

**TEACHERS' REINFORCEMENT IN TEACHING ENGLISH  
AS A FOREIGN LANGUAGE (TEFL) AT 7<sup>TH</sup> GRADE OF  
SMP N 1 PAGUYANGAN BREBES**



**AN UNDERGRADUATE THESIS**

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

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2025**

## STATEMENT OF ORIGINALITY

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## PAGE OF APPROVAL

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This thesis, entitled

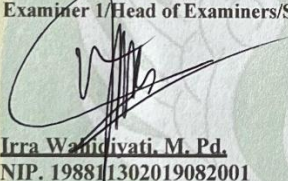
#### **TEACHERS' REINFORCEMENT IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL) AT 7<sup>TH</sup> GRADE OF SMP N 1 PAGUYANGAN BREBES**

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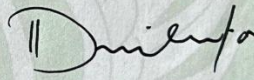
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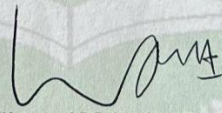
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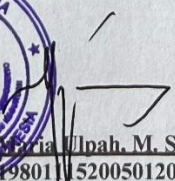
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## OFFICIAL NOTE OF SUPERVISOR

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To,  
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*Assalamu'alaikum Warahmatullahi Wabarakatuh*

After conducting guidance, review, direction, and correction through this letter, I convey that:

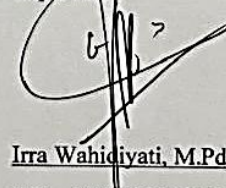
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*Wassalamualaikum Warahmatullahi Wabarakatuh*

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## MOTTO

*“If you can’t explain it simply, you don’t understand it well enough.”*

- Albert Einstein



## DEDICATION

*I dedicate this thesis to: My beloved parents, Mr. Achmad Maskur, and Mrs. Nur Baeti, my sisters Sakina Ibnatisani and Ilma Adila Putri who have always supported and worked hard for this study to become a better person;*

*All of my teachers and lecturers who transferred their knowledge to me patiently, and all the readers who willing themselves to read this thesis.*



## PREFACE

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Purwokerto, 11<sup>th</sup> March 2025



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## ABSTRACT

### TEACHERS' REINFORCEMENT IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL) AT 7<sup>TH</sup> GRADE OF SMP N 1 PAGUYANGAN BREBES

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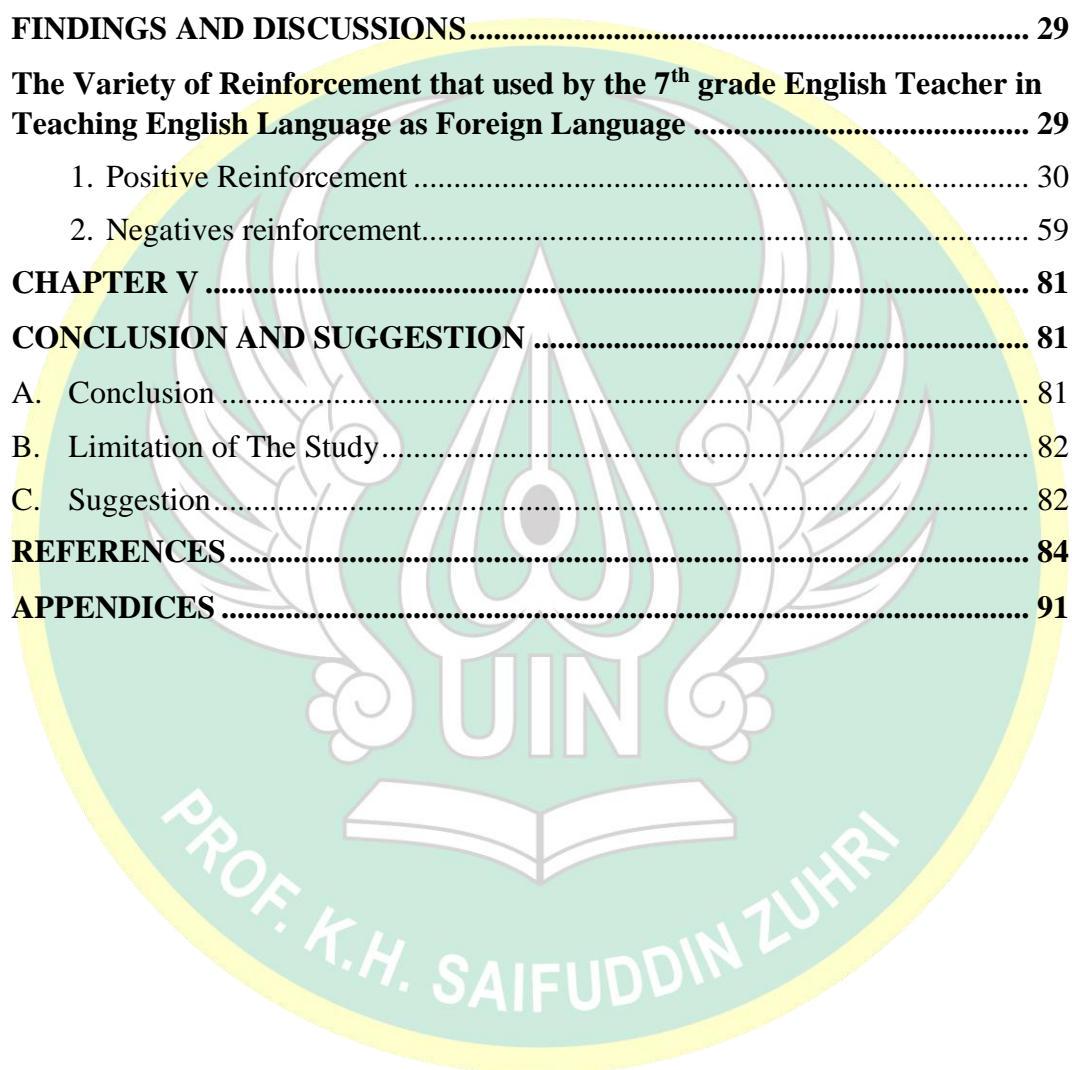
**Abstract:** This research aims to investigate the types of reinforcement do the English language teachers use in TEFL at seventh-grade students at SMP N 1 Paguyangan Brebes. This study used a qualitative descriptive approach, where data were presented through descriptions. The data were obtained through observations, interviews, and documentation. This research showed the results that the teachers at SMPN 1 Paguyangan used various forms of reinforcement in TEFL. The types of positive reinforcement used include verbal reinforcement, gesture or movement reinforcement, proximity reinforcement, physical contact reinforcement, activity reinforcement, and token reinforcement. Meanwhile, for negative reinforcement, these teachers used warning reinforcement, scolding reinforcement, threatening reinforcement, and coercion reinforcement. The findings indicated that teacher's efforts to create a learning environment to supports the reinforcement of positive behavior and control of negative student behavior. This is related with Skinner's principles in the learning process and modifying student behavior, especially in TEFL practice. This study highlights the need for thoughtful application of both reinforcement types to effectively manage classroom behavior and support student learning.

**Keyword:** *Reinforcement; Teachers; TEFL*

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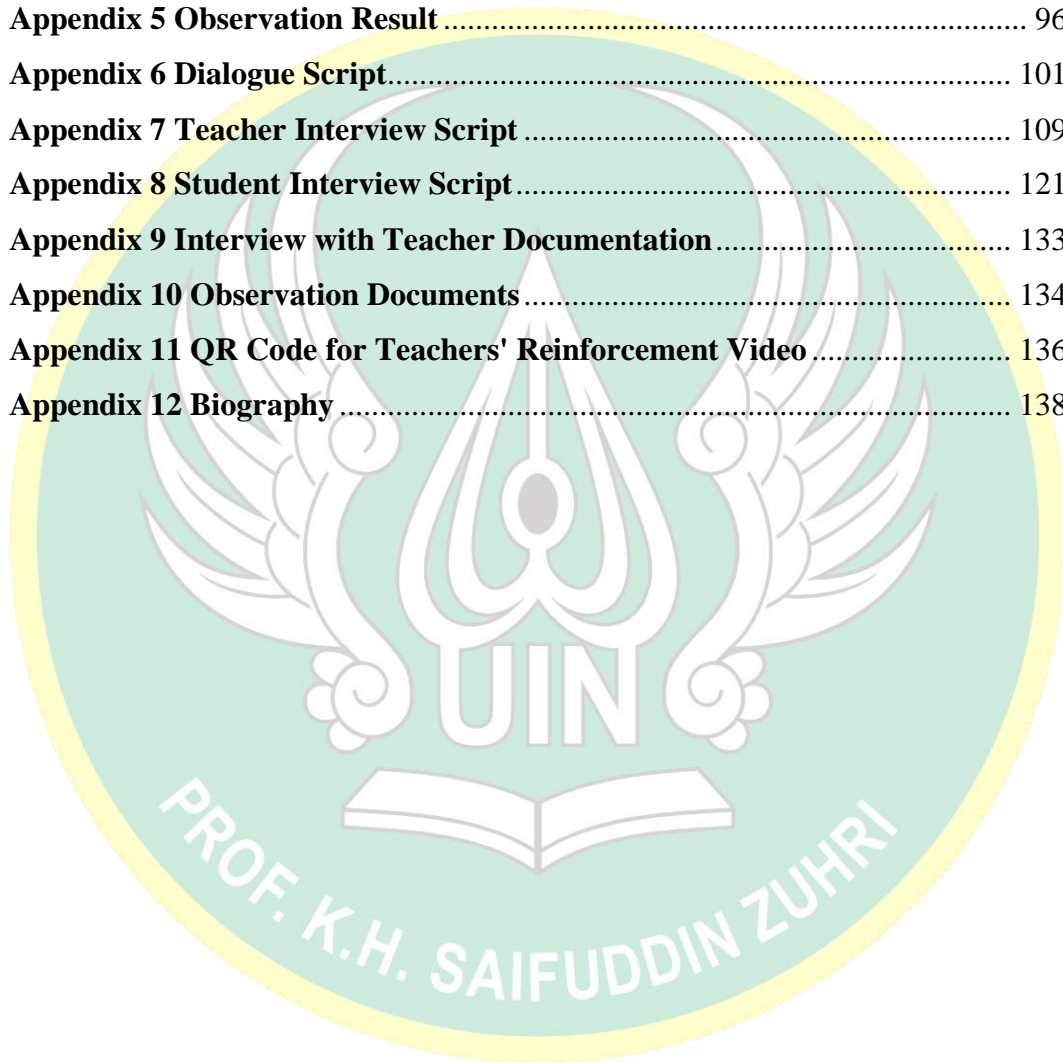


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# CHAPTER I

## INTRODUCTION

This chapter contains of introduction that presents the background of this research, conceptual definition, question, objective significance, and the structure of this research

### A. Background of The Research

Teaching English as a Foreign Language (TEFL) appoint to the activity of teaching to those who are not native English speakers in regions wherein English does not serve as their official language (Ahmad et al., 2020). It has become a ubiquitous phenomenon since English is the most often used language in educational forums, multinational companies in economics, cultural development, and many other aspects (Alsagoff et al., 2012). Additionally, study that deal with TEFL has been published and widely debated among language instructors, academics, and specialists in respective domains (Broughton et al., 2002; Setiyadi, 2020; Surkamp & Viebrock, 2018). It addresses the comprehension, variety, goal, urgency, and solution of TEFL. Alsagoff et al., (2012) expounded that the value of TEFL is found in its capacity to promote worldwide understanding as well as interaction. It demonstrates the significance of Teaching English as a Foreign Language (TEFL) in equipping non-native English speakers with the language skills necessary for effective interaction in social, professional and academic contexts.

In Indonesia, the Teaching English as a Foreign Language is particularly significant in term of formal education (Slabko et al., 2019). English language has been introduced as a subject in Indonesian education system from elementary school or even in kindergarten. Meanwhile, it becomes one of compulsory subjects in junior and senior high schools (Junining & Prawoto, 2020). The current situation of TEFL in Indonesia is characterized by the need to improve the quality of English language teaching, particularly at the junior and senior high school level (Mistar, 2014). Because at that level it is the most effective time for students to learn all the four English skills. The Ministry of National

Education in Indonesia has set standards for teachers' professional competences in English language teaching. It is including various knowledge aspects of language, strategy, style and method of teaching, mastery of oral and written English skills (Tias & Tongjean, 2022). This meant Indonesian teachers must have an effective way and excellent ability to teach English according to the standard in teaching English as a foreign language.

The teacher's teaching styles has very important role in teaching English as a foreign language. Teaching style is referred to the teacher's act, behave, and the way they deliver the material to the student in the classrooms. Chang (2010) stated that every teaching-learning moment is a chance for teachers to demonstrate their teaching style through their behaviors, roles, instructional strategies, traits, and beliefs. Teacher's grasp of the cognitive processes of their student will impact their pedagogical philosophy and instructional style (Danang et al., 2024). Additionally, this comprehension will shape their teaching approaches, methodologies, and classroom strategies. It refers that the teaching style will be highly influenced to the student's achievement, both their motivation to learn and English language as foreign language skill mastery. Amirian et al., (2023) investigated that there are some types of teaching that are influenced by various factors from the teacher itself. One of the types is professional approach, which more influential for the classroom management towards student's behaviour in learning English as foreign language. That is why, reinforcement become one of the important and considerable part of professional approach in order to build the effective teaching styles.

The use of reinforcement in the classroom is one of the important things that teachers need to grasp in order to manage and gaining the students motivation and interaction during learning process. According to Diedrich (2010) reinforcement is an action to increase the possibility that a desirable action will occur in the future by providing excessive encouragement for someone's (student) attitude. By consistently reinforcing positive language-related, teachers can help students develop good language learning habits and attitudes (Kustati & Yustina, 2019). For example, by providing positive feedback



and rewards for practicing English outside or inside of the classroom, teachers can encourage students to take an active interest in the language and seek opportunities for language practice and improvement. Teachers also need to be aware of how motivated their learners feel about education, as this can influence their learning activities. The level of achievement of the students' efforts is affected by their enthusiasm to study (Sabiq & Husein, 2017). It shows that, teacher's reinforcement has significant involvement in order to motivate student on learning processes.

There are many different types of student's respond towards the way teachers reinforce them in TEFL activity. Marina (2023) Students may respond with expressions on their faces, physical motions, or spoken words when they get this type of reward or good reinforcements, which it will motivate the other student to do better things in the future. In the other hand, Lestari, (2020) showed on her research that the most students appeared engaged after receiving the reinforcement and made an effort to respond to some of the teacher's queries. It can be concluded that students' responses to reinforcement carried out by teachers on what they did in TEFL have different variations according to the teacher's teaching style in TEFL.

SMP N 1 Paguyangan is a formal education junior school that exists in Paguyangan, Brebes. The preliminary study was held on 14<sup>th</sup> November 2023 at 7<sup>th</sup> grade in SMP N 1 Paguyangan Brebes by interviewing one of the English teachers of 7<sup>th</sup> grade. The study found some interesting phenomenon for instance the students are very engaged, motivated, having good manner and easy to handle by the teachers compared with the students of other school especially at 7<sup>th</sup> grade level when it turns to English language subject. Additionally, in the teaching process, teachers employ the key principles and components of TEFL, such as approaches, methods, and techniques specifically utilize various types of reinforcement to shape and manage students effectively. Therefore, most students feel motivated and flattered after they get praise or a gift from their teacher if they are being active or give positive feedback during learning process. Then, when there are some students who do not pay attention or lack of interest,

the teacher treats them well by reinforce them to make sure the expected behavior will lead the student in the following time. As a result, some of the students got many good progresses on learning English and it makes the study more essential and interesting to be conducted.

Based on the phenomenon above, it showed that the use of reinforcement can be hugely effective in creating learner's behavior and reach the goal of TEFL. After reviewing and reading some previous research with related fields of study, there are various differences from this research. A study that conducted by Tarmin (2023) examined the forms of effective reinforcement that teachers employ to help students comprehend the six tenses in English. The study used qualitative method in processing the data. They used cluster sampling by selecting a first-year Social Science class of 27 students and used a single group pre-test and post-test procedure. The result showed that (1) the mean score pre-test is 41,03 and post-test is 54,11. (2) the t-test value is higher than the t-table ( $10,05 > 2,048$ ). This study showed that the positive reinforcement is the highlight reinforcement that the teacher used. In the other hand, a study by Fajrin (2019) was also focused to identify teachers' reinforcement in English Learning Process at Senior High School 1 Padang by using quantitative method in collecting the data. The result of this study showed reinforcement that mostly used by the teacher at Senior High School 1 Padang is positive reinforcement. This study shows how the positive reinforcement empowered the learning process of high school student. Additionally, there is also study that conducted by Marina (2023) that focused on teachers' efforts to use positive reinforcement in increasing student discipline in the learning process. The research indicated that the proportion of discipline in grade IV elementary school students is 63.2%. The employment of positive reinforcement methods demonstrates an increase in student discipline to 73.3%.

It shows that there are still many studies who focus on only positive reinforcement used by the teachers at 7<sup>th</sup> grade level of junior high school. In addition, most previous studies examined at the senior high school level as the object. Meanwhile, English skills and student's behavior between every level

must have some differences in acquire English language as their foreign language. For that case, this study focuses on two types of reinforcement (positive and negative) that the teachers used in teaching English as foreign language. To sum up all the things that has been explained so far, this study conducting the study entitled **“Teacher’s Reinforcement in Teaching English as A Foreign Language (TEFL) at 7<sup>th</sup> Grade of SMP N 01 Paguyangan Brebes”**.

## **B. Conceptual Definition**

Conceptual definition is written here in order to reduce misconceptions among writers and readers in reading this research. So, this study wrote down several interpretations of the variables:

### **1. Reinforcement**

Reinforcement refers to a process or technique used to increase the likelihood of a desired behavior or response. This concept is derived from operant conditioning, a theory developed by behaviorist B. F. Skinner (Gordan & Krishanan, 2014). In the other side, Tarmin (2023) stated that reinforcement is a process where a desirable behavior is followed by a consequence in order to improve the probability that the behavior will recur under comparable circumstances. According to Maulidia (2021) there are two main types of reinforcement: positive reinforcement, involves providing a reward or positive consequence following a desired behavior, and negative reinforcement, involves removing a negative stimulus following the desired behavior. Additionally, reinforcement can help to shape students’ behavior and attitudes towards the English language. Reinforcement can be praise, symbolic rewards, token rewards, tangible rewards, or activity rewards (Yusuf et al., 2020).

### **2. TEFL**

Teaching English as Foreign Language (TEFL) is an activity of teaching, applying and training the use of English language to students whose English is not the language that they use formally or casually. TEFL encompasses a range of teaching approaches, methodologies, and techniques

designed to help non-native English speakers develop their English language skills for communication, academic, and professional purposes (I. P. Lestari et al., 2021). In terms of TEFL, teachers are trained to create engaging and effective learning experiences that cater to the specific needs and proficiency levels of their students (Setiyadi, 2020). They often use a communicative and student-centered approach, focusing on developing the four language skills: listening, speaking, reading, and writing.

### **C. Research Question**

What types of reinforcement do the teachers use in TEFL at 7<sup>th</sup> grade SMP N 1 Paguyangan Brebes?

### **D. Objective and Significance of the Research**

#### **1. The Objective of the Research**

To investigate the types of reinforcement, do the English language teachers use in TEFL at 7<sup>th</sup> grade SMP N 1 Paguyangan Brebes.

#### **2. The Significance of the Research**

These are some significances of this research, as follows:

##### **a. English Teacher**

This research is expected to contribute and provide insightful comments to an English teacher who intend to use a model of reinforcement in the classroom to enhance their teaching style. English teachers in general can adopt the model of reinforcement to motivate and manage the student in TEFL. Hence, with this research, English teachers can provide innovation in developing English as a foreign language teaching with the use of reinforcement to students appropriately.

##### **b. Another Researchers**

This research also aims to expand and deepen understanding of the reinforcement in TEFL. In the other hand this study is also help to increase the experience and knowledge of the use of reinforcement in TEFL. This research can also be used as a novel reference because all the data that collected is flexible and could be develop.



## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter of this research contains of two explanation points in deepening understanding and knowledge of the topic to be studied, such as theoretical framework and review of the previous study.

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

Theoretical framework focuses on the theory of the definition reinforcement, types of reinforcement and the teaching English as a foreign language.

##### **1. The Nature of Reinforcement**

To understand deeper what reinforcement is, of course, there must be an explanation of it. This study will provide an explanation of reinforcement including definition, purpose, types and schedule, as following:

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

Reinforcement is the process when a consequence follows the behavior of someone in order to increase the likelihood that a desired behavior would reoccur in following conditions (Tarmin et al., 2023). In the other side, Woolfolk & Margetts (2012) briefly stated that reinforcement is the form of consequences to strengthen behavior. Another perspective come from Daft & Lane (2008) that defined reinforcement as everything that results in the repetition or occupation of a particular activity. In accordance to Porter (2020) on his study argued that reinforcement made behavior stronger by delivering a repercussion that the behaviorist valued. In this way, this is the characteristic of reinforcement: reinforcement can increase the rate of student behavior in the classroom. So that, the main objective that drives the teacher's reinforcement of the learning process is to help students become well-rounded individuals who can achieve academic objectives, particularly when it comes to appropriate behaviors.

## **b. The Purpose of Reinforcements**

Providing reinforcement encouraging students to engage in good actions which foster learning achievement is the ultimate objective by offering reinforcement during the entire course of study. Meanwhile, Maulidia (2021) also argued that the goal of providing reinforcement during the learning process is to raise students' motivation to engage in constructive behavior that promotes learning achievement. The similar thought from Yusuf (2020) expounded that by giving students the right kind of reinforcement helps them pay more attention to what they are learning, preserve good conduct, build self-assurance, and create an environment that is favorable to academic achievement. In broad terms, it is frequently said that giving reinforcement in the form of a favorable reaction seeks to nurture and enhance the good behaviors students exhibit during their educational endeavors (Diedrich, 2010). To sum up all the thing that has been explained, the use of reinforcement is to inspiring students to repeat and enhance the accomplishments and create the pleasant behavior of what they have achieved in school.

## **c. Types of Reinforcement**

In term of education, reinforcement has 2 types that are commonly applied by teachers in the classroom, namely:

### **1. Positive Reinforcement**

Positive reinforcement in the classroom is a fundamental strategy for promoting desired student behaviors and fostering engagement in the learning process (Marina, 2023). Numerous research studies have attested to the effectiveness of positive reinforcement in improving student behavior and academic performance (Diedrich, 2010; Mantasiah R, 2021; Marinda & Suhardi, 2020). Positive reinforcement is able to help improve performance. According to Gordan & Krishanan, (2014) argued that the concept of positive reinforcement indicates that an individual will receive something or a reward for

responding positively to an action or behavior. While Marinda & Suhardi (2020) has demonstrated that delivering praises or compliments is a form of positive reinforcement.

Cotton, (1988) stated that there are several components in positive reinforcement that are commonly implemented in TEFL, including:

a) Verbal Reinforcement

In educational contexts, verbal reinforcement can take various forms, such as words, phrases, and sentences, to encourage students' positive behaviors and enhance their learning experience (Vallerand, 1987). The way to use verbal reinforcement in the classroom is through positive words or phrases that strengthen students. For instance, a teacher might use constructive compliments expressions for example a teacher might say "Great job completing the assignment on time. You showed great time management skills!", "Thank you for sharing your unique perspective. Your contribution enriched our discussion!". Teacher also can use simple words to give positive feedback like "nice", "excellent", "perfect", "super", "bravo". This type of reinforcement can help students feel supported and motivated to persevere through challenges.

b) Movement or gestural reinforcement

Movement or gestural reinforcement is a form of positive reinforcement that involves using physical gestures to encourage and support desired behaviors. In the context of teaching, it is a strategy employed by educators to enhance student engagement and motivation (Yusuf et al., 2020). This reinforcement in the classroom can be achieved through positive gesture or movement expressions, such as smiling, nodding, thumbs-up, high-fives, hand signals and maintaining eye contact with students when they are actively participating or answering questions. For example, a teacher can use a smile to show encouragement and approval when a student gives a

correct answer or makes a meaningful contribution to the class discussion.

c) Proximity reinforcement

Proximity can serve as non-verbal reinforcement in the classroom. Pratiwi (2018) stated that in educational contexts, proximity reinforcement involves the teacher physically positioning themselves near a student to provide encouragement and support. This can include actions such as standing next to a student, sitting close to them, or touching them gently to convey approval and support. For intense, the teacher can just only reach the student who has the best enthusiasm and have a seat beside him/her. This kind of action can help to build strengthen the teacher-student relationship, which is essential for effective learning and positive behavior.

d) Physical contact reinforcement

Contact or physical reinforcement is the way teachers use direct contact to the student. Physical contact can serve as a form of positive reinforcement in various behavioral interventions, particularly for individuals who need special intention (Ollendick & Cerny, 2013). In the other hand physical reinforcement for student behavior is grounded in the principles of behaviorism, particularly Skinner's theory of operant conditioning posits that behavior is influenced by the consequences that follow it (Diedrich, 2010). For example, a teacher can pat a student on the back or by give a supportive hand on the shoulder to convey encouragement and support.

e) Activity reinforcement

Activity reinforcement, often employed to enhance student engagement, typically involves incorporating activities that captivate students' interests and create an enjoyable learning environment. This approach leverages the use of songs, movies, storytelling, and other engaging methods to foster a lively and



interactive condition within the classroom. For instance, teachers may integrate multimedia content, such as educational films or musical elements, to sustain students' attention and enthusiasm throughout the learning process (Adams, 2000). By embedding such stimulating activities into the teaching process, the teachers aim to increase students' active participation and investment in their academic pursuits (Brown, 2006). Consequently, the strategic implementation of enjoyable activities serves as a powerful tool to motivate students and enhance their overall learning experience.

f) Token reinforcement

Token reinforcement is a structured reinforcement where tokens are given as rewards for specific behaviors. These tokens can later be exchanged for other reinforcers, such as tangible items or privileges (Evans, 2015). In the other hand, Bonfonte et al., (2020) stated that the effectiveness of token reinforcement influences their ability to bridge the gap between the behavior and the ultimate reward, providing an immediate form of reinforcement that can be accumulated over time. This type of reinforcement is shown by the teacher such as making good notes on student papers, giving picture, cards, stickers or giving gifts to students.

## **2. Negatives Reinforcement**

Negative reinforcement is a concept that involves the strengthening of a behavior. Baker et al., (2004) stated that negative reinforcement removes or avoids an aversive stimulus. Negative reinforcement according to Skinner involves the removal of an unpleasant stimulus in response to a desired behavior, which in turn increases the likelihood of that behavior being repeated (Schmits, 1973). In the other perspective, Evans, (2015) explained on his research that the negative reinforcement increases the likelihood of a behavior by removing or reducing negative stimuli, such as stress or discomfort, which is central to its role in addiction and behavior modification. So

that, in the field of Teaching English as a Foreign Language (TEFL) negative reinforcement refers to the use of aversive stimuli or consequences to reduce or eliminate undesired behaviors of learners.

According to Wahab et al., (2013) there are some types negative reinforcement that the teachers can use in managing student behavior on TEFL, such as:

a) Warning

Warnings are a common form of negative reinforcement used in the TEFL context. For example, a teacher might warn a student that they will be penalized for incomplete homework or disruptive behavior in class. The aversive stimulus of a potential consequence is intended to motivate the student to improve their behavior in the future.

b) Scolding

Scolding can also be utilized as a negative reinforcement technique in TEFL. This involves verbal reprimands or expressions of disapproval in response to a student's inappropriate behavior. For instance, a teacher might scold a student for speaking out of turn or using disrespectful language in the classroom. The aversive nature of scolding is intended to deter the student from repeating the undesirable behavior.

c) Threatening

Threatening is another negative reinforcement strategy that may be employed in the TEFL setting. Teachers might threaten students with certain consequences if they do not adhere to classroom rules or expectations. This could involve threats of lower grades, detention, or other disciplinary measures. The fear of experiencing these negative outcomes serves as a motivator for students to comply with the established guidelines.

d) Complaining

Complaining can also be used as a form of negative reinforcement in TEFL. For instance, a teacher might express dissatisfaction or disappointment with a student's performance or conduct in the classroom. This type of aversive feedback is intended to prompt the student to improve their behavior or academic efforts to avoid further complaints from the teacher.

e) Coercion

Coercion involves using force or pressure to compel students to comply with desired behaviors in the TEFL context. This could include imposing strict academic requirements, inflexible deadlines, or rigid participation expectations. The aversive nature of coercion is meant to induce compliance through the fear of negative consequences for noncompliance.

f) Punishment

Punishment, while controversial, is also a negative reinforcement method used in the TEFL context. This may involve imposing disciplinary actions such as detention, suspension, or expulsion for serious behavioral transgressions. The aversive nature of punishment is designed to deter students from engaging in the targeted undesirable behaviors.

## **2. TEFL (Teaching English as Foreign Language)**

### **a. Definition TEFL**

TEFL stands for teaching English as foreign language that refers to a teaching activity of English as a foreign language to non-native English speaker by focusing on classroom techniques and school organization to help practicing teachers in their daily tasks (Abbot, 1979). It encompasses various methodologies, strategies, and objectives tailored to different learning environments and cultural contexts (Gu, 2018). Sarvara (2023) argued that in the future of TEFL, educators are trained to employ basic

teaching strategies for instructing from kids to adults, with an emphasis on continuous professional development.

TEFL aims to promote communication and understanding in cultural awareness, as well as provide students with the opportunity to access a wider range of educational and professional opportunities. In addition, Dwinalida (2021) stated that in the context of acquiring a second or foreign language, the central ambition is to attain proficiency in an additional linguistic system. This endeavor is driven by the overarching intention of achieving fluency in the target language. Moreover, Luk (2012) suggested that the purpose of TEFL is to develop learners' intercultural competence for effective communication across cultures through English, with a focus on integrating cultural content in language teaching. In summary, TEFL involves teaching English to students in a non-English speaking country, and it often involves using a communicative approach to language teaching, where the emphasis is on providing students with opportunities to practice and use the language in meaningful and professional contexts.

#### **b. Components of TEFL**

In teaching English, there are several components that need to be considered to achieve the goal of the teaching itself. Setiyadi (2020) expounded there are three component which are often overlapped and play a significant role in establishing effective language learning processes in language teaching, such as approach, method and technique.

##### **1) Approach**

Approach in the context of TEFL refers to the overall theoretical stance and philosophy that guides the design and implementation of language teaching and learning activities (Richards & Rodgers, 2001). In the other word, Brown (2006) defined approach as a set of correlative assumptions dealing with the nature of language teaching and learning. It represents the fundamental principles and beliefs that shape the instructor's approach to teaching English as a foreign language. For example, the communicative approach emphasizes the use of authentic



language in meaningful communication, whereas the grammar-translation approach focuses on the explicit teaching of grammar rules and translation exercises.

## 2) Method

Method, on the other hand, refers to the overall plan and systematic organization of teaching procedures and techniques based on a specific approach (Richards & Rodgers, 2001). It involves the selection of appropriate materials, classroom activities, and assessment tools that align with the chosen approach to language instruction. There are some methods that are often used in the teaching activities in delivering the material, as following:

- a) **Grammar Translation Method**, a traditional language teaching method that focuses on the explicit teaching of grammar rules and the translation of texts between the target language and the native language of the learner. This method places a heavy emphasis on reading and writing, and often involves the memorization of vocabulary and grammatical structures.
- b) **Audio Lingual Method**, this method places a strong focus on listening and speaking and encourages learners to mimic and practice target language patterns and structures. This method often utilizes audio recordings to present language models and promote aural comprehension.
- c) **Direct Method**, emphasizes the direct use of the target language in the classroom, with the aim of promoting natural language acquisition through immersion. It encourages the use of visual aids, gestures, and real-life objects to convey meaning, and focuses on the development of speaking, listening, and reading skills.
- d) **Silent Way**, refers on learner autonomy and discovery learning. In this method, the role of the teacher is minimized, and learners are encouraged to take an active role in their own language learning process. The teacher remains mostly silent and uses colored rods and

charts to prompt learners to produce language and discover grammatical patterns and structures on their own.

- e) **Total Physical Response**, highlights the use of commands and physical actions to facilitate language comprehension and production. Learners are stimulated to respond to commands in the target language by physically carrying out the actions, which is believed to enhance their understanding and retention of language.
- f) **Community Language Learning**, prominence on building a supportive and collaborative language learning community. In this method, learners sit in a circle with a facilitator or counsellor, and engage in natural, conversational language learning experiences. The facilitator acts as a resource and provides language models and prompts, while learners actively participate in discussions and activities to develop their language skills.
- g) **Suggestopedia**, integrates the use of suggestion and relaxation techniques to enhance language learning. This method employs a variety of sensory-rich materials, such as music, art, and drama, to create a positive and relaxed learning environment. It focuses on the power of suggestion and uses carefully scripted dialogues and texts to convey language in a non-threatening and highly conducive manner.

### 3) Technique

Technique, within the scope of TEFL, refers to the specific actions and procedures used by teachers to achieve the learning objectives outlined by the chosen method and approach. Techniques include instructional practices, classroom management strategies, and assessment methods employed to facilitate language learning (Richards & Rodgers, 2001). Meanwhile, according to Larsen Freeman, (2000) techniques are the implementation of the method or the realization of the methodology within the classroom context. Examples of techniques include role-plays, debates, and language

games, which are often used to promote speaking and listening skills in language classes.

### **c. Standard Competencies EFL Teachers**

Standard competences of an EFL (English as a Foreign Language) teacher refer to the essential skills, knowledge, and abilities that a teacher should possess in order to be effective in teaching English to non-native speakers. These competences are typically based on professional standards and best practices in the field of language education. On the word by (Brown, 2006) common standard competences of an EFL teacher include:

#### **1) Technical Knowledge**

The EFL teacher is expected to have a deep understanding of the English language, including its grammar, vocabulary, phonetics, and usage (Ma'rufah, 2021). This knowledge also encompasses an understanding of language teaching methodologies, curriculum development, assessment techniques, and technology integration in language teaching.

#### **2) Pedagogical Skills**

This involves the ability to effectively plan and deliver lessons, create engaging learning materials, adapt teaching methods to meet the needs of diverse learners, provide constructive feedback, manage classroom dynamics, and employ various strategies for teaching language skills (e.g., speaking, listening, reading, writing).

#### **3) Classroom Management**

This makes EFL teacher should have ability to create comfortable, effective and supportive classroom atmosphere. EFL teachers should be able to effectively manage a classroom, including creating a positive learning environment, addressing discipline issues, creating good behavior for student and promoting student engagement (Purnama & Asdlori, 2023).

#### **4) Interpersonal Skills**

EFL teachers are expected to be skilled communicators who can establish rapport with students, colleagues, and parents. They should exhibit empathy, patience, and cultural sensitivity, be able to motivate and inspire students, and create a supportive and inclusive learning environment.

#### **5) Personal Qualities**

This includes traits such as enthusiasm, adaptability, organization, creativity, resilience, and a commitment to ongoing professional development. EFL teachers should also demonstrate a passion for language and a genuine interest in their students' progress and success.

### **B. Review of the Previous Research**

This study has already reviewed several previous studies that has relation to this research based on the topics and result. In order to develop research, this is done in order to identify and gather relevant information, as follow:

Andi Masriadi Tarmin, Nirwana Darwis and Hasriati Nur have published research in 2023 entitled "TEACHER REINFORCEMENT TO THE STUDENTS TO UNDERSTAND THE SIX ENGLISH TENSES". This study investigated the types of effective reinforcement used by the teacher to the student understand the six tenses. This research uses quantitative method in processing the data. They applied cluster sampling by choosing Social Science class of the first year that consists of 27 students with one group pre-test and post-test design. This research employed multiple choice test, which based on the problem statement investigated, it is multiple choice test. The result of this research shows: (1) the mean score pre-test is 41,03 and post-test is 54,11. (2) the t-test value is higher than the t-table ( $10,05 > 2.048$ ). So, this research has some relevant as its objective, which focus on the types of effective reinforcement use by the teacher. But the result might be different as they focus in the Understanding of six tenses and used a quantitative method in analysing the data.



The study entitled “THE CORRELATION OF TEACHERS’ REINFORCEMENT AND STUDENTS’ ACHIEVEMENT IN ENGLISH LEARNING PROCESS” that written by Nurul Hidayati Fajrin, Martin Kustati and Luli Sari Yustina in 2019. This research focused on the class managements’ indicators of teacher’s reinforcement and feedback to students’ responses and students’ achievement in Learning Process. The study aims to identify teachers’ reinforcement in English Learning Process at Senior High School 1 Padang. The use quantitative method as they data processing on the research. The data was analysed by using Pearson correlation. It showed types of all the positive and negative reinforcement used by English teacher at Senior High School 1 Padang and the mostly used is positive reinforcement. It has significant focus on study with this research on the teacher use of reinforcement in English Learning Process and their correlation with the student achievement in Senior high school level. Meanwhile, this research focusing more into the teacher’s reinforcement in TEFL at junior high school level.

The result of study that researched by Elsy Mardhatillah in 2023 with the title “TEACHER’S REINFORCEMENT IN ENGLISH CLASSROOM IN MTsS DARUL MAKMUR SUNGAI CUBADAK”. This research was conducted due to some problems found in MTsS Darul Makmur. It investigated to find out the types of reinforcement often and rarely used by the teacher. Then, find out the reasons the teacher used certain reinforcements. The research applied with qualitative method by made interview, observation sheets and description of the use of reinforcement by the teacher in the English classroom. The result of the research revealed that there were two types of positive reinforcement used by teachers (verbal and non-verbal reinforcement) was gestural, activity, and proximity reinforcement. The negative reinforcement often used by the teacher was a warning, gesture, and eye contact. Meanwhile, the negative reinforcement rarely used by the teacher was speech volume and punishment. The difference with this research is the sample is only one teacher, meanwhile this subject of the research focuses on more than one teacher during TEFL in the classroom.

The result of thesis entitled “TEACHER’S REINFORCEMENT IN TEACHING ENGLISH AT THE SECOND YEAR OF STATE ISLAMIC SENIOR HIGH SCHOOL 2 KUANTAN SINGINGI” that written by Dias Frahesti in 2019. This study aims to determine the strengthening of teachers in English language teaching in the second year at Madrasah Aliyah Negeri 2 Kuantan Singingi. The subjects of this study were an English teacher and 5 students. This research method is qualitative with descriptive techniques. In data collection, the author used interview and observation techniques to determine the reinforcement component provided by teachers in teaching English. The results of this study stated that English teachers in the second year at Madrasah Aliyah 2 Kuantan Singingi used verbal reinforcement and non-verbal reinforcement in teaching English. The reinforcement most often done by teachers in teaching English is reinforcement with words (22%), while reinforcement that is rarely done by teachers is reinforcement in the form of symbols or objects (6%). That thesis has differences with this research in terms of the object that one teacher. The institution is also different, that she just investigated in Islamic state and took some sample of students. In that study the negative reinforcement was not investigated in TEFL.

The result of research with title “TEACHERS’ EFFORTS TO IMPROVE DISCIPLINE OF ELEMENTARY SCHOOL STUDENTS USING POSITIVE REINFORCEMENT METHODS IN ONLINE LEARNING” that has done by Year Rezeki Patricia Tantu and Kirey Eleison Oloi Marina in 2023. The research aims to examine teachers’ efforts to use positive reinforcement in increasing student discipline in the learning process. It used descriptive qualitative method. The data found that the percentage of discipline in grade IV elementary school students is 63.2%. The use of positive reinforcement methods shows an increase in student discipline to 73.3%. Apart from that, there are some differences from this research. The main study of the research is more only positive reinforcement; however, this research is focus on both positive and the negative reinforcement. This study is not focusing in Online classroom, but offline instead.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter discusses the methodology of the research and the way in which this study conducted the research to answer the research question. Furthermore, this chapter discovers about the types of this research, source of the data, the research object and subject, the techniques of data collection and the techniques of data analysis.

#### **A. Types of the Research**

Types of the research referred to the plans and strategy that utilized to handle out this research. This study implemented field research that employs a qualitative research methodology. A qualitative methodology is a technique used to study the complexity of human interaction (Denzin et al., 2006). Qualitative research always aims to pinpoint the issue in its natural environment through techniques like text analysis, interviews, and/or observations (Creswell & Poth, 2016). Consequently, qualitative research methods also referred as naturalistic research methods because they are carried out in natural settings.

Qualitative research methods demonstrate a unique approach to academic study in contrast to quantitative research methods. It's contrast to quantitative, while qualitative approaches rely on both written and visual data, have different frameworks, and employ various data processing techniques (Tashakkori et al., 2020). This methodology is based on studies that concentrate on empirical social reality. Consequently, the development of grounded theory leads to the development of substantive theory, mid-range theory, formal theory, and ultimately a theoretical framework.

In this case, the study examined of what are the types of reinforcement that the teachers used throughout their teaching process at 7<sup>th</sup> grade student in SMP N 1 Paguyangan. This method enables this study to thoroughly analysed data within a particular context. The particular case focuses on the forms of reinforcement that an English teachers use. It is comparable to how teachers deal with their students while they are studying English as a foreign language. This

makes it an excellent case study to apply the qualitative approach in this research. Thus, the aim of this study is to collect as many data as possible to act as a basis for identifying and addressing research question.

## **B. Setting of the Research**

This research was conducted in August 2024 at 7<sup>th</sup>-grade of SMP N 1 Paguyangan, Brebes, Central Java, Indonesia. This study strategically selected SMP N 1 Paguyangan as the research site due to most of the students having good manners and behavior when it comes to English lessons compared with other schools, especially in 7<sup>th</sup> grade. Notably, the students exhibit a remarkable blend of enthusiasm, discipline, and receptiveness during the learning process, contributing to their commendable achievements in TEFL activity. In addition, this school at 7<sup>th</sup> grade level has extensive expertise of its English teachers, who possess a profound teaching experience in instructing English as a foreign language. They fostered a learning environment that encapsulates core behaviorist principles. Therefore, this study focuses on the topic that has been chosen to collect all information about the reinforcement that the teachers use in teaching English as a foreign language at 7<sup>th</sup>-grade students. Based on that phenomenon, SMP N 1 Paguyangan became the right site for this study to investigate what types of reinforcement that the English teachers use in their teaching process to provide a reference and benefit for English teachers in general.

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

### **1. Subject of the research**

This study examined two of the English teachers of SMP N 01 Paguyangan Brebes at 7<sup>th</sup> grade level as the main subject. Overall, 7<sup>th</sup> grade of SMP N 01 Paguyangan has eleven classes and consist of two English teachers, Mrs. YS and Mr. EA. Mrs. YS, is a *P3K* teacher with 15 years of experience in TEFL activity of 7<sup>th</sup> grade level in the research site. She has consistently participated in professional development, engaging in teaching training every semester and attending online training sessions on a regular



basis. Her educational background includes a degree in English Literature from UNDIP, completed within 2001 to 2005, and a subsequent Bachelor of Education qualification completed at *Institut Keguruan dan Ilmu Pendidikan Semarang* (IKIP) from 2007 to 2009. Moreover, Mr. EA is a PNS teacher with a robust teaching background. He has 5 years of experience teaching English at SMP N 01 Paguyangan and an additional 10 years of teaching experience at another school. He also consistently participates in professional development, attending teaching training sessions every semester. He holds a Bachelor of Education degree also from *Institut Keguruan dan Ilmu Pendidikan Semarang* (IKIP), where he studied from 2004 to 2008. Both teachers are well-trained and qualified in Teaching English as a Foreign Language (TEFL). Their combined qualifications, experiences, and dedication to continuous professional development provide an invaluable foundation of TEFL in terms of providing good reinforcement in the teaching process. Therefore, this study observed all the English teachers at 7<sup>th</sup> grade of SMP N 01 Paguyangan including two of their classes (7B & 7I) as the main subject of the research. Therefore, this study has chosen two 7<sup>th</sup> grade classes.

## 2. Object of the research

The object of this study is the types of reinforcements used by the teachers in teaching English as Foreign Language at 7<sup>th</sup> grade of SMP N 01 Paguyangan, Brebes. By choosing two subjects of research, this study expected the different types of reinforcements that used by each teacher in teaching English as a foreign language in the 7<sup>th</sup> grade of SMP N 01 Paguyangan, Brebes. Hence, this object of research becomes essential to the research because the use of reinforcement must be implemented in TEFL practice especially shaping the students act and good behavior. By obtaining variants of study object is the goal in order to utilize it as a reference for other teachers in general when implementing reinforcement in the classroom.

## D. Technique of Data Collection

In this study, the data collected and gathered by provided observation, conducted the interviews and utilizing the documentation. To find out the types

of reinforcement that the English teachers most frequently employed in teaching activities at SMP N 1 Paguyangan, this study chose observation, interviews, and documentation as the data collection methods. Documentation acts as evidence by giving a thorough description of what transpired during TEFL practice. This data supports the conclusions that drew from observations and interviews. These are the techniques used by this study to collect the data, as following:

#### 1. Observation

Observation is a technique that involves systematically watching and recording behavior, activities, and interactions that occur in a natural setting without any intervention. According to Creswell & Poth, (2016), observation provides a direct approach to understanding a phenomenon within its natural context, enabling this study to capture the complexity and nuances of social processes. This research employs a non-participant observational methodology, wherein refrains from engaging with the subjects or participating in their activities, thus maintaining a detached and unobtrusive stance throughout the data collection process. The lack of direct interaction ensures that the subjects' natural behaviors and interactions remain undisturbed, thereby preserving the authenticity and validity of the observed phenomena.

Observations of this research were conducted to two of the English teachers at 7<sup>th</sup> grade of SMP N 01 Paguyangan, Brebes. The observation were focused on the types of reinforcement that the teachers used to face student behavior in TEFL. There are 2 themes that the main aspect to hold this observation. Firstly, Positive Reinforcements: Verbal, Movement/Gestural Reinforcement, Proximity, Physical Contact, Activity and Token Reinforcement. Secondly, Negative Reinforcements: Warning, Scolding, Threatening, Complaining, Coercion, and Punishment.

In this part, this study observed two classes of 7<sup>th</sup> grade of SMP N 1 Paguyangan within expected duration with different teachers. This is including the time and place information as follows:

*Table 3.1 Time table of observation*

Date	Class	Time
Thursday, 1 <sup>st</sup> August 2024	7I	10:30 - 11:40 WIB
	7B	08:20 - 09.40 WIB
Saturday, 3 <sup>rd</sup> August 2024	7I	09.55 - 11:15 WIB
	7B	08:20 - 09.40 WIB
Thursday, 8 <sup>th</sup> August 2024	7I	10:30-11:40 WIB
	7B	08:20 - 09.40 WIB
Saturday, 10 <sup>th</sup> August 2024	7I	09.55-11:15 WIB
	7B	08:20 - 09.40 WIB
Thursday, 29 <sup>th</sup> August 2024	7I	10:30-11:40 WIB
	7B	08:20 - 09.40 WIB

That table above provided information about the schedule of the observation that planned and conducted throughout the time during the TEFL process. There are 2 classes which 7I that led by Mrs. YS and 7B that led by Mr. EA that observed on the same time over the last 3 weeks duration. The time started from 1<sup>st</sup>, 3<sup>rd</sup>, 8<sup>th</sup>, 10<sup>th</sup>, and 29<sup>th</sup> of August 2024. Observation check-list that supported by important scripted dialogue between teacher and student process and pictures was taken during TEFL process. This study noted and captured the important moments that happened during observation which contains of the reinforcement types from conversation and interaction between the teacher and student during teaching process. The main goal of this observation is to investigate and collect the types of Reinforcement that the teachers used in Teaching English as A Foreign Language activity.

## 2. Interview

Interview is a discussion between one individual as an interviewer and another individual as a resource, intended to obtain a series of information on a certain topic (Harrell & Bradley, 2009). As described by Babbie (2020), interviews offer a way to elicit rich, in-depth responses and to probe and

clarify participants' viewpoints. This method gains a deeper understanding of individuals' perspectives, motivations, and beliefs. When holding an interview, it's needed to follow up on the interview after determining the structure and pursue questions that are relevant to the research's topic.

This study applied structured interview, which prepared based on the guidelines that already created. Creswell (2017) stated that the main point of interview section is to collect all the information freely and follow the way of interviewee about their thoughts and insights. This study completed the interview with two English teachers to obtain further information regarding the types of reinforcement that they used in TEFL at 7<sup>th</sup> grade of SMP N 01 Paguyangan, Brebes. In addition, three 8<sup>th</sup> grade students who were experienced taught by each teacher (6 students in total) also interviewed to support the statements of the teacher's interview. Because this was a semi-structured interview, the questions conveyed might be decreased or expanded based on the data requirements and overall pace of the conversation.

These interviews were conducted separately, at different times and locations, to ensure the authenticity and naturalness of the data provided by each participant. The interview with Mrs. YS was conducted on Saturday, August 3<sup>rd</sup>, 2024, in the school hall. Meanwhile, the interview with Mr. EA took place on Saturday, August 10<sup>th</sup>, 2024, in the library. Each interview lasted approximately 30 minutes and was conducted after school hours. In the other side, the interviews with students were conducted on Thursday, August 8<sup>th</sup>, 2024 in the library with different time. The student 1, 2 and 3 which taught by Mrs. YS were interviewed in the first break. While, the student 4, 5 and 6 which taught by Mr. EA were interviewed in the second break. This approach was carefully designed to reduce the possibility of external influence or bias between each participant. Thus, it is ensuring that the data collected accurately reflects their individual perspectives. So, this interview measures underscore the commitment to maintaining methodological rigor in the research process.



### 3. Documentation

The documentation in qualitative approach encompasses the systematic acquisition of non-numerical data, including visual materials, for the purpose of examining and appraising social phenomena within specific contexts (Denzin et al., 2006). This methodological approach demands theoretical acumen to proficiently analyse submitted documents, which should not merely be regarded as dormant assets but rather examined and interpreted in alignment with the research objectives (J. A. Smith, 2024). This study must carefully evaluate the accuracy and integrity of the documents used as data sources. In this study, the documents comprised of observation check-list supported by scripted dialogues, interview of the teachers and the students according to the types of reinforcement used during TEFL activity. By thoroughly assessing these materials, this study ensure that the information collected is both reliable and valid. Consequently, the observation check-list supported by scripted dialogues, Interview of the teachers and the students become the main data of this study as the finding that analysed to solve the research question.

#### **E. Technique of Data Analysis**

Within the methodologies section of a qualitative method, it is crucial to delineate the comprehensive procedures employed for analyzing the various forms of qualitative data (Miles & Huberman 1994). This involves a comprehensive explanation of the analytical techniques and strategies used to interpret data, including coding, categorization, thematic analysis, narrative analysis, and other qualitative methods. (Saldaña, 2021). It is also important to outline how these procedures align with the research questions and objectives of the study. According to Creswell (2017), the Miles and Huberman Technique consists of three concurrent flows of activity:

##### **a. Data Reduction**

According to Miles & Huberman (1994), data reduction refers to the process of selecting, focusing, simplifying, and transforming the raw data

collected in a qualitative study to a manageable and meaningful form. This phase involves condensing large amounts of data into a more concise and manageable form to allow deeper and more focused analysis (Saldaña, 2021). This study segmented sentences or images into categories from the raw data of scripted dialogues observation check-list and interviews by make a note, video recorded and photograph it. By then, labelled and coded those categories with a term based on the actual moments of the subject by transcribed them into more specific form of transcription. As a result, the data from observations and interviews become more specific and cantered to the types of reinforcement used by the teacher in TEFL process. It is condensing the data and make it more manageable for further analysis, so that the data leads to conclusions.

b. Data Presentation

Data presentation involves the organization and display of qualitative data in a clear and coherent manner to effectively communicate the findings of the study (Miles & Huberman, 1994). This phase entails presenting the results of the analysis of the types of reinforcement used in TEFL of SMP N 01 Paguyangan, Brebes. So that the conclusions can be drawn and identify the types of reinforcement that the English teachers use in the classroom.

c. Conclusion (Verification)

Conclusion refers verification data or the process of collaborating the findings and interpretations derived from the qualitative data analysis through various means, such as member checking, peer debriefing, and triangulation (Miles & Huberman, 1994). This phase serves to validate the trustworthiness and credibility of the study's conclusions by seeking input and validation from participants, fellow researchers, or multiple sources of data (Creswell & Creswell, 2017). In conclusion, this study sums up the data that has already analysed.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

This chapter discusses the findings and discussion from the data that collected at 7<sup>th</sup> grade of SMP N 1 Paguyangan, Brebes. In this chapter presents the results of the study to solve the research question from the data that collected by observation, observation note, and interviews. This chapter's significant objectives are to set out the different kinds of reinforcement that teachers employ during the Teaching English as Foreign Language at 7<sup>th</sup> grade of SMP N 1 Paguyangan activity.

#### **The Types of Reinforcement that used by the 7<sup>th</sup> grade English Teacher in Teaching English Language as Foreign Language**

This study already conducted a time-lined observations that carried out in some days to observe what are the types of reinforcement that the teachers used in Teaching English as Foreign Language. The observation was held in two classes 7B and 7I by focusing the teachers that hand out each class. In this part, this study centralized to two classes with its teacher of each class to maximize the data would be collected. This study also conducted the interviews section for the two of teachers and three of their students. The interview was completed with each interview took approximately 15 minutes durations. This main goal of this research is focused on the types of reinforcements both positive and negative that used by the teachers in Teaching English as Foreign Language.

One of the crucial concepts that educators must understand in order to effectively manage and increase student motivation and engagement during the learning process is the use of reinforcement in the classroom (Diedrich, 2010). The 7th grade teachers at SMP N 1 Paguyangan use a range of reinforcement strategies in their TEFL to boost students' motivation and engagement, which are thoroughly incorporated into their daily teaching the English subject. Teachers can assist students in forming positive language-related habits and attitudes by continuously highlighting these aspects (Kustati & Yustina, 2019). In this case, the 7th grade

English teachers used several types of reinforcement to increase students' behavior and motivate their processes in learning English Language. The types of reinforcement used by the teacher at 7<sup>th</sup> grade are Positive Reinforcement and Negative Reinforcement.

The type of reinforcements used by the 7<sup>th</sup> grade teachers in Teaching English as Foreign Language as follow:

### **1. Positive Reinforcement**

Based on the observation that was conducted, this study got the result that both of the 7<sup>th</sup> grade teachers applied mostly the types of the positive reinforcements during the teaching English process. Both teachers are mostly use verbal, movement/gestures, proximity and token positive reinforcement. Moreover, the teachers used the other positive reinforcement such as Physical contact and activity reinforcement as well, yet, not as intense as the other reinforcements. The data showed based on the observation that conducted at class 7B and 7I. This study found that the use of positive reinforcement is frequently used especially in term of verbal, movement/gestures, proximity and token reinforcement.

#### **a. Verbal**

Based on the observations that were conducted in class 7I that handed out by Mrs. YS and 7B which handed out by Mr. EA, this study found that the verbal reinforcement was implemented by both teachers in most all meetings during the teaching activity.



Table 4. 1 Verbal Reinforcement that the teachers used in all meetings

Meeting	Verbal Reinforcement	
	Mrs. YS (7I)	Mr. EA (7B)
1 <sup>st</sup>	"very good", "excellent", "very smart", "bagus sekali".	"Good job", "pintar sekali", "nice". "fantastic", "well done".
2 <sup>nd</sup>	"Wow, great job" "impressive", "that's amazing".	"So nice", "great", "on point", "yes, pintar".
3 <sup>rd</sup>	"excellent", "very good answer", "I'm so proud of you"	"good", "well done", "nice", "yes that's correct", "so nice", "exactly".
4 <sup>th</sup>	"that's amazing", "pinter sekali", "wow I appreciate it guys"	"That's cool", "good work", "incredible", "ya benar sekali"
5 <sup>th</sup>	"Yes excellent", "very smart", "ya betul sekali" and "very good guys"	"Wonderful job", bagus sekali", "nice answer" and "well done guys"

The table 4.1 above showed the use of verbal reinforcements that brought out by the teacher during teaching the English lesson in five meetings. Both Mrs. YS and Mr. EA are frequently use the verbal reinforcements for their teaching activity. According to the observation that have done in 7I that led by Mrs. YS's class, this study found that she regularly uses the verbal reinforcements, like "very good", "great job", "excellent", "very smart", "ya, benar/betul sekali", "impressive" and "amazing". Mrs. YS used those verbal reinforcement to give positive stimulus for the students who have good involvement during their learning and teaching process. Mrs. YS will give the verbal praises to the students who have a confidence in answering the teachers answer, who finished their homework on time with a good result and student who actively followed the teacher's instruction in the classroom.



Picture 4. 1 Mrs. YS used verbal reinforcement during teaching process at 7I

Based on the picture 4.1 showed that Mrs. YS used verbal reinforcement during the teaching process at 7I to some of the students who have good participation, brave enough to answer the questions and then Mrs YS used the word “very good”, “very smart” “super” and “excellent” praised the students. Mrs YS also give the verbal reinforcement to the student who have lack of confidence or too shy to answer the questions by saying and convincing the students with “never give up” and “you can do it”. Additionally, this helps student to gain their intentions and also build the motivation to the students in shaping their good behavior in learning English language. Based on the interview with Mrs. YS, she stated that:

*“Yes, hmmm... I often give verbal or reinforcement to my students, for example when they can answer questions or they complete homework on time or even pay attention to me. I will give appreciation in words such as “good”, “amazing”, “super”, “very smart”, “great or good job” something like that. I teach them in grade 7<sup>th</sup>, they are still classified as children who need more cares and have just graduated from elementary school, so children at their age*

*are indeed very happy if they are given a positive response or praise from their teachers.”. (translated into English language) (Interview with Mrs. YS on 1st of August 2024).*

And here is the dialogue Mrs. YS with students;

#### **Extract Dialogue Verbal Mrs. YS**

**Mrs. YS** : *“Now, try saying greeting and How are you? to me.”*

**Student** : *“Good afternoon, how are you Mrs?”*

**Mrs. YS** : *“**Very good!** And how to ask about hobby?”*

**Student** : *“What is your hobby, Mrs?”*

**Mrs YS** : *“**Ok you’re doing great! Very smart!**”*

(Dialogue verbal meeting Mrs. YS 1<sup>st</sup> meeting August 1<sup>st</sup> 2024)

Based on the interview and extract dialogue Mrs. YS, it is clear that her approach to verbal reinforcement is a key element in fostering her students’ enthusiasm and motivation in learning English. When the students did well in class, it’s crucial to provide verbal reinforcements feedback without picking them out so they feel equally valued and feel the good relationship with their teacher (Mardhatillah, 2023). Therefore, giving verbal reinforcement become one of the most crucial elements in establishing a dynamic learning and teaching environment and fostering positive relationships between educators and learners.

Then the explanation is supported by interview data with students of Mrs. YS:

**Student 1** : *“Yes, often, usually when I give the right answer, my teacher, Mrs. YS. often gave compliments like 'good job', 'cool', 'amazing', 'smart', and 'very good'. I feel happy to hear it, makes me enjoy the process and more enthusiastic to learn to be able to speak English more fluently. I hope that one day I can communicate in English more fluently and easily.”*

**Student 2** : *“Yes, Mrs. YS often gives praise during the learning process, especially when I succeed in answering questions correctly. Whenever I get such praise; I feel very happy. The praise not only makes me feel appreciated, but also increases my self-confidence.” (Student interview transcript on Thursday 8<sup>th</sup> of August 2024)*

From that, it shows that Mrs. YS has implemented verbal reinforcement, students feel so happy with verbal reinforcement and



feel so interested with English learning. And as a grade 7<sup>th</sup> teacher, she acknowledges the unique needs of her students, who have recently transitioned from elementary school and are in a critical stage of development. By providing positive feedback such as “good,” “amazing,” “super,” “very smart,” and “great job,” she creates an encouraging and supportive classroom atmosphere. This method not only recognizes their achievements but also builds their confidence and eagerness to participate in the learning process.

From the explanation supported by evidence from the dialogue extract about verbal reinforcement, the following is an extract of the dialogue conducted by Mr. EA during his teaching process:

**Extract Dialogue Verbal Mr. EA**

**Mr. EA** : *“Okay, let’s start with introductions. When you meet someone new, the first thing you do is tell them your name. So, can you say, ‘My name is [your name]’ and give simple introduction?”*

**Student** : *“My name is Andy. I am student at SMP N 1 Paguyangan Brebes”*

**Mr. EA** : *“Good! You did that perfectly, Andy. That’s exactly how you introduce yourself in English. Now, let’s practice saying it a bit louder and clearer. Can you try again with your friend?”*

**Student** : *“Yes I can”*

(Dialogue verbal meeting Mrs. YS 5<sup>th</sup> meeting August 29<sup>th</sup> 2024)

In addition, another observation was conducted at class 7B that led by Mr. EA, this study noted the consistent application of verbal reinforcement by the teacher. This approach, as evidenced by Mr. EA’s frequent positive affirmations, created a conducive learning environment. Expressions such as “Good job,” “pintar sekali,” “nice,” “fantastic,” “well done,” “yes that’s correct,” “so nice,” and “exactly” were regularly employed during the teaching process. Smith & Yell, (2021) stated that by giving motivative words affirmation it’s demonstrating the teacher’s commitment to encouraging student participation and eagerness in the educational process.



The following is a picture of the results of observations carried out by the teacher,



Picture 4.2 Mr. EA used verbal reinforcement during teaching processes at 7B

Based on the picture 4.2 Mr. EA used the verbal reinforcement when the students are very quiet and follow the instruction while they asked to do the individual assignment about introduction. Mr. EA oftenly used these expressions, such as “*So nice*”, “*great*”, “*on point*”, “*yes, pintar sekali*” and “*wonderful*”. By giving the good words to all student, Mr. EA could create a good atmosphere of learning processes and make the students feel honored and listened by their teacher after they’ve done the good behavior towards the English learning. Hence, the good behavior will follow as they trained to get the good simulation by giving verbal reinforcements. Based on the interview with Mr. EA he expounded that:

*“Yes, of course, for certain classes, there are usually children who can do their assignments well and in accordance with the learning objectives that have been designed. Surely, I often use phrases like “great”, “so nice!”, “so cool!”, “excellent” and “incredible”, and the the main goal is to appreciate them. Actually, there are still a lot, because I usually say it in spontaneous way. I often*

*say those words when there are some of my students successfully completed their task, answers a question correctly, or shows improvement in their language skills. For example, when a student manages to create a complex sentence with correct grammar, I will say, "So cool! It's correct!", "Wow, so smart" and "Keep going!" (Translated to English Language) (Interview with Mr. EA on 29th of August 2024).*

Based on the interview above with Mr. EA, it is evident that his verbal reinforcement plays a significant role in motivating and encouraging his students. Mr. EA's consistent use of phrases such as "great," "so nice!", "so cool!", "excellent," and "incredible" demonstrates his commitment to recognizing and appreciating students' achievements. These spontaneous affirmations are not just mere words; they serve as powerful tools in building students' confidence and reinforcing their efforts to excel in their assignments and classroom activities (Skinner, 1982).

Furthermore, Mr. EA's approach to verbal reinforcement aligns with educational best practices that emphasize positive reinforcement to foster a conducive learning environment (Adams, 2000). By acknowledging students' successful completion of tasks, correct answers, and improvements in language skills, he creates a supportive and encouraging atmosphere. His remarks, such as "So cool! It's correct!", "Wow, so smart," and "Keep going!" when a student constructs a complex sentence with correct grammar, exemplify his dedication to nurturing their academic growth.

Then the statements are supported by interview data with students of Mr. EA,

*Student 4 : "yes often, usually if I answer correctly and come to the board and usually the teacher often says good job! cool! excellent! smart! very good. I feel happy, I enjoy it, and I am more enthusiastic about learning to be able to speak English."*

*Student 5 : “yes, often, Mr. EA often gives praise in learning, especially if I brave to ask and answer questions correctly. I am also happy when I get compliments, I like learning English more.” (Student interview transcript on Thursday 8<sup>th</sup> of August 2024)*

From that, it shows that Mr. EA has implemented verbal reinforcement well, as evidenced by his explanation that students like praise from Mr. EA, not only that, it also increases students' enthusiasm. Moreover, Mr. EA's reinforcement strategies align with pedagogical principles that advocate for positive reinforcement to boost student morale and engagement. According to Johnson (2023), such verbal affirmations play a pivotal role in building students' confidence and fostering a positive classroom atmosphere. This study observed that this method not only recognized students' efforts but also motivated others to engage actively in the learning activities. Furthermore, the implementation of verbal reinforcement by Mr. EA highlights the importance of a supportive teaching approach. The regular use of encouraging words helps in creating an inclusive and motivating environment, which is crucial for the holistic development of students (Thompson, 2023).

Overall, Mr. EA's verbal reinforcement strategies contribute significantly to his students' learning experience. This approach underscores the importance of positive reinforcement in education, highlighting its impact on students' development and success in reaching the learning goal.

#### **b. Movement/Gestural**

According to the observation that was conducted both classes 7B and 7I, all teacher fully implemented the movement/gesture reinforcements during the teaching English as Foreign Language. Both teachers continuously applied the movement/gestural reinforcement to almost all the students when they were being nice during the learning process.



Table 4. 2 The movement/gesture that the teacher used in teaching process

Meeting	Movement /Gestural Reinforcement	
	Mrs. YS (7I)	Mr. EA (7B)
1 <sup>st</sup>	Smiling to the student, Fist spirit, Friendly face gesture and thumbs up.	Giving thumbs up, smile, giving applause to student who brave to introduce themselves in English language
2 <sup>nd</sup>	Oke pose, hearing gesture, giving thumbs up to the students	Cheer up face, raising thumbs up and applauding the students.
3 <sup>rd</sup>	Cheer up face, raising thumbs up and applauding the students.	Smiling to the student, Fist spirit, Friendly face gesture and thumbs up.
4 <sup>th</sup>	Give the students thumbs up, clapping hand, pointing to the student with good performance in the learning process.	Fisting spirit hands, giving smile to the students who want to go to the front and answering the question from their teacher.
5 <sup>th</sup>	Giving the students thumbs up, high five and giving applause to the student.	Oke pose, nodding to the students, and applauding to the students.

From the table 4.2 above showed the use of movement or gesture reinforcements that brought out by teachers during teaching the English lesson in five meetings. Both Mrs. YS and Mr. EA are frequently use the movement or gesture reinforcements for their teaching activity.

Then the explanation is supported by interview data with students of Mrs. YS,

*Student 1 : “Yes, Mrs. YS always teaches with a friendly and enthusiastic smile. Every time we manage to answer a question or do something well; she often gives us a thumbs up and claps as a form of appreciation. This makes the classroom more enjoyable and makes us feel valued and more confident.”*

*Student 3 : “Mrs. YS always teaches with joy and a pleasant attitude. When I answer a question correctly; she does not hesitate to give me a round of applause or a thumbs up as a form of*



*support. These compliments make me feel appreciated and make me excited to learn every day." (student interview on Thursday 8<sup>th</sup> of August 2024)*

Then the explanation is supported by interview data with students of Mr. EA

*Student 4 : "... usually when I dare to explain the material or raise my hand to come forward, Mr. EA often gives me appreciation by giving me a thumbs up. Praise like this makes me feel more appreciated and gives me more confidence to continue being active in the lesson. When Mr. EA gives me a thumbs up, I feel appreciated, and that encourages me to dare to speak in front of the class more often. Appreciation like this makes me even more motivated to study harder and give my best in every opportunity."*

*Student 6: "Usually, when I dare to answer a question or brave to come forward, Mr. EA often gives me a thumbs up as a form of appreciation. It makes me feel more appreciated and gives me more enthusiasm to continue being active in class. Every time I get praise like that, I feel more confident and more courageous to appear in front of my friends. This really motivates me to continue learning and trying to do better at every opportunity." (student interview on Thursday 8<sup>th</sup> of August 2024)*

According to the observation and student interview that have done in 7I that led by Mrs. YS's class, this study found that she regularly uses the movement reinforcements, like smiling to the student, friendly, cheer up, giving thumbs up to the students, giving applause to the students, etc. And the observation that have done in 7B that led by Mr. EA's class, this study found that he regularly uses the movement reinforcement, like smile, fisting hand, applauding, etc. From that, this aligns with (Miles & Huberman, 1994) theory of teacher effectiveness, which highlights the importance of non-verbal reinforcement in promoting a positive and engaging learning environment. Both Mrs. YS and Mr. EA effectively used movement reinforcements such as smiling, clapping, and giving thumbs up, all of which are non-verbal gestures that contribute to building a supportive

classroom atmosphere. According to Miles & Huberman, (1994), these types of positive, visible cues can significantly enhance student motivation, participation, and engagement in learning activities.

The following is a picture of the results of observations made by the teacher,



Picture 4. 3 Mr. EA used gesture reinforcement 4th meeting on 10th of August 2024 (thumbs up)

This is based on the interview with Mr. EA and Mrs. YS stated that,

*“In my learning activities I often use gestures. Usually I give applause, thumbs up, smile to students too. So that way students feel close to the teacher and feel noticed and motivated. I often appreciate with gestures when the child follows instructions well. So they feel flattered and more enthusiastic to be active in learning.” (Translated to English Language) (Interview with Mr. EA on 10th of August 2024).*

*“I often use gestures that can encourage students, such as giving thumbs up or giving applause to your friend then they clap their hands in class if someone wants to go to the front to write the answer on the board correctly, have a dialogue in pairs and presentations for example. I definitely give them praise or appreciation through gestures by giving a thumbs*

*up, then clapping while smiling.” (Translated to English Language) (Interview with Mrs. YS on 29<sup>th</sup> of August 2024).*

Based on the interview, this study concludes that Mr. EA has implemented gesture or movement reinforcement by approaching students, smiling, giving an "ok" gesture, using friendly gestures, clap their hands. The purpose of this is to make students feel comfortable and open towards the teacher (Sutton & Barto, 1998). Similarly, Mrs. YS has also used gesture and movement reinforcement by smiling such as giving thumbs up or giving applause to your friend then they clap their hands in class. This aims to give attention for students.

### c. Proximity

According to the observation that was conducted both classes 7B and 7I, all teacher not fully implemented the proximity reinforcements during the teaching English as Foreign Language. Mr. EA continuously applied the proximity reinforcement to almost all the students when the being nice during the learning process. But Mrs. YS not continuously applied the proximity reinforcement.

*Table 4. 3 The proximity reinforcement that the teacher used in teaching process*

Meeting	Proximity Reinforcement	
	Mrs. YS (7I)	Mr. EA (7B)
1 <sup>st</sup>	-	By approaching students or walking to students' desks
2 <sup>nd</sup>	Approach students, ask about difficulties	Approach students, ask about difficulties
3 <sup>rd</sup>	Rotate to all sides of the student's desk	Approach students as they give answers
4 <sup>th</sup>	Stand close to passive students	Rotate to students, ask about difficulties
5 <sup>th</sup>	Using physical proximity to provide special attention	Stand close to passive students

From the table 4.3 above showed the use of proximity reinforcements that brought out by teachers during teaching the



English lesson in five meetings. Both Mrs. YS and Mr. EA are frequently use the proximity reinforcements for their teaching activity.

*“I use proximity reinforcement by adjusting to the students’ conditions. For example, when a student seems unfocused in class, I approach them to better understand what problems they may be facing at that moment. This is especially important for students with different levels of self-confidence, understanding ability, and intelligence. My goal in approaching these students is to help them feel more open and comfortable.” (Translated to English Language) (Interview with Mr. EA on 10<sup>th</sup> of August 2024).*

*“In my teaching, I often engage students in activities such as creating dialogues, writing texts, or working on reading comprehension exercises. During these activities, I frequently walk around the classroom to approach each student with a smile and ask about any difficulties or challenges they might be facing. The goal is to get closer to the students, especially since these are 7th grade students who are still freshman. Therefore, I often approach their desks while they are working on something or if any student requires deep attention.” (Translated to English Language) (Interview with Mrs. YS on 29<sup>th</sup> of August 2024).*

This study concludes that Mr. EA has implemented proximity reinforcement by approaching students, asking students' difficulties, visiting students' desks, standing close to passive students, etc. Then with Mrs. YS by approaching students, standing close to passive students The purpose of this is to make students feel open with teacher and make students more active. This aims to give attention, especially to students who are still passive during learning activities. This method aligns with the concept of proximity reinforcement, as it helps build rapport and encourages student engagement through direct interaction. By using this strategy, both Mr. EA and Mrs. YS are able to create a more inclusive and supportive classroom conditions.

Then the explanation is supported by interview data with students of Mr. EA,



*Student 5: “Yes, I have experienced that. For example, when there is a group task or when the teacher walks around to check each desk, she always patiently asks about which parts we don’t understand. His way of paying attention to each student makes me feel valued and not afraid to ask questions if there is something I don’t understand. With this approach, I feel more comfortable expressing my difficulties, and she always gives clear explanations that help us understand the material better. This also makes me more enthusiastic to learn because I know the teacher is always ready to help us at any time.”*

*Student 3: “Yes. For example, when Mr. EA walks around from desk to desk to check our understanding, he often patiently asks about which parts are still confusing. His approach of paying attention to each student makes me feel more comfortable expressing if there is something I don’t understand. This also gives me more encouragement to learn because I know he is always ready to help me as his student.” (student interview on Thursday 8<sup>th</sup> of August 2024)*

From that, based on the interview with two students, it can be concluded that Mr. EA has implemented the proximity reinforcement, which refers to the teacher's physical closeness to the students, has a positive impact on students' motivation and self-confidence. Both students stated that when the teacher approaches them, whether walking around the desks or getting closer to their desks, they feel more valued and more comfortable expressing difficulties or asking questions. This approach allows students to receive clearer and more detailed explanations, which helps them understand the material better. Additionally, the teacher's proximity gives students encouragement to be more enthusiastic and active in learning, as they feel the teacher is always ready to help at any time. This technique shows that direct interaction between the teacher and students is essential in creating a supportive learning environment and increasing student engagement.

The following is a picture of the results of observations made by the teacher:



*Picture 4. 4 Mr. EA used proximity reinforcement during teaching processes at 7B*

From the picture, Mr. EA explained that he used movement reinforcement or proximity by adjusting the condition of the students. For example, when students seem less focused, he approaches them to understand the problems they are facing, especially for students who have different levels of confidence or understanding. The goal is for students to feel more comfortable and open to interact. This is in line with the proximity reinforcement view according to Skinner (1982) which states that physical proximity and direct attention from teachers can increase student motivation and engagement, especially for students who need more support. By using this method, Mr. EA creates a supportive learning environment where students feel valued and understood. This approach helps foster a positive teacher-student relationship, which can enhance students' willingness to participate and learn effectively (Sutton & Barto, 1998).



Picture 4. 5 Mrs. YS used proximity reinforcement to help students on 3rd meeting on 8th August 2024.

Then the explanation is supported by interview data with students Mrs. YS,

*Student 1: "Yes, Mrs. YS often does that, Mrs. YS often goes around our desks, then asks each student whether they have any difficulties, then she will immediately help and answer. In this way, we feel personally cared for and are not afraid to express the confusion we face. Every time Mrs. YS gives an explanation, we feel clearer and easier to understand the material being studied. It makes me feel close and not embarrassed to ask if there is something we don't understand, because Mrs. YS always supports and gives us a sense of security to learn without feeling awkward."*

*Student 2: "Of course, Mrs. YS does that very often. She often goes around from table to table, asking each student if there is anything they find difficult to understand. If there is, she patiently explains it and helps us. In this way, we feel cared for and are more open to expressing our confusion. Every time Mrs. YS explains, we feel more understand and can easily grasp the material being taught." (student interview on Thursday 8<sup>th</sup> of August 2024)*

Based on the interview above, it can be concluded that this approach has a positive impact on students' understanding and comfort in learning. The physical closeness demonstrated by Mrs. YS, such as walking around the desks and directly asking students about their difficulties, makes students feel more attended to and valued. With the



direct attention from the teacher, students feel more open to expressing their confusion without feeling embarrassed, which makes it easier for them to understand the material. This approach also creates a more comfortable and enjoyable classroom atmosphere, where students feel closer to the teacher and motivated to ask questions whenever they need help (Qismullah Yusuf et al., 2020). This shows that proximity reinforcement is effective in increasing student engagement and creating a supportive and safe learning environment.

Likewise, with Mrs. YS, who often approaches students when they are working on assignments or exercises, such as writing texts or reading, to provide more attention. This aims to make students feel appreciated and more open, especially 7th grade students who have just started learning English. Research by (Brandi Simonsen et al., 2008) shows that physical approach or teacher proximity to students, especially when students are facing difficulties, can increase their sense of security and confidence.

According to Skinner (1982) positive reinforcement provided through physical proximity or direct attention can strengthen desired behavior by creating a positive relationship between teacher and student. By approaching students who appear passive or who are having difficulty, teachers can provide more personal attention, which encourages students to participate more actively in learning activities. This also relates to Vygotsky in Shabani et al., (2010) theory of the zone of proximal development (ZPD), where students need direct support or interaction from teachers to help them reach their full potential.

#### **d. Physical Contact**

According to the observation that was conducted both classes 7B and 7I, all teacher not fully implemented the physical contact reinforcements during the teaching English as Foreign Language. Mr. EA fully continuously applied physical contact reinforcement to almost all the students when they were being nice during the learning process. But



Mrs. YS not continuously applied physical contact reinforcement in all meeting.

Table 4. 4 The physical contact that the teacher used in teaching process

Meeting	Physical Contact Reinforcement	
	Mrs. YS (7I)	Mr. EA (7B)
1 <sup>st</sup>	Patting the shoulder when a student is lacking focus	Patting the shoulder when a student is lacking focus
2 <sup>nd</sup>	-	Looking at active students
3 <sup>rd</sup>	Patting the shoulder when a student is lacking focus	Shake hands
4 <sup>th</sup>	Shake hands	Patting the shoulder when a student is lacking focus
5 <sup>th</sup>	-	Looking and patting students who brave and active in the classroom

The table 4.4 above showed the use of physical contact reinforcements that brought out by teachers during teaching the English lesson in five meetings. Both Mrs. YS and Mr. EA are frequently use the physical contact reinforcements for their teaching activity. And this is based on the interview with Mr. EA and Mrs. YS stated that,

*“I also often provide positive reinforcement through physical contact, such as patting a student's shoulder. I do this when approaching students who are less focused or need help, then ask if anyone is still confused. For students who are sleepy, I also pat their shoulders so that they can focus again. In addition, I pat the shoulders of students who want to move forward and be active in class, so that they feel closer and more comfortable with me as a teacher.”* (Translated to English Language) (Interview with Mr. EA on 29<sup>th</sup> of August 2024).

*“I rarely use physical contact, but sometimes I pat or rub the shoulder of a student who is gloomy or not focused, then ask what happened. I also often shake hands with students when entering or ending class, even outside of class. Overall, I don't do physical reinforcement like that too often.”* (Translated to English Language) (Interview with Mrs. YS on 29<sup>th</sup> of August 2024).

According to the observation and interview that have done in 7I that led by Mrs. YS's class, this study found that he was using physical reinforcement but not optimally patting the shoulder when a student is lacking focus and shake hands. Observation and interview using physical reinforcement that have done in 7B that led by Mr. EA's class, this study found that he regularly uses, patting the shoulder when a student is lacking focus, eye contact, and shake hands. According to (Skinner, 1982) reinforcement theory, the immediate and consistent use of physical reinforcement not only encourages the repetition of positive behaviors but also strengthens the teacher-student relationship, leading to a more supportive learning environment.

Then the explanation is supported by interview data with students Mr. EA,

*Student 4: "Yes, Mr. EA often uses physical contact. During lessons, he often pats my shoulder to give support. This makes me feel more noticed and valued. Additionally, this physical contact makes me feel strengthens the relationship between me and the teacher. This way, I feel more motivated and enthusiastic in following the lessons."*

*Student 5: "Yes, Mr. EA often uses physical contact like patting my shoulder and shaking my hand. During lessons, he often pats my shoulder to offer support and sometimes he shakes my hand as a sign of appreciation for the effort I put in. I feel more open to asking questions or discussing the lesson material. It also boosts my confidence in participating in lessons and makes me feel more appreciated as a part of the class." (student interview on Thursday 8<sup>th</sup> of August 2024)*

Based on the interview with students regarding the appreciation received through physical contact from Mr. EA, it can be concluded that physical contact, such as patting the shoulder or shaking hands, has a positive impact on the relationship between students and the teacher (Qismullah Yusuf et al., 2020). Students feel valued and closer to the teacher through such actions, making them feel more noticed and supported. Additionally, this physical contact helps increase students' comfort in interacting, asking

questions, and discussing the lesson material. It also boosts students' confidence in participating in lessons and encourages them to be more active (Diedrich, 2010). Physical reinforcement, as practiced by Mr. EA, proves effective in creating a more enjoyable and supportive learning environment, strengthening the bond between teacher and student, and ultimately improving students' motivation and participation in learning.

The following is a picture of the results of observations made by the teacher,



*Picture 4. 6 Mr. EA used physical contact reinforcement to help students on 3rd meeting on 8th August 2024.*

In the case of Mr. EA's class in 7B, the frequent use of physical reinforcement such as patting on the shoulder and shaking hands can contribute to a positive feedback loop. When students receive immediate recognition through physical cues, they are more likely to feel valued and supported, which in turn can lead to increased focus and participation. Moreover, eye contact serves as a subtle but powerful reinforcement tool that signals to the students that they are being seen and acknowledged, further motivating them to stay engaged in class (Qismullah Yusuf et al., 2020).



The following is a picture of the results of observations made by the teacher



*Picture 4. 7 Mrs. YS used physical contact reinforcement to help students on 3rd meeting on 8th August 2024.*

In contrast, although Mrs. YS's approach in 7I does include physical reinforcement, its use appears to be less frequent or not as timely. This could mean that the students in her class might not be receiving the same level of consistent encouragement, potentially leading to less effective reinforcement of desired behaviors (Fajrin et al., 2019). To enhance the impact of physical reinforcement, it would be beneficial for Mrs. YS to increase the consistency and immediacy of these actions, ensuring that students receive positive reinforcement at the right moments to promote greater focus and engagement. By understanding the importance of consistency and timing in applying physical reinforcement, both teachers can optimize their use of this strategy to create an even more motivating and supportive classroom environment (Adams, 2000). Physical reinforcement, when used effectively, has the potential to significantly enhance students' learning experiences and their overall classroom behavior, leading to improved academic and social outcomes (Diedrich, 2010).



### e. Activity

According to the observation that was conducted both classes 7B and 7I, all teachers not fully implemented the activity reinforcements during the teaching English as Foreign Language. Mrs. YS not fully continuously applied activity reinforcement to almost all the students when the being nice during the learning process. Meanwhile Mr.EA never applied activity reinforcement.

Table 4. 5 The activity reinforcement that the teacher used in teaching process

Meeting	Activity Reinforcement	
	Mrs. YS (7I)	Mr. EA (7B)
1 <sup>st</sup>	Singing morning activity	“good together” -
2 <sup>nd</sup>	Singing if you happy	-
3 <sup>rd</sup>	-	-
4 <sup>th</sup>	-	-
5 <sup>th</sup>	1. Make who is faster who can answer the question on the board 2. Singing month of the year	-

From the table above, Mrs. YS carried out interesting learning activities. In the first meeting, Mrs. YS carried out singing activities together, songs related to the material that strengthening students to memorize English vocabulary. In addition, in the next meeting with ice breaking activities when the students' condition began to get bored, the ice breaking was carried out by giving a quiz with a certain time. But in practice, Mr. EA does not use activity reinforcement.

Based on the interview with Mr. EA and Mrs. YS stated that,

*“I rarely use activity reinforcement due to lack of learning time.” (Translated to English Language) (Interview with Mr. EA on 10<sup>th</sup> of August 2024).*

*“Usually, in my English teaching, I give the activity for song together using songs related to the material, such as songs to help memorize English vocabulary. Songs like “Good Morning,” “If You’re Happy,” and animal sounds songs are also often used. Sometimes, I give ice-breaking when the conditions starts to get boring, and I also give quizzes for quick answering practice. However, all of these activities are not done routinely at every meeting.” (Translated to English Language) (Interview with Mrs. YS on 29<sup>th</sup> of August 2024).*

In an interview conducted on August 29, 2024, Mr. EA revealed that he rarely used activity reinforcement in the learning process due to limited time. This shows that limited time is one of the factors that influences the use of reinforcement in the classroom. Meanwhile, Mrs. YS in her interview explained that she often uses various fun activities to support English learning. She uses songs that are relevant to the subject matter, such as songs to help memorize vocabulary, as well as songs such as "Good Morning," "If You're Happy," and animal sound songs. Other activities that she does include ice-breaking to reduce boredom and quizzes to practice quick answering skills. However, these activities are not carried out routinely in every meeting, there is not always consistency in its implementation.

Then the explanation is supported by interview data with students of Mr. EA and Mrs. YS

*Student 2: “Yes, Mrs. YS does things like singing together in class, which makes the atmosphere more relaxed and fun. In addition, she also often does ice breaking activities to relieve boredom and make us more focused on learning. Although not often, these activities help create a more positive atmosphere in class and make us more enthusiastic about following the lesson.”*

*Student 6: “Yes, I have experienced it, although very rarely. Mr. EA does some fun activities, such as singing together in class. Although activities like this are not done all the time, when they are there, the atmosphere in class becomes much more lively and fun. Overall, although rare, Mr. EA is able to make the class more fun and make us more motivated to learn.” (student interview on Thursday 8<sup>th</sup> of August 2024)*

Based on the interview with students regarding the fun learning activities conducted by Mr. EA, it can be concluded that although activities like singing together and ice-breaking are not done frequently, they have a significant positive impact on the classroom atmosphere and students' motivation (Fajrin et al., 2019). These activities, although rarely conducted, make the classroom environment more relaxed, enjoyable, and refreshing, helping students focus more and feel enthusiastic about the lessons. Ice-breaking and singing activities also provide students with the opportunity to feel more comfortable, reduce tension, and be more open in interacting (Adams, 2000). This shows that teaching methods involving elements of entertainment, even if not frequently done, can improve the learning atmosphere and enhance student engagement and motivation in learning.

The following is a picture of the results of observations made by the teacher



*Picture 4. 8 Mrs. YS used activity sing a song month of the year on 5<sup>th</sup> meeting 29th August*

Activity reinforcement in the context of learning is the application of activities carried out to strengthen and motivate students, both in understanding the material and in improving certain skills (Adams, 2000). This theory refers to the use of activities

designed to provide positive reinforcement or encouragement for students to be more involved and motivated in the learning process. According to this theory, frequent reinforcement, whether through games, songs, or quizzes, can create a more interactive and interesting condition, which in turn increases students' interest and understanding of the material. Mrs. YS applies this concept by utilizing songs and ice-breakers to keep the classroom condition fun, even though the activities are not carried out routinely. In this case, Mrs. YS effectively uses reinforcement to strengthen learning and create a more dynamic environment, although its consistency still needs to be improved.

Meanwhile, Mr. EA admitted that time constraints made it difficult for him to apply activity reinforcement optimally. This is in line with the theory that states that effective activity reinforcement requires sufficient time allocation so that students can feel its maximum benefits (Sutton & Barto, 1998). In other words, although reinforcement has great potential in improving the quality of learning, the time factor is a significant barrier to its implementation.

Both Mr. EA and Mrs. YS attempted to implement activity reinforcement in their teaching, but with different approaches. Mr. EA was constrained by limited time, while Mrs. YS attempted to use fun activities such as songs and ice-breaking to reinforce learning. However, both showed that activity reinforcement can have a positive impact on increasing student motivation and engagement, although the consistency may vary depending on the conditions.

#### **f. Token**

According to the observation that was conducted both classes 7B and 7I, all teachers not fully implemented the token reinforcements during the teaching English as Foreign Language. Mrs. YS not fully continuously applied token reinforcement to almost all the students when they were being nice during the learning process especially in first and second meeting. Mr. EA not applied the token reinforcement in the



third meeting.

Table 4. 6 The token reinforcement that the teacher used in teaching process

Meeting	Token Reinforcement	
	Mrs. YS (7I)	Mr. EA (7B)
1 <sup>st</sup>	-	Giving stickers and encouraging sentences, for example "excellent, very good, good and try harder"
2 <sup>nd</sup>	-	Giving reward items
3 <sup>rd</sup>	Giving a "great job" sticker	Giving stickers and encouraging sentences, for example "excellent, very good, good and try harder"
4 <sup>th</sup>	Giving a "good luck" sticker	-
5 <sup>th</sup>	Giving reward	Giving stickers and encouraging sentences, for example "excellent, very good, good and try harder"

From the table, it explains that Mrs. YS and Mr. EA have done token reinforcement very well. This can be seen from Mrs. YS at the first meeting doing token reinforcement by giving stickers and encouraging sentences, for example "excellent, very good, good and try harder", then giving good luck stickers, nice, giving cash prizes. Then MR. EA also gives token reinforcement, namely giving grades on assignments with 4 criteria "Excellent, Very Good, Good, Try Harder". So, in each of these criteria it shows the results of student work, students with the highest scores are given excellent stickers. In addition, Mr. EA also gives rewards in money, goods, and stationery, but not too often. This is because of concerns that when given too often, students are active in pursuing prizes rather than learning.

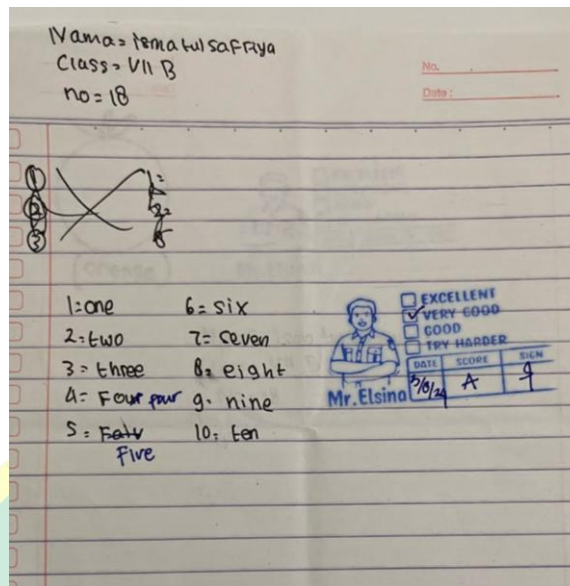
Based on the interview with Mr. EA and Mrs. YS stated that,

*"I also implement token rewards, such as giving rewards to students who complete their homework on time. The first reward is a better grade, as well as a picture stamp with the criteria "Excellent," "Very Good," "Good," and "Try*

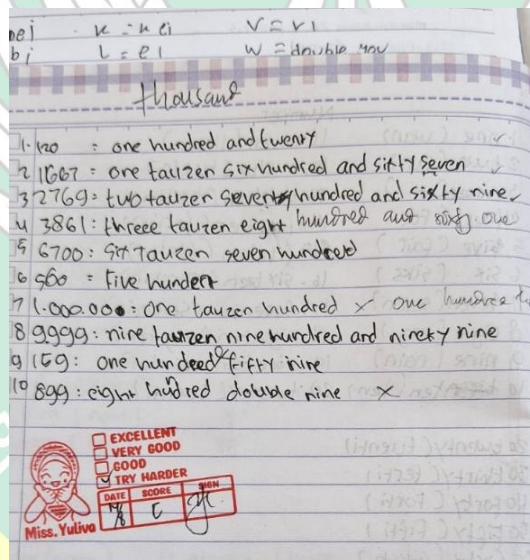
*Harder.” This really helps to increase students’ motivation to learn, because they compete to get the highest stamp. Sometimes, I give rewards in the form of goods, such as snacks or stationery, if students can explain the material well, but this is rarely done. I am worried that if material rewards are given too often, students can get used to it and be less enthusiastic without rewards.” (Translated to English Language) (Interview with Mr. EA on 10<sup>th</sup> of August 2024).*

*“I often put encouraging writing or stickers on students’ books, and started using stamps with motivational words such as “Excellent,” “Very Good,” “Good,” and “Try Harder” to give grades. I also gave students incentives before exams, such as giving extra pocket money for those who got the highest scores on semester exams.” (Translated to English Language) (Interview with Mrs. YS on 29<sup>th</sup> of August 2024).*

Based on the table and interviews with Mrs. YS and Mr. EA, both of them apply token reinforcement in their learning. Mrs. YS gives rewards in the form of stickers and motivational sentences such as “Excellent,” “Very Good,” “Good,” and “Try Harder” and gives additional pocket money to students with the highest scores in semester exams. Meanwhile, Mr. EA used stamps with similar criteria and gives rewards such as money, goods, or stationery if students can explain the material well. However, these rewards are given in limited quantities so that students do not become too dependent on material rewards.



Picture 4. 9 Mr. EA used stamp token on 2<sup>nd</sup> meeting



Picture 4. 10 Mrs. YS used stamp token on 14<sup>th</sup> August 2024

Then the explanation is supported by interview data with students Mrs. YS.

*Student 1: "Yes, Mrs. YS usually gives me stamps on my book with a 'Good Job' stamp. This makes me feel appreciated for my effort. And sometimes gave me snacks when I get good grades on exam. Every time I get such small rewards, it makes me more enthusiastic about learning and helps me feel closer to Bu Yuliva, as she always supports and recognizes our achievements."*

*Student 2: "Yes, Mrs. YS often gives a character 'excellent' stamp on my book whenever I get a good grade on daily tests. This small thing makes me feel acknowledged for the effort I've put into my studies. The stamp serves as a positive reinforcement, encouraging me to keep striving for better results in future tests. It not only boosts my motivation but also gives me a sense of accomplishment and pride in my work. Additionally, it strengthens the bond I have with Bu Yuliva, as her support inspire me to work harder and perform better in my studies." (student interview on Thursday 8<sup>th</sup> of August 2024)*

Then the explanation is supported by interview data with students Mr. EA

*Student 5: "Yes, Mr. EA gives us cute stickers on our assignments and test results, and that makes us happy. Every time we receive those stickers, we feel appreciated and recognized for the effort we've put in. The stickers serve as a small form of recognition that encourages us to keep trying harder. Additionally, this creates a more enjoyable learning atmosphere and reduces tension during tests or while working on assignments. With these small rewards, we feel more motivated and enthusiastic about following the lessons."*

*Student 6: "Yes, Mr. EA often gives us cute stickers as a form of recognition on our assignments and test results, and it makes us happy. These stickers make us feel appreciated and more motivated to continue learning well. Small rewards like this encourage us to work harder because we feel that our efforts are being noticed. So, we feel more comfortable participating in the lessons." (student interview on Thursday 8<sup>th</sup> of August 2024)*

Based on the interviews with students regarding the rewards given by Mrs. YS and Mr. EA, such as the "Good Job" stamp and small gifts, it can be concluded that providing rewards, whether physical or symbolic, has a significant positive impact on students' motivation and engagement in learning (Sutton & Barto, 1998). In this case, the theory of *token reinforcement* can be used to explain this phenomenon. Token reinforcement involves giving rewards or positive marks that act as reinforcers for behavior, which in this case encourages students to



continue striving and achieving better results (Fajrin et al., 2019). The stamps and small rewards not only make students feel valued and appreciated but also boost their confidence and enthusiasm for learning. Students are more motivated to perform well in the future because their efforts are acknowledged. Additionally, it strengthens the positive relationship between the students and the teacher, enhancing the students' comfort in learning. Overall, providing rewards in the form of token reinforcement proves effective in increasing motivation, engagement, and the teacher-student relationship in the learning process (Adams, 2000).

According to Skinner, (1982) token reinforcement is positive reinforcement that can increase the likelihood of desired behavior, in this case, active student involvement in learning. Rewards in the form of stickers, grades, or other rewards aim to encourage students to try harder. This reward creates an environment that can increase students' motivation to learn. However, Skinner, (1982) also reminded that giving rewards must be done carefully. If given too often, students can become dependent on external rewards and lose their intrinsic motivation to learn. This is also a concern for Mr. EA, who chooses to give rewards only occasionally so that students remain motivated by the learning itself, not just material rewards. The implementation of token reinforcement by Mrs. YS and Mr. EA aims to increase student motivation by giving rewards such as stickers, grades, and other prizes.

## **2. Negatives reinforcement**

Negative reinforcement is divided into several types, namely warning, threatening, scolding, complaining, coercion, and punishment. The following are the results of negative reinforcement implemented by English teachers at SMP N 1 Paguyangan Brebes.

### a. Warning

According to the observation that was conducted both classes 7B and 7I, all teachers not fully implemented the warning reinforcements during the teaching English as Foreign Language. Mrs. YS not fully continuously applied warning reinforcement to almost all the students when the being nice during the learning process especially in fourth and fifth meeting. And Mr. EA not applied the token reinforcement in the second, third and fifth meeting.

*Table 4. 7 warning negative reinforcement that the teacher used in teaching process*

Meeting	Warning	
	Mrs. YS (7I)	Mr. EA (7B)
1 <sup>st</sup>	Give a gentle warning to students by giving a “disagreement” look.	Giving verbal warnings, ex: “Please A, pay attention to Mr. EA”
2 <sup>nd</sup>	Provide verbal and direct warnings to the students concerned	-
3 <sup>rd</sup>	Staring at students who commit violations	-
4 <sup>th</sup>	-	The teacher gives verbal warnings to students who start to show negative behavior, such as talking while the teacher is explaining. Ex: “Please stop talking and focus on the lesson.”
5 <sup>th</sup>	Give a gentle warning to students by giving a “disagreement” look.	-

Based on the table, it shows that Mrs. YS and Mr. EA use different warning reinforcement techniques. Mrs. YS provides warning reinforcement in a constructive and educational way with student that bad attitude. When Mrs. YS sees a student displaying

negative behavior, she typically starts with a deep approach. Additionally, she gives verbal warnings directly to the student involved and uses eye contact. Meanwhile, Mr. EA gives warning reinforcement usually by addressing the student personally, reprimanding them gently, and providing warnings through gestures. Then this is the interview with Mr. EA and Mrs. YS stated that,

*“As a teacher, I try to give constructive and educational warnings. When students show negative behavior, I start with a gentle approach, such as giving them a look or calling their name in a firm but not angry tone. For example, if a student is talking while I am explaining the material, I will say, “Rendra, please pay attention, don’t talk to yourself. This material is important and will be on the exam.” (Translated to English Language) (Interview with Mrs. YS on 10<sup>th</sup> of August 2024).*

*“I use warnings for students who need special attention or who behave less well than others, I usually give warnings personally. The warning begins with a verbal warning to help them focus. The phrase is like, “Please, those who are still talking, be quiet for a moment. After I finish explaining, you may discuss with your friends.” If verbal warnings do not work, I approach them and give a warning with gestures to reduce the noise.” (Translated to English Language) (Interview with MR. EA on 29<sup>th</sup> of August 2024).*

From the explanation supported by evidence from the dialogue extract about warning reinforcement, the following is an extract of the dialogue conducted by Mrs. YS

**Extract Dialogue Warning Mrs. YS**

**Mrs. YS** : “Rendra, please pay attention, don’t talk to yourself and come back to your seat. This material is important and will be on the exam.”

**Rendra** : I’m sorry Mrs. [quietly stops talking to himself]

**Mrs. YS** : “I’m serious, Rendra. If you keep talking, you’ll miss the important information.”

**Rendra** : Yes Mrs.

**Mrs. YS** : “Good, thank you for listening. Remember, staying focused now will help you later. Let’s continue.”

(Dialogue warning meeting Mrs. YS 5<sup>th</sup> meeting August 29<sup>th</sup> 2024)

From the explanation supported by evidence from the dialogue extract about warning reinforcement, the following is an extract of the dialogue conducted by Mr. EA

**Extract Dialogue Warning Mr. EA**

**Mr. EA** : *“Please X, pay attention to the lesson. Don’t talk while I’m explaining this. It’s important for your understanding.”*

**Student** : *[still talking with a friend]*

**Mr. EA** : *“X, if you continue talking, you’ll miss the explanation. It will be hard for you to keep up with the rest of the class.”*

**Student** : *[pauses and starts to focus on Mr. EA]*

**Mr. EA** : *“Thank you, X. Remember, if you stay focused, you’ll understand the lesson better and won’t get lost. Let’s continue.”*

(Dialogue warning meeting Mrs. YS 4<sup>th</sup> meeting August 10<sup>th</sup> 2024)

Then the explanation is supported by interview data with students Mrs. YS

**Student 1:** *“Yes, I have experienced something like that. Usually, when the class becomes noisy or many students start to feel sleepy, the teacher will warn us to be quiet so that we can focus and calm down. The teacher will ask us to be quiet for a moment so that the classroom atmosphere can become conducive again. When this happens, the class becomes quieter, and the other students also stay silent. This helps to bring the class back to focusing on the lesson, and we become more disciplined in following the material being taught. Reminders like this are really helpful in maintaining a good learning environment and ensuring that we stay productive during lessons.”*

**Student 3:** *“Yes, mostly when students start getting noisy or many students running around Mrs. YS usually gives a reminder for us to be quiet and focus. Once the teacher reminds us, the class becomes calm, and all the students become more disciplined.” (student interview on Thursday 8<sup>th</sup> of August 2024)*



Then the explanation is supported by interview data with students Mr. EA

*Student 5: "Yes, it happened usually, when there are students who often miss class or when the class becomes noisy, he gives us a reminder. He will ask those who are disturbing the class or those who are often absent to pay more attention. For instance, when the class gets too noisy or when some students are acting out, the teacher will tell us to calm down and focus. This helps make the classroom atmosphere more conducive for learning, and it reminds us to be more disciplined in following the lesson."*

*Student 6: "Yes, I've had that experience. When some students are often mess around or the class gets noisy, the teacher gives a reminder. he usually tells us to be quiet and focus on the lesson. Once the reminder is given, everyone becomes more disciplined and the class gets quieter." (student interview on Thursday 8<sup>th</sup> of August 2024)*

From that it related with the context of Skinner, (1982) warning reinforcement theory, warning reinforcement functions to strengthen or change behavior through the use of signals or warnings before or after unwanted behavior occurs. Skinner, (1982) suggested that human behavior can be learned and influenced by the consequences that follow the behavior, namely through positive reinforcement and negative reinforcement. Mrs. YS uses a more constructive and gentle approach in giving warnings, which is in accordance with the principle of positive reinforcement in Skinner's theory. By giving soft verbal warnings and using eye contact, Mrs. YS reinforces the desired behavior (e.g., student attention) in a non-intimidating way, but still provides a signal to correct negative behavior. Mr. EA, on the other hand, may face challenges in consistently applying reinforcement due to time constraints, which limits his ability to address unwanted behaviors in a timely manner. However, if he were to incorporate more proactive reinforcement strategies, such as brief verbal cues or positive reinforcement, he could enhance student engagement and encourage more desirable behaviors in the classroom (Fajrin et al.,

2019).

This warning can be considered a form of positive reinforcement because she tries to encourage changes in desired behavior through positive attention and verbal signals, which can improve student behavior without direct punishment (Fajrin et al., 2019). Meanwhile, Mr. EA tends to use a more direct and corrective approach, which is more related to negative reinforcement. In this case, negative reinforcement refers to the use of personal verbal warnings and gestures to reduce or eliminate unwanted behavior. Skinner, (1982) explained that negative reinforcement occurs when a behavior is reinforced by reducing or avoiding an unpleasant stimulus. In this case, Mr. EA's warning is a form of positive reinforcement. EA aims to stop the disruption (e.g., noise) by using more obvious signals, such as gestures or verbal warnings, that are intended to stop the negative behavior and refocus the student on learning.

The following is a picture of the results of observations made by the teacher



*Picture 4. 11 Mrs. YS giving the warning reinforcement for students on 1st*

The following is a picture of the results of observations made by the teacher



*Picture 4. 12 Mr. EA giving the warning reinforcement on 1st meeting*

From Skinner, (1982) perspective, these two approaches can be described in terms of reinforcement. Mrs. YS uses more reinforcement, providing gentle, constructive warnings to reinforce desired behavior, while Mr. EA uses more negative reinforcement, providing more direct verbal and gestural warnings to reduce undesirable behavior. Both use warnings as a form of reinforcement to modify student behavior, consistent with the basic principles of Skinner's theory of reinforcement.

**b. Scolding**

According to the observation that was conducted both classes 7B and 7I, all teachers not fully implemented the scolding reinforcements during the teaching English as Foreign Language. Mrs. YS not fully continuously applied scolding reinforcement to almost all the students when the being nice during the learning process, she only applied in fifth meeting. Meanwhile Mr. EA never applied scolding reinforcement in every meeting.



Table 4. 8 scolding negative reinforcement that the teacher used in teaching process

Meeting	Scolding	
	Mrs. YS (7I)	Mr. EA (7B)
1 <sup>st</sup>	-	-
2 <sup>nd</sup>	-	-
3 <sup>rd</sup>	-	-
4 <sup>th</sup>	-	-
5 <sup>th</sup>	Remind students who are being too noisy, but still use a low tone, ex: "I am actually very disappointed to see you not paying attention, even though this is very important for the exam later."	-

Based on the table, it shows that Mrs. YS and Mr. rarely use scolding negative reinforcement. In 5<sup>th</sup> meeting, Mrs. YS only used scolding negative reinforcement once, but still in a calm, firm tone. This is important because it shows the seriousness of the teacher to the students. In addition, Mr. EA also rarely uses scolding negative reinforcement, only using it once, with a deep tone and approach.

Based on the interview with Mr. EA and Mrs. YS stated that,

*"I rarely using scolding reinforcement, because scolding in a loud tone can actually make them dislike learning. If students are difficult to warn, I use phrases that show disappointment, but still avoid embarrassing them in front of their friends. I speak in a firm but calm tone, for example, "I am very disappointed to see you not paying attention, even though this is important for the exam." In this way, students know I am serious, but still feel appreciated and motivated to improve their behavior. (Translated to English Language) (Interview with Mrs. YS on 29th of August 2024).*

*"I never use this type of reinforcement because when reminding, I refrain from expressing disappointment directly and give students space for self-reflection. I prefer*



*to touch their emotions so that they are aware, rather than hardening their attitudes which only make them angrier and more stubborn” (Translated to English Language) (Interview with MR. EA on 29<sup>th</sup> of August 2024).*

From the explanation supported by evidence from the dialogue extract about scolding reinforcement, the following is an extract of the dialogue conducted by Mrs. YS

#### **Extract Dialogue Scolding**

**Mrs. YS** : *“I am actually very disappointed to see you not paying attention, even though this is very important for the exam later.”*

**Student** : *[looks down, feeling guilty]*

**Mrs. YS** : *“You need to take your studies seriously! If you keep doing this, you won’t be ready for the exam, and that will hurt your grades!”*

**Student** : *“I’m sorry, Mrs. YS. I’ll pay attention.”*

**Mrs. YS** : *“I hope you do. I really want you to succeed, but you have to put in the effort. Now, please focus and try your best.”*

(Dialogue scolding Meeting Mrs. YS 5<sup>th</sup> meeting August 29<sup>th</sup> 2024)

The following is a picture of the results of observations made by the teacher



Picture 4. 13 Mrs. YS giving the scolding reinforcement on 5th meeting

In relation to the theory of scolding reinforcement, the approach used by Mrs. YS shows that they rarely use scolding negative reinforcement or harsh reprimands as a negative reinforcement method.

Scolding in this context refers to harsh reprimands or scolding given by teachers in response to negative student behavior, with the aim of correcting the behavior (Adams, 2000).

Then the explanation is supported by interview data with students Mrs. YS

*Student 2: "Never, she's kind teacher, always give us good communication and so gentle. But my friend did, it was because he wasn't focused on studying."*

*Student 3: "It happened to my friend, it was because of my friend's mistake, previously Ms. YS had given a warning, then after that my friend did it again. Then Ms. YS gave a scolding." (student interview on Thursday 8<sup>th</sup> of August 2024)*

From that, Mrs. YS only used scolding once in five meetings, indicating that she tends to avoid this technique. In an interview, Mrs. YS stated that she rarely uses scolding reinforcement because she realizes that harsh repetition can make students dislike learning. Instead, she prefers to use phrases that show disappointment, but still avoid the embarrassment of students in front of their peers. By using a firm but calm tone, such as "I am very disappointed to see you not paying attention, even though this is important for the exam," Mrs. YS conveys seriousness while maintaining a positive relationship with her students.

In the theory of scolding reinforcement, the use of harsh reprimands can be interpreted as a form of negative reinforcement (Sutton & Barto, 1998), where students are given an unpleasant stimulus (reprimand) to reduce unwanted behavior. However, by choosing to speak in a firm but calm tone, Mrs. YS reduces the potential for negative effects of scolding, such as feelings of anger or reluctance to learn in students. This shows that even though scolding is used, the way it is delivered is very important in creating a constructive impact (Adams, 2000).

Meanwhile, Mr. EA never used scolding reinforcement, and prefers to avoid negative words. Instead, he provides more constructive sentences that can help students reflect and connect their behavior to deeper values, such as religious values (Adams, 2000). Mr. EA stated that he prefers to provide space for self-reflection rather than directly expressing disappointment or using words that can make students feel even angrier or more stubborn. This approach aims to avoid direct confrontation and give students the opportunity to correct their own behavior (Yusuf et al., 2020).

Both rarely and never use scolding because they are concerned about its negative effects. Instead, they prefer a gentler form of negative reinforcement, giving firm but constructive warnings while maintaining a positive relationship and allowing space for self-reflection from the students (Adams, 2000).

**c. Threatening**

According to the observation that was conducted both classes 7B and 7I, all teachers not fully implemented the threatening reinforcements during the teaching English as Foreign Language. Mrs. YS not fully continuously applied threatening reinforcement to almost all the students when the being nice during the learning process, she only applied in first and fourth meeting. Meanwhile Mr. EA never applied threatening reinforcement in every meeting.

Table 4. 9 threatening negative reinforcement that the teacher used in teaching process

Meeting	Threatening	
	Mrs. YS (7I)	Mr. EA (7B)
1 <sup>st</sup>	“If you continue to disturb the class, I will reduce your points or you will not be able to take the next test, I feel so pity for the students who are seriously studying.”	-
2 <sup>nd</sup>	-	-
3 <sup>rd</sup>	-	-
4 <sup>th</sup>	“Don’t play around, and come back to your seat now! If you keep being noisy, I will not continue the lesson.”	-
5 <sup>th</sup>	-	-

Based on the table above, Mrs. EA never use threatening reinforcement, which shows that she prefers a constructive approach and avoids using threats in managing student behavior. In contrast, Mrs. YS used threatening reinforcement only once, by giving a firm warning to students who are not focused on learning. This threat aims to discipline students and remind them of the importance of attention in the learning process (Skinner, 1982). However, the use of threatening reinforcement by Mrs. YS is still very limited. This shows that although threats can be an effective tool to enforce discipline.

Based on the interview with Mr. and Mrs. YS stated that,

*“I never use threats because I believe in a positive approach, but if negative behavior continues, I give clear consequences, such as deducting points or banning students from taking tests. I also touch on students' emotions by reminding them of their parents' expectations. These threats are not meant to scare them, but to show them the real consequences of their actions.” (Translated to*



English Language) (Interview with Mr. EA on 29th of August 2024).

*"I rarely give threats such as reducing grades or sending students out of the classroom. I often provide motivation by reminding them of the consequences, for example, ""If you continue to disturb the class, I will reduce your points or you will not be able to take the next test." (Translated to English Language) (Interview with Mrs. YS on 1<sup>st</sup> of August 2024).*

From the explanation supported by evidence from the dialogue extract about threatening reinforcement conducted by Mrs. YS

#### **Extract Dialogue Threatening**

**Mrs. YS** : *"Hey A, if you continue to disturb the class, I will reduce your points, or worse, you may not be allowed to participate in the next lesson. I feel so pity for the students who are focusing and taking this seriously."*

**Student** : *[looks up, surprised by the seriousness of the warning]*

**Mrs. YS** : *"This is your chance to learn. Don't waste it. If you keep distracting others; you'll only fall behind. And it's not fair to those who are trying their best."*

**Student** : *"I understand, Mrs. YS. I won't disturb the class anymore."*

**Mrs. YS** : *"Good. I hope you take this seriously. I don't want you to miss out on anything important."*

(Dialogue Threatening Meeting Mrs. YS 1<sup>st</sup> meeting August 1<sup>st</sup> 2024)

The following is a picture of the results of observations made by the teacher



Picture 4. 14 Mrs. YS giving the threatening reinforcement on 4th meeting

Then the explanation is supported by interview data with students Mrs. YS

*Student 1: “as far as I know, never. She’s kind teacher”*

*Student 2: “I’ve never heard Mrs. YS give threats to students. She mostly just gives firm reminders, but still in a soft tone. She prefers to remind students in a kind way, so we don’t feel scared or pressured. Even though it’s firm, her approach still makes us feel comfortable and appreciated, not punished. With this approach, we find it easier to understand and correct our behavior without feeling intimidated.” (Student interview on Thursday 8<sup>th</sup> of August 2024)*

Then the explanation is supported by interview data with students Mr. EA

*Student 4: “No, he’s never done that because he is kind teacher”  
(Student interview on Thursday 8<sup>th</sup> of August 2024)*

From that, Mr. EA avoids the use of threatening reinforcement and prefers a constructive approach to managing student behavior, such as providing clear consequences without intimidation. In contrast, Mrs. YS threatening reinforcement only occasionally with a firm warning, but more often provides motivation and reminds students of long-term consequences (Fajrin et al., 2019). Both tend to avoid excessive threats and prefer a positive approach.

The threatening reinforcement theory suggests that threats can change behavior through negative reinforcement, as explained by (Skinner, 1982) in operant reinforcement theory. However, Skinner also emphasized that positive reinforcement is more effective in the long run than negative reinforcement. This is in line with the approach taken by Mrs. YS and Mr. EA, who prefer to provide clear consequences and motivation to change student behavior, in line with Bandura Nabavi, (2011) concept of positive reinforcement in social learning theory. Bandura emphasized the importance of positive behavior modelling and reinforcement through observation, which is more supportive of constructive learning than through threats.

#### d. Complaining

According to the observation that was conducted both classes 7B and 7I, all teachers not fully implemented the complaining reinforcements during the teaching English as Foreign Language. Mrs. YS not fully continuously applied complaining reinforcement to almost all the students when the being nice during the learning process, she only applied in first meeting. Meanwhile Mr. EA never applied complaining reinforcement in every meeting.

Table 4. 10 complaining negative reinforcement that the teacher used in teaching process

Meeting	Complaining	
	Mrs. YS (7I)	Mr. EA (7B)
1 <sup>st</sup>	-	-
2 <sup>nd</sup>	Giving warnings and complaints to students who are noisy during lessons, ex: "Why this class is very crowded, compared with the other class!", "Why are you so noisy, you don't even know which part to read, let alone the other materials. Pay attention please!"	-
3 <sup>rd</sup>	-	-
4 <sup>th</sup>	-	-
5 <sup>th</sup>	-	-

Based on the interview with Mr. EA and Mrs. YS stated that,

*"I rarely complain when students do not pay attention to instructions in class. For example, when teaching reading skills, I ask them to read the text in turns. If there are students who are noisy, I stop and ask them to continue reading, but they are often confused. I then complain, "Why are you so noisy, you don't even know what part to read, let alone the other materials. Pay attention!" (Translated to*



*English Language) (Interview with Mrs. YS on 2nd of August 2024).*

*"I never use complaining reinforcement in learning."  
(Translated to English Language) (Interview with MR. EA  
on 29<sup>th</sup> of August 2024).*

From the explanation supported by evidence from the dialogue extract about complaining reinforcement, the following is an extract of the dialogue conducted by Mrs. YS.

#### **Extract Dialogue Complaining**

**Mrs. YS** : *"A, I noticed you're not paying attention to the reading material. Can you focus a little more? It's important to understand the lesson."*

**Student** : *[still distracted and talking to a friend]*

**Mrs. YS** : *"I'm really disappointed that you're being so noisy right now. You don't even know what part you're supposed to read, let alone the other materials. Pay attention!"*

**Student** : *[looks guilty and stops talking]*

**Mrs. YS** : *"I really want you to understand this. If you focus now, it will help you a lot later. Please make an effort."*

(Dialogue Complaining Meeting Mrs. YS 2<sup>nd</sup> meeting August 3<sup>rd</sup> 2024)

The following is a picture of the results of observations made by the teacher



Picture 4. 15 Mrs. YS gave the complaining reinforcement on 2nd meeting



Then the explanation is supported by interview data with students Mrs. YS

*Student 1: "I don't she ever done that"*

*Student 3: "She mostly just gives reminders to students with gentle and understanding language. She prefers to provide feedback in a kind way so that students can understand their mistakes without feeling cornered or uncomfortable. Even though she is firm, her gentle way keeps the classroom atmosphere conducive and full of respect." (student interview on Thursday 8<sup>th</sup> of August 2024)*

Based on the data above, Mrs. YS sometimes uses complaining reinforcement by complaining when students do not pay attention or become noisy, such as when she complains "Why are you so noisy, don't even know which part to read," to encourage behavioral changes. In contrast, Mr. EA never uses complaining reinforcement in learning, indicating a different approach in managing the classroom without relying on complaints. In conclusion, Mrs. YS uses complaining reinforcement as a way to attract students' attention, while Mr. EA prefers other methods that do not involve complaints (Fajrin et al., 2019).

Mrs. YS's direct approach to complaining can be related to Skinner, (1982) negative reinforcement theory, in which she attempts to reduce inattentive behavior by giving responses that remind students of the consequences. This method aligns with Skinner's idea that undesirable behavior can be reduced by presenting an unpleasant stimulus, such as a complaint, to encourage more appropriate behavior. However, while Mrs. YS's approach may have short-term effects, it could also risk diminishing student motivation or creating a negative classroom environment if overused.

#### **e. Coercion**

According to the observation that was conducted both classes 7B and 7I, all teachers not fully implemented the coercion reinforcements during the teaching English as Foreign Language. Mrs. YS not fully

continuously applied coercion reinforcement to almost all the students when the being nice during the learning process, she only applied in fourth meeting. Meanwhile Mr. EA never applied coercion reinforcement in every meeting.

Table 4. 11 coercion negative reinforcement that the teacher used in teaching process

Meeting	Coercion	
	Mrs. YS (7I)	Mr. EA (7B)
1 <sup>st</sup>	-	-
2 <sup>nd</sup>	-	-
3 <sup>rd</sup>	-	-
4 <sup>th</sup>	Since you're not paying attention to the lesson, let's make use of this time to memorize the vocabulary from the greeting's material	-
5 <sup>th</sup>	-	-

Based on the interview with Mr. EA and Mrs. YS stated that,

*"I never force students. Usually, I give assignments such as memorizing vocabulary for greetings, numbers, colors, with time until the next meeting. (Translated to English Language) (Interview with Mrs. YS on 10th of August 2024).*

*"I never use this reinforcement." (Translated to English Language) (Interview with MR. EA on 29<sup>th</sup> of August 2024).*

From the explanation supported by evidence from the dialogue extract about coercion reinforcement, the following is an extract of the dialogue conducted by Mrs. YS.

### Extract Dialogue Coercion

**Mrs. YS** : *"A, I see you're not really focusing right now, and there's a bit of noise in the class. Since you're not paying attention to the lesson, let's make use of this time to memorize the vocabulary from the greeting's material."*

**Student** : *what is that Mrs? I dont know [looks confused]*

**Mrs. YS** : *"I'd like you to take out your notebook and start memorizing the vocabulary words. You can use this time to improve your skills, even if you're not following the reading right now."*

**Student** : *okey mrs [nods and starts writing down the vocabulary]*

**Mrs. YS** : *"Good, A. It's important to use every moment wisely. Memorizing these words will help you keep up with the lesson later, and you won't miss out on anything."*

(Extract dialogue Mrs. YS 4<sup>th</sup> meeting August 10<sup>th</sup> 2024)

The following is a picture of the results of observations:



Picture 4. 16 Mrs. YS giving the coercion reinforcement on 4th meeting

Then the explanation is supported by interview data with students Mrs. YS

**Student 2** : *"She never uses coercion. Instead, Mrs. YS always tries to guide us in a more persuasive and considerate way. She prefers a constructive approach, providing explanations and reasons why we should follow rules or improve our behavior. With this method, we feel more appreciated and motivated to change without feeling pressured or forced. This approach creates a more positive classroom atmosphere and makes us feel more comfortable in learning."* (student interview on Thursday 8<sup>th</sup> of August 2024)

Then the explanation is supported by interview data with students Mr. EA

*Student 5 : "Mr. EA never uses coercion in managing the class. Instead, he always chooses an understanding approach and explains things in a good way. When something needs to be corrected, he gives us the opportunity to understand the reasons behind the rules and why they are important. His gentle and wise approach makes us feel appreciated, and we find it easier to accept his advice. This way, we don't feel pressured but rather more motivated to improve ourselves and behave better." (student interview on Thursday 8<sup>th</sup> of August 2024)*

Based on the interview with Mrs. YS and Mr. EA, both revealed that they did not use coercion reinforcement in their teaching. Mrs. YS explained that she gave students assignments, such as memorizing vocabulary, without forcing them, which shows a more task-based approach rather than using coercion (Adams, 2000). Meanwhile, Mr. EA firmly stated that he did not use coercion reinforcement in his teaching, which reflects that he avoids using control or threats against students. In relation to the coercion reinforcement theory, the approach taken by Mrs. YS and Mr. EA is very different from the concept of coercion which involves coercion or threats to change student behavior. They prefer methods that do not involve pressure or threats, but rather focus on giving tasks or assignments in a more educational and non-coercive way (Fajrin et al., 2019).

**f. Punishment**

According to the observation that was conducted both classes 7B and 7I, all teachers never implemented the punishment reinforcements during the teaching English as Foreign Language. Mrs. YS and Mr. EA never applied punishment reinforcement in their learning.



Table 4. 12 punishment negative reinforcement that the teacher used in teaching process

Meeting	Punishment	
	Mrs. YS (7I)	Mr. EA (7B)
1 <sup>st</sup>	-	-
2 <sup>nd</sup>	-	-
3 <sup>rd</sup>	-	-
4 <sup>th</sup>	-	-
5 <sup>th</sup>	-	-

Based on the interview with Mr. EA and Mrs. YS stated that,

*“I never use punishment in learning activities. This is because I feel that they can still be given positive reinforcement, namely verbal. Students can still be invited to communicate well and soft, so I avoid punishment reinforcement.” (Translated to English Language) (Interview with Mrs. YS on 10th of August 2024).*

*“I never use punishment reinforcement because this is something I avoid. As long as students can still be communicated with and with other reinforcements, I will not use punishment. Students now can’t be punished, the more they are punished the more difficult it is for us to get close to students.” (Translated to English Language) (Interview with MR. EA on 29<sup>th</sup> of August 2024).*

Both Mrs. YS and Mr. EA avoid using punishment in their learning activities. They prefer to use positive reinforcement, such as gentle verbal communication, to encourage good student behavior (Adams, 2000). Both believe that punishment can damage relationships with students, so they prefer a more constructive approach to managing student behavior (Fajrin et al., 2019).

Then the explanation is supported by interview data with students Mrs. YS

*Student 2 : “Never”*

*Student 3 : “Mr. YS never resorts to punishment in managing the class. Instead, she prefers to address issues with a calm and understanding approach, explaining the reasons behind the rules and their importance. Her approach, which avoids harsh punishment, makes us secure and take responsibility for our actions. This method helps us learn from our mistakes without feeling demotivated or intimidated, and we are more likely to behave better in the future.” (student interview on Thursday 8th of August 2024)*

Then the explanation is supported by interview data with students Mrs. YS

*Student 5 : “Mr. EA doesn’t use punishment in class. Instead, he handles things with understanding and clear explanations. If someone is not behaving well or participating enough, he calmly explains why that behavior is a problem and what can be done to improve. We learn from our mistakes and are encouraged to improve, rather than feeling discouraged or afraid. This method helps create a positive learning environment, where we feel comfortable participating and improving.” (student interview on Thursday 8th of August 2024)*

From that, it can conclude that the approaches taken by Mrs. YS and Mr. EA are contrary to punishment theory and negative reinforcement, which generally involve using punishment to reduce unwanted behavior (Yusuf et al., 2020). Both teachers prefer to avoid punishment and focus on positive reinforcement. This is more in line with positive reinforcement in reinforcement theory, where they provide verbal reinforcement to encourage desired behavior without relying on punishment or negative reinforcement (Adams, 2000). In this way, they create better relationships with their students, which supports more effective and emotionally healthy learning.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter concludes the research on English teachers' reinforcement implementation at SMP N 1 Paguyangan Brebes 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 this study's recommendations for teachers and suggestions for further research in relevant areas.

#### **A. Conclusion**

The purpose of this research was to investigate the types of reinforcement, do the English language teachers use in TEFL at 7<sup>th</sup> grade SMP N 1 Paguyangan Brebes. According to data presentation and analysis, this study identified various types of reinforcement used by teachers at SMP N 1 Paguyangan Brebes, namely Mrs. YS and Mr. EA. These teachers use various forms of reinforcement to support the learning process and development of student behavior. The types of positive reinforcement used include verbal reinforcement, gesture or movement reinforcement, proximity reinforcement, physical contact reinforcement, activity reinforcement, and token reinforcement. Meanwhile, for negative reinforcement, these teachers used warning reinforcement, scolding reinforcement, threatening reinforcement, and coercion reinforcement. The used of various types of reinforcement shows the teacher's efforts to create a learning environment that supports the reinforcement of positive behavior and control of negative student behavior. This study shows that teachers at SMP N 1 Paguyangan Brebes, Mrs. YS and Mr. EA, use various types of reinforcement that can be associated with the theory of operant reinforcement. Positive reinforcement such as praise and tokens are used to strengthen students' good behavior, while negative reinforcement such as warning, reprimands and threats are used to reduce

negative behavior. Thus, the use of this reinforcement is in line with Skinner's principles in the learning process and modifying student behavior.

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

This study had limitations that affect the scope and depth of analysis. Data collection was carried out in a limited time period, namely only a few weeks, so that observations of reinforcement use only cover a short time and cannot describe the overall pattern of reinforcement use in the long term. In addition, observations were made at certain lesson times, so did not cover all class activities or changes in student behavior in different situations. These time limitations also affect the depth of analysis related to the long-term impact of reinforcement on student behavioral development. Thus, this study only provides a limited picture of the application of reinforcement in a limited time and further research is needed to gain a more comprehensive understanding.

## **C. Suggestion**

This study 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, this study makes suggestions for readers and future studies in this topic.

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

Teachers are advised to use a variety of positive and negative reinforcement to remain effective in motivating students. Focusing on positive reinforcement such as praise or tokens is better for building motivation and positive relationships. Consistency in providing reinforcement and adjusting to individual student needs is also important, coupled with professional training to improve teacher skills in creating a learning environment that supports the development of positive student behavior.



## **2. For School**

Schools are advised to provide structured program of ongoing professional development for teachers, focusing on advanced and evidence-based reinforcement techniques through workshops, seminars, or peer mentoring sessions, equipping educators with strategies to promote positive behavior and enhance classroom management. Collaboration among teachers is also crucial, enabling the exchange of experiences, challenges, and best practices through forums, learning communities, and interdisciplinary cooperation to comprehensively address diverse student needs. These efforts not only enrich the educational environment but also contribute to the professional development in TEFL practice.

## **3. For Further Researcher**

This study suggests that the following research advised to explore the different types of reinforcement that can be applied, such as social or material reinforcement, and how each affects students with different characteristics. In addition, further research can explore the long-term impact of reinforcement on students' academic and social development, and consider the multicultural classroom context to understand the differences in responses of students from diverse cultural backgrounds.

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## Appendix 1 Permission Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
PROFESOR KAI 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.5506/Un.19/D.FTIK/PP.05.3/11/2023  
Lamp. : -  
Hal : **Permohonan Ijin Observasi Pendahuluan**

10 November 2023

Kepada  
Yth. Kepala SMPN 1 Paguyangan  
di Tempat

**Assalamu'alaikum Wr. Wb.**

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

- |                    |                         |
|--------------------|-------------------------|
| 1. Nama            | : Bahrul Anam           |
| 2. NIM             | : 2017404094            |
| 3. Semester        | : 1 (Satu)              |
| 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             | : Teacher Reinforcement and Differentiate Method   |
| 2. Tempat / Lokasi   | : Jalan Raya, Glempang, Pagojengan, Kec. Paguyangan, Kabupaten Brebes, Jawa Tengah 52276 |
| 3. Tanggal Observasi | : 11-11-2023 s.d 25-11-2023  |

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

**Wassalamu'alaikum Wr. Wb.**

An. Dekan  
Ketua Jurusan Tadris



Maria Ulpah

## Appendix 2 Official Letter of 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.uinsaiwu.ac.id

Nomor : B.m.3359/Un.19/D.FTIK/PP.05.3/07/2024  
Lamp. : -  
Hal : **Permohonan Ijin Riset Individu**

26 Juli 2024

Kepada  
Yth. Kepala SMP Negeri 1 Paguyangan Brebes  
Kec. Paguyangan  
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            | : Bahrul Anam  |
| 2. NIM             | : 2017404094   |
| 3. Semester        | : 8 (Delapan)  |
| 4. Jurusan / Prodi | : Tadris Bahasa Inggris  |
| 5. Alamat          | : Dukuh keser kidul RT 10 RW 01, patuguran, winduaji, , KAB. BREBES, PAGUYANGAN, JAWA TENGAH, ID, 52276              |
| 6. Judul           | : Teachers' Reinforcement in Teaching English as A Foreign Language (TEFL) at 7th Grade of SMP N 1 Paguyangan Brebes |

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

- |                      |                                  |
|----------------------|----------------------------------|
| 1. Objek             | : Guru                           |
| 2. Tempat / Lokasi   | : SMP Negeri 1 Paguyangan Brebes |
| 3. Tanggal Riset     | : 27-07-2024 s/d 27-09-2024      |
| 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

Tembusan :

1. Kepala Sekolah

### Appendix 3 Letter of Individual Research Completion



PEMERINTAH KABUPATEN BREBES  
DINAS PENDIDIKAN PEMUDA DAN OLAAHRAGA  
**SMP NEGERI 1 KECAMATAN PAGUYANGAN**  
SEKOLAH STANDAR NASIONAL (SSN)

Jalan. Raya Pagojengan, Paguyangan, ☎ 0289.432210 Brebes, ✉ 52276  
Pos-el : [smpn1paguyangan@yahoo.co.id](mailto:smpn1paguyangan@yahoo.co.id) http: //www.smpn1paguyangan.org

**SURAT KETERANGAN**

Nomor : 422.2/190/2024

Yang bertanda tangan di bawah ini :

Nama : **Kukuh Sarjono, S.Pd.,M.Pd.**  
N I P : 19651110 199003 1 010  
Pangkat / Golongan Ruang : Pembina Tk. I / IV/b  
Jabatan : Kepala Sekolah  
Unit Kerja : SMP Negeri 1 Paguyangan

menerangkan dengan sesungguhnya bahwa :

Nama : **Bahrul Anam**  
Tempat tanggal lahir : Brebes, 1 Agustus 2002  
NIM : 2017404094  
Program Studi : S1 Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Universitas : UIN Saizu Purwokerto  
Alamat : Dukuh keser kidul RT.10 RW.01, patuguran, winduaji,  
Kec. Paguyangan Kab. Brebes Prov. Jawa Tengah

Mahasiswa tersebut telah melaksanakan penelitian untuk penyusunan Skripsi dari tanggal 01 Agustus 2024 s.d 29 Agustus 2024 dengan judul ***“Teachers Reinforeement in Teaching English as A Foreign Languange (TEFL) at 7<sup>th</sup> Grade of SMP N 1 Paguyangan Brebes”.***

Demikian surat keterangan ini kami buat untuk dipergunakan seperlunya.

Paguyangan, 04 November 2024

Kepala Sekolah



**Kukuh Sarjono, S.Pd.,M.Pd.**  
NIP. 19651110 199003 1 010



#### ***Appendix 4 Observation Checklist Instrument***

Teacher's Name :  
Class :  
Date :  
Meeting :

#### **OBSERVATION CHECKLIST**

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

No	Types of Reinforcement	Note
1	Verbal	
2	Movement/Gestural	
3	Proximity	
4	Physical Contact	
5	Activity	
6	Token	

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

No	Types of Reinforcement	Note
1	Warning	
2	Scolding	
3	Threatening	
4	Complaining	
5	Coercion	
6	Punishment	

## Appendix 5 Observation Result

No. 1

Teacher's Name : Mr. Elina Abd Basir S.pd.  
Class : 7B  
Date : Thursday 1 August 2024  
Meeting : 1

**OBSERVATION CHECKLIST**

**1. Positive Reinforcement**

No	Types of Reinforcement	Note
1	Verbal	Good job, Pintar Setan, nice, Fantastic, well done
2	Movement/Gestural	Giving thumbs up, smile, and giving applause to the students.
3	Proximity	Approaching to students desk and walk closer to them while explaining
4	Physical Contact	Patting the shoulder when a students are lacking focus
5	Activity	-
6	Token	Giving Sticker and encouraging words.

**2. Negative Reinforcement**

No	Types of Reinforcement	Note
1	Warning	Giving verbal warnings "Please A. pay attention to Mr. EA"
2	Scolding	-
3	Threatening	-
4	Complaining	-
5	Coercion	-
6	Punishment	-

No. 2

Teacher's Name : Mr. Elina Abd Basir S.pd.  
Class : 7B  
Date : Saturday 3 August 2024  
Meeting : 2

**OBSERVATION CHECKLIST**

**1. Positive Reinforcement**

No	Types of Reinforcement	Note
1	Verbal	So nice, Great, On point, yes, Pintar!
2	Movement/Gestural	oost up face, thumbs up, give applause
3	Proximity	Approach students as they give their answers and the one who has difficulties
4	Physical Contact	Touching student's shoulder and looking the one who active in the class
5	Activity	-
6	Token	Giving rewards items

**2. Negative Reinforcement**

No	Types of Reinforcement	Note
1	Warning	-
2	Scolding	-
3	Threatening	-
4	Complaining	-
5	Coercion	-
6	Punishment	-

No. 3

Teacher's Name : Mr. ElSina Abd Basit Spd.  
 Class : 7B  
 Date : Thursday 8 August 2024  
 Meeting : 5

**OBSERVATION CHECKLIST**

**1. Positive Reinforcement**

No	Types of Reinforcement	Note
1	Verbal	good, well done, nice, that's correct, so nice exactly
2	Movement/Gestural	Smiling, fist spirit hand, and give applause to the student.
3	Proximity	Approach student's desk and ask their difficulties and active to answer
4	Physical Contact	Shaking student's hand
5	Activity	-
6	Token	Giving stamps with: and encouraging sentences like "Excellent, very good, good and try harder."

**2. Negative Reinforcement**

No	Types of Reinforcement	Note
1	Warning	-
2	Scolding	-
3	Threatening	-
4	Complaining	-
5	Coercion	-
6	Punishment	-

No. 4

Teacher's Name : Mr. ElSina Abd Basit Spd.  
 Class : 7B  
 Date : Saturday, 10th August 2024  
 Meeting : 4

**OBSERVATION CHECKLIST**

**1. Positive Reinforcement**

No	Types of Reinforcement	Note
1	Verbal	That's cool, great work, incredible, ya benar benar.
2	Movement/Gestural	Fist spirit hands, smile to the students.
3	Proximity	Rotate to students, ask about their difficulties
4	Physical Contact	Patting the shoulder when a student is lacking their focus
5	Activity	-
6	Token	-

**2. Negative Reinforcement**

No	Types of Reinforcement	Note
1	Warning	Giving verbal warnings to the student who started show negative behavior (speaking) - Please stop talking and focus on the lesson
2	Scolding	-
3	Threatening	-
4	Complaining	-
5	Coercion	-
6	Punishment	-

No. 5

Teacher's Name : Mr. Elhina Abd Basil Spd.  
 Class : 7B  
 Date : Thursday 20th August 2024  
 Meeting : G

**OBSERVATION CHECKLIST**

**1. Positive Reinforcement**

No	Types of Reinforcement	Note
1	Verbal	wonderful job, bagus sekali, nice answer, well done guys
2	Movement/Gestural	One pose. Nodding, give applause to the students
3	Proximity	Stand closer to the passive students.
4	Physical Contact	Looking and patting students who brave and active in the classroom.
5	Activity	-
6	Token	Giving stickers and encouraging sentences such "excellent, very good, good and try harder"

**2. Negative Reinforcement**

No	Types of Reinforcement	Note
1	Warning	-
2	Scolding	-
3	Threatening	-
4	Complaining	-
5	Coercion	-
6	Punishment	-

No. 6

Teacher's Name : Mrs. Yuliva Setyaningsih S.Pd.  
 Class : 7E  
 Date : Thursday, 1st August 2024  
 Meeting : 1st

**OBSERVATION CHECKLIST**

**1. Positive Reinforcement**

No	Types of Reinforcement	Note
1	Verbal	Very good, Excellent, Very smart, bagus sekali. You are doing great!
2	Movement/Gestural	Smiling to the student, fist spirit, friendly gesture, thumbs up
3	Proximity	-
4	Physical Contact	Patting shoulder when student is lacking focus.
5	Activity	Singing together activity "good morning"
6	Token	-

**2. Negative Reinforcement**

No	Types of Reinforcement	Note
1	Warning	Gentle warning to the students by giving a "disagreement" look.
2	Scolding	-
3	Threatening	Threatening students who disturb the class by being too noisy by point reduction or they won't make next exam
4	Complaining	-
5	Coercion	-
6	Punishment	-



No. 7

Teacher's Name : Yuliva Setya Hingsin Spd.  
Class : 71  
Date : Saturday, 3 August 2024  
Meeting : 2

**OBSERVATION CHECKLIST**

**1. Positive Reinforcement**

No	Types of Reinforcement	Note
1	Verbal	Wow, Great Job!, expressive, that's amazing!
2	Movement/Gestural	Ok pose, bearing gesture. give thumbs up
3	Proximity	Approaches students and asking their difficulties about the material
4	Physical Contact	-
5	Activity	Singing if you happy
6	Token	-

**2. Negative Reinforcement**

No	Types of Reinforcement	Note
1	Warning	gave verbal warning to students concerned directly
2	Scolding	-
3	Threatening	-
4	Complaining	Gave Complains to the crowded students "why this class is very noisy compared with the other class, some of you don't even know which part to read, pay attention please"
5	Coercion	-
6	Punishment	-

No. 8

Teacher's Name : Mrs. Yuliva Setyaningsih Spd.  
Class : 71  
Date : Thursday, 8 August 2024  
Meeting : 3

**OBSERVATION CHECKLIST**

**1. Positive Reinforcement**

No	Types of Reinforcement	Note
1	Verbal	Great job, for answering the question!, excellent, very good answer, I'm so proud of you.
2	Movement/Gestural	Cheer up face, thumbs up and give applause to the students
3	Proximity	Rotate to all sides of student's desk
4	Physical Contact	Patting student's shoulder when they have lack of focus
5	Activity	-
6	Token	Giving a "great job" sticker stamp

**2. Negative Reinforcement**

No	Types of Reinforcement	Note
1	Warning	Staring at students who commit dangerous act/ violation
2	Scolding	-
3	Threatening	-
4	Complaining	-
5	Coercion	-
6	Punishment	-

No. 9

Teacher's Name : Mrs. Yuliva Setyaningsih Spd.  
 Class : 7I  
 Date : Saturday, 10 August 2024  
 Meeting : A

**OBSERVATION CHECKLIST**

**1. Positive Reinforcement**

No	Types of Reinforcement	Note
1	Verbal	That's amazing, "Pinar Setani", wow I appreciate it guys!
2	Movement/Gestural	Driving thumb up, clapping hands, pointing the students with good performance
3	Proximity	Stand closer to the passive students
4	Physical Contact	Shake the students' hands
5	Activity	-
6	Token	Giving a good luck sticker

**2. Negative Reinforcement**

No	Types of Reinforcement	Note
1	Warning	-
2	Scolding	-
3	Threatening	"Don't play around and come back to your seat now if you keep being noisy, I won't continue the lesson"
4	Complaining	-
5	Coercion	"Since you're not paying attention to the lesson, I want you to memorize the vocabularies from greetings material"
6	Punishment	-

No. 10

Teacher's Name : Mrs. Yuliva Setyaningsih Spd.  
 Class : 7I  
 Date : Thursday 29 August 2024  
 Meeting : 9

**OBSERVATION CHECKLIST**

**1. Positive Reinforcement**

No	Types of Reinforcement	Note
1	Verbal	Yes excellent, very smart, yab betu Setani, very good guys.
2	Movement/Gestural	Giving the students thumb up, high five, applause to students.
3	Proximity	Using physical proximity to provide special attention.
4	Physical Contact	-
5	Activity	"Make noise who is faster" who can answer the question on the board. "Singing anthem of the year"
6	Token	Giving reward

**2. Negative Reinforcement**

No	Types of Reinforcement	Note
1	Warning	Give a gentle warning to students by giving a "disregard" look.
2	Scolding	Reminded students who are being so noisy but with a low tone of voice "I am actually very disappointed to see you not pay attention, this material will be very important for the exam."
3	Threatening	-
4	Complaining	-
5	Coercion	-
6	Punishment	-

### *Appendix 6 Dialogue Script*

#### **Extract Verbal Mrs. YS (1<sup>st</sup> meeting, August 1<sup>st</sup> 2024)**

- Mrs. YS** : “Now, try saying greeting and 'How are you?' to me.”
- Student** : “Good afternoon, how are you Mrs?”
- Mrs. YS** : **“Very good! That’s the right way to ask. You’re doing great! Very smart!”**
- Student** : “Thank you, Mrs.”
- Mrs. YS** : “You’re very welcome! Now, do you notice how you used a polite greeting and made sure to ask how I’m doing? That’s the key to sounding friendly and respectful in English.”
- Student** : “I’ll try to remember that, Mrs. YS.”
- Mrs. YS** : “I’m sure you will! You’re already doing such a great job. Let’s practice another one. How about saying 'Good morning' and asking how I feel today?”
- Student** : “Good morning, how are you feeling today, Mrs?”
- Mrs. YS** : **“Perfect again! I love how you’re mixing it up** and trying different greetings. It shows that you’re really thinking about the words you’re using. Keep it up!”
- Student** : “I will, I’m practicing more now.”
- Mrs. YS** : **“That’s exactly the right attitude!** Practice is the key to getting even better. Now, how about we add a little twist? Try asking me how my day is going. Can you do that?”
- Student** : “How’s your day going, Mrs?”
- Mrs. YS** : **“Fantastic!** I can see you’re really getting the hang of this. You’re sounding more and more confident with every sentence. It’s impressive!”
- Student** : “Thanks, Mrs! I like practicing with you.”

**Mrs. YS** : “I’m so glad to hear that! You’re making great progress, and I enjoy hearing you practice. You’re really learning quickly, and that’s something to be proud of.”

**Student** : “I feel better when I practice.”

**Mrs. YS** : “That’s the spirit! The more you practice, the more natural it will feel. Remember, you can always improve by taking small steps. You’ve already done an **amazing job today**, so keep up the great work!”

**Student** : “I will, Mrs. YS. Thanks for helping me!”

**Mrs. YS** : “You’re very welcome! You’re working so hard, and I can see the results. Keep practicing, and soon you’ll be even more confident speaking English. I’m really proud of you!”

**Extract Verbal Mr. EA (5<sup>th</sup> meeting, August 29<sup>th</sup> 2024)**

**Mr. EA** : “Okay, let’s start with introductions. When you meet someone new, the first thing you do is tell them your name. So, can you say, 'My name is [your name]' and give a simple introduction?”

**Student** : “My name is Andy. I am a student at SMP N 1 Paguyangan Brebes.”

**Mr. EA** : “**Good! You did that perfectly**, Andy. That’s exactly how you introduce yourself in English. Now, let’s practice saying it a bit louder and clearer. Can you try again with your friend?”

**Student** : “My name is Andy. I am a student at SMP N 1 Paguyangan Brebes.”

**Mr. EA** : “**Much better!** That sounds clearer and more confident. **Great job!** Now, let’s add a little more detail. You can also say, 'I am from Brebes.' Can you try that?”

**Student** : “I am from Brebes.”



**Mr. EA** : **“Perfect!** Now you’re giving more information, and it sounds great. So, let’s put it all together. Say it one more time with your name, school, and where you’re from.”

**Student** : “My name is Andy. I am a student at SMP N 1 Paguyangan Brebes. I am from Brebes.”

**Mr. EA** : **“Excellent! You’re really getting the hang of this. Your introduction sounds very natural now. Keep practicing like this, and it’ll become second nature to you!”**

**Student** : “Thanks, Mr. EA! I’ll keep practicing.”

**Mr. EA** : “That’s the attitude! The more you practice, the easier it will get. Soon, you’ll be able to introduce yourself with confidence anywhere. Well done!”

**Student** : “I’m happy with my progress!”

**Mr. EA** : **“And I’m proud of you! You’re doing a fantastic job.** Just keep going, and you’ll be even better in no time!”

**Extract Warning Mrs. YS (5<sup>th</sup> meeting, August 29<sup>th</sup> 2024)**

**Mrs. YS** : **“Rendra, please pay attention, don't talk to yourself. This material is important and will be on the exam.”**

**Rendra** : “I’m sorry, Mrs. [quietly stops talking to himself]”

**Mrs. YS** : **“I’m serious, Rendra. If you keep talking, you'll miss out on important information. You need to focus because this will help you do well in the exam.”**

**Rendra** : “Yes, Mrs.”

**Mrs. YS** : **“Good, thank you for listening. Remember, staying focused now will help you later. Let’s continue.”**

**Mrs. YS** : “Now, let’s go over the next point. This is crucial for your understanding. If you pay attention now, it will make a huge difference in your performance.”

**Rendra** : “I understand, Mrs.”

**Mrs. YS** : “I’m glad to hear that. I know you can do well, Rendra, but you have to stay focused. Just imagine how great it will feel when you understand everything and do well on the exam.”

**Rendra** : “I’ll focus, Mrs. I really want to do well.”

**Mrs. YS** : “That’s the right attitude! Keep that mindset. You’re capable of doing amazing things, but it requires effort and concentration. Let’s go over the next topic together.”

**Rendra** : “I’m ready, Mrs.”

**Mrs. YS** : “**Great! Now, pay close attention.** This next part will really help you with the exam questions. Focus on the key points, and you’ll see how much easier the material will be.”

**Extract Warning Mr. EA (4<sup>th</sup> meeting, August 10<sup>th</sup> 2024)**

**Mr. EA** : “**Please X, pay attention to the lesson. Don’t talk while I’m explaining this. It’s important for your understanding.**”

**Student** : [still talking with a friend]

**Mr. EA** : “**X, if you continue talking, you’ll miss the explanation. It will be hard for you to keep up with the rest of the class.**”

**Student** : [pauses and starts to focus on Mr. EA]

**Mr. EA** : “Thank you, X. **Remember, if you stay focused, you’ll understand the lesson better and won’t get lost. Let’s continue.**”

**Mr. EA** : “Now, let’s go over this concept one more time. If you pay attention, you’ll notice how this part connects to what we learned last week.”

**Student** : [nods attentively]

**Mr. EA** : “Good, I can see you’re paying attention now. This will make things much easier for you later, especially when we move on to more difficult topics.”

**Student** : “I’ll keep paying attention, Mr. EA.”

**Mr. EA** : “I’m glad to hear that, X. It’s important to focus now so that you’re prepared for the next steps. Just stay engaged, and you’ll do great.”

**Student** : “Thanks, Mr. EA. I’ll try my best.”

**Mr. EA** : “That’s the spirit! I know you can do it. Keep up the good work, and if anything is unclear, don’t hesitate to ask.”

**Extract Scolding Mrs. YS (5<sup>th</sup> meeting, August 29<sup>th</sup> 2024)**

**Mrs. YS** : “I am actually very disappointed to see you not paying attention, even though this is very important for the exam later.”

**Student** : [looks down, feeling guilty]

**Mrs. YS** : “You need to take your studies seriously. If you keep doing this, you won’t be ready for the exam, and that will hurt your grades.”

**Student** : “I’m sorry, Mrs. YS. I’ll pay attention.”

**Mrs. YS** : “I hope you do. I really want you to succeed, but you have to put in the effort. Now, please focus and try your best.”

**Student** : [nods quietly, trying to focus]

**Mrs. YS** : “Thank you for understanding. I know you can do well, but it’s all about staying engaged and giving your best effort. This material will help you not only on the exam but also in the future.”

**Student** : “I understand, Mrs. YS. I won’t let you down.”

**Mrs. YS** : “I believe you can do it. Just stay focused, and remember, it’s okay to ask questions if something is unclear. I’m here to help you.”

**Student** : [looks up and begins to pay attention]

**Mrs. YS** : “That’s the attitude I want to see! Stay with me, and you’ll be prepared. Let’s move on to the next part of the lesson, and remember, you’ve got this.”

**Extract Threatening Mrs. YS (1<sup>st</sup> meeting, August 1<sup>st</sup> 2024)**

**Mrs. YS** : “Hey A, if you continue to disturb the class, I will reduce your points, or worse, you may not be allowed to participate in the next lesson. I feel so pity for the students who are focusing and taking this seriously.”

**Student** : [looks up, surprised by the seriousness of the warning]

**Mrs. YS** : “This is your chance to learn. Don’t waste it. If you keep distracting others, you’ll only fall behind. And it’s not fair to those who are trying their best.”

**Student** : “I understand, Mrs. YS. I won’t disturb the class anymore.”

**Mrs. YS** : “Good. I hope you take this seriously. I don’t want you to miss out on anything important.”

**Student** : “I really don’t want to fall behind, Mrs. YS. I’ll make sure to focus now.”

**Mrs. YS** : “I’m glad to hear that, A. Remember, the effort you put in now will pay off later. You have a lot of potential, but you need to apply yourself.”

**Student** : “I know, Mrs. YS. I’ll try harder.”

**Mrs. YS** : “That’s the spirit! Keep that determination, and soon you’ll see the progress. Everyone deserves the opportunity to succeed, and it’s up to you to make the most of it.”

**Student** : [nods]

**Mrs. YS** : “Now, let’s get back to the lesson. Stay focused, and if you have any questions, don’t hesitate to ask. I’m here to help you.”

**Extract Complaining Mrs. YS (2<sup>nd</sup> meeting, August 3<sup>rd</sup> 2024)**

**Mrs. YS** : “I noticed you’re not paying attention to the reading material. Can you focus a little more? It’s important to understand the lesson.”

**Student** : [still distracted and talking to a friend]



**Mrs. YS** : **“I’m really disappointed that you’re being so noisy right now. You don’t even know what part you’re supposed to read, let alone the other materials. Pay attention!”**

**Student** : [looks guilty and stops talking]

**Mrs. YS** : **“I really want you to understand this. If you focus now, it will help you a lot later. Please make an effort.”**

**Student** : **“I’m sorry, Mrs. YS. I wasn’t paying attention.”**

**Mrs. YS** : **“I understand, A. But remember, every time you miss something, it makes it harder to catch up. You don’t want to fall behind, especially when this material is important for the exam.”**

**Student** : **“I know, Mrs. I’ll start focusing now.”**

**Mrs. YS** : **“That’s what I want to hear! Focus now, and it’ll be much easier later. Everyone in this class deserves to understand the material, and you’re no different. You’ve got this.”**

**Student** : **“Thanks, Mrs. YS. I’ll try harder.”**

**Mrs. YS** : **“I know you can do it, A. It’s all about making the effort. If you ever get confused, just ask. I’m here to help you.”**

**Extract Coercion Mrs. YS (4<sup>th</sup> meeting, August 10<sup>th</sup> 2024)**

**Mrs. YS** : **“A, I see you’re not really focusing right now, and there’s a bit of noise in the class. Since you’re not paying attention to the lesson, let’s make use of this time to memorize the vocabulary from the greeting’s material.”**

**Student** : **“What is that, Mrs? I don’t know.”** [looks confused]

**Mrs. YS** : **“I’d like you to take out your notebook and start memorizing the vocabulary words. You can use this time to improve your skills, even if you’re not following the reading right now.”**

**Student** : [nods and starts writing down the vocabulary]

**Mrs. YS** : “Good, A. It’s important to use every moment wisely. Memorizing these words will help you keep up with the lesson later, and you won’t miss out on anything.”

**Student** : “Okay, Mrs. I’ll try to memorize them.”

**Mrs. YS** : “That’s the spirit! And remember, the more you practice, the easier it will get. These words are not just for today; they’re building blocks for everything else we’ll learn.”

**Student** : “I see, Mrs. I’ll practice more.”

**Mrs. YS** : “Exactly! You can always improve by taking small steps like this. Even if it feels like a little effort, it adds up, and soon you’ll feel more confident in your understanding.”

**Student** : [smiles and continues writing]

**Mrs. YS** : “I’m proud of you for staying engaged and making the most of this time. Keep going, and if you need help with anything, just let me know.”

**Student** : “Thanks, Mrs. YS. I will!”



## *Appendix 7 Teacher Interview Script*

*No. 1*

### **TEACHERS' INTERVIEW GUIDELINES**

**Teacher's Name : Yuliva Setya Ningsih S.Pd.**

**Day/Date : Saturday, 3<sup>rd</sup> August 2024**

**Class : 7 I**

**Place : School Hall, SMP N 1 Paguyangan Brebes**

#### **A. Positive Reinforcement**

1. (R): Pernahkah Anda memberikan ungkapan: “bagus”, “sangat baik”, “sempurna”, “luar biasa” dll selama mengajar bahasa Inggris di kelas? Jika iya, dalam situasi seperti apa?

(T): Ya, hmmm... saya sering memberikan apresiasi secara verbal buat anak-anak, ya misalnya Ketika mereka bisa menjawab pertanyaan atau mereka menyelesaikan PR tepat waktu atau bahkan memperhatikan saya. Seringkali saya akan memberi apresiasi dalam kata-kata seperti bagus, menakjubkan, super, pintar, great atau good job seperti itu. Saya kan mengajarnya kelas 7, secara mereka masih tergolong anak-anak baru lulus s7ekolah dasar, jadi anak-anak di usia mereka itu memang sangat senang jika diberi respon positive atau pujian lah dari gurunya. Dengan begitu mereka itu jadi lebih semangat dan termotivasi dalam belajar Bahasa Inggris.

2. (R): Apakah Anda menggunakan pujian positif dalam gerakan seperti senyum atau jempol, mengangguk, tepuk tangan, kepada siswa dalam proses pengajaran bahasa Inggris? Jika iya, dalam situasi seperti apa?

(T): Iya...saya juga sering menggunakan gesture yang dapat memberi semangat siswa, seperti kasih jempol atau give applause to your friend terus mereka tepuk tangan sekelas kalau ada yang mau kedepan untuk menulis

jawaban di papan tulis dengan benar, berdialog berpasangan dan presentasi semisal. Pasti saya kasih mereka pujian atau penghargaan secara gesture dengan mengacungkan jempol, lalu bertepuk tangan sambil tersenyum. Paling itu sih seringnya kalau gesture.

3. (R): Apakah Anda juga memberikan penguatan positif dengan mendekati siswa, seperti mendekati meja siswa atau duduk di sebelahnya? Jika iya, dalam situasi seperti apa?

(T): Iya tentu... Saya biasanya ketika memberi mereka tugas seperti membuat dialog, menulis text, atau mengerjakan soal bacaan saya seringkali berkeliling untuk mendekati setiap siswa. Itu sangat membantu siswa yang biasanya takut atau malu buat bertanya. Jadi saya sering banget mendekati bangku siswa pas mereka mengerjakan sesuatu atau jika ada siswa yang membutuhkan perhatian khusus. Karena banyak juga siswa yang sebenarnya ingin bertanya atau ingin maju tetapi masih malu, jadi saya sering-sering mendekati siswa-siswa seperti itu. Jadi selain memberi perhatian kepada siswa saya juga dapat memastikan mereka mampu memahami materi yang disampaikan.

4. (R): Apakah Anda menggunakan penguatan kontak fisik kepada siswa untuk memberi mereka penguatan seperti mengelus bahu siswa? Jika iya, dalam situasi seperti apa?

(T): Kalau secara kontak fisik sih jarang mas, tapi ya pernah. Kaya semisal ada akan yang murung atau terlihat tidak fokus memperhatikan, biasanya saya tepuk atau saya elus bahunya terus di tanyain lah kenapa gitu. Tapi itu tidak sering juga sih mas. Oh ya, paling salaman juga sering ketika mau masuk atau selesai pelajaran dan bahkan di luar pelajaran juga sering mas. Tapi secara keseluruhan melakukan penguatan kepada siswa secara kontak fisik seperti itu jarang.

5. (R): Apakah Anda sering membuat kegiatan menarik yang memotivasi siswa? Jika ya, seperti apa kegiatan tersebut?



(T): Iya, kalau ini sering mas. Biasanya saya meminta menyanyi bersama. Saya berikan lagu-lagu yang berkaitan dengan materi semisal materi dan menguatkan mereka untuk menghafal kosa kata Bahasa Inggris kan biasanya banyak lagu-lagunya tuh, terus juga biasanya lagu-lagu kaya good morning, if you happy, lagu suara-suara hewan dan masih banyak lagi. Kadang-kadang juga saya kasih selingan Ice-break ketika lagi pada jenuh dan pernah juga saya berikan quiz jadi kaya cepat-cepatan menjawab. Tapi itu semua juga tidak di lakukan rutin setiap meeting mas.

6. (R): Pernahkah Anda memberikan sesuatu seperti tulisan positif, stiker atau barang menarik yang dijadikan hadiah untuk siswa yang memiliki sikap dan pencapaian yang baik? Jika ya, apa sajakah itu?

(T): Iya pernah. Biasanya kalau tulisan atau stiker seringnya saya kasih tulisan kalimat penyemangat pada buku mereka. Saya juga sudah mulai menggunakan stamper untuk memberikan nilai dengan kata-kata motivasi juga. Jadi biasanya saya menggunakan stamper lucu yang bergambar itu untuk menambahkan semangat siswa. Semisal ada tugas tertulis saya pakai itu jadi ada tulisannya “Excellent, very good, good and try harder”. Dan selain itu biasanya saya juga kasih mereka iming-iming kalau mau mendekati ujian “okej jadi jika dari kalian ada yang mendapatkan nilai sempurna paling tinggi di ujian semester, maka akan saya beri uang saku tambahan”

## **B. Negative Reinforcement**

1. (R): Bagaimana Anda memberikan peringatan kepada siswa Anda yang memiliki perilaku negatif dalam pengajaran bahasa Inggris?

(T): Sebagai seorang guru, saya selalu berusaha untuk memberikan peringatan dengan cara yang konstruktif dan mendidik. Ketika saya melihat siswa menunjukkan perilaku negatif, saya biasanya memulai dengan pendekatan yang lebih lembut, seperti memberikan tatapan yang menunjukkan ketidaksetujuan atau menyebutkan nama mereka dengan nada yang tegas namun tidak marah. Misalnya, jika seorang siswa terus berbicara

saat saya sedang menjelaskan materi, saya akan mengatakan, “Rendra, tolong lah perhatikan ya, jangan ngomong sendiri. Materi ini penting loh nanti akan masuk soal ujian!”

2. (R): Apakah Anda menggunakan frasa tertentu seperti kekecewaan atau menggunakan nada tertentu untuk memperingatkan siswa yang tidak memperhatikan aturan dalam proses pengajaran bahasa Inggris?

(T): Ya, saya sih sebenarnya jarang yah... bahkan sebenarnya tidak boleh kecewa kepada siswa. Kalau semisal saya sering memarahi dengan nada yang tinggi, itu bukannya memperbaiki siswa, tetapi malah akan membuat mereka semakin tidak menyukai pembelajaran. Tetapi jika semisal anaknya benar-benar susah diperingatkan saya biasanya menggunakan frasa yang menunjukkan kekecewaan atau ketidaksetujuan, ya tetapi saya juga selalu berusaha untuk tidak membuat siswa merasa dipermalukan di depan teman-temannya. Nada suara saya juga sangat penting; saya menggunakan nada yang tegas namun tetap tenang. Misalnya, saya mungkin mengatakan, “Saya sebenarnya sangat kecewa melihat kamu tidak memperhatikan, padahal ini penting banget untuk ujian nanti.” Dengan begitu ya, siswa tuh jadi tahu bahwa saya serius, tetapi mereka juga merasa dihargai dan didorong untuk memperbaiki perilakunya. Itu juga sering terjadi.

3. (R): Apakah Anda memberikan ancaman bagi siswa yang tidak patuh dan melakukan tindakan negatif dalam proses pengajaran bahasa Inggris? Jika demikian, bagaimana Anda melakukannya?

(T): Saya jarang sih menggunakan ancaman karena saya percaya bahwa pendekatan positif lebih efektif. Namun, jika perilaku negatif dari siswa itu terus berlanjut, saya mungkin memberikan konsekuensi yang jelas. Misalnya, saya akan mengatakan, “Jika kamu terus mengganggu kelas, nanti saya akan mengurangi poin kamu atau tidak bisa ikut ulangan di penilaian yang akan datang, kasihan teman-teman yang sedang serius belajar.” Atau saya juga memberikan sentuhan secara emosi untuk anak tersebut, dengan

membayangkan “harapan orang tua itu besar dan jika kamu terus menerus berbuat tidak baik maka orang tuamu bisa merasa kecewa.” Ancaman ini sebenarnya bukan untuk menakut-nakuti, tetapi lebih untuk menunjukkan bahwa ada konsekuensi nyata dari tindakan mereka.

4. (R): Pernahkah Anda mengeluh kepada siswa yang sulit diatur dalam pembelajaran bahasa Inggris? Jika demikian, bagaimana Anda melakukannya?

(T): Iya pernah. Biasanya saya berikan keluhan ini di situasi ketika siswa tidak memperhatikan apa yang saya perintahkan di kelas. Sebagai contoh ada salah satu pengajaran skill reading, biasanya kan membaca text yah terdiri satu atau dua paragraph terus saya minta mereka membaca secara bergiliran dan acak. Nah ketika itu ada salah siswa yang ribut sendiri biasanya di bagian belakang, nanti saya stop anak tersebut lalu saya minta ia untuk melanjutkan membaca. Dan otomatis dia akan mematung dan tidak tahu bagian mana yang harus ia baca. Pada saat itu, saya mengeluh kepada siswa tersebut “Kenapa kamu ribut sendiri terus, tuh kan bagian kamu saja tidak tahu mana yang harus dibaca apalagi materi yang lain. Jadi perhatikan ya!” dan itu sering terjadi di dalam pembelajaran Bahasa Inggris.

5. (R): Pernahkah Anda memberikan paksaan kepada siswa seperti meminta mereka untuk menghafal beberapa kosakata Bahasa Inggris, atau memberikan tugas tambahan dalam waktu yang ditentukan kepada siswa yang sering melakukan tindakan yang membuat tidak efektif? Jika demikian, bagaimana Anda melakukannya?

(T): Tidak pernah sih sebenarnya, saya. Paling untuk ini ya seperti pemberian tugas biasa sih kaya menghafal vocabulary pada materi greetings, Bahasa Inggrisnya angka, warna dll dan paling waktunya sampai pertemuan berikutnya. Saya tidak pernah memberikan paksaan kepada siswa untuk melakukan sesuatu atas perbuatan tidak baiknya.

6. (R): Hukuman seperti apa yang biasanya Anda berikan kepada siswa yang kelakuannya sudah tidak bisa dikendalikan lagi dan membuatsusana gaduh dalam Susana pembelajaran Bahasa Inggris di dalam kelas?

(T): Hmm. Jadi saya pernah, tetapi tidak sering, dan saya lebih nyaman menyebutnya sebagai konsekuensi. Jadi ada salah satu siswa nih yang perilakunya sudah melewati batas. Di berikan tugas tidak mau mengerjakan, sering bolos dan sering mengganggu teman yang lain di dalam kelas. Jadi saya menawarkan anak tersebut untuk dipersilakan tidak mengikuti kelas saya lagi, dan diberi waktu untuk introspeksi dan merefleksi diri. Akhirnya betul juga, siswa tersebut beberapa pertemuan tidak masuk. Dengan begitu sampai dipanggil oleh guru konseling untuk menyelesaikan masalah tersebut. Setelah sadar dia jadi lebih baik lah. Tapi ya ini sebenarnya jarang terjadi sih.

**No. 2**

**TEACHERS' INTERVIEW GUIDELINES**

**Teacher's Name** : Elsina Abdul Basit, S.Pd.  
**Day/Date** : Saturday, 10<sup>th</sup> August 2024  
**Class** : 7 B  
**Place** : Library, SMP N 1 Paguyangan Brebes

**A. Positive Reinforcement**

(R): Pernahkah Anda memberikan ungkapan: “good!”, “very nice!”, “perfect!”, “amazing!” dll selama mengajar bahasa Inggris di kelas? Jika iya, dalam situasi seperti apa?

(T): Eeeh, tentu saja, untuk kelas-kelas tertentu kan biasanya ada anak yang bisa mengerjakan tugas dengan baik dan sesuai lah dengan tujuan pembelajaran yang sudah dirancang. Pasti saya sering menggunakan ungkapan-ungkapan seperti “great”, “so nice!”, “so cool!”, “excellent”, dan “incredible” untuk mengapresiasi mereka. Sebenarnya masih banyak lah, karena biasanya saya ucapkan secara spontan. Seringkali saya ucapkan kata-kata itu ketika ada anak yang berhasil menyelesaikan tugas dengan baik, menjawab pertanyaan dengan



benar, atau menunjukkan peningkatan dalam kemampuan bahasa mereka. Contohnya, ketika seorang siswa berhasil membuat kalimat yang kompleks dengan tata bahasa yang benar, saya akan mengatakan, “So cool! It’s correct!”, “Wow, so smart! Keep going!”.

(R): Apakah Anda menggunakan pujian positif dalam gerakan seperti senyum atau jempol, mengangguk, tepuk tangan, tos kepada siswa dalam proses pengajaran bahasa Inggris? Jika iya, dalam situasi seperti apa?

(T): ohhh ya tentu, saya juga sering secara gesture, saya memberikan apresiasi kepada siswa, untuk memotivasi siswa tentunya. Biasanya saya kasih give applause, thumbs up, senyum juga ke siswa gitu. Jadi dengan begitu siswa jadi merasa deket dengan guru dan merasa di perhatikan dan termotivasi. Seringnya saya apresiasi secara gesture ketika anak itu mengikuti instruksi dengan baik. Jadi mereka merasa tersanjung dan lebih semangat untuk aktif di pembelajaran.

(R): Apakah Anda juga memberikan penguatan positif dengan mendekati siswa, seperti mendekati meja siswa atau duduk di sebelahnya? Jika iya, dalam situasi seperti apa?

(T): Hmmm, ini juga sering saya lakukan dalam pembelajaran dikelas. Terutama ketika anak-anak sedang kurang konsentrasi seperti kurang memperhatikan, melamun, main sendiri gitu atau mungkin juga ketika mengerjakan secara kelompok. Jadi saya dekatin mereka keliling bahkan setiap bangku saya dekati, tujuannya supaya lebih tahu sebenarnya permasalahan apa saja sih yang sedang mereka hadapi saat itu. Terutama untuk anak yang memiliki diferensiasi atau perbedaan tingkat kepercayaan diri, kemampuan dalam pemahaman dan intelligennya. Saya mendekati anak-anak tersebut tujuannya agar anak itu bisa lebih terbuka, tidak tertekan, merasa leluasa untuk semisal bertanya atau menyampaikan pendapat. Karena kan sebenarnya masih banyak anak yang pengen bertanya atau mau maju kedepan untuk mengungkapkan secara langsung di depan kelas itu masih malu atau tidak berani. Jadi dengan di dekati anak itu jadi bisa merasa nyaman semisal mereka mau bertanya.

(R): Apakah Anda menggunakan penguatan kontak fisik kepada siswa untuk memberi mereka penguatan seperti mengelus bahu siswa? Jika iya, dalam situasi seperti apa?

(T): Ohhh iya, saya juga tidak jarang melakukan penguatan positif secara kontak fisik kepada siswa. Kalau ini biasanya saya mengelus pundak mereka. Saya lakukan itu ketika saya mendekati salah satu anak yang terlihat kurang focus atau perlu bantuan lalu saya mengelus bahu mereka lalu mulai menawarkan apakah ada yang masih bingung. Atau bahkan siswa yang ngantuk saya tepuk pundaknya supaya sadar lagi dan tidak mengantuk. Selain itu juga saya mengelus bahu anak ketika mereka mau maju dan aktif dikelas dan mereka menjadi merasa menjadi lebih dekat dengan gurunya, friendly begitu.

(R): Apakah Anda sering membuat kegiatan menarik yang memotivasi siswa? Jika ya, seperti apa kegiatan tersebut?

(T): Nah... ini juga saya sering adakan terutama kalau mata pelajaran Bahasa Inggrisnya itu di waktu jam jam terakhir gitu. Karena mata pelajaran yang di jam-jam terakhir itu kan biasanya anak sudah mulai merasa lelah, capek dan semangat untuk mengikuti pembelajaran juga mulai menurun. Jadi untuk menciptakan suasana kelas yang asyik supaya tidak jenuh saya biasanya adakan ice breaking sama games. Games yang di lakukan juga seringkali menyesuaikan dan yang berhubungan dengan materi. Saya juga pernah terkadang mengadakan nonton video pembelajaran atau film Bersama untuk menciptakan pembelajaran yang bervariasi. Akan tetapi, menonton film atau video pembelajaran harus menyesuaikan dengan situasi dan kondisinya, karena selain kita harus menentukan waktu yang tepat, juga harus ada persiapan alat-alat untuk menontonnya. Jadi ya paling kegiatan menarik yang sering dilakukan yaitu sing a song and play games.

(R): Pernahkah Anda memberikan sesuatu seperti tulisan positif, stiker atau barang menarik yang dijadikan hadiah untuk siswa yang memiliki sikap dan pencapaian yang baik? Jika ya, apa sajakah itu?

(T): Iya, ini pemberian hadiah dengan token ya, oooh iya saya juga terkadang menerapkan cara ini. Biasanya saya memberikan hadiah kepada anak yang hmmm semisal mengerjakan PR dan jika dia sudah menyelesaikan PR sampai tanggal yang ditentukan akan saya kasih reward yang pertama itu nilai, nilainya lebih baik dari yang tidak. Dan saya juga menggunakan stample bergambar dan memiliki 4 kriteria yaitu “Excellent, Very Good, Good, Try Harder”. Dan itu sangat membantu dalam meningkatkan motivasi belajar siswa. Jadi mereka itu jadi seperti berlomba-lomba untuk mendapatkan stample yang sebanyak-banyaknya dengan nilai tertinggi atau Excellent. Kalau dalam bentuk barang atau dikasih sesuatu itu saya pernah tetapi jarang. jadi semisal anak yang mau maju dan dapat menjelaskan materi yang telah dipelajari secara terpat maka boleh ambil jajan yang sudah disediakan di meja depan dengan syarat harus sambil menutup mata dan hanya satu barang saja untuk motivasi teman-teman yang lainnya. Biasanya ada tiga opsi yaitu uang, jajan dan alat tulis. Pemberian reward secara materi ini jarang saya terapkan karena kalau semisal terlalu sering diberi hadiah, anak itu malah nanti jadi keterusan dan kalau tidak dikasih nantinya mereka menjadi malas maju dan tidak antusias lagi.

## **B. Negative Reinforcement**

(R): Bagaimana Anda memberikan peringatan kepada siswa Anda yang memiliki perilaku negatif dalam pengajaran bahasa Inggris?

(T): hmmm, jadi untuk anak-anak yang butuh perhatian khusus atau yang berperilaku kurang baik di banding teman-temannya yang lain, untuk anak yang seperti itu biasanya saya memperingati mereka secara personal. Peringatan tersebut biasanya saya berikan teguran dulu, membuat mereka focus dulu secara lisan atau verbal lah. Ungkapannya biasanya “tolong, yang masih ribut sendiri, coba diam dulu disini mr lagi menjelaskan, mohon untuk diperhatikan ya. Nanti gentian ketika mr sudah selesai menjelaskan baru kalian boleh berdiskusi dengan

teman kalian yang lain. Baru kalau semisal teguran secara lisan saya tidak membuat mereka focus maka saya dekati dan memberi peringatan secara gestur untuk tidak berisik.

(R): Apakah Anda menggunakan frasa tertentu seperti kekecewaan atau menggunakan nada tertentu untuk memperingatkan siswa yang tidak memperhatikan aturan dalam proses pengajaran bahasa Inggris?

(T): Jarang mas dan malah saaya hindarin. Dalam hal ini seminimal mungkin saya enggak mengeluarkan kata-kata yang tidak baik, atau frasa-frasa yang kurang baik dan membikin down anak. Saya malah lebih sering memberikan kalimat yang kebalikannya, semisal eeeeeee, ketika hal-hal yang tidak baik atau kalimat-kalimat kekecewaan saya ucapkan maka siswa nanti malah akan menolak. Seringnya saya juga mengaitkan dengan ilmu agama untuk memberikan arahan kepada siswa yang seperti itu dari pada mengungkapkan kalimat yang negative. Ketika saya tegur dan kalau ingin mengutarakan kalimat kekecewaan maka saya lebih memilih untuk menahan dulu. Agar anak itu mentalnya nggak down maka saya memberikan mereka ruang khusus buat refleksi pribadi sendiri kira-kira apa yang kalian lakukan itu benar atau salah, “Gimana dengan orang tuamu yang mengharap kamu sebagai anaknya untuk bisa jadi anak yang baik” supaya tibul kesadaran diri dari anak itu. Dan saya lebih memilih mengungkapkan hal yang menyentuh emosi mereka dari pada saya kerasin. Karena jika anaknya kerasin maka anak itu akan menjadi lebih keras dan marah dalam hatinya.

(R): Apakah Anda memberikan ancaman bagi siswa yang tidak patuh dan melakukan tindakan negatif dalam proses pengajaran bahasa Inggris? Jika demikian, bagaimana Anda melakukannya?

(T): Kalau saya sih sebenarnya jarang mas untuk kasih ancaman ke siswa kaya yang mengurangi nilai, atau sampai di suruh keluar kalau ribut terus gitu jarang. Paling ya kaya “kalau semilsal kamu nggak ngerjain ini, nanti kamu ngga bisa. Terus kalau kamu ngga bisa nanti kamu akan kesusahan di materi yang



selanjutnya. Karena materi ini sangat penting di materi selanjutnya”. saya biasanya bicara kepada mereka seperti itu. Saya seringnya malah kasih motivasi yang berkaitan dengan konsekuensi yang dilakukan.

(R): Pernahkah Anda mengeluh kepada siswa yang sulit diatur dalam pembelajaran bahasa Inggris? Jika demikian, bagaimana Anda melakukannya?

(T): Oh, kalau mengeluh saya pernah melakukannya, tetapi ya jarang mas. Saya biasanya mengeluhnya gini “hey coba sih kaya si A semisal atau kaya kelas sebelah. Mereka itu belajarnya rajin di suruh maju dialog, mengerjakan jawaban pada mau. Kalau mereka mau, saya yakin kelas ini atau kamu pasti juga bisa.” Dan ya mungkin faktanya berbeda yah. Tapi ya itu untuk memotivasi semangat siswa dan supaya siswa mau nurut. Kalau mengeluh kesiswanya langsung itu jarang, paling seringnya saya menceritakannya ke walikelasnya sih.

(R): Pernahkah Anda memberikan paksaan kepada siswa seperti meminta mereka untuk menghafal beberapa kosakata Bahasa Inggris, atau memberikan tugas tambahan dalam waktu yang ditentukan kepada siswa yang sering melakukan tindakan yang membuat tidak efektif? Jika demikian, bagaimana Anda melakukannya?

(T): iya ini saya pernah kasih mereka paksaan untuk menghafal sih biasanya kalau semisal mereka tidak memenuhi tugas yang telah di berikan, tetapi biasanya saya juga tidak terlalu ketat dan menyesuaikan dari kemampuan siswanya. Yang penting selain untuk siswa menambah pengetahuan nya dalam Bahasa Inggris, siswa juga diminta untuk meningkatkan rasa tanggungjawabnya. Contoh “jadi kemarin kamu tidak menyelesaikan tugas yang di pertemuan sebelumnya yah. Jadi kamu harus menyelesaikan nya di pertemuan selanjutnya sengan menghafal 15 atau 20 kosa kata terkait dengan materi yang ada di tugas itu.” Dan itu biasanya paksaan yang di kasih ke siswa.

(R): Hukuman seperti apa yang biasanya Anda berikan kepada siswa yang tidak cukup baik dalam interaksi kelas?

(T): untuk memberi hukuman saya jarang melakukannya. Kalau anak sudah keterlaluan dalam berperilaku tidak baik paling hukumannya itu biasanya saya akan berikan secara lisan dari mendoakan dia dan membuat mereka untuk sadar lewat penalaran. Jadi saya akan mendoakan merka untuk bisa lebih baik. Untuk memberikan hukuman yang berat dan membuat jera siswa sejauh ini saya tidak pernah memberikan nya kepada siswa sih mas.



## ***Appendix 8 Student Interview Script***

*NO. 1*

### **STUDENT'S INTERVIEW GUIDELINES**

**Respondent** : Student 1  
**Student of** : Mrs. YS  
**Day/Date** : Thursday 8<sup>th</sup> of August 2024  
**Time** : 10 Minutes  
**Place** : Library

#### **A. Positive Reinforcement,**

Q: Pernahkah Anda mendapat komentar dari guru Anda dengan: “bagus”, “sempurna”, “luar biasa” dll ketika Anda melakukan sesuatu yang baik? Jika pernah, apa saja dan di situasi seperti apa?

A : ya mas sering, biasanya kalau saya menjawab dengan benar dan biasanya bu guru sering mengucapkan good job! keren! excellent! pinter! sama bagus sekali.

Q: Pernahkah Anda mendapat pujian dalam gerakan seperti senyum atau jempol, mengangguk, tepuk tangan, tos dari guru Anda?

A : iya bu Yuli kalau mengajar sering senyum, kasih kita jempol sama tepuk tangan mas, jadi belajarnya lebih asik jadi lebih merasa dihargai.

Q : Pernahkah Anda mendapat penguatan seperti guru mendekati Anda atau beliau mencapai meja Anda?

A : iya pernah. kalau semisal ada tugas kelompok atau bu guru keliling bangku kita terus ditanya apa saja yang belum paham gitu.

Q: Pernahkah Anda mendapat apresiasi dari guru Anda melalui kontak fisik seperti menepuk atau menyentuh bahu Anda?

A : iya pernah, biasanya kaya di elus pundaknya atau tos kalau saya focus belajar dan mendengarkan.

Q: Apakah guru Anda sering membuat kegiatan belajar yang menyenangkan seperti menyanyikan lagu, bermain game dll dan apakah Anda merasa senang dengan itu?

A : iya pernah, seringnya kalau lagi pada bosan biasanya nyanyi mas, atau kadang main game berkelompok.

Q: Pernahkah Anda mendapatkan beberapa ekspresi tertulis positif, stiker atau barang-barang menarik yang digunakan sebagai hadiah untuk Anda ketika Anda memiliki prestasi yang baik?

A : pernah mas, bu guru pakai stample yang ada good job, excellent kata-kata seperti itu. Kalau nilanya bagus dapet excellent.

## **B. Negative Reinforcement**

Q : Bagaimana Anda mendapat peringatan dari guru Anda jika Anda memiliki perilaku atau aktivitas negatif dalam pembelajaran bahasa Inggris?

A : Biasanya bu guru kasih peringatan jangan berisik, kan biasanya rame banget itu. Sama negur biasanya ke siswa laki-laki supaya duduknya yang rapi sama jangan-main sendiri.

Q : Apakah Anda sering mendapatkan frasa kekecewaan atau nada peringatan tertentu ketika Anda tidak memperhatikan dalam proses belajar?

A : jarang sih mas, bu yuli orang nya baik jadi jarang marah-marah. Paling ya negur biasa ngga sampai bentak-bentak.

Q : Pernahkah Anda atau teman Anda diberi ancaman dan konsekuensi ketika melakukan tindakan negatif dalam proses pembelajaran?

A : jarang banget sih mas. Paling kalau ada anak yang nakal biasanya di takut takutin nanti nilainya di kurangi, atau nanti nilai akhirnya jadi jelek.

Q : Pernahkah Anda atau teman Anda dikeluhkan oleh guru ketika mereka sulit diatur dalam proses pembelajaran bahasa Inggris?

A : tidak pernah, mas.

Q: Pernahkah Anda atau teman Anda mendapat paksaan dari guru seperti meminta Anda atau teman Anda untuk menghafal beberapa kosakata, membuat tugas tambahan dalam waktu yang ditentukan jika mereka menciptakan situasi belajar yang tidak diinginkan?

A : tidak pernah.



Q : Hukuman seperti apa yang biasanya Anda atau teman Anda dapatkan jika Anda atau mereka tidak cukup baik dalam interaksi kelas?

A : tidak pernah ngehukum mas, paling nanti nilainya di kurangi mungkin.

NO. 2

### STUDENT'S INTERVIEW GUIDELINES

**Respondent** : Student 2

**Student of** : Mrs. YS

**Day/Date** : Thursday 8<sup>th</sup> of August 2024

**Time** : 10 Minutes

**Place** : Library

#### A. Positive Reinforcement

Q : Pernahkah Anda mendapat komentar dari guru Anda dengan: “bagus”, “sempurna”, “luar biasa” dll ketika Anda melakukan sesuatu yang baik? Jika pernah, apa saja dan di situasi seperti apa?

A : Iya kak, pernah. biasanya kalau saya sering maju kedepan sama jawab pertanyaan, bu yuli ngucapin “great job”, “nice” “betul sekali” banyak lah.

Q : Pernahkah Anda mendapat pujian dalam gerakan seperti senyum atau jempol, mengangguk, tepuk tangan, tos dari guru Anda?

A : iya pernah, biasanya kalau brani jelasin atau ngacung terus maju kedepan biasanya juga saya di acungin jempol.

Q : Pernahkah Anda mendapat penguatan seperti guru mendekati Anda atau beliau mencapai meja Anda?

A : iya kadang-kadang kak biasanya kalau ada tugas kelompok atau lagi ngerjain bu guru sering keliling dan duduk di bangku terus di bantu pas ada yang susah.

Q: Pernahkah Anda mendapat apresiasi dari guru Anda melalui kontak fisik seperti menepuk atau menyentuh bahu Anda?

A : kayaknya jarang kak, saya malah tidak pernah.

Q : Apakah guru Anda sering membuat kegiatan belajar yang menyenangkan seperti menyanyikan lagu, bermain game dll dan apakah Anda merasa senang dengan itu?

A : iya pernah tapi ngga sering. Paling kaya nyanyi, terus hmm sama ice breaking.

Q : Pernahkah Anda mendapatkan beberapa ekspresi tertulis positif, stiker atau barang-barang menarik yang digunakan sebagai hadiah untuk Anda ketika Anda memiliki prestasi yang baik?

A : Iya bu yuliva biasanya kasih jajan kalau aku dapet nilai ualngan harian, sama di kasih cap stample yang ada tulisan good job nya di buku.

## **B. Negative Reinforcement**

Q : Bagaimana Anda mendapat peringatan dari guru Anda jika Anda memiliki perilaku atau aktivitas negatif dalam pembelajaran bahasa Inggris?

A : Peringatannya ya biasanya kaya jangan ngobrol sendiri, harus memperhatikan pas lagi belajar, yang sering itu ke siswa cowok kak.

Q : Apakah Anda sering mendapatkan frasa kekecewaan atau nada peringatan tertentu ketika Anda tidak memperhatikan dalam proses belajar?

A : tidak pernah kak.

Q : Pernahkah Anda atau teman Anda diberi ancaman dan konsekuensi ketika melakukan tindakan negatif dalam proses pembelajaran?

A : teman aku pernah kak, itu gara-gara lari-larian terus ke toilet bolak-balik terus bu yuli bilang kalau keluar terus nanti ngga boleh masuk kelas sampai jam selesai, tapi anaknya jadi nurut terus ngga keluar-keluar lagi.

Q : Pernahkah Anda atau teman Anda dikeluhkan oleh guru ketika mereka sulit diatur dalam proses pembelajaran bahasa Inggris?

A : pernah kak, tapi jarang, malah anak yang rewel biasanya di panggilnya anak pintar atau nurut.

Q : Pernahkah Anda atau teman Anda mendapat paksaan dari guru seperti meminta Anda atau teman Anda untuk menghafal beberapa kosakata, membuat tugas tambahan dalam waktu yang ditentukan jika mereka menciptakan situasi belajar yang tidak diinginkan?

A : tidak pernah kak.

Q : Hukuman seperti apa yang biasanya Anda atau teman Anda dapatkan jika Anda atau mereka tidak cukup baik dalam interaksi kelas?

A : Setahu saya tidak pernah kasih hukuman mas.

NO. 3

### STUDENT'S INTERVIEW GUIDELINES

**Respondent** : Student 3

**Student of** : Mrs. YS

**Day/Date** : Thursday 8<sup>th</sup> of August 2024

**Time** : 10 Minutes

**Place** : Library

#### A. Positive Reinforcement

Q : Pernahkah Anda mendapat komentar dari guru Anda dengan: “bagus”, “sempurna”, “luar biasa” dll ketika Anda melakukan sesuatu yang baik? Jika pernah, apa saja dan di situasi seperti apa?

A : Iya kak, pernah. biasanya kalau saya sering maju kedepan sama jawab pertanyaan, bu yuli ngucapin “great job”, “nice” “betul sekali” banyak lah.

Q : Pernahkah Anda mendapat pujian dalam gerakan seperti senyum atau jempol, mengangguk, tepuk tangan, tos dari guru Anda?

A : iya pernah, biasanya kalau brani jelasin atau ngacung terus maju kedepan biasanya juga saya di acungin jempol.

Q : Pernahkah Anda mendapat penguatan seperti guru mendekati Anda atau beliau mencapai meja Anda?

A : iya kadang-kadang kak biasanya kalau ada tugas kelompok atau lagi ngerjain bu guru sering keliling dan duduk di bangku terus di bantu pas ada yang susah.

Q: Pernahkah Anda mendapat apresiasi dari guru Anda melalui kontak fisik seperti menepuk atau menyentuh bahu Anda?

A : kayaknya jarang kak, saya malah tidak pernah.

Q : Apakah guru Anda sering membuat kegiatan belajar yang menyenangkan seperti menyanyikan lagu, bermain game dll dan apakah Anda merasa senang dengan itu?

A : iya pernah tapi ngga sering. Paling kaya nyanyi, terus hmm sama ice breaking.

Q : Pernahkah Anda mendapatkan beberapa ekspresi tertulis positif, stiker atau barang-barang menarik yang digunakan sebagai hadiah untuk Anda ketika Anda memiliki prestasi yang baik?

A : Iya bu yuliva biasanya kasih jajan kalau aku dapet nilai ualngan harian, sama di kasih cap stample yang ada tulisan good job nya di buku.

#### **B. Negative Reinforcement**

Q : Bagaimana Anda mendapat peringatan dari guru Anda jika Anda memiliki perilaku atau aktivitas negatif dalam pembelajaran bahasa Inggris?

A : Peringatannya ya biasanya kaya jangan ngobrol sendiri, harus memperhatikan pas lagi belajar, yang sering itu ke siswa cowok kak.

Q : Apakah Anda sering mendapatkan frasa kekecewaan atau nada peringatan tertentu ketika Anda tidak memperhatikan dalam proses belajar?

A : tidak pernah kak.

Q : Pernahkah Anda atau teman Anda diberi ancaman dan konsekuensi ketika melakukan tindakan negatif dalam proses pembelajaran?

A : teman aku pernah kak, itu gara-gara lari-larian terus ke toilet bolak-balik terus bu yuli bilang kalau keluar terus nanti ngga boleh masuk kelas sampai jam selesai, tapi anaknya jadi nurut terus ngga keluar-keluar lagi.

Q : Pernahkah Anda atau teman Anda dikeluhkan oleh guru ketika mereka sulit diatur dalam proses pembelajaran bahasa Inggris?

A : pernah kak, tapi jarang, malah anak yang rewel biasanya di panggilnya anak pintar atau nurut.

Q : Pernahkah Anda atau teman Anda mendapat paksaan dari guru seperti meminta Anda atau teman Anda untuk menghafal beberapa kosakata, membuat tugas tambahan dalam waktu yang ditentukan jika mereka menciptakan situasi belajar yang tidak diinginkan?



A : tidak pernah kak.

Q : Hukuman seperti apa yang biasanya Anda atau teman Anda dapatkan jika Anda atau mereka tidak cukup baik dalam interaksi kelas?

A : Setahu saya tidak pernah kasih hukuman mas.

NO. 4

#### STUDENT'S INTERVIEW GUIDELINES

**Respondent** : Student 4

**Student of** : Mr. EA

**Day/Date** : Thursday 8<sup>th</sup> of August 2024

**Time** : 10 Minutes

**Place** : Library

##### A. Positive Reinforcement

Q : Pernahkah Anda mendapat komentar dari guru Anda dengan: “bagus”, “sempurna”, “luar biasa” dll ketika Anda melakukan sesuatu yang baik? Jika pernah, apa saja dan di situasi seperti apa?

A : Hmm, iya pernah. Paling ya seperti bagus, nice, good job, pintar. Biasanya pas saya maju kedepan sama kalau kelasnya bersih jadi ke teman-teman lain juga iya.

Q : Pernahkah Anda mendapat pujian dalam gerakan seperti senyum atau jempol, mengangguk, tepuk tangan, tos dari guru Anda?

A : Iya, seringnya tepuk tangan sama di acungin jempol kak. Kalau di kasih tepuk tangan saya jadi senang tapia gak malu kak.

Q : Pernahkah Anda mendapat penguatan seperti guru mendekati Anda atau beliau mencapai meja Anda?

A : Iya Mr. EA biasanya keliling ke meja saya tapi siswa lain juga kak. Kalau ada yang kurang fokus biasanya.

Q: Pernahkah Anda mendapat apresiasi dari guru Anda melalui kontak fisik seperti menepuk atau menyentuh bahu Anda?

A : Iya kak, sering. Biasanya pas keliling meja tuh, terus saya sudah paham baru di tepuk Pundaknya. Jadi lebih merasa di perhatikan kak iya.

Q : Apakah guru Anda sering membuat kegiatan belajar yang menyenangkan seperti menyanyikan lagu, bermain game dll dan apakah Anda merasa senang dengan itu?

A : Tidak pernah kak.

Q : Pernahkah Anda mendapatkan beberapa ekspresi tertulis positif, stiker atau barang-barang menarik yang digunakan sebagai hadiah untuk Anda ketika Anda memiliki prestasi yang baik?

A : Iya. Mr. EA biasanya kasih jajan kalau pas ulangan nilainya baik, tapi Cuma sekali sih, tidak sering.

## **B. Negative Reinforcement**

Q : Bagaimana Anda mendapat peringatan dari guru Anda jika Anda memiliki perilaku atau aktivitas negatif dalam pembelajaran bahasa Inggris?

A : Iya pernahnya sih kaya di peringati untuk diam, kalau kelasnya berisik atau banyak yang ngantuk. Nah terus siswa yang lain jadi diam gitu

Q : Apakah Anda sering mendapatkan frasa kekecewaan atau nada peringatan tertentu ketika Anda tidak memperhatikan dalam proses belajar?

A : Tidak pernah kak.

Q : Pernahkah Anda atau teman Anda diberi ancaman dan konsekuensi ketika melakukan tindakan negatif dalam proses pembelajaran?

A : Tidak kak setahu saya.

Q : Pernahkah Anda atau teman Anda dikeluhkan oleh guru ketika mereka sulit diatur dalam proses pembelajaran bahasa Inggris?

A : Tidak pernah kak. Soalnya kelas ku sebenarnya tidak seramai kelas lain.

Q : Pernahkah Anda atau teman Anda mendapat paksaan dari guru seperti meminta Anda atau teman Anda untuk menghafal beberapa kosakata, membuat tugas tambahan dalam waktu yang ditentukan jika mereka menciptakan situasi belajar yang tidak diinginkan?

A : tidak pernah kak.

Q : Hukuman seperti apa yang biasanya Anda atau teman Anda dapatkan jika Anda atau mereka tidak cukup baik dalam interaksi kelas?

A : Setahu saya tidak pernah kasih hukuman mas. Justru kalau kebanyakan di hukum nanti jadi ngga pada mau masuk kelas soalnya takut hahaha.

NO. 5

### STUDENT'S INTERVIEW GUIDELINES

**Respondent** : Student 5

**Student of** : Mr. EA

**Day/Date** : Thursday 8<sup>th</sup> of August 2024

**Time** : 10 Minutes

**Place** : Library

#### A. Positive Reinforcement

Q : Pernahkah Anda mendapat komentar dari guru Anda dengan: “bagus”, “sempurna”, “luar biasa” dll ketika Anda melakukan sesuatu yang baik? Jika pernah, apa saja dan di situasi seperti apa?

A : Pernah mas. Kata-katanya kaya luar biasa, nice, great, good kalau aku ngerjain tugas, berani bertanya, jadi membuat saya merasa di perhatikan mas.

Q : Pernahkah Anda mendapat pujian dalam gerakan seperti senyum atau jempol, mengangguk, tepuk tangan, tos dari guru Anda?

A : Iya pernah kak. Mr. EA paling seringnya ya tepuk tangan, senyum, sama di acungin jempol.

Q : Pernahkah Anda mendapat penguatan seperti guru mendekati Anda atau beliau mencapai meja Anda?

A : Iya kak sering kok. Biasanya berkeliling sambil bantu teman-teman yang lain juga pas ada tugas. Jadi kita merasa diberi kesempatan buat memahami lagi.

Q: Pernahkah Anda mendapat apresiasi dari guru Anda melalui kontak fisik seperti menepuk atau menyentuh bahu Anda?

A : Pernah kak. Paling berjabat tangan sama mengelus Pundak.

Q : Apakah guru Anda sering membuat kegiatan belajar yang menyenangkan seperti menyanyikan lagu, bermain game dll dan apakah Anda merasa senang dengan itu?

A : Tidak pernah kak. Pelajaran biasa aja kak.

Q : Pernahkah Anda mendapatkan beberapa ekspresi tertulis positif, stiker atau barang-barang menarik yang digunakan sebagai hadiah untuk Anda ketika Anda memiliki prestasi yang baik?

A : Iya, paling di buku di kasih stample yang ada tulisannya kalau dapat bagus nanti dapatnya “Excellent”.

## **B. Negative Reinforcement**

Q : Bagaimana Anda mendapat peringatan dari guru Anda jika Anda memiliki perilaku atau aktivitas negatif dalam pembelajaran bahasa Inggris?

A : Paling ya memperingati siswa yang jarang masuk, yang sering brisik.

Q : Apakah Anda sering mendapatkan frasa kekecewaan atau nada peringatan tertentu ketika Anda tidak memperhatikan dalam proses belajar?

A : Tidak pernah kak. Soalnya beliau baik kak, jadi jarang marah-marah.

Q : Pernahkah Anda atau teman Anda diberi ancaman dan konsekuensi ketika melakukan tindakan negatif dalam proses pembelajaran?

A : Tidak pernah deh.

Q : Pernahkah Anda atau teman Anda dikeluhkan oleh guru ketika mereka sulit diatur dalam proses pembelajaran bahasa Inggris?

A : Tidak pernah kak.

Q : Pernahkah Anda atau teman Anda mendapat paksaan dari guru seperti meminta Anda atau teman Anda untuk menghafal beberapa kosakata, membuat tugas tambahan dalam waktu yang ditentukan jika mereka menciptakan situasi belajar yang tidak diinginkan?

A : Tidak pernah juga.

Q : Hukuman seperti apa yang biasanya Anda atau teman Anda dapatkan jika Anda atau mereka tidak cukup baik dalam interaksi kelas?

A : Saya tidak pernah dapat hukuman kak.



NO. 6

### STUDENT'S INTERVIEW GUIDELINES

**Respondent** : Student 6  
**Student of** : Mr. EA  
**Day/Date** : Thursday 8<sup>th</sup> of August 2024  
**Time** : 10 Minutes  
**Place** : Library

#### A. Positive Reinforcement

Q : Pernahkah Anda mendapat komentar dari guru Anda dengan: “bagus”, “sempurna”, “luar biasa” dll ketika Anda melakukan sesuatu yang baik? Jika pernah, apa saja dan di situasi seperti apa?

A : Iya mas, kalau saya dapat nilai yang tinggi beliau ngucap “wow, very smart, good job, very good” gitu atau berdiri untuk memperkenalkan diri.

Q : Pernahkah Anda mendapat pujian dalam gerakan seperti senyum atau jempol, mengangguk, tepuk tangan, tos dari guru Anda?

A : Pernah kak, ya kalau saya sering ngacung terus jawab pertanyaan, saya di acungin jempol, atau di beri tepuk tangan. Saya jadi lebih bersemangat jawab pertanyaan selanjutnya.

Q : Pernahkah Anda mendapat penguatan seperti guru mendekati Anda atau beliau mencapai meja Anda?

A : Iya, seringnya kalau ada tugas yang sulit biasanya Mr. EA berkelilingan ke meja jadi merasa lebih paham pada materinya.

Q: Pernahkah Anda mendapat apresiasi dari guru Anda melalui kontak fisik seperti menepuk atau menyentuh bahu Anda?

A : Pernah kak, tapi ya jarang si.

Q : Apakah guru Anda sering membuat kegiatan belajar yang menyenangkan seperti menyanyikan lagu, bermain game dll dan apakah Anda merasa senang dengan itu?

A : Pernah kak tapi jarang banget, kayak nyanyi, walaupun jarang tapi sebenarnya asyik kak.

Q : Pernahkah Anda mendapatkan beberapa ekspresi tertulis positif, stiker atau barang-barang menarik yang digunakan sebagai hadiah untuk Anda ketika Anda memiliki prestasi yang baik?

A : Iya, paling di buku di kasih stample yang ada tulisannya kalau dapat bagus nanti dapatnya “Excellent”.

## **B. Negative Reinforcement**

Q : Bagaimana Anda mendapat peringatan dari guru Anda jika Anda memiliki perilaku atau aktivitas negatif dalam pembelajaran bahasa Inggris?

A : Paling ya memperingati siswa yang jarang masuk, yang sering brisik gitu.

Q : Apakah Anda sering mendapatkan frasa kekecewaan atau nada peringatan tertentu ketika Anda tidak memperhatikan dalam proses belajar?

A : Tidak pernah kak. Saya seringnya malah yang positive kak dari beliau.

Q : Pernahkah Anda atau teman Anda diberi ancaman dan konsekuensi ketika melakukan tindakan negatif dalam proses pembelajaran?

A : Setahu saya tidak pernah kak.

Q : Pernahkah Anda atau teman Anda dikeluhkan oleh guru ketika mereka sulit diatur dalam proses pembelajaran bahasa Inggris?

A : Tidak kak, paling ya cuma di peringati aja, seperti yang tadi saya sebutkan.

Q : Pernahkah Anda atau teman Anda mendapat paksaan dari guru seperti meminta Anda atau teman Anda untuk menghafal beberapa kosakata, jika mereka menciptakan situasi belajar yang tidak diinginkan?

A : Ini juga tidak pernah.

Q : Hukuman seperti apa yang biasanya Anda atau teman Anda dapatkan jika Anda atau mereka tidak cukup baik dalam interaksi kelas?

A : Saya tidak pernah dapat hukuman kak.

## ***Appendix 9 Interview with Teacher Documentation***

### ***No. 1 Interview with Mr. EA***



### ***No. 2 Interview with Mrs. YS***





*Interview with Student Documentation*





## *Appendix 10 Observation Documents*

### **Observation Class 7B Mr. EA**



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### Observation Class 7I Mrs. YS



### *Appendix 11 QR Code for Teachers' Reinforcement Video*

*No. 1 QR Code for Mrs. YS Positive Reinforcement*



*No. 2 QR Code for Mrs. YS Negative Reinforcement*



*No. 3 QR Code for Mr. EA Positive Reinforcement*



*No. 4 QR Code for Mr. EA Negative Reinforcement*





## *Appendix 12 Biography*

### **BIOGRAPHY**

#### **A. Profile**

1. Name : Bahrul Anam
2. Student Number : 20174040494
3. Place/Date of Birth : Brebes, 01 Agustus 2002
4. Address : Dk. Keser Kidul RT 10/01, Ds. Winduaji,  
Kec. Paguyangan, Kab. Brebes, 52276
5. Name of Father : Achmad Masykur
6. Name of Mother : Nur Baeti

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

1. SD N Winduaji 07, Graduated year: 2014
2. MTs Al-Ikhsan Beji Kedungbanteng, Graduated year: 2017
3. MA MINAT Kesugihan Cilacap, Graduated year: 2020
4. UIN SAIZU Purwokerto, Legal beginning of study: 2020

#### **C. Organizations**

Public Speaking Division, Komunitas Javelin, UIN Prof. K.H. Saifuddin Zuhri, Purwokerto