



**CLASSROOM INSTRUCTION REINFORCEMENT
STRATEGIES USED BY ENGLISH TEACHERS
AT SMP NEGERI 3 SEMARANG**

a final project

submitted in partial fulfillment of requirements

for the degree of *Sarjana Pendidikan*

in English

by

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DECLARATION OF ORIGINALITY

I, Devi Fatmala hereby declare that this final project entitled “Classroom Instruction Reinforcement Strategies Used by English Teachers at SMP Negeri 3 Semarang” is my own work and has not been submitted in any form from another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the next and list of references is given in the references section.

Semarang, February 2020

A handwritten signature in black ink, appearing to read 'Devi Fatmala', written in a cursive style.

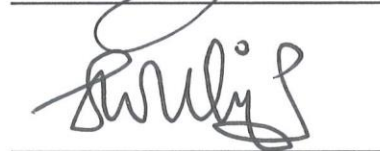
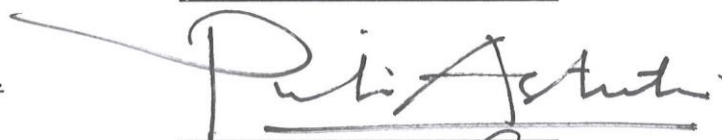

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MOTTO AND DEDICATION

“Semesta bekerja dengan waktunya,
manusia diberi hati untuk setia pada prosesnya.”

-Dipha Barus-

To

My beloved mother, Zaenab

My beloved father, Samsul Komar

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First and foremost, praise be to Allah SWT, the almighty and the most Beneficent. The great thankfulness is dedicated to Allah SWT for blessing and inspiration that lead me to reach the completion of this final project.

I would also like to give my deepest gratitude to my family who always be my biggest support in every situation. My father who always be my inspiration, my mother who always prays every night. Thank you for the loves I will never be able to repay.

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Hopefully, this study can give contribution and help for TESOL study, English Departments and the readers.

Devi Fatmala

ABSTRACT

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Keywords: Classroom instruction, Reinforcement Strategies, Teachers' perception

This study focuses on the use of classroom instruction reinforcement by two English teachers at SMP Negeri 3 Semarang in the teaching learning process. The teachers were observed in five different classroom teaching. The teachers were aware of the the use of reinforcement strategies in the classroom. Each teacher was interviewed after classroom observations ended. The researcher used observation sheet, interview sheet, and audiovisual materials as the instruments of this study. The design of this study is discourse analysis. This study used the data triangulation to make sure that the data were valid and acceptable.

In this study, the researcher identified the various types of instructional reinforcement by using a theory by Cotton (1988). Cotton (1988) classified the five types of instructional reinforcement, they were: praise, symbolic rewards, tangible rewards, token rewards, and activity rewards. The data showed that the teachers reinforced students by using almost all of those types. The type that was used the most was praise, followed by tangible rewards, token rewards, activity rewards, and the last was symbolic rewards. The results of the interviews showed that the teachers seemingly perceived that giving reinforcement to the students was important, the type of reinforcement that mostly used by the teachers was praise, giving reinforcement to the students fairly, and both of the teachers never used punishment in the classroom.

Based on the result, the researcher suggests to the students to be more active in the classroom to improve their achievements. Moreover, the teachers need to enrich their knowledge about the various type of reinforcement strategies.

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LIST OF ABBREVIATIONS AND ACRONYMS

- T Teacher
- S Student(s)
- R Researcher

CHAPTER I

INTRODUCTION

This chapter presents background of the study, reasons for choosing the topic, research questions, purposes of the study, significance of the study, and outline of the report. The following are the elaboration of each subdivision.

1.1 Background of Study

English is taught in almost every school in Indonesia, from the elementary level to the university level. However, English is not our native language, many students are still unfamiliar with it. They seemingly think that English is such a complicated thing to be learned. It was based on my random little chit-chat with some of the students when I was in my PPL. Some of them argued that English is not their favorite lesson in school, because the difficulty and any other reasons that make them do not interest in learning English. The effect of their not-interested-feeling in learning English, it causes bad impacts for them. They who think that English is a difficult lesson to be learnt, will have a less motivation in class. They will feel bored during the lesson, and it is not good situation because it can also bother another students who want to learn English seriously. This is an example that commonly happen in school. To minimize this situation, a teacher has an important role to make the students enjoy and understand the lesson to reach the goal they are set.

As a teacher, we have to know to make the students enjoy the lesson. Teachers need to have effective classroom management strategies (CMS).

According to Wubbels, Brekelmans, Van Tartwijk, & Admiraal (in Korpershoek, Harms, de Boer, van Kuijk, & Doolaard, 2014), CMS support and facilitate effective teaching and learning. Effective classroom management is generally based on the principle of establishing a positive classroom environment encompassing effective teacher-student relationships. To make a good relationship, there is should be a good interaction between teacher and students. An interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other (Brown, 2000, p.165). Without interaction, the teaching learning process will not happen as good as we wish. Because interaction is the main key in the teaching learning process. A class will have a good interaction if there is a good relationship between the teacher and the students and also the relationship among the students.

Besides, not only can manage the class, a teacher should also be interactive in class. In my preliminary study, I found that the teacher that I observed was very interactive with the students. He had a good eye contact with the students, and sometimes he approached to the students to make the teaching learning process ran smoothly. By approaching the students, the relationship between the teacher and the students is close, because the students will feel that the teacher cares about them. One of the interactive principles is giving motivation to the students. When they are high-motivated, they will enjoy the lesson and get better understanding than they are not. Harmer (2001, p.51) claimed that motivation is some kind of internal drive which pushes someone to do things in order to achieve something.

So, the teacher should concern with the students' motivation, because teacher is the clearly major factor in the continuance of the students' motivation.

Basically, motivation can come from inside and outside the person, they are intrinsic and extrinsic motivation. An intrinsic motivation as stated by Hammer (2001), it comes from within the individual. Thus a person might be motivated by the enjoyment of learning process itself or by a desire to make themselves feel better. By contrast, Hammer (2001) pointed out that the extrinsic motivation is caused by any number of outside factors, for example the need to pass an exam, the hope of financial reward, or the possibility of future travel. It means that they are motivated because there are some things to be reached or we can say that they are motivated because they are provoked by some things.

Reinforcement is the example of the external motivation that can help the students learning English. Reinforcement is any consequence that strengthens behavior (Kinyanjui, 2015). In operant conditioning theory guide and analysis, reinforcement is a term, it is a process of increasing the probability of behavior, in the form of response delivered shortly after performing the behavior. Reinforcement can be a praise, symbolic rewards, token rewards, tangible rewards, or activity rewards. It called as an instructional reinforcement. Instructional reinforcement can be defined as a strategy that used for desirable academic performance or effort at the classroom level (Cotton, 1988).

Based on my observation in my preliminary study, I couldn't find any reinforcements used by the teacher during the teaching learning process. He just

focused on the material that he was going to discuss with the students. When I did a semi-structured interview with some of the students that I chose randomly, they said that their teacher used a gift as a reward to them who are active during the teaching learning process. The teacher was rare to use the verbal reinforcement while teaching in the class. According to the definition of instructional reinforcement by Cotton (1988), the teacher prefers to use tangible rewards to reinforce the students.

In a study conducted by Kinyanjui (2015) that investigated the types of instructional reinforcement strategies used by the English teachers during teaching learning process in Kikuyu District, Kenya and the factors that influence the implementation of reinforcement strategies. The study reported that praise was the most popular reinforcement strategy used in classroom teaching followed by tangible items, activity and tokens in that order. The factors that influenced the implementation of reinforcement strategies by teachers during classroom instruction were class interest, social characteristics and delivery. Other factors were class size, gender, availability of reinforcers, class level and nature of content.

So, the researcher conducted this research to find out the use of classroom instruction reinforcement strategies by the teachers during the teaching learning process in Indonesia, especially in SMP Negeri 3 Semarang, to find out the impacts of using reinforcement to the students, and describe the students' perceptions of the use of classroom reinforcement strategies by the teachers.

1.2 Reasons for Choosing the Topic

Nowadays, English becomes a global language. Although English is a foreign language in our country, it is not a mistake if we master it well. We need to learn English, so that we can use it as a tool to get a better job, advanced knowledge, and to communicate with the entire world. Students need a high motivation when learn English, so they can get the point about what they learn. The teacher should have a teaching strategy that can make the students keep being high-motivated during learning English, for example by giving them reinforcement. Because, based on my observation in the preliminary study, the teacher didn't use any kinds of the instructional reinforcement during the lesson and the students seem sleepy and bored during teaching learning process.

There are some reasons why the researcher chooses this topic. First, the researcher wants to investigate how the English teachers use the classroom instruction reinforcement strategies in the teaching learning process. Because some teachers still ignore the use of reinforcement in their class. Actually, reinforcing students is one of importance things in teaching, but some teachers still do not know how to use the various types of the instructional reinforcement strategies in the classroom.

Second, some of the students may feel more proud and highly motivated when the teacher praise or give them a reward when they can answer the questions from the teacher. It will be a positive thing that can help the students to improve their achievements in the classroom. Because of the positive impact of using reinforcement strategies in the classroom, so, the researcher wants to know

how the teachers perceive about using instructional reinforcement strategies to the students in learning English.

1.3 Research Questions

The questions that this research deal with are formulated as follows:

- (1) What are the types of classroom instruction reinforcement strategies used by English teachers in SMP Negeri 3 Semarang during the teaching learning process?
- (2) How do the teachers' perceive the use of classroom instruction reinforcement strategies in the teaching learning process?

1.4 Purposes of The Study

The purposes of the study in this research are:

- (1) To find out the types of classroom instruction reinforcement strategies used by the English teachers in SMP Negeri 3 Semarang during the teaching learning process.
- (2) To find out the teachers' perception of the use of classroom instruction reinforcement strategies in the teaching learning process.

1.5 Significance of the Study

The research study is expected to give contribution to ;

- (1) Theoretical Significance

This study can be used as one of references for conducting a similar study. The other researchers may develop comparative study by

considering to the background of the teachers and the students because it also influences in learning process. This study will give a point of view about how English teacher uses the classroom instruction reinforcement strategies, the various type of classroom instruction reinforcement strategies that can be used by the English teacher. Moreover, the results of the study can be used for a variety of purposes. Principally, it will help teacher-trainers, educational administrators, and policymakers to develop their teaching ability.

(2) Practical Significance

This study is expected to provide useful information about classroom instruction reinforcement strategies in teaching learning process. It can also provide some strategies for the teachers about how to reinforce the students in learning English. This study also can develop teacher's knowledge in reinforcing students in learning English.

(3) Pedagogical Significance

For the teachers, after knowing the types of the classroom instruction reinforcement strategies, they can apply of those reinforcements in their teaching learning process. The teachers can also understand the importance of reinforcing students in learning English in the classroom, because it can increase students' motivation in learning the target language.

1.6 Scope of the Study

In this study, the researcher only focused on the use of classroom instruction reinforcement strategies by English teachers at SMP Negeri 3 Semarang in the classroom. This study was participated by two English teachers of SMP Negeri 3 Semarang. The design of this study was a classroom discourse analysis, this study described the use of classroom instruction reinforcement strategies by English teachers by using a theory from Cotton (1988) on her literature-based article that reported an analysis of 37 documents on different kinds of instructional reinforcement and their effects.

1.7 Outline of the Report

This research is divided into five chapters. Chapter I is the introduction of the study. It consists of background of the study, reasons for choosing the topic, research questions, objectives of the study, significance of the study, limitation of the study, definitions of key terms, and outline of the study.

Chapter II discusses the review of related literature which consists of review of the previous studies, review of the theoretical background, and framework and the present study.

Chapter III presents the method of investigation. This chapter deals with research approach, research site, research participants (subject of the research), object of the study, source of data, data collection; instruments of collecting the data, procedures of data analysis and triangulation.

Chapter IV is the findings and discussion of the data have been collected by the researcher to answer the research questions. This chapter provided the analysis of the data using the theory related to the study. The last is chapter V which consists of conclusion and suggestion of this study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is divided into three subdivisions. The first part presents some previous studies conducted by the other researchers related to this study. The second part shows the theories that are used for the basic of the study. The last part is theoretical framework. It deals with the limitation of the study. The following are the elaboration of those subdivisions.

2.1 Reviews of Previous Studies

Reviews of the previous studies mention of some researches which have done in the same topic. I present the review of previous studies which are related to my topic. The following some studies are discussed as follows:

2.1.1 Verbal Reinforcement is a Familiar Type of Reinforcement for the Teachers

A number of researchers have investigated about the use of reinforcement in the classroom (e.g. Kinyanjui, 2015; Zebua, 2017; Wahyudi, Mukhaiyar, & Refnaldi, 2013; Putri, n.d.; Sari and Pradina, 2018). They found the similar result that in the teaching learning process, the type of reinforcement that mostly used was the verbal reinforcement. They reported that using reinforcement could improve the students' motivation in learning English.

Kinyanjui (2015) conducted a research of the use of reinforcement strategies during instruction in the classroom. She found that there were four kinds of the reinforcement used by the teachers, they were praise, tangible items,

activity and tokens. Those kinds of reinforcement belonged to the positive reinforcement. The result of this study showed that praise was the most popular reinforcement strategies for the teachers during the classroom instruction, while gifting was the most popular reinforcement strategies for the students.

In the same way, Zebua (2017) also conducted a research about the use of reinforcement in the classroom. He focused on the most familiar type of verbal reinforcement among the students and the factors that can motivate the students in speaking English. There were two types of verbal reinforcement, the word-type reinforcement and the sentence-type of reinforcement. From that the two types, it was found that the students are familiar with the word-type verbal reinforcement to motivate them in speaking English, because the teachers are mostly used the word-type verbal reinforcement to motivate them. Zebua (2017) also pointed out that from the teachers' point of view, giving verbal reinforcement as rewards is a factor that can motivate the students in speaking English.

To my knowledge, a large body of research has been carried out to find the use of reinforcement in the classroom. Wahyudi, Mukhaiyar, and Refnaldi (2013), they carried out the analysis of reinforcement used by English teachers. This research provided that the English teachers used of reward and punishment as the strategies in the classroom management. There were three teachers who were participated this research, and the result showed that the teachers did not use all types of both strategies, they only used the intrinsic reward and positive punishment in their teaching learning process. From the types of the reinforcement strategies, the finding showed that the intrinsic reward are often

used than the positive punishment. The frequency of using it was also different for each teacher. The data showed that teacher 1 gave 40 intrinsic rewards and 10 positive punishments, teacher 2 gave 33 intrinsic rewards and 14 positive punishments, and teacher 3 gave 55 intrinsic rewards and 5 positive punishments. There were 128 intrinsic rewards and 29 positive punishments. So, it was clearly shown that the intrinsic reward was mostly used by the teachers. The intrinsic reward that used by the teachers was the verbal reinforcement, such as “You are very good”, “Ok, good”, “Yes, right”, “Ok, nice”. Not only the intrinsic reward, but also the positive punishment used was the verbal reinforcement, for example “Hello, listen to me, please”, Hello, enough. Please be quiet”. All of the teachers used the intrinsic reward and positive punishment in pre, whilst, and post activities in teaching learning process.

In another study conducted by Uddin, Henna, and Shanil (2017), noted that all the eight teachers that were participated this research, strongly supported and used appreciation (i.e. good, very good etc.) which was one of the types of positive reinforcement. But, most of them were also using harsh sentences, such as “You will never be able to do anything”, “Keep silent”, and “Read again”, to reinforce their students which are related to negative reinforcement. Teachers used both positive and negative types of reinforcement, which might depend on students’ activities and teacher’s intention of using different motivational words to make desirable changes in students’ behavior.

Teachers used the positive reinforcement was for students’ good behavior, for maintaining rules and discipline in the classroom and school, and for nice and

correct class and homework. But, six of them provided positive reinforcement for preparing the lesson and other matter got less priority. Meanwhile, four of them supported harsh sentences as negative reinforcement, and the rest four supported and used mild punishment and provided the chance for correction as negative reinforcement. One of the example of the mild punishment used by the teachers was standing up with holding ears, to make necessary change on students' unexpected behavior (i.e. incorrect answering of the question, gossiping with friends etc.). From the result above, it had proven that using reinforcement strategies in teaching learning process can increase the motivation of the students in learning English.

2.1.2 Reinforcement Strategies Improve the Students' Achievement in the Classroom

Related to this study, some researches were focused on impact of using reinforcement strategies could improve the students' achievement in the classroom (e.g. Rahman, 2009; Nurrahmatiah, 2010; Barokah, 2014; Rumfola, 2017; Sari & Pradina, 2018; Shahzada, Dawar, and Fatima, 2017; Stephen and Singh, 2017). They focused on how reinforcement strategies improve the students' achievement in the classroom, such as their speaking skill, grammar, and vocabulary.

A study from Barokah (2014), established how the process of English speaking teaching learning process. She found that The findings showed that there were some problem faced by the teacher in teaching speaking, one of them was the lack of students' activity. Because every student had a different level of

activity in the classroom, there were active and passive students. Most of students didn't have self-confidence to explore their capability. Not only teachers, but also the students had problems to be faced, such as limited vocabulary, difficulties of pronunciation and structure, and the factor of nervousness. Some of the problems faced by the students could make them made mistakes in speaking. Another findings of this study showed, that based on the interview by the researcher with one of the teacher, found that using positive reinforcement was effective to make the students enjoy the learning process. The positive reinforcement was also used when the students made mistakes in speaking.

In line with Barokah (2014), Rumfola (2017) conducted a study about reinforcing the students when they do the activities in the classroom. The researcher focused on how the positive reinforcement positively helps the students in achieving the goals of the lesson. The findings showed that there were some groups of the students, started from grade 6th -8th, grade 9th-10th, and grade 11th-12th. Every grade was being reinforced during the teaching learning process, but every grade had a different treatment in reinforcing.

From grade 6th-8th, the result showed that the students were not only positively reinforced by the teacher, but also were being reinforced by their peers. The students would also be positively reinforced for their good behavior by reminding them of their class participation grade. All students were monitored, and the class as a whole will be reminded that their good behavior earned them class participation points. The teacher should remain focused on addressing the class as a whole and emphasizing positive behavior, instead of focusing on one

student in general. The students were also praised for their hard work as readers, it could encourage the student who did not typically read out loud.

Grade 9th-10th, was much like the grade 6th-8th. During the lesson, the peers were positively reinforcing each other. The teacher would be walking around the classroom monitoring, and pausing every so often. To a student who seems to be disengaged a simple comment like “Woah, Evan, did you see what Ricky did in that last act”? This type of question puts the emphasis on Ricky’s “sweet acting skills” and takes the negative attention off Evan, however, Evan will see it as a positive reminder to pay attention.

Different with the grade 6th-8th and 9th-10th, the grade 11th-12th were being reinforced through pretending and empathizing with different character, because it was a good way for students to be reinforced positively to interact with a lesson. When students were allowed to write or act as another character it could alleviate some of the pressure off of the student’s abilities. Students were positive reinforced with a unique writing piece to write from another characters point of view. While students were reading the texts for the assignment the teacher can positively reinforce highlighting, note taking, and/or staying on task.

2.1.3 Teacher’s and Students’ Perception toward the Use of Reinforcement in the Classroom

Some researchers have been studied about the students’ perception toward the use of reinforcement in the classroom (e.g. Stasia, 2013; Pratiwi, 2015; Wafula,

Malimbe, and Kafu, 2011; Ho, Littman, Cushman, and Austerweil, n.d., Dovey, Francis, Corbett, and Dibb, 2017).

To mention only few of studies, the results from related studies on the perception of the students toward the use of reinforcement had similar viewed by the researchers. A study conducted by Stasia (2013), it was about the microteaching students' perception on the use of reinforcement in microteaching class. In this study, the researcher provided the microteaching students' perception as the students and the students' perception as the teacher. First, the result of the students' perception as the student showed that one of the students tended to like when the teacher reinforced them with the non-verbal reinforcement. Because it could attract the students' attention and be more effective to encourage the other students, so the expected behavior could occur again and again. However, another student claimed that giving reinforcement to the students who answered incorrectly was necessary. Because the students would feel appreciated even though their answer was not correct.

Second, the result of the microteaching students' as the teacher showed that the participants had the positive response on the use of reinforcement when they practiced teaching. The verbal reinforcement, such as "Very good, Excellent, Wonderful" were the mostly used when they praised the students during their teaching practice. But there were some of the participants who used non-verbal reinforcement, such as listening the students' explanation, maintaining eye contact, giving applause, nodding and smiling when the students shared ideas.

Besides, there is another study from Dovey, Francis, Corbett, and Dibb (2017) who conducted a study about teachers' perception of positive reinforcement. In the result of this study, they found that the teachers in the study viewed reinforcement as the positive experience in teaching, which allowed them in reaching their goals. Also, the teachers stated that they felt that reinforcement works as it helps to communicate, to motivate, to teach, and to control the pupils. Another result showed that teachers felt that punishment should not be used in the classroom as punishment would not be understood by the pupils yet the same does not apply to reward. Teachers' viewed punishment as beyond the understanding of their pupils yet view reward as well within their understanding showing a lack of understanding of the two concepts.

Among those researchers focused on the use of positive reinforcement by English teacher in the teaching learning process, I interested to know more about some various type of reinforcement strategies and how the teacher applied them during the teaching learning process. The previous research by Kinyanjui (2015) inspired me to analyze some various type of reinforcement strategies. However, there are also some differences between the previous study above and this study. In this study, I provide an analysis of classroom instruction reinforcement strategies based on the theory of Cotton (1988). To my knowledge, I also provided the definition and also some examples of each type of reinforcement strategies. In conclusion, this research will provide the different and unique area to analyze some type reinforcement strategies and will give a different

contribution and something new to the development of research about in analyzing of the use of classroom instruction reinforcement strategies.

2.2 Theoretical Review

2.2.1 Definition of Reinforcement

Reinforcement is a term used in operant conditioning to refer to anything that increases the likelihood that a response will occur (Cherry, 2018). The term reinforce means to strengthen, and is used in psychology to refer to anything stimulus which strengthens or increases the probability of a specific response (Psychology 101, 2018). We all apply reinforcers everyday, most of the time without even realizing we are doing it. You may tell your child “good job” after he or she cleans their room; perhaps you tell your partner how good he or she look when they dress up; or maybe you got a raise at work after doing a great job on a project. All of these things increase the probability that the same response will be repeated.

Reinforcement is providing something (praise, rewards) after a child displays a desired behavior that makes the behavior more likely to happen again (Look, 2013). It means that reinforcement can be used for any positive behaviors that you want to see more often. Because children are highly motivated by the attention of an adult. So, when a teacher consistently gives attention, praise, or reward to the behavior that he or she wants to see, it helps children learn which behaviors are valued by the teacher.

According to Alberto and Troutman in Zebua (2017), reinforcement is the presentation or removal of something immediately following a response or skill, that increase the likelihood that the response or skill will occur again. It means that the use of reinforcement is aimed to make the same response that will occur again and again. For example, in a class, when a student can answer the question given by the teacher, the teacher presenting praise for him. By reinforcing the desired behavior with the praise, the student will be more likely to perform the same actions again in the next meeting and so on. The researcher agrees that reinforcement has an important role in teaching learning process.

Based on the definition above, we can conclude that reinforcement is something, it can be praises or rewards, that can be used to strengthen or increase a desired behavior and make it happen again and again. The rewards used can be symbolic, token, tangible, and activity. Those praise and rewards are include in the instructional reinforcement in Cotton (1988).

2.2.2 Types of Reinforcement

There are two types of reinforcement, they are:

(1) Positive Reinforcement

Pettit (2013) points out that positive reinforcement as a concept was introduced by the behaviorist B.F. Skinner, in his acclaimed text Operant Behavior and Operant Conditioning. Pettit (2013) also claims that Skinner's idea was that if a person was rewarded for acting in a positive way, they would come to see that behavior as the most natural and

advantageous way to act. Positive reinforcement can help to encourage good behavior in young learners from an early age. Positive reinforcement can either be a reward for good behavior, or simply positive communication in the form of praise or encouragement (McCarthy in Pettit, 2013).

Positive reinforcement can be used as a powerful and effective tool to help shape and change behavior. It works by presenting a motivating item to the person after the desired behavior is exhibited, making the behavior more likely to happen in the future. For example, a teacher gives a student a lollipop when he or she can answer the question. From the example above, by giving the student a lollipop, the teacher expect that the student will do the same action in every meeting of the lesson.

There are some things that can be used to reinforce the students positively, for example by giving them a praise or any kinds of rewards. The instructional reinforcement that is chosen by the researcher include in the positive reinforcement. Because the aim of the instructional reinforcement is to make a desirable academic performance or effort at the classroom level by giving the students praise or rewards. According to Cotton (1988), these are the type of the instructional reinforcement:

a. Praise

Praise and other verbal reinforcement is used for correct responses during class discussions, accurate homework, improved test scores, etc.

b. Symbolic Rewards

Such as gold stars, having one's pictures on a bulletin board or name in a newsletter, etc.

c. Token Rewards

Such as points or chips, which are valueless in themselves but which can be redeemed for things of value.

d. Tangible Rewards

Such as edibles, toys, or school-related items (pencils, notebooks, pens, etc.).

e. Activity Rewards

Such as free time, being leader of an activity, going on a field trip.

(2) Negative Reinforcement

According to Pettit (2013), negative reinforcement is when a certain stimulus/item is removed after a particular behavior is exhibited. The likelihood of the particular behavior occurring again in the future is increased because of removing/avoiding the negative stimuli. Sawdoski in Pettit (2013), points out that negative reinforcement can be seen as doing something to avoid punishment. But, negative reinforcement is often confused with punishment. Remember, that the negative reinforcement involves the removal of a negative condition to strengthen a behavior. Punishment, on the other hand, involves either presenting or taking away a stimulus to weaken a behavior. (Cherry, 2018). So, it is different between negative reinforcement and punishment.

Negative reinforcement is often used in the classroom to manage problem behaviors. Teachers inadvertently pay attention to a child who may not be complying and withdraw their attention contingent on the child's compliance. Surprisingly, this strengthens rather than weakens the noncompliant behavior. The next time a similar situation occurs, the child again will not comply until confronted with the aversive consequence (i.e. the teacher's attention). Negative reinforcement is often seductive and coercive for teachers. It works in the short run but in the long run is likely to strengthen rather than weaken the undesirable behavior. (Mather and Goldstein, 2001).

Deleon in Pettit (2013) states about the difference between positive and negative reinforcement: Positive reinforcement is the act of adding something positive in order to increase a desired response. Negative reinforcement is taking something negative away in order to increase the desired response. Positive reinforcement was more effective than negative reinforcement in promoting compliance and reducing escape-maintained problem behavior for a child with autism. (p. 9).

From the explanation above, we can see that positive reinforcement, negative reinforcement, and punishment are clearly different. Positive reinforcement is used to increase a desired behavior. Negative reinforcement is used to avoid punishment. And punishment is presenting or taking away a stimulus to weaken a behavior.

2.3 Theoretical Framework

This study focused on how the teacher use the classroom instruction reinforcement strategies in the teaching learning process. The data were taken from the interaction during the teaching learning process in the classroom. The researcher collected the data through observation and semi-structured interviews. The researcher recorded all of the activities during the teaching learning process. The researcher also conducted semi-structured interviews with the teachers and some of the students in addition to obtain more information about their perception of the use of classroom instruction reinforcement strategies in the teaching learning process.

The researcher transcribed, identified, classified, discussed, checked the triangulation and interpreted the result. The last procedure, the researcher made a conclusions based on the research findings.

In analyzing the data, the researcher used a theory by Cotton (1988) who pointed out that there are five types of classroom instruction reinforcement strategies, namely praise or other verbal reinforcement, symbolic rewards, token rewards, tangible rewards, and activity rewards.

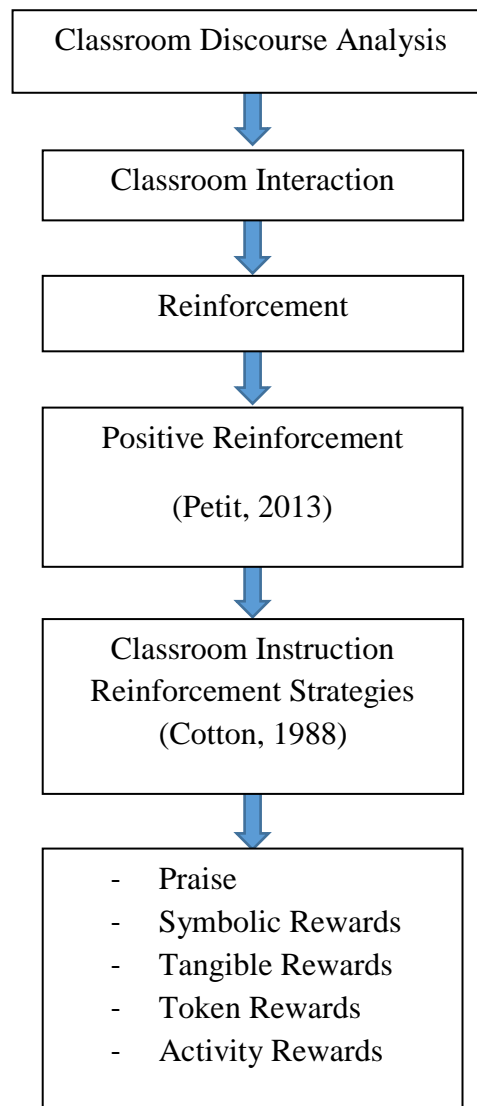


Figure 2.1 Theoretical Framework

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents method of the study. It covers the object of the study, roles of the researcher, type of data, procedures of collecting the data, procedures of analyzing the data, and triangulation. The elaboration of each subdivision is presented as follows.

3.1 Research Design

This research belonged to discourse analysis study. The focus of this study was analysing the data in form video recorded of teaching learning process that was gained through the classroom observations, and audio recorded of interviews with the teachers.

3.2 Research Sites

Research site was the place where the research would be held. It was needed to limit the object of the study. This research conducted in SMP Negeri 3 Semarang. It is located on Jalan Mayor Jend. D.I. Panjaitan No. 58, Brumbungan, Kec. Semarang Tengah, Kota Semarang, Jawa Tengah 50135. The researcher chose that place because it was related with the problem would be investigated.

3.3 Participants of the Study

Participants of the study was an individual or group who knew directly to the activities that expected to provide information that was needed by the researcher clearly and precisely. In order to get result of this research, the researcher chose the English language teachers at SMP Negeri 3 Semarang as the subject of the

study. There are three English teachers in SMP Negeri 3 Semarang. Each of them teaches different grade with their own techniques and strategies in teaching. However, only two teachers who participated in this research. Each of them were observed their teaching learning process and were interviewed by the researcher.

3.4 Roles of The Researcher

To conduct the study, the researcher had some roles. First, the researcher was as an observer. The researcher came to the class to observe the teacher while teaching the students. Second, the researcher was a data collector. The researcher collected the data by recording the teaching learning process and interviewing the teachers and some of students that chose randomly. Third, the researcher as an analyzer of the data that had been collected.

3.5 Types of Data

The type of the data was qualitative data. A qualitative data contained people's judgments, feelings of comfort, emotions, ideas, belief, etc., that described in words (Walliman, 2011). All of those data could be obtained by taking observation notes, interview transcript, literary texts, minutes of meetings, historical records, memos and collections, documentary films, and etc.

There were some data which was collected by the researcher. There were recap of observation sheet, transcript of the video of teaching learning process, and the result of the semi-structured interviews with the teachers.

3.6 Methods of Collecting Data

According to Creswell (2012), there are some forms of qualitative data collection, they are:

- a. Observations
- b. Interviews (Semi-structured Interviews)
- c. Audiovisual Materials

3.6.1 Observation

The researcher observed the teaching learning process in the class. In doing so, the researcher observed the way the teachers taught using the classroom instruction reinforcement strategies to the students. The researcher conducted the observation 5 times, 3 times for Mrs. Ety and 2 times for Mrs. Diana. The classroom observation was conducted on May 9th-13th, 2019. A field note was taken by the researcher during observing the teaching learning process.

3.6.2 Interviews (Semi-structured Interviews)

The researcher interviewed the teachers to get the data. In this study, the researcher did the semi-structured interview. A semi-structured interview, according to Bernard in Cohen (2006), is best used when you won't get more than one chance to interview someone and when you will be sending several interviewers out into the field to collect data. The semi-structured interview guide provides a clear set of instructions for interviewers and can provide reliable, comparable qualitative data. Semi-structured interviews are often preceded by observation, informal and unstructured interviewing in order to allow the

researchers to develop a keen understanding of the topic of interest necessary for developing relevant and meaningful semi-structured questions. The inclusion of open-ended questions and training of interviewers to follow relevant topics that may stray from the interview guide does, however, still provide the opportunity for identifying new ways of seeing and understanding the topic at hand. It means that in this interview, the interviewer may prepare a list of questions but does not necessarily ask them all, or touch on them in any particular order, using them instead to guide the conversation. In some cases, the interviewer would prepare only a list of general topics to be addressed, called an interview guide.

The researcher interviewed the teachers after did the observation in the classroom to get information about how they were teaching using the classroom instruction reinforcement strategies in the English classes. The researcher prepared some questions to be asked to the teachers. Because this interview was semi-structured interview, the questions that were conveyed could also be reduced or added according to the data requirements and from the flow of the interview.

3.6.3 Audiovisual Material

Audiovisual material can be images, sounds or video recording that have been collected by the researcher to help her understanding the phenomenon happened under the study.

In this research, the researcher recorded the observation of the teaching learning process of each teacher in teaching English in the class. The researcher also recorded the semi-structured interviews with the teachers.

3.7 Instrument of the Study

3.7.1 Observation Sheet

The data collected through observation can be recorded in the observation sheet prepared in advance with or without a specific format. Before doing an observation, the researcher makes an observation guideline to highlight what will be observed. The observation sheet guidelines have been attached in the appendix 1, on page 59. During the observation, the researcher will record anything happen in the observation on the field notes. Field notes are the texts that recorded by the researcher during observation in a qualitative study. The researcher will use a descriptive field notes. Descriptive field notes record a description of the events, activities, and people (e.g., what happened) (Creswell, 2012, p. 217).

3.7.2 Interview Sheet

An interview sheet can be prepared with or without certain format. In this interview sheet, contains list of questions that will be asked to the teachers and some of the students as the interviewees. The questions of the interview were written by the researcher on the interview sheet guideline, as can be seen in the appendix 2 on page 61. Because it is a semi-structured interview, the questions have been prepared can be reduced or added according to the data requirements and from the flow of the interview. The type of the questions is open-ended questions.

3.7.3 Audiovisual Materials

According to Creswell (2015, p.342), the form of audiovisual materials such as the forms of photographs, art objects, videotapes, and sounds. In this research, the researcher took some pictures, recorded videos, and recorded the interviews to support the data collection. The pictures of activities during conducting this study can be seen in appendix 10, on page 112-116.

3.8 Method of Analyzing Data

Cresswell (2015, p.274) points out that qualitative research has six steps in analysing the data:

(a) Organize and prepare the data for analysis

The researcher organized and prepared the data from the observation and interviews, grouping all of the audiovisual materials, sorting and arranging the data depend on the source of the infomation.

(b) Read and look at all the data

After organized and prepared for analysis the data, the researcher read and examined all of the data.

(c) Start coding all of the data

The researcher started to code the data or pictures gathered from data collection, segmenting sentences or paragraphs or images into categories. Then, the researcher labeled those categories with a term based on the actual language of the participants. In this case, the researcher did transcribing. The researcher transcribed the video of classroom observations and the interviews with the teachers. The

transcription of classroom observations and interviews can be seen in appendix 3-9.

- (d) Use the coding process to describe the classroom instruction reinforcement strategies used by the teachers based on the data from observation and interview. In this case, the researcher will identify and classify the data.
- (e) Making interpretation in qualitative research of the findings or results.

3.9 Technique Reporting Data

The researcher will report the data by analysing and interpreting carefully. The researcher should also doing critical reading, connecting the findings and the data, forming judgements and determining the answer to research problems. The researcher will describe the entire situation which happened during the cycles in reporting the data.

3.10 Triangulation

Cresswell (2015) points out that triangulation can be rich by collecting multiple source including observations, interviews and document analysis. To minimize the invalid data of this research, the researcher does the triangulation by using multiple source of data and using multiple data-gathering techniques. The data was gathered by the researcher from the interrelated data from different sources, they were semi-structured interviews, classroom observations, observation guidelines, and audiovisual materials. The researcher did the semi-structured interviews with the two English teachers who taught different grades in their school. The

researcher also did the classroom observations and recorded it to get more valid data.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter provides the result of the study in order to answer the research questions, they are: What types of classroom instruction reinforcement strategies are used by English teachers in SMP Negeri 3 Semarang during the teaching learning process and how the teachers and students' perceive about the use of classroom instruction reinforcement strategies. It contained the result of classroom observation, teachers' interview, and students' interview.

4.1 Findings

The researcher gained the data by observing in the classroom and interviewing the teachers and some of the students. The researcher did the observation 5 times, 3 meetings in the Mrs. Ety's class, and 2 meetings in the Mrs. Diana's class. The researcher recorded the activity in the classroom by video recording. The researcher analyzed the observation video by transcribing it. The researcher found the use of classroom instruction reinforcement strategies in the recording after transcribed it. Then the researcher categorized the classroom instruction reinforcement strategies based on the theory of the previous study that conducted by Cotton (1988). Cotton (1988) claimed that instructional reinforcement has five types, they are praise (and other verbal reinforcement), symbolic rewards, token rewards, tangible rewards, and activity rewards.

4.1.1 Types of Reinforcement Strategies used by English Teachers

Based on the observation which done by the researcher, it was found that there were some types of classroom instruction reinforcement strategies used by the teachers during the teaching learning process.

The researcher classified the types of classroom instruction reinforcement strategies based on Cotton (1988), they were praise (and other verbal reinforcement), symbolic rewards, token rewards, tangible rewards, and activity rewards.

4.1.1.1. Praise (and Other Verbal Reinforcement)

Praise belongs to verbal reinforcement. According to Turney (1983, p.29), verbal reinforcement is used by the teacher by saying good words in order to maintain the students' behavior in the classroom. In the Extracts below, were the examples of using praise in the teaching learning process in the Mrs. Ety's class:

Extract 1

- 1 Mrs. Ety : "Okay, would you please read this text loudly?"
 2 Student : "Yes." (student read a text)
 3 "Hello, Billy. This is Jane. I'm at Soekarno-Hatta Airport. I
 4 have just arrived an hour ago. I'm having trouble finding a
 5 hotel. Can you come here soon? I will stay in Jakarta for a
 6 few days. I will call you back in an hour."
 7 Mrs. Ety : **"It's good. Very good. Good pronunciation."**
 (Meeting 1, on Thursday, May 9th 2019 in Mrs. Ety's class)

Mrs. Ety praised the student after he finished reading the whole text without any mistakes in pronouncing words in the text as can be seen in line 7.

Another appraisal was given by Mrs. Ety to the student when he tried to answer the question, and the answer was correct (look at line 3 and 4 in the extract 2 below).

Extract 2

- 1 Mrs. Ety : *“Okay, number 4. When did Jane arrive?”*
 - 2 Student : *“Me, Ma’am. An hour ago.”*
 - 3 Mrs. Ety : *“Okay, S, **it’s good to try to answer. An hour ago, okay,***
 - 4 ***that’s good.”***
- (Meeting 1, on Thursday, May 9th 2019, in Mrs. Ety’s class)

When there was a student who tried to answer the question, but the answer was wrong, Mrs. Ety still gave a praise for him. She appreciated his struggle to try answering the question, even though the answer was incorrect.

Extract 3

- 1 Mrs. Ety : *“Lanjut, will Jane call Billy again?”*
 - 2 Student : *(raised his hand to answer)*
 - 3 Mrs. Ety : *“Yes, what’s the answer?”*
 - 4 Student : *“Yes.”*
 - 5 Mrs. Ety : *“Yes, she?”*
 - 6 Student : *“Call.”*
 - 7 Mrs. Ety : *“Call? Yes, she will yang benar, ya. **Ya, nice try, apa***
 - 8 ***namanya, sudah mau mencoba, bagus ya.”***
- (Meeting 1, on Thursday, May 9th 2019, in Mrs. Ety’s class)

There were still another examples of using the verbal reinforcement that used by the the other teacher, Mrs. Diana, in her teaching learning process, as stated below:

Mrs. Diana praised the student who answered the question correctly when she asked the answer of question number 2.

Extract 4

- 1 Mrs. Diana : *“Look at number 2. Find the activity that is suitable with*
- 2 *butterfly above.”*
- 3 Student : *“Fly.”*
- 4 Mrs. Diana : *“Fly, **good, very good. What is bite in bahasa? What is***

- 5 *bite?*”
 6 *Student* : “*Menggigit.*”
 7 *Mrs. Diana* : “*What animal can bite?*”
 8 *Student* : *Lion*

(Meeting 4, on Monday, May 13th 2019, in Mrs. Diana’s class)

Another verbal reinforcement that given by Mrs. Diana to the student, when the student could answer the meaning of the word ‘climb’. Then the teacher continued to reinforce the student after the student answered the teacher’s question correctly.

Extract 5

- 1 *Mrs. Diana* : “*What is climb in bahasa?*”
 2 *Student* : “*Memanjat.*”
 3 *Mrs. Diana* : “*Memanjat, very good. What is bark? What animal can*
 4 *bark?*”
 5 *Student* : “*Dog.*”
 6 *Mrs. Diana* : “*Dogs, good. So, what is the answer of number 2?*”
 7 *Student* : “*E.*”
 8 *Mrs. Diana* : “*E, lion. Now look at the conversation. Read the*
 9 *conversation silently and if you find difficult word you can*
 10 *ask me.*”

(Meeting 4, on Monday, May 13th 2019, in Mrs. Dianan class)

Mrs. Diana liked to praise her students when they could answer the question correctly. And the most asked question by her was about the meaning of the word. Below was another example of how Mrs. Diana praise another student after answered the meaning of the word ‘disgusting’ correctly.

Extract 6

- 1 *Mrs. Diana* : “*What is disgusting?*”
 2 *Student* : “*Menjijikan.*”
 3 *Mrs. Diana* : “*Menjijikan, good. Now let’s go to number 2. Find the*
 4 *activity that is suitable with the butterfly above.*”
 5 *Student* : “*Fly.*”
 6 *Mrs. Diana* : “*Fly, great. So the answer of number 2 is?*”
 7 *Student* : “*A.*”

(Meeting 5, on Tuesday, May 14th 2019, in Mrs. Diana’s class)

Praise or verbal reinforcement was the type of reinforcement that mostly used by both Mrs. Ety and Mrs. Diana during the teaching learning process. The verbal reinforcement was mostly used by both of the teachers when the students could answer question correctly. The types of the question of Mrs. Diana were mostly about the meaning of the words, because she teaches the VII grade students.

4.1.1.2. Symbolic Rewards

Cotton (1988) pointed out that symbolic rewards could be gold stars, having one's picture on a bulletin board, or name in newsletter, etc. After analyzed the video, the researcher couldn't find any symbolic rewards used by Mrs. Ety and Mrs. Diana during the teaching learning process.

4.1.1.3. Token Rewards

According to Cotton (1988), she claimed that token rewards could be points or chips, which are valueless in themselves, but which can be redeemed for things of value. Some of the students might not realize when the teacher gave this type of reinforcement, like the example of using the token rewards below:

Extract 7

Mrs. Ety : "Bu Ety ndak hanya menilai dari tes tertulis saja. Keaktifankalian di kelas ini, Ibu menilai banyak. Kalau anak yang pasif, yaudah, nilai apa adanya. Tapi kalau yang aktif ya, nilai tidak hanya dari yang tertulis saja. Tapi, your activity in the classroom, can enhance your score.

(Meeting 3, on Friday, May 10th 2019, in Mrs. Ety's class)

(My translation: I give you scores not from your written test only, but also your activity in the class. If you choose to be passive, your score is just from the written test only. But if you are active in class, your score is not only from your written test, but your activity in the classroom can enhance your score.)

Based on the Mrs. Ety's utterance, it has an implicit meaning that Mrs. Ety would give some additional score or point to the students who always be active in the classroom. Mrs. Ety delivered the token rewards in a good way, by giving the students a positive motivation to be active students in the classroom.

Mrs. Diana also used the token rewards in her class, same with Mrs. Ety, she gave the token rewards by giving them an additional score for everyone who was active in the class. However, the researcher could not find it in the classroom observation. Mrs. Diana stated it on the interview in May 14th, 2019. Here is the statement of her:

“Saya selalu kasih poin tambahan, Mbak, kalau ada siswa yang aktif di kelas. Lumayan itu bisa buat bantu angkat nilai anak-anak kalau nilainya masih kurang dari KKM.”

(My translation: I always give an additional point to my students who are active in the class. It is useful to help them if their score is less from the KKM.)

4.1.1.4. Tangible Rewards

Tangible rewards such as edibles, toys, or school-related items (pencils, notebooks, etc), Cotton (1988). The researcher found the use of the tangible rewards as stated below:

Mrs. Ety thought that the question was quiet difficult, not only praised the student but also she decided to give the tangible reward.

Extract 8

- 1 Mrs. Ety : “*What is the message about?*”
- 2 Mrs. Ety : “*Because this question is difficult enough, if you can*
- 3 *answer my question, I will give you this one. So, what is*
- 4 *the answer?*”

- 5 *Student* : “Jane told Billy she just arrived at Soekarno-Hatta airport
6 and she asked Billy to find a hotel.”
7 *Mrs. Ety* : “Okay, it’s very good. She needed help in finding a hotel.
8 **Okay, this one is for you.**”
(Meeting 3, on Friday, May 10th 2019, in Mrs. Ety’s class)

Mrs. Ety also gave a reward to another student. The student was asked to read and translate the whole text before she gave the reward. It was done by two students, one was to read and another one was to translate the text.

Extract 9

- 1 *Mrs. Ety* : “Okay, please read the whole text.”
2 *Student* : (read the whole text perfectly)
3 *Mrs. Ety* : “Is there any mistakes in pronunciation?”
4 *Students* : “No.”
5 *Mrs. Ety* : “Ok, good. **Because there is no mistake in pronunciation,**
6 **I will give you this.**”
(Meeting 3, on Friday, May 10th 2019, in Mrs. Ety’s class)

Extract 10

- 1 *Mrs. Ety* : “Siapa yang bisa mengartikan semuanya?”
2 *Student* : (translating the whole text)
3 *Mrs. Ety* : “Okay, karena sudah berhasil mengartikan dengan baik,
4 **Bu Ety beri hadiah.**”
(Meeting 3, on Friday, May 10th 2019, in Mrs. Ety’s class)

After the lesson ended, the students who received the reward from the teacher opened it. I asked them what the rewards were, they were a book, a pencil, and a pen. Two of the students were very glad to receive that reward. That was a simple reward but it could improve the students’ interest to be active during the lesson.

Different with Mrs. Ety, who gave the tangible reward to the students who could answer a difficult question, read, and translate a text, Mrs. Diana gave the reward in the end of the class to the students who were active during

the lesson. Mrs. Diana chose two students, a male and a female student to receive the reward. This extract below showed how she gave the reward to the students.

Extract 11

- 1 Mrs. Diana : *“Tadi siapa yang sering menjawab pertanyaan ibu?”*
- 2 Student : *“Saya, saya.”*
- 3 Mrs. Diana : *“Anak-anak duduk yang rapi dulu. Anak-anak yang*
- 4 *sudah bekerja keras layak untuk mendapat penghargaan.*
- 5 *Tadi yang aktif menjawab pertanyaan ibu adalah Iwan.*
- 6 *Selamat Iwan. Terus belajar, tingkatkan prestasinya.*
- 7 *Donna juga ya, selamat. Semoga bisa lebih aktif, lebih*
- 8 *semangat.”*

(Meeting 5, on Tuesday, May 14th 2019, in Mrs. Diana’s class)

Based on the extracts above, there was a different style in using the tangible rewards to reinforce the students during the teaching learning process. Mrs. Ety gave the rewards to students who could answer a difficult question, read, translated a text. While Mrs. Diana gave the rewards in the end of the class. She gave the rewards to the students who were active during the teaching learning process.

4.1.1.5. Activity Rewards

Cotton (1988) defined activity rewards as free time, being leader of an activity, going on a field trip. When the researcher did the observation, the researcher couldn’t find any activity rewards given by the teacher A to the students during the teaching learning process.

From the explanation above, it can be conclude in the following table of the recapitulation of the use of types of reinforcement by the teachers in the classroom.

Table 4.1 Recapitulation of the use of reinforcement in the classroom

Types of Reinforcement	Frequency of Occurrence	Total of Reinforcement	Percentage
Praise or Other Verbal Reinforcement	58	64	90,6%
Symbolic Rewards	0		0%
Token Rewards	1		1,6%
Tangible Rewards	5		7,8%
Activity Rewards	0		0%

From the table above, it could be concluded that the type of reinforcement that mostly used by the teachers was praise (90,6%), followed by tangible rewards (7,8%), and token rewards (1,6%). The symbolic and activity rewards were never used by the teachers.

4.1.2 Teachers' Perception of Using Reinforcement in the Teaching

Learning Process

Each teacher has their own strategies to be implemented in teaching, especially in using some types of reinforcement during the teaching learning process. This study took two teachers as the subject of the research. Both of teachers almost used all kinds of reinforcement.

In this part, the researcher wants to elaborate how the teachers perceive about using reinforcement in the teaching learning process. The researcher gained the data by interviewing the teachers.

4.1.2.1. Giving Reinforcement to the Students is Important

According to the interview with Mrs. Diana (in May 14th, 2019) and Mrs. Ety (in May 20th, 2019), both of them admitted that reinforcing students in the classroom is important. They seemingly thought that every teacher has to apply classroom reinforcement strategies to the students in the teaching learning process. Mrs. Diana stated on the interview in May 14th, 2019:

Extract 12

“Ngasih reward atau hanya sekedar memuji itu bisa sangat berpengaruh lho, untuk ningkatin minat siswa belajar bahasa Inggris. Penting itu. Pujian-pujian kecil itu kalau dilakukan terus kan bisa bikin senengnya anak. Nah, nanti mereka kan jadi seneng belajar bahasa Inggrisnya karena setiap kali dia njawab atau aktif kan dapat pujian.”

(Interview in May 14th, 2019)

(My translation: Giving a reward or only praising students can improve the students' interest in learning English. It is important. If the teacher praises the students continuously, they will be happy for it. So, they will enjoy in learning English because every time they can answer a question or be active in class, the teacher will praise them.)

In line with Mrs. Diana, Mrs. Ety affirmed that giving reinforcement could improve the students' achievement in the classroom.

Extract 13

“Me-reinforce anak itu penting ya, soalnya itu kan bisa ningkatin skor mereka juga. Saya sering pake permen atau kadang-kadang coklat, nah itu pasti anak rebutan buat jawab pertanyaan saya kalo ada reward kayak gitu. Kalo mereka jawab dengan benar kan itu bisa jadi poin tambahan buat mereka. Mereka jadi punya nilai lebih.”

(Interview in May 20th, 2019)

(My translation: Reinforcing students is important, because it improves their score. I often use candies or chocolate sometime, so they compete each other to answer my question if there is a reward. If they can answer the question correctly, it can be an additional point for them. They can get more score.)

Based on the interviews, both of the teachers seem have the same perception that reinforcing the students in the teaching learning process is important.

4.1.2.2. Types of Reinforcement Mostly Used by the Teachers

There are various types of classroom reinforcement strategies, praise is the most favorite type for the teachers. Both of the teachers mostly used it in every meeting of their class. When the researcher interviewed the teachers and asked what type of reinforcement used by them, both of the teachers mentioned praise. As Mrs. Ety stated below:

Extract 14

”Kalo reinforcement ya saya sering nyebut tu ‘good job, great, very nice’, itu mesti saya ucapkan. Kan udah kebiasaan juga sih ya, tiap ada anak yang jawab saya langsung kasih jempol sambil bilang ‘good job’. Itu kan gak perlu biaya juga buat ngasih reinforcement ke anak, dan mereka juga udah seneng kalo saya ngasih feedback begitu.”

(Interview in May 20th, 2019)

(My translation: The type of reinforcement that I often used, such as good job, great, very nice, that are the mostly I used. It is a habit, whenever my student answer my question I lifted my thumb up and said good job. It does not need a cost to give to my students and they looked happy when I gave them that feedback.)

Likewise, Mrs. Diana also argued that she mostly used praise in her class. According to the interview in May 14th, 2019, she said:

Extract 15

“Di kelas, saya sering ngucapin ‘good job, very good, excellent’ dan lain-lain kayak yang tadi Mbak liat itu lho. Kan banyak tu saya ngomong ‘very good’. Jadi kalo ditanya sering pake reinforcement tipe apa, ya itu yang verbal, yang mudah soalnya, terus anak juga mudeng maksudnya.”

(My translation: In the class, I often said ‘good job, very good, excellent’, etc, as you could see in the observation. I mostly said ‘very good’. So, if you asked

me what type mostly I used was the verbal, it is so simple and the students know the meaning of it.)

According to the interviews, the teachers are the same that both of them used praise as the type that is mostly used in the teaching learning process. In my opinion, they mostly used praise in their class because they thought that praise is the easiest way to reinforce students in the class. Praise does not need money or take a long time to prepare when they are going to use it and it is a simple thing to do but has a great influence for the students.

4.1.2.3. Giving Reinforcement to the Students Fairly

Reinforcing students in the classroom is important, however teachers could not give reinforcement to certain students only. The teachers should be fair to give reinforcement to the students, all of the students have to get the same teacher's attention. In a class, there are some groups of the students, active group and passive group. The teachers should be able to reinforce all of the groups without discriminating each other. Give all of the students chance to get the reinforcement from the teacher.

In the classroom observation that is done by the researcher, there are some students who were really active to answer questions in the class, both in the Mrs. Ety's class and Mrs. Diana's class. However, Mrs. Ety and Mrs. Diana are smart and well-experienced teachers. They always praise or give a rewards for their students who are active in their class, but both of the teachers are great in delivering the rewards to the students. For example, in the classroom observation meeting 1, in May 9th, 2019, Mrs. Ety asked the

students to do an activity then discuss it together after they finished it. In discussion session, there were some students who tried to answer the questions continuously. Of course, that the students will get a praise or maybe reward from Mrs. Ety continuously too. But, Mrs. Ety did not let the situation happened. Mrs. Ety gave the chance to students who rarely to answer her question, so the students in her class received the same attention from Mrs. Ety and they were also praised and rewarded by Mrs. Ety too. See this extract below:

Extract 16

- 1 Mrs. Ety : “Sekarang nomor 2, siapa bisa? What is the message
2 about? **Who can answer number 2? Be active. What is the**
3 **message about? Salah tidak apa-apa, ayo. Jangan anak**
4 **anak it terus yang menjawab.”**
5 Students : “Arsa, Ma’am.”
6 Mrs. Ety : “Arsa? You want to try?”
7 Arsa : “Yes.” (Arsa answered the question)
8 Mrs. Ety : “Is it right?”
9 Students : “Yes.”
10 Mrs. Ety : “Yaa, thank you, Arsa. Great. Jadi intinya memang
tentang
11 apa? Ya, Jane had trouble finding a hotel. Ya. Jane needs
12 help. Apalagi? Ada jawaban yang lain nggak?”
(Meeting 1, on Thursday, May 9th, 2019, in Mrs. Ety’s class)

From the extract above, it can be seen that Mrs. Ety do not distinguish the students. She let the student who rarely answers her question to try to answer it, then she praised him.

Besides, in the interview on May 20th, 2019, she explained that:

Extract 17

“Ngasih pujian atau me-reinforce anak itu ya harus adil memang, Mbak. Soalnya kan kadang anak cemburu atau punya anggapan bahwa yang dapet reward kok itu-itu terus. Padahal kan dianya sendiri yang ndak mau aktif di kelas. Makanya saya sering tu nunjuk anak yang sukanya diem pasif gitu biar mereka juga punya kesempatan dapet reward dari saya.”

(My translation: Praising or reinforcing students must be fair. Sometimes, the students are jealous or they think that I only give reward for certain students. Actually, they themselves who choose to be passive in the class. That is why I often point to them who usually be silent and passive in class, so they have a chance to give the reward from me.)

4.1.2.4. Teachers Never Use Punishment in the Classroom

Every student in the classroom has different behavior. Some of them are good behave, but some are not behave properly. Mrs. Ety and Mrs. Diana have been teaching for 20 years, both of them are well-experienced teachers, so they have their own style or techniques in facing the various characteristic of the students.

The researcher have interviewed the teachers, and both of them stated that they never give punishment to the students in the classroom. In the interview with Mrs. Diana on May 14th, 2019, she explained that she never give her students punishment. See the extract 18 below about her statement.

Extract 18

“Kalo punishment sih nggak pernah. Saya nggak pernah ngehukum anak ya. Soalnya kadang itu bukan ngasih efek jera, tapi anak jadi males sama saya karena sering ngehukum, terus malah jadi males belajar bahasa Inggris. Tapi jangan memanjakan anak, kalo memang mereka salah ya ditegur, nggak langsung dihukum ya. Karena ngasih hukuman itu pilihan terakhir kalo memang sudah ndak bisa diingatkan. Tapi Alhamdulillah saya belum pernah ngasih hukuman ke anak.”

(My translation: I have never punished my students. Giving punishment to the students is not guarantee that they won't do it again, it just makes them do not respect to me and they lose their interest in learning English. But do not pamper the students, if they are wrong, they should be reprimanded. Do not directly punish them. Punishing the students is the last choice if they are hard to be reminded. However, I have never given punishment to my students.)

Same with Mrs. Diana, Mrs. Ety claimed that she also has never punished her students in the class. The extract 19 below is the statement of Mrs. Ety.

Extract 19

“Menghukum, ndak pernah. Waktu itu ada anak yang ndak bawa kamus, cuma saya sindir. Kamu lupa bawa kamus tu yang mbok inget apa? Ke sekolah mau belajar apa mau ketemu gebetannya ini? Terus akhirnya tak suruh cari pinjaman, entah itu dari perpustakaan atau minjem temennya dari kelas yang lain.”

(My translation: Punishing, never. One day, there is a student who forgets to bring dictionary, I just use a satire sentence to him. You forget to bring your dictionary, what do you remember? Are you going to school to study or meet your crush? Then I asked him to borrow the dictionary, from the library or his friend from another class.)

The interview showed that the teachers have never punish their students in the classroom. Mrs. Diana argued that punishment is the last choice to be applied in the class, when the reprimand is not going well. For Mrs. Ety, give a satire utterance is enough than giving punishment for the students.

4.2 Discussions

This part provides the researcher’s interpretation of the findings. It contains the description and explanation about the use of classroom instruction reinforcement strategies used by English teachers.

Reinforcement is a teaching strategy that is used by the teachers to give a praise or rewards to the students in the classroom. Using reinforcement in the classroom can improve students’ achievements in learning English. Using positive

reinforcement was also increase the students' motivation in learning English and decrease inappropriate behavior (Pratiwi, 2015). Stephen and Singh (2017) stated that there was positive and significant relationship among the various aspects of reinforcement with academic performance.

In this study, the researcher found that the teachers of SMP Negeri 3 Semarang had various ways in reinforcing their students, applying the reinforcement strategies in the classroom, and also perceptions about using reinforcement in teaching learning process.

4.2.1. Types of Reinforcement Strategies Used by the English Teachers

The researcher categorized and analyzed the data of the teaching learning process that was done by the teachers. There were some reinforcement strategies used by the teachers during the teaching learning process. The researcher provided and explained the reinforcement strategies which mostly used by the teacher in the classroom.

According to the data findings as shown in the table 4.1, praise was mostly used by the teachers in teaching and learning process. Praise is the mostly used by the teachers because it is the most familiar type to the teachers and students. This result is similar with the study of Maori in Kinyanjui (2015), who stated that most teachers reported to using social reinforcement such as verbal praise. This is also in line with Zebua (2017), he claimed that verbal reinforcement was known as media of students' encouragement. However, as can be seen from the table 4.1, symbolic and activity rewards were not used by the teachers, this is contradict with Kinyanjui (2015) who established that games and play time can be a very

significant element of their life as they are still growing up. In her study, she found that play time and games could be some of the antecedent strategies that the teachers can use in order to ensure high academic achievement.

4.2.2. Teachers' Perception of Using Reinforcement Strategies in the Classroom

In this part, the researcher wants to elaborate the interpretation of the result of the interview with the teachers. Both of the teachers have their own different perception about using reinforcement in the classroom.

4.2.2.1 Giving Reinforcement to the Students is Important

Giving reinforcement to the students in the classroom is important, by reinforce the students the teacher and the students have a good relationship to connect each other. Through reinforcing the students, the teacher also give the students motivation to be better in learning English. It is aligned with the study from Syafaruddin and Nasution in Pratiwi (2015) who suggested that teachers have a role as leaders which can influence and motivate students in the teaching learning process. Davis in Pratiwi (2015) also explained that motivation is a hidden power in ourselves and can motivate someone to do a specific behavior. From the opinions above, the researcher can say that giving reinforcement to the students is also like motivate them to be better in doing something, in this case is learning English.

Not only to motivate the students, but giving reinforcement can also change the students' behavior. Rick Nauert in Pratiwi (2015) said that rewards

could change someone's behavior and encourage cooperation without destructive negative consequences that come with punishment. Teachers can help the students who have bad habit in the classroom to be better or even the teachers can change their bad behavior by reinforce them and give them more attention during the teaching learning process.

4.2.2.2 Types of Reinforcement Mostly Used by Teachers

There are so many ways in reinforcing students in the classroom. Every teacher has their own favorite type of reinforcement that they use in the classroom. Give rewards to the students is also one of the favorites of the teachers in encouraging their students in learning English. Based on the interview, one of the teacher claimed that she mostly used praise or verbal reinforcement in the classroom because it is easy to be done and the students will feel proud of themselves because they can do the teacher's order correctly. This result is in aligned with the study of Kinyanjui (2015), who found that most teachers are likely to embrace praise as a reinforcement strategy that is readily available at the time of the desired behaviour occurrence.

Besides, tangible rewards is also be the favorite reinforcement of the teachers to be used in the classroom. But, this is not aligned with the study of Wafula, Malimbe and Kafu, (2011) who established that that forms of incentives are good in themselves but those that tend to be material in nature should not be frequently used. As shown by the findings, teachers prefer material items as effective strategy in reinforcing instruction.

4.2.2.3 Giving Reinforcement to the Students Fairly

Every student in the classroom deserve to get the same attention from the teacher, like being reinforced by the teacher. The reinforcement should be received by the students fairly, what is meant by fairly is the teacher should give a chance for the whole students in the classroom to be reinforced. It has been shown when the researcher had the classroom observation. Both of the teachers have reinforced the students fairly, by giving a chance to the student who rarely participate in the classroom.

4.2.2.4 Teachers Never Use Punishment in the Classroom

Based on the interview with the teachers, both of them are never used punishment in the classroom. Their decision not to use punishment in the classroom is supported by Grohol in Pratiwi (2015), who stated that it is easier to punish people than to reward them. He also added that when both options are available, rewards lead to increase contributions and lead to lower pay off for the group. The options are always available, but people seem to think that punishment will give effect to increase the contribution, but as stated by Grohol , it does not.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter discusses about the conclusion of the study and also the suggestion in the second part.

5.1 Conclusions

In this part, it provided the answer of the research questions in the chapter I. The questions were about the types of classroom instruction reinforcement strategies which used by the English teachers in SMP Negeri 3 Semarang and their perception about the use of classroom instruction reinforcement strategies in the classroom. From the five types of reinforcement strategies, both of the English teachers in SMP Negeri 3 Semarang did not use all of the types of the classroom reinforcement strategies in the teaching learning process. The classroom instruction reinforcement strategies which commonly used by the teachers were praise or verbal reinforcement, token rewards, and tangible rewards. There were two types of reinforcement which the teachers didn't use in their teaching and learning process, they were symbolic rewards and activity rewards. In their teaching and learning process, both of the teachers spoke English and Bahasa. However, the teachers tried to speak English more to motivate the students.

According to the result of the teachers' interview, both of the teachers of SMP Negeri 3 Semarang concerned the use of classroom reinforcement strategies to the students during the teaching learning process. It was proven with their answer when the researcher asked them about their perception of using classroom

reinforcement strategies in the teaching learning process. They stated that reinforcing students was important because it could increase their achievement in learning English.

5.2 Suggestions

Based on the data, the researcher has observed the use of classroom instruction reinforcement strategies in SMP Negeri 3 Semarang. It was very good that the teachers in SMP Negeri 3 Semarang used almost all types of classroom instruction reinforcement in the teaching learning process. The teachers used the classroom instruction reinforcement strategies motivate students in learning English.

However, it will be better if the teachers use other types of classroom instruction reinforcement strategies more often. Because they mostly used praise or verbal reinforcement and token rewards. Sometime they used tangible rewards in reinforcing their students in the teaching learning process. If they can use another two types of the classroom reinforcement strategies, such as symbolic rewards and activity rewards, it will create a new atmosphere in class because the students will feel happier with another types of being reinforced.

In conducting this study, the researcher has weaknesses. The researcher acknowledge that the school authority, especially the deputy principal for curriculum affairs, in the beginning of the process of gaining permission from the school advised me to collect data only a week or 2 meetings for each teacher. It because at that time the school would have a final examination. So, the researcher was also had a limited time to do the classroom observations. Of course, the

school prioritized the preparation to the examination. It also gave impact to the interview schedule with the teachers. The researcher only had short time to interview the teachers, because both of the teachers were busy. One was going to the workshop of teaching and the other one was the committee of the examination.

I suggest for the further researchers to regard the academic calendar of the school that will be used as the research site. So, for the further researchers will have enough time to gain the data. Do not forget to take documentations of the activities during conducting the study, such as video recording the classroom observations, audio recorded the interviews with the research participants, and take pictures during classroom observations and interviews.

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APPENDICES

B. THE USE OF CLASSROOM INSTRUCTION REINFORCEMENT STRATEGIES IN TEACHING LEARNING PROCESS

The use of classroom instruction reinforcement strategies in teaching learning process in SMP Negeri 3 Semarang.

Grade :

Date/time :				
Object :				
Setting :				
Lenght :				
Types of Instructional Reinforcement	√	-	Time	Description
A. Praise				
B. Symbolic Rewards				
C. Token Rewards				
D. Tangible Rewards				
E. Activity Rewards				

Appendix 2

Interview Guideline

Teacher :

Lesson :

Date :

Questions	Answers
1. How long have you been teaching English?	
2. Do you have certain strategies in teaching English?	
3. How do you react to the students who can do your order correctly? (For example they can answer your question correctly during the lesson)	
4. What do you think about reinforcement strategies in the classroom?	
5. Do you know about some reinforcement strategies in the classroom?	
6. What kind of reinforcement strategies that you mostly used?	

7. Have you ever given rewards to your students? What kind of rewards?	
8. How about punishment? Have you ever punished your students?	
9. In your opinion, what is the impact of using reinforcement strategies to your students in the classroom?	
10. From those impacts, will you use reinforcement strategies consistently in the classroom?	

Appendix 3

Mrs. Ety's Classroom Observation Transcript

(Meeting 1, May 9th, 2019)

T : Teacher

S : Students

T : "If you want to ask someone, what can someone do. Beside this one, beside that one. So you can ask what else can you do. Sekarang kalian lihat dialog ini. Oke let's see the dialog. How many persons are in the dialog?"

S : "2."

T : "There are 2 persons, there are Salma and Shinta. Oke, I'll read for you first." *the teacher read the dialog*

T : "Oke from the dialog, what else can Salma's uncle do beside drive?"

S : "Speak 10 languages."

T : "Oke, good. What else? Sew itu apa?"

S : "Menjahit."

T : "Ya, menjahit. Orangnya serba bisa. Jadi untuk meminta informasi atau express about ability menggunakan apa? What did you use to express about ability?"

S : "Can."

T : "He can, kita gunakan can. Artinya apa can disini?"

S : "Bisa."

T : "Bisa atau mampu. Ya sekarang coba dibaca dulu Salma dan Shinta. Ini Salamanya Salama, Shintanya Ongko. Biar tidak ngantuk ya mas ya?"

S : "Iya."

the students read the conversation

T : "Jadi bagaimana unclenya Salma?"

S : "Multitalenta."

- T : “Ya, tadi untuk menjawab pertanyaan kalau kamu bisa melakukan sesuatu pakainya apa?”
- S : “I can.”
- T : “Yes, I can.”
- T : “Oke sekarang kita lihat disini, asking about person capability. Artinya apa ini?”
- S : “Apa kemampuan seseorang.”
- T : “Bertanya tentang kemampuan seseorang. Pakainya apa disini?”
- S : “Can.”
- T : “Jadi pakainya can disini. Kalau kita bisa pakainya?”
- S : “Yes, I can.”
- T : “Kalau tidak bisa?”
- S : “No, I can not.”
- T : “Can ini, perhatikan. Kan ini can you climb the wall? Jawabannya No, I can not. Berarti pertanyaannya pakai can jawabannya pakai can not. Kalau ini, bu Eti terangkan dulu. Can itu sama dengan be able to, sama ya. Kita lihat contohnya disini. My older brother can ride a sport motorcycle. Can ini sama dengan be able to. Yang bu Eti garis bawah ini sama artinya.”
- T : “Menjadi my older brother is, kenapa pakai is? Kenapa bukan are/am?”
- S : “Karena kata ganti orang.”
- T : “Ya, karena my older brother kata ganti orang, Jadi my older brother is able to ride sport motorcycle. Jadi can sama dengan apa disini?”
- S : “Able to.”
- T : “Ya, can sama dengan able to. Able to sebelumnya ada apanya?”
- S : “Is.”
- T : “Ya, to be itu apa saja?”
- S : “Is, am, are.”
- T : “Nah sekarang siapa yang bisa merubah ini dengan can?”

all of the students answered the teacher's question

T : "Jadi kalau I pakainya apa?"

S : "Am."

T : "I am able to berarti sama dengan can. Setelah can kembali ke kata dasar speak. Setelah able to kembali juga ke kata dasar speak. Can you say I am able to speaking English? Boleh nggak kalian mengucapkan seperti itu?"

S : "Boleh."

T : "Ya, rumusnya setelah can dan be able to harus kembali ke V1. Jadi harus kembali kata kerja pertama. I can speak 3 languages ga boleh kamu mengucapkan I can speaking english. Can you say that?"

S : "No."

T : "Ya, tidak boleh. Jadi harus kembali ke kata dasar. Ga boleh kamu mengucapkan I can spoke English. Karena spoke itu kata kerja berapa?"

S : "2."

T : "Ya, begitu juga dengan be able to ini, setelah to harus kembali ke kata dasar. Kalian tidak bisa mengucapkan I am able to speaking. Sekarang yang pakai not siapa bisa? Ya coba, Iqbal."

S : "Is not able to."

T : "Ya, good. Jadinya is not?"

S : "Able to."

T : "Tadi be able to sama dengan apa?"

S : "Can."

T : "Coba ini diganti dengan can."

the student answered the question

T : "Sekali lagi can sama dengan be able to, any questions?"

S : "No."

T : "No? Sekarang kalian catat dulu PR-nya."

Appendix 4

Mrs. Ety's Classroom Observation Transcript

(Meeting 2, May 9th, 2019)

- T : "Anybody absent today?"
- S : "Noo."
- T : "Nobody, it's good. Last week almost all of you are not here, right? How many students join the OSIS in this class?"
- S : "3...4..."
- T : "I hope If there is no activity in osis please come to the class. Hallo, ada lagi hari apa?"
- S : "Senin tidak ada mata pelajaran."
- T : "What did we learn in the last meeting?"
- S : "Announcement."
- T : "OK, did you study at home last night?"
- S : "Noo."
- T : "I want to know what is announcement."
- S : "Pengumuman."
- T : "In English coba apa jadinya? Kalian nyatet kemarin apa itu definisi announcement. Something important inform to the reader that belong to the group. Sekarang siapa coba yang 12 anak yang tidak ikut mesti ngga nyatet ya? Nanti nyatet punya temennya ya. Sekarang coba, what doest it mean that belong to the group? Announcement is information to tell important information that belong to the group of the announcement. Maksudnya apa ini? Yang masukdalam kelompok teks tersebut maksudnya apa? Siapa bisa menjelaskan?Who can explain? Yang masuk dalam teks tersebut maksudnya bagaimana? Can you explain to me? Siapa yang bisa menjelaskan?Kemarin kan udah dijelaskan sama ibu ya. Kemarin ibu sudah menjelaskan maksudnya yang termasuk dalam kelompok teks tersebut ya dimana teks itu diumumkan. Contohnya, rapat OSIS diumumkandimana? Di mall?"

- S : “Tidaaaak.”
- T : “Dimana diumumkan?”
- S : “Di sekolah.”
- T : “The arrival of the departure of the plane, diumumkan di mana?”
- S : “Di airport.”
- T : “Ya, di airport. Jangan salah, jadi itu termasuk dalam kelompok teks pengumuman itu disampaikan. Nah sekarang yang akan kita pelajari adalah kalian sudah mencatat? Waktu itu tidak masuk karena angajarkelas IX ya, coba dibukasemu catetannya. Sudah mengerjakan buku Mandiri? Mencatat tidak? Ibu sudah memberi tugas kalian.”
- S : “Oh, sudah mencatat kemarin.”
- T : “Kalian sudah mencatat sampai nomor berapa?”
- S : “Sepuluh.”
- T : “Apa, catetannya sudah, dari Mandiri 3? Short message. Coba short message dibaca. Apa itu short message? What is short message. Siapa coba yang bisa? Dilihat catetannya lagi yang sudah kalian kumpulkan di Buku Mandiri. Ya jadi, catatan yang diberikan oleh seseorang secara tertulis biasanya. Kalau sekarang pakainya apakah masih ada, orang ngirim pesan pakai kertas? Atau mungkin yang kosiniya, kalau dulu waktu Bu Ety kos itu ya belum ada HP. Jadi kalau main kerumahnya, terus kalau temennya tidak ada, dikirim idepan kamaryaditulis, note atau pesan “Tadi sayakerumah kamu, tapi kamunggal di rumah”. Apakah masih ada yang seperti itu?”
- S : “Masih. Tapi jarang. Di kulkas.”
- T : “Sekarang sudah canggih, pada umumnya sekarang apa? Pakainya apa?”
- S : “Whatsapp.”
- T : “Oke, sekarang coba kalian lihat kesini (kelayar). What is message? Coba dibaca yang keras dari belakang.”
- S : “Nggak kelihatan. Matiin lampunya, Ma’am.”
- T : “Sekarang coba. Read aloud.”

student read the text on the screen

T : “Siapa yang bisa menerjemahkan? Who can translate this?”

S : “Achaaaaa.”

student translate the text

S1 : “Pesani adalah sebuah informasi yang dikirim ke seseorang ketika kamu tidak bisa ngomong langsung ke mereka.”

T : “Okay, it’s good ya. Jadi, kenapa kirim pesan? Karena kita nggak bisa langsung ketemu dengan orang yang kita tuju. Okay, sekarang kita lihat ini.”

menunjukkan slide selanjutnya

T : “Ciri-cirinya bagaimana kalau pesani, yang pertama kalimatnya harus?”

S : “Jelaaaaa.”

T : “Terus?”

S : “Simpel.”

T : “Kalau short message pesannya jangan sampai panjang. Karena bukan short message lagi, itu apa?”

S : “Surat.”

T : “Iya. Namanya letter, bukan short message. Terus dipahami, karena pendek tadi, karena itu short, jadi easy to understand. Mudah dipahami. Okay, fungsinya untuk apa? Ya tentu saja untuk send important message to other people. Mengirimkan pesan yang penting kepada orang lain, bisa itu saudara, teman, atau orang lain. Biasanya dalam short message itu ada penerima, biasanya penerima diletakkan di bawah atau di atas?”

S : “Atas.”

T : “Terus yang tengah-tengah namanya apa?”

S : “Isi.”

T : “Isinya. Yang paling penting itu apa ya? Ya, isinya itu. Kalau pengirim dan penerima?”

S : “Di bawah.”

T : “Di bawah. Jadiintinyakalaudalam short message ituada?”

S : “Penerima.”

T : “Terusbagian yang paling pentingapa?”

S : “Isi.”

T : “Terus?”

S : “Penerima.”

T : “Berartipengirimharusdiletakkan di bawah. Okay, sekarangkitalihatdulukesini.”

Menampilkancontoh short message

T : “Cobadibaca yang kerasdaribelakang, kelihatannggak mas? Nggakkelihatan?”

S : “Enggak.”

T : “Kelihatan?”

S : “Iya.”

T : “Iya, Reyhan. Would you please read aloud?”

students read an example of short message

T : “It’s good. Very good pronunciatiom. Any mistakes? Ada kesalahannggakdalampengucapannyatadi?”

S : “Ndak.”

T : “Ada ndak?”

S : “Ndak tau.”

T : “Ndak tau? Any mistakes with Reyhan’s pronunciation? I don’t think so. Ya good, very good pronunciation. (thumb up).”

T : “Okay, sekarang, which one is the difficult word? Ada kata susahnyadisini? Difficult word. Arti yang kalian tidak tahu.”

S : “Tidakadaaa.”

- T : “Ya, ada kata susahnya? No difficult words? Okay. If there is no difficult words, would you please open your exercise book, I will give you some questions, 10 questions based on this message. Short answer. Are you ready?”
- S : “Yes.”
- T : “Number 1. You don’t need to write the question. You answer directly. Ya, langsungjamenjawab. Number 1, who wrote the message? Who writes the message? Number 2, what is the message about? Disinikanudahadasemuanya. Ibuberikansecaratersirat. What is the message about? Number 3, finish number 2? Belum? Number 3, where was Jane at that time? And where was Jane when she sent the message?”
- S : “Pertanyaannyaditulisnggak, Bu?”
- T : “Enggak, langsungjawaban. Short answer. Where was Jane when she sent the message to Billy? Number 4, when did Jane arrive? When, did, Jane, arrive? Next number 5. Finish number 4?”
- S : “Yeeess.”
- T : “Ya, number 5, why did Jane send a message to Billy? Number 6, how long will she be in Jakarta? Seven, sekarangibuberibantuan, kalau kata tanyanya yaituberupa kata bantu, itu jawabannyaapa?”
- S : “Yes or no.”
- T : “Yes or no. kalauumpamanya kata bantunyadiawalidengan “is”, berartijawabannyapakai?”
- S : “Is.”
- T : “Kalaupakai ‘does’?”
- S : “Does.”
- T : “Kalau ‘shall’?”
- S : “Shall.”
- T : “Ya, pakai shall juga. It depends on the question. Bergantungdari pertanyaannya. Pertanyaan awalnyaapa yang dipakai? Number 7, will Jane call Billy again?”
- S : “Jane itucewekya Ma’am?”

T : “Ya. Will Jane call Billy again? Oke next, number 8, what kind of text is it? What are we discussing now? What kind of text is it? Okay, kalian lihatdisinisemuanya. Can you come here soon? Can you, what does the word “you” refer to? The last, yang terakhir, number 10, masih kalian perhatikan yang disini, can you come here soon? What does the word “here” refers to? Here. Finish? Ditukardengantemansebelahnya.”

correcting the work together

T : “Number 1, who wrote the message? Who can answer number 1? Ya, wrote the message? Jane. Wrote kata kerja yang keberapa?”

S : “Dua.”

T : “Kata kerja yang pertamaapa?”

S : “Write.”

T : “Kata kerjaketiganya?”

S : “Wrote.”

T : “Nooo. Prasetyo, are you sleepy? Are you sick?”

S2 : “Noo.”

T : “So, what is the third form?”

S : “Wrotten.”

T : “Wrotten? Bentukketiganya?”

no one can answer correctly

T : “Write, wrote, written. How do you spell? Siapabisa coba?”

S : “W-r-i-t-t-e-n.”

T : “W-r-i-t-t-e-n. Double t or single t?”

S : “Double.”

T : “Ya, double t. sekarangnomor 2, siapabisa? What is the message about? Who can answer number 2. Be active. Who can answer number 2? What is the message about? Salah tidakapa-apa, ayo.”

S : “Arsa, Ma’am.”

T : “Arsa? You want to try?”

S : “Yes.”

the student answered the question

T : “Is it right?”

S : “Yes.”

T : “Yaa, intinyamemangtentangapa? Ya, Jane had trouble finding a hotel. Ya. Jane needs help. Apalagi? Ada jawaban yang lain nggak?”

S : “Jane needs help to find a hotel.”

T : “Yaa. Ya, lanjut nomor 3, number 3, where was Jane at the time?”

S3 : “Soekarno-Hatta airport.”

T : “Kalau airport sajasalahya. Airport mana? Harus Soekarno-Hatta airport. Oke, number 4, when did Jane arrive?”

S : “An hour ago.”

T : “Okay, it’s good. Ya. Next number 5. Why did Jane write or send message to Billy? Salah ndak papa ayo. Jadiapa? To find a hotel. Kenapangirimpesan? Karenadiamembutuhkanbantuan Billy untukmenemukan hotel. Any other opinion? Ayo semangatsemangat. Walaupunsudahsiang, puasa, laper?”

S : “Yees.”

T : “Ayosemangat, semangat. Lapermu, ngantukmu, capekmu, disiniibadah. Oke, number 6, how long will she be in Jakarta?”

S4 : “In a few days.”

T : “Apaitu few days?”

S : “Beberapa hari.”

T : “Lanjut, will Jane call Billy again?”

S5 : “Yes, she call.”

S6 : “Yes, she will.”

T : “Okay, yes she? Will. Yes, she will. Ya, nice try. Ya, lanjut. What kind of text is it?”

S : “Short message.”

T : “Ya, short message. Message sajaboleh. Message sajaboleh. Next question, you refer to?”

S7 : “Billy.”

T : “Here refers to?”

S : “Soekarno-Hatta airport.”

T : “Okay, I’ll call your name and you mention your score.”

*the teacher input the students’ score”

Appendix 5

Mrs. Ety's Classroom Observation Transcript

(Meeting 3, May 10th, 2019)

- T : "Why are you happy today?"
- S : "Ramadhan, Ma'am."
- T : "Because you're fasting, so you all fasting?"
- S : "Yes."
- T : "Really? I hope. Anybody absent today?"
- S : "Zidan and Pras."
- T : "What's wrong with Zidan and Pras?"
- S : "Sick."
- T : "Okay before you study lesson, bajunya dirapikan dulu. What did we learn in the last meeting?"
- S : "Announcement."
- T : "About announcement. Ya, bu Eti ulangi lagi. Siapa yang bisa menerangkan, what is announcement is? Apa itu announcement?"
- S : "Pengumuman."
- T : "Ya, announcement pengumuman. What is the definition of announcement?"
- S : "Announcement is an information of something."
- T : "Oke, good. Tania dulu coba. Would you please repeat again what announcement is?"
- S : "Announcement is an information about something."
- T : "Oke, good. Very good. Apalagi selain itu? Seperti kalau pengumuman ada di sekolah, berarti itu tentang yang ada di sekolah, entah itu OSIS atau organisasi yang ada di sekolah. Berarti apa? Belong to the group of? Berarti hubungannya itu dimananya? Berarti kalau pengumumannya di bandara berarti tentang apa?"

- S : "Plane."
- T : "Arrival of plane. Kalau di sekolah apa saja coba?"
- S : "OSIS, libur."
- T : "Ya tentang libur, hafal ya. Apalagi?"
- S : "Ceremony, class meeting."
- T : "Apalagi?"
- S : "Independent day."
- T : "Independent day. When I didn't teach you after UASBN 3 weeks ago, what did I ask you to write about short message? Is it right?"
- S : "Yes."
- T : "Have you finish? Coba dilihat yang dari Mandiri, dibuka lagi catatannya. Chapter 5 sudah dibahas belum?"
- S : "Sudah."
- T : "Sudah dibahas ya. Oke sekarang short message. Kita lihat short message. Kalian sudah mencatat tapi ibu ulangi lagi. Karena kalian sudah mencatat tapi ibu belum bahas. Sekarang kita lihat apa itu short message. Coba dibaca yang keras. Kelihatan tidak dari belakang? Coba Rafi, would you please read the text?"

A student read the text

- T : "Okay, why do you send message? Kenapa kamu mengirim pesan? Kenapa? Menurut deskripsi disitu, kenapa kok kirim pesan nggak ngomong langsung?"
- S : "Because we can not speak to themselves."
- T : "Ya, because we can not speak to them secara langsung."
- T : "Apakah masih jamannya membuat surat atau pesan pakai kartu?"
- S : "No."
- T : "Masih ada nggak?"
- S : "Ada tapi jarang."

- T : “Mungkin masih ada, tapi jarang. Pesan lewat apa sekarang semuanya?”
- S : “Whatsapp.”
- T : “Ya, sekarang semua lewat WhatsApp, Line. Sekarang selanjutnya kita lihat. Sekarang ciri-ciri dari short message, apa saja yang pertama?”
- S : “Jelas.”
- T : “Ya, alamatnya harus jelas. Karena itu adalah pesan, kalau panjang namanya apa?”
- S : “Long.”
- T : “Ya berarti short message singkat saja, singkat, padat, jelas. Yang menerima langsung paham. Mudah memahami, easy to understand. Address terus?”
- S : “Short.”
- T : “Terus?”
- S : “Easy to understand.”
- T : “Address, short, and easy to understand. Fungsinya apa saja, coba dibaca Felia yang keras.”
- S : “The reason why we send short message in order to call friend and send important message.”
- T : “Ya, tentu saja fungsinya mengirim pesan penting. Kenapa kamu mengirim pesan? Ya karena itu hal yang penting biasanya. Pesannya itu kepada orang lain, atau kepada teman kamu, atausaudara. Ya, terus susunannya, kalau kamu mau membuat pesan pendek, susunan yang pertama harus ada alamat?”
- S : “Pengiriman.”
- T : “Ya, ditujukan pada siapa itu. Ditujukan kepada penerimanya. The most important thing is content. Apanya?”
- S : “Isi.”

T : “Yang namanya pesan berarti ada isinya. Terus, tentu saja pengirim tidak usah ditulis sudah tahu. Tapi umpunya kalianmengirim pesan, itu namanya siapa nggak tahu, kalian wajib mencantumkan nggak nama kamu?”

S : “Tidak.”

T : “Ya, soalnya kamu sering kirim pesan kepada temen kamu. Jadikalau dari ini kamu sudah tahu. Tapi kalau orang yang belum tahu, kamu harus mencantumkan nama kamu. Soalnya takut kamu salah kirim, jadi kamu harus mencantumkan nama.”

T : “Sekarang, would you please read loudly. Yang belakang, Najwa ayo. Najwa would you please read loudly?”

Najwa read the text aloud

T : “Oke good. Good pronunciation. Ada kesalahan tidak dia mengucapkannya apa? Siapa yang melihat Najwa ada kesalahandak?”

S : “Airport.”

T : “Oke sekarang repeat after me, airport.”

S : “Airport.”

T : “I’ve just arrived.”

S : “I’ve just arrived.”

T : “An hour ago.”

S : “An hour ago.”

T : “Trouble finding a hotel.”

S : “Trouble finding a hotel.”

T : “Any difficult words here? Ada kata susahnya nggak disini?”

S : “No.”

T : “Okay, if there is no difficult words, would you please open your exercise book and answer my question based on this message.Okay, are you ready?”

S : “Ready.”

- T : “Number 1, who send the message or who wrote the message? Jawab singkat saja. Soalnya ndak usah ditulis.”
- T : “Number 2. What is the message about? Number 3, where was Jane when she send the message to Billy?”
- T : “Number 5. Why did Jane send or write the message? Why? Number 6. How long will Jane stay in Jakarta? Pertanyaan yang diawali dengan kata bantu jawabannya apa? Jawabannya ya atau tidak, Kalau pertanyaannya pakai is, berarti jawabannya nanti juga diikuti?”
- S : “Is.”
- T : “Ya. Sekarang nomor 7 diawali dengan modals atau kata bantu juga. Will Jane call Billy again? Will ya. Number 8. What kind of text is it? Number 9, “can you come here soon?” What does the word you refer to? Menggantikan apa? The last, number 10. Can you come here soon? What does the word here refer to?”
- T : “Finish? Sekarang tukar dengan sebaliknya. Sudah?”
- S : “Sudah.”
- T : “Who send the message? Jawab satu-satu. Ya, Ongko.”
- S : “Jane.”
- T : “Is it right?”
- S : “Yes.”
- T : “Number 2. What is the message about? Siapa bisa nomor 2? Because this is difficult, who can answer my question, I will give you this one.” *menunjukkan hadiah sebagai reward*
- S : “Jane told Billy that she had just arrive at Soekarno-Hatta Airport.”
- T : “Jane told Billy that she just arrived to Soekarno-Hatta Airport. Is it true?”
- S : “Kurang.”
- T : “Intinya dari pesan itu apa? Ya yang lain coba. Ya Fahri.”
- S : “To finding a hotel.”

T : “To find a hotel? Ada yang lebih spesifik lagi?”

A student answered the question correctly

T : “Ya, it’s very good. This is for you. Jadi Jane told Billy to meet her to find a hotel because she needs help difficulties finding a hotel. Good answer, yang lain masih kurang tepat ya karena intinya bukan itu. Intinya dia kesulitan menemukan hotel dan diamembutuhkan bantuan untuk menemukan hotel.”

T : “Number 3, where was Jane at that time? Oke, Zidan.”

S : “At the Soekarno-Hatta Airport”

T : “At the Soekarno-Hatta Airport. Okay good. Next, when did Jane arrived? Oke, Sherly.”

S : “An hour ago.”

T : “An hour ago. Good. Oke next, why did Jane write the message? Siapa bisa? Ya, Najwa.”

S : “Because she have trouble finding a hotel.”

T : “Ya, because she has trouble finding a hotel. Karena dia kesulitan menemukan hotel, jadi dia mengirim pesan kepada Billy. Oke, it’s good. How long will Jane be in Jakarta.”

S : “A few days.”

T : “A few days. Next, will she call her friend again?”

S : “Yes, she will.”

T : “Okay next, what kind of text is it? Ya, Rafi.”

S : “Short message.”

T : “Lanjut, can you come here soon? You nya menggantikan siapa?”

S : “Billy.”

T : “Okay good. Sekarang, can you come here soon? What is here refer to?”

S : “Soekarno-Hatta Airport.”

- T : “Soekarno-Hatta Airport. Kalau airport aja betul nggak?”
- S : “Nggak.”
- T : “Nanti kalian diminta untuk membuat short message. Nanti kalian memilih kategorinya. Sekarang bu Eti akan memberi soal lagi tapi lisan. Siapa yang bisa menjawab bu Eti beri hadiah lagi. Bu Eti akan beri poin juga for those who can answer my questions. Yang belakang kalau tidak kelihatan maju. Nanti kalau bu Eti tunjuk baru menjawab.”
- T : “Perintahnya filling the blank. Apa itu filling the blank?”
- S : “Mengisi.”
- T : “Ya, what is suitable?”
- S : “Sesuai.”
- T : “Sesuai, oke. Jadi, isilah blank tadi. Yang kosong diisi dengankata-kata yang sesuai. Kata-katanya ada pilihannya dalam box.Oke nomer 1, tunjuk jar dulu baru menjawab. Oke Ongko, dibaca dulu.”
- S : *answered the question*
- T : “Oke good, Ongko. Number berapa?”
- S : “30.”
- T : “Oke lanjut, yang belum pernah. Ani dulu, Ani dibaca dulu.”
- S : *answered the question*
- T : “Ani what number are you?”
- S : “6.”
- T : “Oke, don’t worry. Jangan apa?”
- S : “Khawatir.”
- T : “Oke next, siapa bisa selanjutnya? Ya, Fahri.”
- S : “Raya’s father will drive Reno home.” (wrong pronunciation)
- T : “Raya’s father will.....”
- S : “Drive.”

- T : “How do you spell? How do you pronounce it?”
- S : “Raya’s father will drive Reno home.”
- T : “Draiv, not driv. Lanjut, artinya apa? Siapa yang bisa mengartikan semuanya?”
- S : *the student answered the question*
- T : “Oke karena kamu bisa menjawab maka akan saya beri hadiah.Good translation.”
- T : “Oke sekarang masih berdasarkan pesan ini. Number 1, who can answer my question, ya Siti.”
- S : *answered the question*
- T : “Siti what number are you?”
- S : “31.”
- T : “Next, number 2. Ya, Felia.”
- S : “Raya’s house.”
- T : “Raya’s house. Oke it’s good Felia what number?”
- S : “13.”
- T : “Oke next, how will the writer go home? You think this is difficult question?”
- S : “No.”
- T : “No? Oke, Maulida.”
- S : “Raya’s father will drive Reno go home.”
- T : “Apa artinya?”
- S : “Mengantar Reno pulang.”
- T : “Yang lain siapa? Tadi siapa? Maulida ya. How do you know? Berarti harusnya naik apa?”
- S : “Car.”

- T : “Naik car. Oke Rafi is good. Number 4, why did the writer write the message? Ya, Rezanda.”
- S : *answered the question*
- T : “Oke it’s good Rezanda. Next, what is the writer going to do? Alya.”
- S : *answered the question*
- T : “Oke good. Selanjutnya sekarang masih pertanyaan yang sama. Dilihat dulu, dipahami dulu, jangan menjawab. If you are ready answer the question, would you please raise your hand. Kalian pahami dulu jangan menjawab, understand the question.”
- T : “Agnes.”
- S : “Dibaca, Ma’am? “
- T : “Yes.”
- S : “Dad please forgive me.”
- T : “Ya, apa itu forgive? “
- S : “Maafkan saya.”
- T : “Ya, maafkan aku. Next, Amalia sudah belum?”
- S : “I was overslept.”
- T : “Overslept? Apa itu overslept?”
- S : “Ketiduran.”
- T : “Amalia, what number are you?”
- S : “5.”
- T : “Ya sekarang bu Ety akan beri kalian PR. Ditulis di buku latihan masing-masing.”

The students wrote the homework

- T : “Ya kapan kita akan ketemu lagi?”
- S : “Selasa.”

T : “Oke hari Selasa kita akan ulangan short message, annoucement dan recount text.”

Appendix 6

Mrs. Diana's Classroom Observation Transcript

(Meeting 4, May 13th, 2019)

- T : "Are you ready?"
- S : "Yes."
- T : "Ya silahkan soal/jawaban kalian ditukar dengan teman, kita bahas bersama. Now look at number 1, what picture is it?"
- S : "Elephant."
- T : "Elephant, great!"
- T : "What can we say about the butterfly above? Look at the picture carefully."
- S : "It is beautiful."
- T : "It is beautiful, very good. Now still number 1, listen. Still number 1. Look at number 1 b. What is frightful in bahasa? Kemarin ibu minta kalian mengerjakan lihat di kamus. What is frightful in bahasa? Frightful means? What is it? Did you check your dictionary? Come on, please. In your understand, new words please use dictionary to find out meaning."
- S : "Takut."
- T : "Apa artinya? Takut, menakutkan. Frightful."
- T : "What is awful?"
- S : "Awful mana Ma'am?"
- T : "Awful at C, 1 C. Mengerikan or bad. The synonym is bad. Can you write down bad? The synonym of awful is bad."
- T : "Now look at 1 D. What is disgusting in bahasa?"
- S : "Menjijikan."
- T : "Menjijikan, great!"
- T : "Look at number 2 now. Find the activity that is suitable with butterfly above."

- S : “Fly.”
- T : “Fly, good, very good. What is bite in bahasa? What is bite?”
- T : “Menggigit. What animal can bite?”
- S : “Lion.”
- T : “Lion, what else?”
- S : “Tiger. “
- T : “Tiger. Oke good. What else?”
- S : “Snake.”
- T : “Snake, very good.”
- S : “Crocodile.”
- T : “Crocodile can also bite. Very good, excellent!”
- T : “What is climb in bahasa?”
- S : “Memanjat.”
- T : “Memanjat, very good. What is bark? What animal bark?”
- S : “Dog.”
- T : “Dogs, good. So, what is the answer of number 2?”
- S : “E.”
- T : “E, lion. Now look at the conversation. Read the conversation silently and if you find difficult word you can ask me.”
- T : “Done? Any difficult words? Not now the meaning? Ada yang nggak ngerti maksudnya? Do you understand the dialog?”
- S : “Yes.”

The bell ringing

- T : “The time is up. Ininya daripada besok ada yang bilang bu lupa kertanya ketinggalan dirumah, tolong sekarang kertasnya walaupun belum selesai, mengerjakannya sudah selesai kan?”

S : “Belum.”

T : “Belum selesai mengerjakan? Kalian kerjakan dirumah, kapan pertemuan berikutnya?”

S : “Rabu.”

T : “Kalian harus bawa, tidak ada yang bilang ketinggalan. Nanti tolong yang tidak masuk diberitahu agenda yang akan datang membahas.”

S : “Oke.”

Appendix 7

Mrs. Diana's Classroom Observation Transcript

(Meeting 5, May 14th, 2019)

- T : "Sekarang lihat soal nomer 1. What picture is it?"
- S : "Butterfly."
- T : "Butterfly. What can we say about the butterfly above?"
- S : "He is beautiful."
- T : "Very good, it's beautiful. Great, still number 1. Masih lihat nomer 1, nanti apa yang ibu ucapkan yang kalian tidak tahu please write down. Kalau kita membahas ada kata yang kalian tidak tahu yang kita bahas, tolong kalian tulis disini. Jadi nanti kalian nanti belajar PAT masih ingat lagi."
- T : "It is, the butterfly is beautiful. Now look at b. Frightful, what is frightful in bahasa?"
- S : "Menakutkan."
- T : "Very good. What is awful?"
- S : "Mengerikan."
- T : "Mengerikan or the synonym is bad. The synonym of awful is bad. Silahkan ditulis, tulis siapkan pensilnya."
- T : "What is disgusting?"
- S : "Menjijikan."
- T : "Menjijikan, good. Now let's go to number 2. Find the activity that is suitable with the butterfly above."
- S : "Fly."
- T : "Fly, great. So the answer of number 2 is?"
- S : "A."
- T : "A. Jawaban nomer 2 is A. Now listen to my questions. What is bite in bahasa?"

- S : “Menggigit.”
- T : “What animal can bite?”
- S : “Dog.”
- T : “Dog, lion.”
- S : “Cat.”
- T : “Crocodile. Now look, what is climb?”
- S : “Mendaki.”
- T : “Memanjat. What animal can climb?”
- S : “Monyet.”
- T : “Monkey. I have some cat can climb tress, too. Kucing juga bisa manjat.”
- T : “What animal can bark?”
- S : “Dog.”
- T : “Dog, what is bark in bahasa?”
- S : “Menggonggong.”
- T : “Menggonggong, very good. Bark is menggonggong. Now listen, read the dialog in the box silently. Baca dialognya dulu. Alvaro please read the dialog silently. Silently itu berarti dalam hati. Ayo semuanya baca.”
- T : “Now look, do you have any question about the dialog?”
- S : “No.”
- T : “No? Do you understand the dialog?”
- S : “Yes.”
- T : “Now, c. What is the topic of the dialog?”
- S : “Pet.”
- T : “Pet? Who has pet?”
- S : “Dayu.”
- T : “Dayu’s Pet. What is the pet? What is Dayu’s pet?”

- S : “Dog.”
- T : “Dog, great. What does Dayu’s dog look like?”
- S : “Brown curly fur.”
- T : “He has brown curly fur and....”
- S : “Big eyes.”
- T : “Oke, now listen to my question. What is curly in bahasa?”
- S : “Keriting.”
- T : “Keriting, oke good. Curly is keriting. Now look at the sentence. He has brown curly fur. My question is, what does he refer to?”
- S : “The dog.”
- T : “The dog. Dayu’s dog. Is the dog male or female?”
- S : “Male.”
- T : “Male. What is male in bahasa?”
- S : “Cowok. Laki-laki.”
- T : “Masa binatang cowok? Jantan. Male for animal is jantan. How does it look like? It refers to?”
- S : “The dog.”
- T : “Who’s dog is it?”
- S : “Dayu’s.”
- T : “Dayu’s dog. Oke, now look at the last line. Wow, I can’t imagine how adorable he is. What is adorable in bahasa?”
- S : “Lucu, cute.”
- T : “What is adorable in bahasa?”
- S : “Imut.”
- T : “Imut, lucu, mengasikkan. Great. My cats are adorable. It means that they are cute. Very good. Now look at question 3. From the conversation above we can conclude that Dayu’s dog?”

- S : "Plays all the time."
- T : "Plays all the time. Good, very good. My question is show me from the dialog that prove dog statement."
- S : "He is very playful."
- T : "He is very playful. So, playful means plays all the time. Okay, now number 4. Are you ready for number 4?"
- S : "Yes."
- T : "How does Dayu's dog look like?"
- S : "He has brown fur and big eyes."
- T : "Oke good. The answer for number 4 is?"
- S : "A."
- T : "A. Now look at number 5. Adorable means?"
- S : "Cute."
- T : "B. Cute. Unpleasant means? Look at option A, jawaban A."
- S : "Tidak menyenangkan."
- T : "Tidak menyenangkan, good. Hateful?"
- S : "Benci."
- T : "Benci, kebencian. What is the synonym of awful?"
- S : "Bad."
- T : "Bad. Oke now, look at the second text. Read the text silently. You may ask me question if you have. Baca silahkan, Reza tolong dibaca."
- S : "Bu, slim artinya apa ya?"
- T : "Slim? What is slim in bahasa? Who knows?"
- S : "Langsing."
- T : "Langsing. Very good. What is kurus?"
- S : "Thin."

- T : “Thin, thin is kurus. The anonym of thin is?”
- S : “Slim”
- T : “The anonym of thin is not slim.”
- S : “Sick.”
- T : “Lawan katanya apa?”
- S : “Fat.”
- T : “Fat. Gendut is fat. Oke good. Tolong ditulis. Yang rajin menjawab dan menulis. Are you ready to discuss the text?”
- S : “Yes.”
- T : “My brother is smart. What is the synonym of smart?”
- S : “Stupid.”
- T : “Synonym.”
- S : “Diligent.”
- T : “No. What is cerdas ini bahasa?”
- S : “Ambisius, clever.”
- T : “Clever, very good. What else? It means cerdas in bahasa. What else? Smart, clever.”
- S : “Diligent.”
- T : “No, diligent is rajin. Alvaro tolong duduknya yang betul. Smart is the synonym of clever, apa lagi sinonimnya? Bright, intelligent. Apa lagi? The anonym is?”
- S : “Stupid.”
- T : “Stupid. Oke let’s continue with the text. His name his Aldo. He is tall and slim. What does he refer to?”
- S : “Aldo.”
- T : “Aldo. He is also a good football player. He is generous. What is generous?”

- S : “Murah hati.”
- T : “Murah hati. He is funny, too. I love him very much. What does I refer to?”
- S : “The writer.”
- T : “The writer. Oke now look at the second paragraph. But I don’t like some things about him. Him refers to?”
- S : “Aldo.”
- T : “Aldo, good. His room is always messy..”
- S : “Berantakan.”
- T : “Berantakan, great. What is the anonym of messy?”
- S : “Rapi.”
- T : “What is rapi in english?”
- S : “Clean.”
- T : “No, clean is bersih. We have talk about this before.”
- S : “Tidy.”
- T : “Sorry?”
- S : “Tidy.”
- T : “Tidy, very good. My room is always tidy. Ayo ditulis. Messy is berantakan, tidy is rapi. Why is Aldo’s room always messy? Do you know why?”
- S : “He put his thing everywhere.”
- T : “He put everything everywhere. Excellent. Karena dia suka naruh barangnya kemana saja. Sometimes he is smelly. You know smelly?”
- S : “Bau.”
- T : “Bau good. Because he is sweaty. Sweaty is?”
- S : “Berkeringat.”

- T : “Berkeringat, very good. But he doesn’t take a bath rightly, right away. What makes Aldo smelly?”
- S : “He doesn’t take a bath right away.”
- T : “He doesn’t take a bath right away. Padahal dia banyak keringat tapi dia tidak mau langsung mandi. He drink too much softdrink, he does not like fresh water. I often worried about his health.”
- T : “Now my question is, what is the topic of the text?”
- S : “The writer brother.”
- T : “The writer’s brother. What is the writer’s brother like?”
- S : “He is slim and tall.”
- T : “He is slim and tall, good. Now look at number 7. What is the main idea of the first paragraph?”
- S : “The writer’s brother.”
- T : “Ok, good. According to the text, how was the character of the writer’s brother?”
- S : “Nice, good.”
- T : “Bagaimana karakternya si Aldo?”
- S : “Dirty.”
- T : “Slovenly. Apa itu slovenly?”
- S : “Kotor.”
- T : “Untidy and dirty. Slovenly is untidy and dirty. Jorok. Now still look at number 8 d. What is attractive?”
- S : “Menarik perhatian.”
- T : “Menarik. Now look at the picture. What is the man on the picture?”
- S : “A fishfarmer.”
- T : “A fishfarmer. What is fishmonger?”
- S : “Nelayan.”

- T : “Nelayan? No. What is fisherman?”
- S : “Nelayan.”
- T : “Very good. What is fireman?”
- S : “Pemadam kebakaran.”
- T : “Pemadam kebakaran. What is he doing?”
- S : “Plowing the rice field.”
- T : “Plowing the rice field. Oke, look at b. Harvesting the crops. Apa itu harvesting?”
- S : “Menandur, eh memanen.”
- T : “Memanen. My question is.. hati-hati anak-anak. Di textnya itu ada salah ketik. Kalau memanen tentunya yang dipanen hasil panen. Ini hasil panen tanaman. Yang di textmu, disoalmu ini begini (writing on the white board). Kalau yang ini, ini bagian dari militer, kalau ini hasil panen. Salah itu disoalnya, tolong diedit dulu, dibetulkan, direvisi.”
- T : “Now look at Melly’s class time table. What is time table?”
- S : “Jadwal kelas.”
- T : “Jadwal kelas. Baca dulu dalam hati time tablenya. Baca dulu jadwalnya. What does PE stand for?”
- S : “Penjas.”
- T : “Olahraga. Physical education. What is social science?”
- S : “IPS.”
- T : “IPS, great, very good. Itu juga ada salah itu, Friday bukan RE tapi PE. Ada salah cetak lagi. Itu mestinya PE.”
- T : “Now, 11. How often does Melly having this?”
- S : “Twice a week.”
- T : “Twice a week. What is twice in bahasa?”
- S : “Dua kali seminggu.”

- T : “Dua kali seminggu, good, very good. Now look at question number 12. What subject does Melly have on the last period every thursday?”
- S : “Javanese.”
- T : “Javanese, jam pelajaran terakhir.”
- T : “13, from the text above we can conclude that?”
- S : *mention the answer*
- T : “Ok, now lagi the dialog again. Baca dialognya lagi.”
- T : “Udah dibaca teksnya? Ada yang mau tanya? Cage. A big bird cage. Who knows? Siapa yang tau artinya cage?”
- S : “Kandang burung.”
- T : “Kandang burung, great. Kandang burung besar. Ada yang lain yang mau ditanya? Where does the dialog take place?”
- S : “Zoo.”
- T : “In the zoo. What is Santi opinion about the zoo?”
- S : “The zoo is amazing.”
- T : “Amazing. What is the synonym of amazing?”
- S : “Awful.”
- T : “No. What is the synonym of amazing?”
- S : “Horrible.”
- T : “Wonderful. What does they refer to? Can they live on our hot wheather? What does they refer to?”
- S : “Pinguins.”
- T : “Pinguins. Yang terakhir, Santi. They need to keep the water and the room cool. They means? They refers to?”
- S : “Pinguins.”
- T : “No. The staff of the zoo.”
- T : “How does the pinguis pool like?”

- S : "In the cool water."
- T : "Sorry?"
- S : "Cold water."
- T : "It has.....?"
- S : "Cold water."
- T : "Oke, good. They refers to?"
- S : "Penguin."
- T : "Penguins. Number 16 now, how does Santi feel after visiting the zoo?"
- S : "Happy."
- T : "Now still number 16, what is confuse in bahasa?"
- S : "Bingung."
- T : "Bingung, very good. Confuse is bingung. Proud, what is proud?"
- S : "Bangga."
- T : "Bangga or sombong. 17, one of my friends always?"
- S : "Helps."
- T : "Helps, anak-anak kenapa helpnya pakai s? Kenapa kata kerja lnya ditambah s? Apa bedanya a dan b?"
- S : "Karena lebih dari 1."
- T : "Karena subjeknya satu orang. Oke perhatikan."
- T : "Help v1 dipakai oleh subject I, you, they, we. Tapi kalau v1+s dipakai untuk she, he, it. Ayo dilengkapi catetannya."
- S : "Sudah bu."
- T : "Lihat nomer 17 itu kuncinya 1. Yang tidak mau mencatat nanti belajarnya biar kesulitan. 17 apa jawabannya?"
- S : "B."
- T : "B. 18, I have a dog. My dog often?"

- S : “Bark.”
- T : “Bark, nice. What is meow?”
- S : “A cat.”
- T : “What animal hissing?”
- S : “Snake.”
- T : “Roar, what animal roar?”
- S : “Tiger, lion.”
- T : “Now look at number 19. Anak-anak perhatikan, gambarnya nomer 19 itu tidak jelas. Jadi kita tidak akan membahas nomer 19. Tapi kita akan membahas kosakatanya. Lihat, jawaban yang A. Fork, what is fork?”
- S : “Garpu.”
- T : “Apa pasangannya folk?”
- S : “Spoon.”
- T : “Yes. Spoon, good. Sendok is spoon. What is ladle in bahasa?”
- T : “Ladle itu sendok sayur. Bukan sendok makan. What is spatula? Yng dibawa Spongebob itu lho. Spongebob selalu bawa spatula kan?”
- S : “Ya.”
- T : “Siapa yang tahu artinya yang D? Kosa kata D? Kata-kata yang D itu apa artinya?”
- S : “Wiskas. Yang makanan kucing.”
- T : “Bukan, makanan kucing kan Wiskas. Apa itu whiskers?”
- S : “Kumis kucing.”
- T : “Kumis kucing. Itu maksudnya maksudnya membuat soal itu bukan itu. Itu salah cetak lagi. Kalau whisker tadi apa?”
- S : “Kumis kucing.”
- T : “Kumis kucing, kumisnya macan. Kalau ini apa artinya whisk? Ga ada kaitannya dengan kumis. Wong tadi kita membahasnya sendok, sendok apa? Garpu. Pengaduk. Buat ngaduk ya.”

T : “Sekarang ibukmu mungkin punya mixer. Tapi kalau whisk (menggambarkan bentuk whisk) this is whisk. Yang manual, kocokan manual. Now look at picture 20. What is it? What picture is it?”

S : “Sikat gigi.”

T : “Toothpaste. Repeat after me, toothpaste.”

S : “Toothpaste.”

T : “What is it? What is toothpaste in bahasa?”

S : “Sikat gigi.”

T : “Odoooooo. What is sikat gigi?”

S : “Toothbrush.”

T : “Toothbrush. When do we use think in the picture above?”

S : “Before we go to bed.”

T : “Baca. My lovely cat. Silahkan dibaca dulu, my lovely cat.”

students reading the text

T : “Are you done with the text?”

S : “Yes.”

T : “Can you understand it?”

S : “Yes.”

T : “No? Paham ngga?”

S : “Yes.”

T : “Kok meragukan wajahnya? Mulutnya ngomong yes kok wajahnya meragukan?”

T : “Do you understand the text? What is it about?”

S : “The cat.”

T : “The writer’s cat.”

T : “I have a straight cat. Apa artinya straight cat?”

- S : “Kucing liar.”
- T : “Ya, kucing liar. Now my question, look, listen, what does the writer’s cat look like?”
- S : “Playful.”
- T : “What is the color of the fur?”
- S : “Orange and white.”
- T : “Orange and white. What does he eat? Ada disitu?”
- S : “Tidak ada bu.”
- T : “Tidak ada makanan? Oke.”
- S : “Wiskas?”
- T : “Can be, bisa jadi. It refers to? What does it refer to?”
- S : “The cat.”
- T : “The cat. What is the purpose of writing the text above? Apa tujuannya menulis text itu?”
- S : “Mendeskripsikan kucing.”
- T : “Mendeskripsikan kucing, betul. Mana jawabannya?”
- S : “D.”
- T : “To describe the writer’s cat. Very good. What does the cat look like?”
- T : “It has orange and white fur. Soft mean? Smooth lembut. Soft lembut. What is wet in bahasa?”
- S : “Basah.”
- T : “Basah. The antonym is?”
- S : “Dry.”
- T : “Wet lihat yang A. Wet is basah. The antonym is dry. Now look at 23 B
- T : “What is hard in bahasa?”
- S : “Keras.”

- T : “Keras or?”
- S : “Sulit.”
- T : “Sulit, good. The antonym is? The antonym of hard sulit is?”
- S : “Easy.”
- T : “Easy. Lihat nomer 24. Nah ini, gambarnya jelaskah itu? Ngga terlalu jelas ya.”
- S : “Engga.”
- T : “Yang gambar 3 kan nggak jelas ya. Oke dibaca dulu dialognya, baca dalam hati. Oke are you done?”
- T : “Now, what picture is it? Picturennya siapa itu?”
- S : “Family.”
- T : “Family nya siapa?”
- S : “Angel.”
- T : “Angel family’s picture. How many members are that in the family?”
- S : “5.”
- T : “6. Which one is Alice. Kuncinya pada apa?”
- S : “Gown.”
- T : “Apa itu gown?”
- S : “Gaun.”
- T : “Terusan. Kalau rok bawahan seperti yang ibu pakai is?”
- S : “Rok. Gamis.”
- T : “Skirt. Kuncinya pada gown. Skirt rok bawahan. Gown is rok terusan. Mana yang pakai terusan? Mana? Number?”
- S : “4.”
- T : “Number 4. I love my mom very much. She is a doctor. She is never angry. She always smile and never complain. Apa itu complain?”

- S : “Demo.”
- T : “Complain is mengeluh. She is also my bestfriend. I can talk to her about everything. What is the character of the woman?”
- S : “Patient.”
- T : “Mana kuncinya patient? She is never angry. Apa itu annoying?”
- S : “Mneyebalkan.”
- T : “Menyebalkan. What is confident?”
- S : “Percaya diri.”
- T : “Percaya diri. My aunt Marry is very healthy. What is healthy?”
- S : “Sehat.”
- T : “Sehat. What is the antonym is?”
- S : “Sick.”
- T : “The antonym is sick. Very good. She is rarely sick. Apa sinonimnya rarely? Anak-anak perhatikan, apa sinonimnya rarely?”
- S : “Jarang.”
- T : “Jarang. The synonym is?”
- S : “Contemporary.”
- T : “Seldom. Kalian tulis she is married and has 2 children. She is more than 40 years old but her skin is smooth and her face always looks young and beautiful. She does exercise. What is does exercise in bahasa?”
- S : “Berlatih.”
- T : “Olahraga. Almost everyday. She was at bank. It’s almost 2 km from her house. She goes to work on foot. What is the synonym of on foot?”
- S : “Berjalan kaki.”
- T : “Walk. Berjalan kaki, on foot. The text is mostly about aunt’s Marry?”
- S : “Condition.”

- T : “Condition. My father is a good man. He loves his family, he doesn’t get angry easily. He and my mom often go out together to enjoy the views around us. He is friendly to the neighbour. Friendly means? Ayo perhatikan duduknya yang betul.”
- S : “Love to smile.”
- T : “He loves to smile and greet another person. Yang A. Baca dulu.”
- S : “Built.”
- T : “Built, apa artinya built?”
- S : “Bangun.”
- T : “Ya, Dibangun.”
- T : “Oh ya ini built dari kata build. V1nya V2nya built V3nya juga built. Artinya membangun, dibangun. Membangun ya. Ayo baca lagi, ada lagi yang mau ditanyakan?”
- S : “No.”
- T : “Do you understand the text?”
- S : “Yes.”
- T : “Where can we enjoy the scenery of Paris?”
- S : “4th floor.”
- T : “4th floor. What will you do after reading text?”
- S : “Visit eifel tower.”
- T : “Want to visit Eiffel tower. Sekarang ganti ke Taj Mahal. Sekarang ganti piknik ke Taj Mahal. Tadi sudah ke eifel tower. Sekarang ganti piknik ke Taj Mahal. Silahkan dibaca teksnya. Ayo anak-anak dibaca dulu teksnya, silently.”
- T : “Do you know where Taj Mahal is? Dimana itu?”
- S : “India.”
- T : “What is actually the construction? Apa itu sebenarnya Taj Mahal?”
- S : “Masjid, kuburan.”

- T : “Siapa yang tahu? It is very famous building. Didalam itu, didalam kompleks Taj Mahal itu kompleks yang besar. Disitu ada masjid, tapi yang utama Taj Mahal itu adalah makam, makam dari istrinya Jahes.”
- T : “Famous. Look at number 30. What is the synonym of famous?”
- S : “Terkenal.”
- T : “Apa itu unknown?”
- S : “Tidak diketahui.”
- T : “Tidak diketahui. Tidak dikenal. After visiting this place, we will know about?”
- S : “The history of Jahes.”
- T : “The history of Jahes wife. Very good.”
- T : “Number 32. Baca dulu, teks apa itu? Baca dalam hati. Okay are you ready now?”
- T : “What can we learn from the song above?”
- S : “We always need friend in our life.”
- T : “Ya. We always need friend in our life. Kita baca yang indonesia. Tolong baca dulu yang Indonesianya.”
- T : “Now look at the text, what is paragraph 1 about?”
- S : “Indonesia.”
- T : “Paragraf 1 tentang apa?”
- S : “Letak.”
- T : “Letak. The location of Indonesia. What is paragraph 2 about?”
- S : “Musim.”
- T : “Musim. Season. It is a tropical country. What is paragraph 3 about?”
- S : “Pulau.”
- T : “The islands. Where is Indonesia located?”
- S : “Benua Asia dan Australia.”

- T : “Oke, Indonesia is got tropical country because?”
- S : “Sun bright.”
- T : “The sun brightly everyday. Very good. Sekarang nomer 37. What is the main idea of 3th paragraph?”
- S : “Indonesian island.”
- T : “Not island but island. Repeat after me, island.”
- S : “Island.”
- T : “Everyone repeat after me, island. Snya tidak dibaca. Ya baca teks berikutnya dulu. From the text we know that?”
- S : “Charlie.”
- T : “Charlie. Tidak dibaca C tapi Cha. Anak-anak dengar ininya dikumpulkan biar besok tidak ketinggalan. Besok akan kita lanjutkan silahkan dikumpulkan diketua kelas. Belajar yang baik. Tadi siapa yang sering menjawab pertanyaan bu diana?”
- S : “Saya, saya.”
- T : “Anak-anak duduk yang rapi dulu. Anak-anak yang sudah bekerja keras layak untuk mendapat penghargaan. Tadi yang aktif menjawab pertanyaan bu diana adalah iwan. Selamat. Terus belajar, tingkatkan prestasinya.”
- T : “Donna, lebih aktif, lebih semangat.”

Appendix 8

Mrs. Diana's Interview Transcript

(May 14th, 2019)

R : Researcher

T : Teacher

R : "Ibu sudah berapa lama mengajar di SMP 3 ini?"

T : "SMP 3 sejak 2015, pertengahan 2015."

R : "Oh, berarti baru 4 tahun ya, Bu?"

T : "Iya. Sebelumnya tidak di sini."

R : "Oh, begitu. Tapi untuk pengalaman mengajar ibu sendiri, sudah berapa lama, Bu?"

T : "Kalau pengalaman mengajar ya sekitar 20 tahun. Pengalaman mengajar total. Tapi di SMP 3, 4 tahun."

R : "Nah, selama di SMP 3 ini sendiri, selama 4 tahun ini, itu kan pasti ada banyak kejadian yang ibu alami, nah kira-kira apa Bu kejadian yang ibu sering jumpai dalam mengajar? Terutama pada siswanya ibu."

T : "Ya, anak-anak ini, kan kebetulan ini kelas VII, mereka kalau saya lihat sifat kekanak-kanakannya irtu masih ada. Ngobrol sendiri, nah tadi kan saya sering mengingatkan tadi kan. Ya, semangatnya kurang untuk beberapa anak, terus kadang saling ejek-ejekan, atau kadang menyeletuk yang tidak pada konteks belajarnya."

R : "Dari kendala tersebut, apakah ibu mempunyai strategi khusus untuk menanganinya?"

T : "Ya, yang pertama itu pasti mengingatkan lisan, motivasi lisan, terus kadang kalau itu belum bisa berjalan baik, kadang-kadang sya pasangkan cowok dengan cewek duduknya. Kira-kira yang anaknya ceriwis, anak laki-lakinya ceriwis, saya carikan pasangan yang tenang. Yang anaknya masih kurang pengetahuannya, saya carikan yang lebih. Harapannya bisa saling menutupi kekurangan dan menambah manfaat dari yang dia punya."

- R : “Dari strategi itu, apakah terlihat perubahannya, Bu?”
- T : “Ya, banget itu mbak. Yang tadinya kurang jadi agak mendingan, terus yang introvert juga sudah mulai akrab dengan temannya, yang ceriwis juga bisa ngajak ngobrol temennya. Ya, intinya saling memperbaiki.”
- R : “Ya, baik. Itu untuk management kelasnya ya, Bu. Kemudian, ibu apakah mengetahui soal reinforcement?”
- T : “Oh, ya. Saya biasanya seringnya lisan, Mbak. Good, very good. Karena biasanya sambil ngasih motivasi lisan juga kayak tadi.”
- R : “Oh, iya, berarti lebih sering ke verbal ya, Bu?”
- T : “Iya, Mbak.”
- R : “Lalu, apakah itu juga berpengaruh Bu pada anak-anak? Karena ibu sering memuji mereka, terus mereka jadi sering jawab pertanyaan ibu, begitukah?”
- T : “Iya, lumayan. Itu tadi yang sering menjawab itu memang anaknya nganu, minatnya di bahasa Inggris tu ada. Dari SD nya sudah dapat bahasa Inggris dan vocabulary nya banyak.”
- R : “Oh, begitu. Nah , itu kan ibu tadi mengatakan kalau lebih sering menggunakan verbal reinforcement kalau di kelas. Apakah ibu juga pernah memberikan rewards yang lain kepada siswa? Misalnya, merek dapat nilai PAT atau PAS bagus, lalu ibu kasih rewards apa gitu?”
- T : “Pernah, tapi tidak di kelas ini.”
- R : “Dalam bentuk apa Bu rewardnya?”
- T : “Kalau yang tadi di kelas ini kan barang ya, itu tadi buku sama bolpoin. Memang saya pengen lihat anak-anak kan beberapa waktu yang lalu sering saya tinggal itu, nah kira-kira mereka itu masih inget sama pelajaran atau enggak, jadi tadi memang saya sudah siapkan rewards buat mereka yang aktif menjawab di kelas. Biar mereka juga semangat belajarnya.”
- R : “ Nah, kalau yang di kelas lain itu yang seperti apa Bu rewardnya?”
- T : “Nah, untuk anak-anak yang bersikap baik di kelas, yang bersikap baik yang special, gitu saya pasti kasih tambahan poin untuk dia. Jadi, dia punya tabungan poin yang bisa nolong, kalau misal nilai dia jelek atau apa. Terus kebetulan kan saya juga wali kelas, kelas IX, nah kita sering itu

kerja bakti, bersihin kelas atau nata kelas gitu biar belajarnya juga nyaman kalau di kelas yang bersih. Nah, nanti kalau sudah bersih, saya kasih hadiah entah itu makanan atau minuman. Kan mereka udah capek gitu to bersih-bersih, biar seneng gitu. Terus kadang kita saling curhat, saya tanya ke mereka, ayo cerita ada masalah apa, ada kendala apa.”

R : “Oh, ada curhatnya juga ya, Bu?”

T : “Iya, tapi tidak di kelas ini. Yang kelas IX. Karena mereka kan mau UN, barangkali mereka punya kesulitan dalam belajar, atau ada masalah yang lain yang bisa saya bantu selesaikan, gitu.”

R : “Oh, begitu. Terus Bu, tadi kan ibu sering nyebut nama anak Alfaro kalau nggak salah ya, Bu? Itu dia memang sering rebut kayak gitu atau gimana, Bu?”

T : “Ya, tadi Alfaro sering saya ingatkan memang.”

R : “Itu kalau kayak Alfaro gitu kan bisa ganggu konsentrasi belajar temennya juga kan, Bu? Bagaimana ibu menangani Alfaro ini, Bu?”

T : “Ya, Alfaro itu sebetulnya anak itu pintar. Tapi dia itu *moody*. Nah saya nggak tau ini tadi, ah biasanya kalo nganu itu duduknya di depan. Kan biasanya anak yang suka membuat keributan kan duduknya di belakang. Biar gak diperhatikan guru, gak ditunjuk gitu kan. Tapi kalo Alfaro ini enggak, dia selalu duduk di depan. Artinya, dia itu, ngadepi Alfaro itu harus pintar nelateni. Kalo dia bagus begitu, dia aktif. Aktif menjawab dan nyelemong-nyelemong terus. Tapi nyelemongnya dalam konteks. Jadi, Alfaro ini juga masuk yang special.”

R : “Berarti dia ini nggak terus-terusan kayak tadi itu ya Bu, ribut dan gangguin temennya? Kadang-kadang aja ya, Bu?”

T : “Iya, dan tadi ini saya nggak tau dia kenapa kok bisa ribut lagi kayak gitu. Padahal kemarin-kemarin sudah enggak.”

R : “Oh, ya. Terus Bu, apakah ibu pernah memberi hukuman gitu Bu pada anak? Biar mereka jera nggak melakukan sikap-sikapnya yang negative itu? Mungkin nggak cuma buat Alfaro, di kelas lain mungkin?”

T : “Emm, kelas ini pun ada. Itu tadi yang sampingnya Alfaro ya, itu kan tadi diam, kondusif ya, nah itu dia semester 1 dulu tu tidak begitu. Dia rame, dan suka nyelemong tapi tidak dalam konteks. Itu saya kasih motivasi terus-terusan selama lebih dari satu bulan. Setelah itu, betul dia

berubah 180 derajat. Manjur itu. Pertamanya dia bersengut-sengut, itu soalnya saya sering tunjuk dia kalo di kelas. Saya suruh jawab soal atau translate kata-kata. Dia bersengut-sengut, kenapa kok mesti saya ya. Kenapa kok saya terus yang ditunjuk. Tapi saya bersyukur, saya senang sekali sekarang dia jadi lebi baik.”

R : “Apakah itu berpengaruh ke nilai bahasa Inggrisnya, Bu?”

T : “Bagus. Nilainya bagus-bagus sekarang. Saya merasa mendapat berkah Tuhan. Kadang saya jadikan dia contoh buat temen-temennya, ini lho kayak Rere ini dia baik, anteng, nurut sama Bu Diana. Tapi nanti ada yang nyeletuk, kok Rere terus yang dipuji-puji. Nah, nanti saya kasih pengertian ke mereka, enggak kok nggak cuma Rere. Semuanya disayang, Bu Diana saying sama anak-anak semua, gitu.”

R : “Oh, ada yang iri Bu?”

T : “Ada, ada yang iri. Kan padahal tadi saya juga gak menspesialkan dia yak an. Tapi memang kalau saya inget yang lalu-lalu, itu jadinya saya selalu apresiasi setiap sikap baik yang Rere buat. Biar dia juga bersikap baik dan lebih baik terus ke depannya, tapi ya itu tanpa mengesampingkan anak-anak yang lain juga.”

R : “Nah, di kelas ibu ini kan pasti ada anak yang sering aktif kan Bu, dan pasti ada juga yang jarang jawab. Nah itu gimana Bu, cara ibu menanganinya, biar yang aktif nggak maju sendiri dan yang kurang itu biar nggak merasa tertinggal?”

T : “Anak yang fast learner kaya gitu, biasanya saya kasih aktivitas yang lain, biar gak gangguin temennya. Kan biasanya dia lebih cepet itu kalau ngerjain tugas, nah saya kasih aktivitas lain, ya semacam pengayaan. saya carikan game di internet yang bisa menambah wawasannya, entah itu soal vocabulary, atau yang lain, itu saya ada. Nanti saya pinjamkan gadget ke dia, minta dia nyelesaikan itu kegiatan itu, nah saya lanjut ngajari yang lainnya. Biar adil, semuanya dapat porsi yang sama pada materi itu. Nah nanti kalo waktunya membahas soal, ya itu saya minta dulu gadgetnya.”

R : “Oh begitu. Berarti ini termasuk ke acitivity reward ya, Bu?”

T : “Iya, soalnya itu si Iwang kalau nggak saya kasih aktivitas kayak gitu itu nanti kalo dia bosan pasti gangguin temennya yang belum slese ngerjain soalnya. Makanya saya kasih dia aktivitas yang lain biar dia sibuk sendiri tanpa gangguin temennya. Tapi ini tadi enggak saya terrapin soalnya kan

tadi agendanya membahas soal yang udah dikerjakan kemarin jadi semuanya harus memperhatikan apa yang saya jelaskan. Soalnya kan ini buat PAT minggu depan sih, Mbak. Ini juga saya keteteran karena kemarin sering sibuk tugas di luar, sama ada UN juga kan beberapa waktu yang lalu.”

R : “Oh, iya, Bu. Baik Bu, saya kira itu saja yang saya tanyakan. Terima kasih, Bu atas kesediaan waktunya.”

T : “Iya, Mbak, sama-sama. Semoga sukses ya, skripsinya.”

Appendix 9

Mrs. Ety's Interview Transcript

(May 20th, 2019)

R : Researcher

T : Teacher

R : “Bu Ety sudah berapa lama ya bu mempunyai pengalaman mengajar?”

T : “20 tahun.”

R : “Kalau di SMP 3 ini sudah berapa lama, Bu?”

T : “Sama, 20 tahun. Dari awal langsung ditempatkan di sini.”

R : “Sudah 20 tahun mengajar, pasti ibu sudah banyak melewati asam garamnya dalam mengajar ya, Bu? Kira-kira kendala apa saja Bu yang ibu jumpai ketika di kelas, terutama pada anak-anaknya?”

T : “Macem-macem si ya, Mbak. Tapi biasanya paling seringnya sih kalo ngajar di kelas itu kan pasti ada ya Mbak, yang pintar banget sama yang kurang banget,”

R : “Dari kendala itu, apakah ibu punya strategi khusus Bu? Biar yang pintar tidak terlalu cepat melaju, dan yang kurang juga tidak terlalu tertinggal?”

T : “Ya, biasanya yang pintar ini saya kasih soal tersendiri ya Mbak ya, sebagai pengayaannya. Kadang dengan soal yang sama saya berikan ke anak-anak di kelas, dia bisa dengan mudah menyelesaikan, jadi saya kasih model soal yang lain. Nah yang kurang itu yang harus betul-betul dikasih perhatian itu. Tapi untungnya yang kurang hanya beberapa anak sih memang, biasanya yang sedang-sedang kebanyakan. Malah ya, kadang-kadang mereka yang pintar itu pada minta soal ke saya, Bu minta soal lagi dong Bu yang lain buat belajar.”

R : “Oh, mereka malah yang minta sendiri Bu?”

T : “Iya mbak. Karena saya kan kebanyakan ngajar kelas IX, itu kan buat latihan UN juga kan soal-soalnya, jadi sudah saya sediakan banyak itu

latihan soalnya. Tingkat kesulitan soalnya juga saya perhatikan itu, nanti kalo ada anak yang pintar ya saya kasih yang levelnya diatas yang biasanya, gitu.”

R : “Itu kan untuk kelas IX ya, Bu. Nah kalau untuk kelas VIII nya bagaimana nggih, Bu?”

T : “Sebenarnya untuk kelas VIII ini saya baru-baru ini ngajar kelas VIII. Sebelum-sebelumnya saya ngajar kelas IX terus.”

R : “Oh, begitu. Pengalaman ibu mengajar kelas VIII untuk yang pertama kalinya di tahun ini ya Bu, itu antara kelas VIII dan IX ada perbedaannya nggak Bu saat mengajar?”

T : “Oh, ada. Kalau kelas IX itu kan udah mapan ya Mbak, mereka udah lebih siap kalo belajar kan mau UN juga, nah kalo kelas VIII ini nakal-nakalnya kan transisi dari kelas VII sih ya. Dulunya yang mereka masih anak-anak, gitu kan masih suka rame kalau di kelas gitu. Jadi beda banget dari segi kesiapan belajarnya mereka.”

R : “Selama ibu mengajar ini, ibu sudah pernah mendengar reinforcement, Bu?”

T : “Ya.”

R : “Apakah ibu sudah menerapkannya di kelas Bu?”

T : “Ya, tiap kali itu Mbak, yang sering Bu Ety jempoli, itu nanti saya bilang good, very nice, nice try, gitu.”

R : “Oh, berarti lebih seringnya verbal ya Bu?”

T : “Ini, permen Mbak, biasanya permen saya. Saya pasti kasih permen setiap kali pertanyaan dijawab. Tapi kalo puasa Bu Ety enggak. Oh iya pernah kasih Beng-Beng Bu Ety pernah. Kalo tingkat soalnya sudah susah, itu Bu Ety kasih Beng-Beng. Kalo hadiah baru saja kemarin itu. Ya, saya anggap sebagai suntikan semangat sebelum mereka PAT lah ya, biar mereka rajin belajarnya. Itu kemarin isinya alat tulis.”

R : “Terus ibu pernah gak Bu, misalnya ulangan ni, nilainya bagus, ibu kasih rewards apa ke anak gitu Bu?”

T : “Oh saya pasti kasih tulisan very good, excellent, yang sejenisnya itu di kertas ulangannya.”

- R : “Oh, written ya bu, di kertas ulangannya? Kalau kasih sesuatu gitu enggak ya Bu?”
- T : “Enggak, sih. Belum pernah. Ya mungkin besok ya next time, soalnya kan saya jadi panitia ujian juga kemarin kan, nah saya gak sempet buat nyiapin hadiah gitu-gitu kalo habis ulangan. Oh iya, tadi yang di ulangan saya tulis very good gitu itu nanti kalo di kelas pasti saya bacakan nilainya, yang nilainya 100 gitu, biar jadi lebih semangat lagi belajarnya. Kan bisa memacu yang lain juga buat belajar lebih keras lagi. Kan anak mikir, oh kalo aku dapat 100 nanti namaku disebut gitu, nah akhirnya kan mereka jadi bersaing biar dapat 100 semua.”
- R : “Oh, begitu. Itu berhasil ya Bu? Maksudnya mereka bener-bener bersaing biar nilainya 100 gitu?”
- T : “Iya, Mbak. Betul itu. Kalo untuk kelas IX iya, soalnya kan mereka berlomba-lomba ngumpulin nilai sebanyak-banyaknya kan, nah pasti itu mereka bersaing. Kalo kelas VIII, bersaing juga, tapi gak kayak kelas IX yang lebih effort gitu.”
- E : “Berarti sejauh ini ibu cuma menggunakan verbal reinforcement sama ngasih permen itu ya Bu kalau di kelas?”
- T : “Iya, soalnya kan yang bisa dilakukan dengan mudah kan ya itu. Dan itu pun mampu meningkatkan achievements nya anak-anak.”
- R : “Baik. Selanjutnya, apakah ibu pernah memberi punishment ke anak, Bu? Ya tujuannya pasti untuk anak itu sendiri biar lebih baik, gak nakal atau gak mengulangi kesalahannya lagi gitu, Bu?”
- T : “Bu Ety gak pernah nganu ngasih hukuman sih ya. Paling buat anak-anak yang nilainya kurang Bu Ety kasih remidi aja, biar nilainya mencapai standar minimum lah ya.”
- R : “Oh, begitu. Baik Bu, itu saja pertanyaan dari saya. Terima kasih atas waktunya nggih, Bu.”
- T : “Iya, Mbak, sama-sama. Semoga dimudahkan ya ngurus skripsinya.”

Appendix 10

Activities during Conducting the Study



Classroom Observation in Mrs. Ety's Class (May 9th, 2019).



Classroom Observation in Mrs. Ety's Class (May 10th, 2019)



Classroom Observation in Mrs. Diana's class (May 13th, 2019)



Classroom Observation in Mrs. Diana's class (May 14th, 2019)



After interview with Mrs. Diana (May 14th, 2019)



After interview with Mrs. Ety (May 20th, 2019)