B+	B+	81	
7	14976	DELIA CATUR PANGESTIKA	P	A	A	77	
8	14867	DESVIAN ALFAROSI	L	B+	B+	81	
9	14941	ELVARETTA PUTRI AZHARI	P	B	B	77	
10	14842	FALIH LABIB MUSTOFA	L	C	B	77	
11	14843	FARKHAN AINUN NAJIB	L	C	C	72	
12	14869	FATHI MIRZA SAPUTRA	L	B+	B	72	
13	14945	FIKRY MAULANA FEBRIAN	L	B	B+	81	
14	14844	FIORI VIDELIYA ARETA	P	B	B	77	
15	14848	ISNAENI RETNO SAPUTRI	P	B+	B+	63	
16	14951	JESSA MAYA PUSPASARI	P	C	B+	77	
17	14873	JOVANO ANDRA SUSANTO	L	B	B	77	
18	14849	JOVIAL SPRY GLADDEN	L	C	C	77	
19	14876	KHADZIYAH RAHSYA KUSDIANA	P	B+	B+	68	
20	14954	LILIN REVALINA AFRILIANI	P	B+	B+	72	
21	14986	MARLIANA VANDA NIAPSARI	P	B	B+	77	
22	14987	MOZAVA RAYA SADINA	P	A	B+	90	
23	14879	MUGHNI PRATAMA SYI	L	B		63	
24	14881	MUHAMMAD AL-GHAFFARI	L	E	B+	63	
25	14884	NASYA AISHA FRIDA	P	B+	B+	63	
26	14920	NICKO ALVERO	L	C	B	86	
27	14886	OKA JUAN SURYA SANTOSA	L	O	O	45	
28	14814	OKTIVIANI AZIZAH	P	B+	B+	81	
29	14777	OVI LUSIANI	P	O	B	59	
30	14993	PRIMAWATI MULYANI	P	C	B	59	
31	14923	RAFFANIQ DEVINO DEMAS PRASONGKO	L	C	B+	54	
32	14927	RIFAN ANGGA PRATAMA	L	B+	B+	86	
33	14780	SAFA AULIA RAMADANI	P	C	B	81	
34	14820	SALSABIL TSURAYYA QUEEN	P	B+		90	
35	14929	SYIFA HERZAFIDA	P	C	B+	86	
36	14858	ZHALEEYCA BILQIS NANDWANY	P	C	B+	81	

Laki-laki 16  
Perempuan 20  
Jumlah 36



DAFTAR NILAI  
SMP NEGE

KELAS : 8 B  
MATA PELAJARAN : BAHSA

No	NAMA	Lingkup Materi	
		TP1	TP2
1	AFIFA HAWA NUR RIZKI	100	100
2	AILSA SALLY SABRINA	100	90
3	AKBAR LEGA SETYANTO	85	80
4	ALVINO RASYA ARRAFI	100	80
5	ANDHIKA YANU ALFARIZKI	85	80
6	ANNISA HALWA JANEETA	100	100
7	AQILA PRADIA	100	85
8	ARIF BILAL PRASETYO	90	80
9	ARINA HIMMATI AULIA	80	90
10	ASYIFA DILA RAKHMADINA	95	100
11	AZRIL ASSARY MUSYAFFA	95	80
12	BAGUS DINDA SULISTIO	100	-
13	CAHAYA MUNAKUMALA	90	90
14	CELSA MELIANA	-	85
15	CIKA NUR LATIFAH	-	85
16	DITE MAULIDA SUCIANI	90	90
17	DIZA LATIFAH AURALIQ	-	85
18	EVAN AZKA WIGUNA	95	85
19	GENDIS AIRIN SYAZANI ARISTIA	100	100
20	GHANIS AJI PURNOMO	85	80
21	GHOZI IBRAHIM AL FAIQ	100	-
22	IVANA INDIYATI	-	85
23	KEVIN APRILLIANO PUTRA PRATAMA	95	80
24	NABILA RAMADHANI	100	100
25	NADIRA OKTAFIA	100	90
26	NARENDRA CHESTA ADABI	100	80
27	NAYSHAFRA RAIHANAH SYAD'IDYAH	100	100
28	RAFA ALVARO LUBIS	100	80
29	RAFIFA AISHA MAIDA	100	90
30	RINI KRISTINA NANDANI	100	-
31	RIZZA SYIFA APRILIA	85	100
32	SESYA BUNGA ASTY ANINDYA	90	90
33	SHENITA IMANIA NUGROHO	95	85
34	SULTONU AMALUDDIN SALEH	-	80
35	UISTEAN BAYANAKA NOERHADI	95	80
36	ZALZA FRISCA ANGELINA	-	85

Mengetahui,  
Kepala sekolah

SLAMET, S. Pd.  
NIP. 19700101 199802 1 007



PEMERINTAH KABUPATEN BANYUMAS  
DINAS PENDIDIKAN  
SMP NEGERI 1 AJIBARANG



Alamat : J. Raya No. 2 Ajibarang (52181) 52182 Ajibarang Kab. Banyumas \* 53183

DAFTAR NAMA SISWA KELAS VIII B  
TAHUN PELAJARAN 2024 / 2025

WALI KELAS : KUAT PRIYADI, S.Pd.

NOMOR	ABS.	INDUK	NAMA	LP			
1	14895	AFIFA HAWA NUR RIZKI	P	B	B+	77	100
2	14752	AILSA SALLY SABRINA	P	B	B+	81	80
3	14787	AKBAR LEGA SETYANTO	L	B+	B+	77	95.80
4	14828	ALVINO RASYA ARRAFI	L	A	B+	95	90
5	14898	ANDHIKA YANU ALFARIZKI	L	C	B	90	90
6	14933	ANNISA HALWA JANEETA	P	A	B+	90	90
7	14934	AQILA PRADIA	P	B	B+	77	60
8	14790	ARIF BILAL PRASETYO	L	B	B+	77	30
9	14973	ARINA HIMMATI AULIA	P	B+	B+	86	90
10	14791	ASYIFA DILA RAKHMADINA	P	B+	B+	86	90
11	14936	AZRIL ASSARY MUSYAFFA	L	C	B	95	70
12	14902	BAGUS DINDA SULISTIO	L	C	B+	95	80
13	14795	CAHAYA MUNAKUMALA	P	B	B	81	60
14	14938	CELSA MELIANA	P	C	B	77	100
15	14903	CIKA NUR LATIFAH	P	B+	B	81	80
16	14868	DITE MAULIDA SUCIANI	P	B+	B	63	
17	14838	DIZA LATIFAH AURALIQ	P	B	B	40	50
18	14841	EVAN AZKA WIGUNA	L	B	B+	95	80
19	14845	GENDIS AIRIN SYAZANI ARISTIA	P	B+	1	100	70
20	14846	GHANIS AJI PURNOMO	L	B	B	86	80
21	14948	GHOZI IBRAHIM AL FAIQ	L	C	B	86	30
22	14911	IVANA INDIYATI	P	B+	B	100	90
23	14914	KEVIN APRILLIANO PUTRA PRATAMA	L	B+	B+	90	90
24	14955	NABILA RAMADHANI	P	B+	B+	90	80
25	14956	NADIRA OKTAFIA	P	B	B+	86	80
26	14958	NARENDRA CHESTA ADABI	L	C	B	90	80
27	14776	NAYSHAFRA RAIHANAH SYAD'IDYAH	P	A	B+	86	80
28	14994	RAFA ALVARO LUBIS	L	C	B+	95	80
29	14924	RAFIFA AISHA MAIDA	P	C	B	81	80
30	14779	RINI KRISTINA NANDANI	P	C	B+	77	80
31	14857	RIZZA SYIFA APRILIA	P	B+	B+	100	90
32	14997	SESYA BUNGA ASTY ANINDYA	P	B+	B+	86	80
33	14963	SHENITA IMANIA NUGROHO	P	B+	B+	90	80
34	14999	SULTONU AMALUDDIN SALEH	L	C	B	90	20
35	14892	UISTEAN BAYANAKA NOERHADI	L	B	B+	95	90
36	14893	ZALZA FRISCA ANGELINA	P	B+	B+	77	100

Laki-laki 14  
Perempuan 22  
Jumlah 36



DAFTAR NIL  
SMP NEG



PEMERINTAH KABUPATEN BANYUMAS  
DINAS PENDIDIKAN  
**SMP NEGERI 1 AJIBARANG**



KELAS  
MATA PELAJARAN

: BA  
: BAH

DAFTAR NAMA SISWA KELAS VIII A  
TAHUN PELAJARAN 2024 / 2025

WALI KELAS : CICI JUNI PUPUT SATRIANINGSIH, S.Pd.

No	NAMA	Lingkup M	
		TP1	TP2
1	ABELIA PUTRIA OKTAVIAN	85	89
2	ABIYU THUFAIL FIRDAUS	80	80
3	ADHIL PRATAMA	0	80
4	ALDAN NARARYA	100	80
5	ALIFIAN RIZQI RAMADHAN	90	80
6	ANAFI NUR AZAHRA	85	85
7	ANNAJWA ZERLINDA ZAIN MAULADHI	0	80
8	ANNISA ALIFATUL ULA	85	80
9	ARARYA NAWWAF SULAKSONO	85	80
10	BASTHIAN LEON IBRAHIMOVIC	95	80
11	BOY ARJUNA PERMANA RAHAYU	0	80
12	CIKA PRASETYA	85	85
13	DAMELA SHAFI SEPTIANI	100	90
14	DESTA KALIFA CITRA	100	90
15	DIANDRA FALERINA S	90	90
16	EKA JHIBRAN TRIMANTO	85	80
17	FAZLUNA NAZANIN ZYVA-UL-FARA	100	90
18	GABRIEL ABERCIO CONSTANTINE	80	85
19	GADIS ALODIA SABILAH	100	80
20	ISNA AZKA AZKIA	95	80
21	KEISHA MAYSILI ABHISTA	85	85
22	MAUREEN ZHAKAYLA	80	80
23	MUDING AJI KUSUMA DEWI	100	80
24	MUHAMMAD FAWWAZ FATHUN NIZAR	85	80
25	NAJI SAMHAN	85	80
26	NAJWA FARIDATU ZULFA	0	85
27	NAYSHYFA RAIHANAH SYADIDYAH	95	85
28	NIZAM ARKAN ALKAYYIS	90	80
29	REFKI ASTA AMAR AZ-ZUHRI	100	80
30	REKA IHSAN FAISA	100	80
31	REVITA JUNIA SAPUTRI	100	80
32	REZAQA ARTHAREKA	100	80
33	RIZKA AMANDA PUTRI	100	80
34	VERISTA AGHNI ZELDA AZ ZAHRA	100	90
35	YULIANA CELINA PUTRI	100	100
36	ZAHNAN PUTRA ZINUDINE ZIDANE	90	80

Mengetahui,  
Kepala sekolah

SLAMET, S. Pd.  
NIP. 19700101 199802 1 007

NOMOR		NAMA	LIP		
ABS.	INDUK				
1	14859	ABELIA PUTRIA OKTAVIAN	90	P	80 75 B 71
2	14860	ABIYU THUFAIL FIRDAUS	80	L	70 30 B 50
3	14823	ADHIL PRATAMA	70	L	20 0 C 40
4	14967	ALDAN NARARYA	80	L	40 0 B+ 77
5	14969	ALIFIAN RIZQI RAMADHAN	80	L	30 80 B 68
6	14830	ANAFI NUR AZAHRA	90	P	60 85 B 77
7	14899	ANNAJWA ZERLINDA ZAIN MAULADHI	80	P	80 75 B 54
8	14755	ANNISA ALIFATUL ULA	60	P	50 60 B 68
9	14900	ARARYA NAWWAF SULAKSONO	80	L	50 45 B 63
10	14974	BASTHIAN LEON IBRAHIMOVIC	80	L	20 80 B+ 63
11	14865	BOY ARJUNA PERMANA RAHAYU	80	L	20 40 C 40
12	14939	CIKA PRASETYA	80	P	80 70 B 77
13	14904	DAMELA SHAFI SEPTIANI	90	P	90 85 B+ 81
14	14977	DESTA KALIFA CITRA	90	P	90 85 B+ 90
15	14762	DIANDRA FALERINA S	90	P	90 80 B 68
16	14800	EKA JHIBRAN TRIMANTO	80	L	40 65 B 72
17	14766	FAZLUNA NAZANIN ZYVA-UL-FARA	90	P	90 85 B+ 77
18	14767	GABRIEL ABERCIO CONSTANTINE	80	L	60 55 A 72
19	14946	GADIS ALODIA SABILAH	80	P	60 60 B 68
20	14806	ISNA AZKA AZKIA	90	P	60 75 B+ 72
21	14875	KEISHA MAYSILI ABHISTA	90	P	80 65 B 68
22	14809	MAUREEN ZHAKAYLA	90	P	70 60 B 59
23	14878	MUDING AJI KUSUMA DEWI	80	P	70 90 A 95
24	14880	MUHAMMAD FAWWAZ FATHUN NIZAR	80	L	30 0 B 40
25	14775	NAJI SAMHAN	80	L	60 45 0 59
26	14957	NAJWA FARIDATU ZULFA	90	P	80 80 B 81
27	14992	NAYSHYFA RAIHANAH SYADIDYAH	90	P	80 80 B 68
28	14885	NIZAM ARKAN ALKAYYIS	80	L	20 85 B 63
29	14995	REFKI ASTA AMAR AZ-ZUHRI	50	L	60 30 B 63
30	14925	REKA IHSAN FAISA	90	L	40 60 B 50
31	14778	REVITA JUNIA SAPUTRI	80	P	60 65 B 50
32	14889	REZAQA ARTHAREKA	80	L	40 75 0 50
33	14996	RIZKA AMANDA PUTRI	100	P	80 85 B+ 59
34	14930	VERISTA AGHNI ZELDA AZ ZAHRA	80	P	20 85 B 77
35	14785	YULIANA CELINA PUTRI	80	P	100 65 A 86
36	14786	ZAHNAN PUTRA ZINUDINE ZIDANE	80	L	40 0 B 40

Laki-laki 16  
Perempuan 20  
Jumlah 36

### No. 3 Grade IX

WALI KELAS : GIAT RIZKI PAMBUDI, S.Pd.

No.	NISN	NAMA SISWA D K G	L/P	Formatif				Sumatif				RBT Sm	PTS	PSAS	Jual	MR
				1	2	3	4	1	2	3	4					
1	14712	ABIDA NAFIS	P	100	100			80	85				90			
2	14714	ARYA ADILLA SETYA NUGROHO	L	90	100			100	93				80			
3	14715	ASYWAG NGISHMATUZZAHRO	P	100	100			100	93				100			
4	14716	AZVAN KHOERUNNISA AJI	P	100	100			100	93				100			
5	14717	BHAGAWANTA ZUKHRUFA NORU	L	90	90			90	85				100			
6	14718	DELIA SHARLIZ SAFIA MISHA	P	100	100			90	93				80			
7	14719	DILA FEBRIANA	P	100	90			90	85				100			
8	14720	ERLITA LESTARI	P	100	90			90	93				100			
9	14721	FARRELYA ZELDA WIBOWO	P	100	100			90	93				100			
10	14722	FATHAN NADHIF MARDIANSYAH	L	90	90			80	93				100			
11	14723	FAUZIYAH RAFIFAH	P	100	90			90	93				100			
12	14724	FAYZA ADILA HUSNA NAJWA	P	100	90			90	93				100			
13	14725	GIESZERDOSA R JHIFAZETGE	P	100	90			90	93				100			
14	14726	GIRENDRA BIMA PRASETYO	L	90	100			90	78				80			
15	14727	HAFTIZ TAUFIQ WICAKSONO	L	90	100			80	85				100			
16	14728	IFTIKHAR ISKA KHAUDRY	L	0	90			100	90				100			
17	14729	KASIAN GHULAM MAHRUS SUPRATNO	L	90	80			100	93				100			
18	14730	KEYSYA QYNNANTI SANJAYA	P	100	90			90	78				80			
19	14731	KHAREDA TIARA TSABITA	P	100	90			100	93				100			
20	14732	LIA KURNIANINGSIH	P	100	90			90	90				60			
21	14733	MADA BILQIES WAHAB ZAHROTUL AULIA	P	100	90			100	93				90			
22	14734	MAULANA RIZQI ADITYA	L	90	90			90	78				90			
23	14735	MUHAMMAD ADRAN RASTA FATERRAHMAN	L	90	90			80	85				100			
24	14736	MUHAMMAD FAIZA RIZQUNA TANJUNG	L	90	90			90	93				80			
25	14737	NABILA SAFARINA	P	100	90			90	93				100			
26	14738	NAJWA TATA RAMADAN	L	100	90			90	78				100			
27	14739	NAZILLA ISTINA PUTRI	P	100	90			90	90				100			
28	14740	RAFA ARDIYAN	L	90	100			80	93				100			
29	14741	RINTO PRAYOGA	L	90	90			90	90				100			
30	14742	RISQI AZKA AULADI	L	90	100			100	93				100			
31	14743	RIZKY ALVAN CHANDRA KUSUMA	L	100	100				93				100			
32	14744	SANIA NUR AZMI	P	100	90			100	90				100			
33	14745	TINA RAMADANI	P	100	90			90	93				100			
34	14747	WIDIA PUTRI MEIRA	P	100	90			80	78				100			
35	14746	ZALFA ZILZILA GHINASAPUTRI	P	100	90			100	90				100			

Mengetahui,  
Kepala Sekolah

Ajibarang, Desember 2024  
Guru Mapel

Slamet, S.Pd.  
NIP.19700101.199802.1.007

Pujianto, S.Pd.  
NIP.19670820.200801.1.003

WALI KELAS : MUNTAKO, S.Pd.

No.	NISN	NAMA SISWA D K F	L/P	Formatif				Sumatif				RBT Sm	PTS	PSAS	Jual	MR
				1	2	3	4	1	2	3	4					
1	14678	ABDILLAH KUKUH PRAKOSO	L	90	80			70					100			
2	14679	ABI AL HABSI	L	90	100			80					60			
3	14680	AKBAR ALHAFIZ FERISKO	L	100	80			80					80			
4	14681	AKBAR LUTHFI PRADITA	L	100	100			80					80			
5		AKHDAN SATRIA M.	L	90	100			70					20			
6	14682	AKMAL ZAKI IBRAHIM ARIF	L	90	100			90					100			
7	14683	ALFI ALFATHATU IMANSYAH	P	100	80			50					90			
8	14684	ARLYNDIRA BEFA AR-RAHMI	P	100	100			100					100			
9	14685	CALISTA QOTROTUN NADA	P	100	100			70					100			
10	14686	CHALLA CALLINDA AYESHA	P	100	100			100					80			
11	14687	CHIKA SYFANA HENDARTO	P	100	100			70					100			
12	14688	DHIA AFIF AZMIY	L	100	80			70					100			
13	14689	FADHILATU SHOLEHA	P	100	80			100					100			
14	14690	FAESA ARUNA HASFANANDA	L	90	100			70					100			
15	14691	FAIRY ZHETA RYU	P	100	100			90					100			
16	14692	FANNY NURUL DZIHNI ASYAUQI	P	100	100			90					100			
17	14693	FAUZIAH PUTRI PANGESTU	P	90	100			100					100			
18	14694	GRANDISTA RIZKY RAMADHAN	L	90	0								0			
19	14695	HANIF DAMI FAUZAN	L	0	100			80					100			
20	14696	HUMAIRA ZALFA ANANDAYNI	P	100	0			100					100			
21	14697	KHARISMA NUR INTANI	P	100	100			100					100			
22	14698	LABIBAH SAFFANATUL MUFIDAH	P	100	100			90					100			
23	14699	LORETA AFIFAH OKTA KARTIKA	P	100	80			90					100			
24	14700	MELA SEPTIAN RAMADHANI	P	90	90			70					100			
25	14701	MUFTI FARRAZ GUZIDA	L	100	100			90					90			
26	14702	MUHAMMAD RIZQI SUPRIYANTO	L	100	100			70					90			
27	14703	NAJIH FAZA ALFIAN	L	100	100			90					100			
28	14704	NUR ANIYAH	P	100	100			100					100			
29	14705	PRAMUDYA PUSPA WENING	P	100	90			90					100			
30	14706	PUPUT NARA AYUNDA	P	100	100			100					0			
31	14707	RAFI NUGROHO	L	90	100			90					90			
32	14708	RAFI PRATAMA	L	90	100								0			
33	14709	SHELLA OVITA DEWI	P	100	80			100					100			
34	14710	SITI NUR AISYAH	P	100	100			70					100			
35	14711	VALENTINE	P	0	80			100					100			

Mengetahui,  
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WALI KELAS : INTAN PURNAMASARI, S.Pd.

NOMOR	NISN	NAMA SISWA D X E	L/P	Formatif				Sumatif				R2 Sem	PTS	PSAS	Jml	RKR
				1	2	3	4	1	2	3	4					
1	14644	ALDILA GAHRA ABIDA	P	100	100			100	93				90			
2	14645	ALFIANTI PUTRI LESTARI	P	100	0			100	93				100			
3	14646	ALYA IRDINA FAIRUZ	P	90	100			60	88				100			
4	14647	ANAS ERLAN SAPUTRA	L	90	0			70	48				60			
5	14648	ANWAR FUADI	L	100	100			90	90				70			
6	14649	AURA LAZIMA RAHARYANTI	P	100	0			100	88				100			
7	14650	BINTANG DENDRA RAMADHANI	L	100	80			80					60			
8	14651	CHERYL BRIGITA EVELLYNE	P	90	80			100	90				100			
9	14652	CHEVA FAJAR GUMILANG	L	100	100			90	88				100			
10	14653	DINDA PUTRI MAULIDA	P	100	100			100	93				100			
11	14654	ELYSIA JERINDA	P	100	100			100	93				100			
12	14655	EVA DWIANA	P	100	100			100	88				100			
13	14656	FAKHRI MUHAMMAD NUR HENDRI	L	100	100			80	85				90			
14	14657	HANIN AN NISA METALLOVA	P	100	100			100	85				90			
15	15231	IBRA GUSTI AL KHOIRI	L	100	90			80	88				90			
16	14658	ISNAN NAFIZAQI MAULANA	L	100	100			90	85				80			
17	14659	JIHAN FIJJANNATA	P	0	100			100	88				100			
18	14660	KALYCA RITZA SEVTIANTI	P	90	100			100	88				100			
19	14661	KARISMA DESTIANI	P	90	100			100	88				100			
20	14662	KEYLA LUTFIANA ZUFAR	P	100	100			100	88				100			
21	14663	LUTHFIAH PUTRI GIRIANA	P	100	100			100	95				100			
22	14665	MUHAMMAD CAHYA NUGRAHA	L	100	50			70	85				70			
23	14666	NASYWA TSANY ULAYYA	P	100	100			100	88				100			
24	14667	NISFUL ANAM FAUZI	L	100	100			90	93				80			
25	14668	NUR LAELI MUKHARROMAH	P	90	100			100	93				90			
26	14669	PRATIKNO	L	100	0			90	85				20			
27	14670	RAHMAD BASUKI	L	100	80			80	90				80			
28	14671	RIZKI BAGUS PERMADI	L	90	90			80	88				20			
29	14672	SEFIANA HAPSARI RAHMADINI	P	90	100				88				100			
30	14673	SITI FATIKHATUN MUZAYANAH	P	100	100			100	90				80			
31	14674	TEGAR PUTRA SABIAN	L	90	90			90	88				100			
32	14675	THALITA AURELIA SHA SAVARELLA	P	100	100			100	93				100			
33	14676	ZAUARA FULLY BARDHA ZAMZAMI	P	90	100			100	88				100			
34	14677	ZHAFRAN HUSNA HARIYUANDA	L	100	100			80	90				60			

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Pujiyanto, S.Pd.  
NIP.19670820.200801.1.003


WALI KELAS : SISWOKO, S.Pd.

NOMOR	NISN	NAMA SISWA D X A	L/P	Formatif				Sumatif				R2 Sem	PTS	PSAS	Jml	RKR
				1	2	3	4	1	2	3	4					
1	14507	AGNES FRICILLYA TURNIP	P	100	100			100	93				100			
2	14508	ALIYYA SHIFA MELANIE	P	0	100			100	93				100			
3	14509	AL TOMBO ALBARASYAH	L	0	100			-	-				-			
4	14510	ANEKZA SETYANI	P	100	100			100	93				100			
5	14511	ARUMI SABRINA RAQILLA	P	100	90			100	83				100			
6	14512	ARYA SATYA	L	100	100			100	93				100			
7	14513	ASSYIFA KHOERUNNISA	P	100	90			100	93				100			
8	14514	ATHAYA ANINDIA PRIKHANTO	P	100	90			90	93				100			
9	14515	AYU PUTRIANA	P	100	100			100	93				100			
10	14516	BINTAN ELITA ALFAWAZI	P	100	90			0	93				100			
11	14517	CHRISTANDY OLIVER GORGABAMIA SIMBOLON	L	100	90			100	93				100			
12	14518	CIKA ZIYA QONITATIN	P	100	90			100	93				90			
13	14519	DINDA AYU MAYLINDA	P	100	90			90	90				50			
14	14520	FAJRAH ARDIANSAH	L	100	100			100					100			
15	14521	FRANS PRADIYTA GURNING	L	100	100			100	93				100			
16	14522	HARUMI PUTRI DEWANTI	P	100	90			90	93				100			
17	14523	HERLITA RAHMADHANIA	P	100	80			100	93				70			
18	14525	IFA WIDIANI	P	100	90			100	75				100			
19	14526	ITSNA DZUN NURAIN MAULIDA	P	100	90			100	93				100			
20		JASMINE PUTRI ASYIFA	P	100	90			100	83				100			
21	14527	KAUTSAR ADITIA HERDANKA	L	100	90			100	93				100			
22	14528	MACHIKO TAMAM RAFIF AL GHOFUR	L	100	90			0	93				100			
23	14529	MAESAROTUL ULYA	P	100	90			90	93				100			
24	14530	MARSA KHAILAH PRADNA PARAMITA	P	100	90			100	93				100			
25	14531	NABILA RAHMADANI	P	100	90			100	93				100			
26	14532	NATHANAEL SETYADI HARTONO	L	100	90			100	78				100			
27	15002	NURKHALIS AKBAR	L	100	90			100	93				100			
28	14533	RASYA OCHARIANI QORIATUL FITRI	P	100	100			100	85				80			
29	14534	SHABITA AZHAFI	P	80	90			100	93				100			
30	14535	SHALAHUDDIN ALI PANGESTU	L	100	100			100	93				100			
31	14536	SHIFA IQMALUNA	P	100	100			100	83				100			
32	14537	WILDAN FACHRI NOFREZA	L	100	90			100	93				100			
33	14538	WINDU SETIAWAN	L	100	90			100	75				70			
34	14539	ZAINUN MAULA	L	100	90			100	93				100			
35	14540	ZENDRA FREDERIKA HAMIZAN	L	100	90			100	93				90			

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## ***Appendix IX. Observation documentation***

### **Grade VII**



### **Grade VIII**







**Grade IX**



*Appendix X. Interview with teachers and students' documentation*



*Interview with Student*



*Interview with Student*



*After Interview with Teacher*





## *Appendix XI. Curriculum Vitae*

### **CURRICULUM VITAE**

#### **A. Profile**

Name : Fadly Ariel Mubaroq  
Student Number : 214110404092  
Place/Date of Birth : Banyumas, 16 Februari 2003  
Address : Ajibarang Wetan RT 03 RW 12, Ajibarang,  
Banyumas

#### **B. Formal Education**

- |  |      |
|--|------|
| 1. MI Ma'arif NU 1 Ajibarang kulon           | 2015 |
| 2. SMP Negeri 1 Ajibarang                    | 2018 |
| 3. SMA Negeri 1 Ajibarang                    | 2021 |
| 4. UIN Prof. K.H. Saifuddin Zuhri Purwokerto | 2025 |

#### **C. Organization Experiences**

1. HMJ TBI UIN Prof. K.H. Saifuddin Zuhri Purwokerto
2. HMPS TBI UIN Prof. K.H. Saifuddin Zuhri Purwokerto

Purwokerto, 19 Februari 2025



Fadly Ariel Mubaroq  
S. N. 214110404092