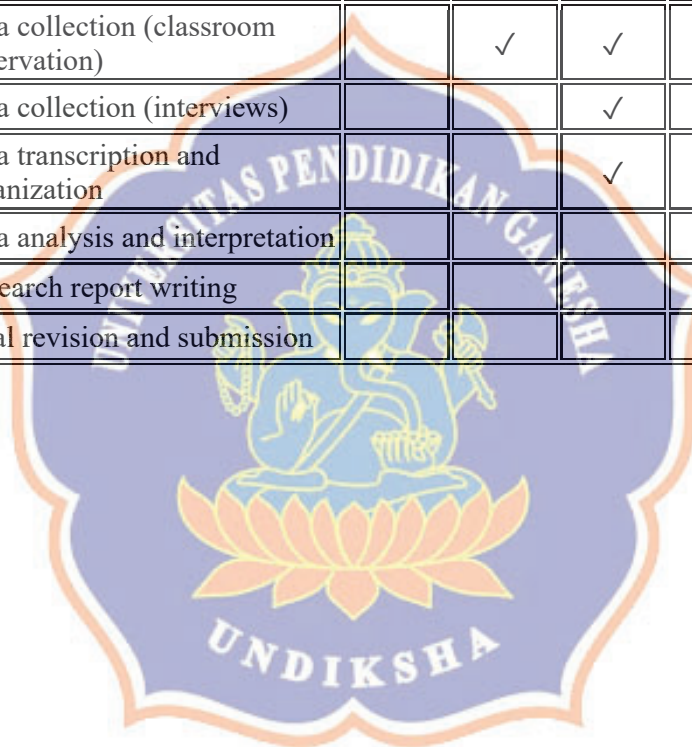


APPENDICES



Appendix 1. Estimation of Research Schedule

No.	Research Activities	Month 1	Month 2	Month 3	Month 4	Month 5
1.	Research proposal preparation	✓				
2.	Instrument development (interview & observation)	✓	✓			
3.	Research permission and coordination with school		✓			
4.	Data collection (classroom observation)		✓	✓		
5.	Data collection (interviews)			✓		
6.	Data transcription and organization			✓	✓	
7.	Data analysis and interpretation				✓	
8.	Research report writing				✓	✓
9.	Final revision and submission					✓



Appendix 2. Quisoner form

Instrument for Data Collection

1. Semi-Structured Interview Guide for Teachers

Purpose

To gather qualitative insights from English teachers about the types of Reinforcement and punishments they use in their classrooms, the methods they employ to express these strategies, and how they perceive student responses to them.

Introduction:

- Introduce the purpose of the interview, which is to explore the ways in which English teachers use reinforcement (Reinforcement) and punishment to manage young learners in an international school.
- Ensure confidentiality and explain that responses will only be used for research purposes.
- Obtain consent for recording the interview.

Interview Questions:

A. Types of Reinforcement and Punishments (Research Question 1)

These questions will help identify the Reinforcement and punishments that teachers use in the classroom.

1. What types of Reinforcement do you use to encourage students in your classroom? (e.g., verbal praise, stickers, certificates, extra playtime, etc.)
2. What types of punishments do you use when students do not meet expectations? (e.g., time-outs, loss of privileges, verbal reprimands, etc.)
3. Can you provide an example of a situation where you used a Enforcement or punishment? How did the student respond?

B. Methods of Expression (Research Question 2)

This section will explore the methods teachers use to express the Reinforecments and punishments.

1. How do you typically express positive reinforcement to students? (e.g., verbal praise, body language, Reinforcement given publicly or privately)
2. How do you deliver punishments or consequences to students? (e.g., spoken reprimands, non-verbal cues, taking away privileges, isolating the student)
3. Do you believe that the way you express Reinforcement or punishments influences how students perceive them? Could you elaborate?

C. Student Responses to Reinforcement and Punishments (Research Question 3)

These questions will help understand the students' behavioral, emotional, and cognitive responses to the strategies employed.

1. How do students typically respond when they receive Reinforcement for good behavior or performance? (e.g., positive reinforcement, increased engagement, happiness)
2. How do students typically respond when they face punishment or consequences for not meeting expectations? (e.g., negative emotions, disengagement, improved behavior after punishment)
3. Have you observed any long-term effects of Reinforcements or punishments on student motivation, engagement, or academic performance? If yes, can you provide an example?

D. Reflection and Additional Insights

These final questions allow teachers to reflect on their practices and provide any additional insights.

1. What do you think is the most effective Reinforcement or punishment for young learners in an English classroom? Why?
2. How do you decide when to use a Reinforcement versus a punishment? Are there specific guidelines or strategies that guide you in making this decision?

3. In your opinion, how do cultural factors within the international school setting influence the way you express Reinforcements and punishments?

2. Classroom Observation Checklist

Purpose:

To systematically observe and document the types of Reinforcements and punishments expressed by English teachers in their classrooms, as well as how these strategies are implemented and how students respond.

Instructions:

The researcher will observe the teacher's behavior, classroom dynamics, and student responses to reinforcement and punishment strategies. Use a checklist to record the presence or absence of specific behaviors, and include comments on the observed situations.

Criteria	Indicators	Observed (✓/X)	Comments
Types of Reinforcements	Verbal praise (e.g., "Good job!" or "Well done!")		
	Tangible Reinforcements (e.g., stickers, certificates, or tokens)		
	Privileges (e.g., extra playtime, choosing activities)		
	Social Reinforcements (e.g., public acknowledgment, applause from peers)		
Types of Punishments	Verbal reprimands (e.g., telling a student to stop misbehaving)		
	Time-outs (e.g., asking students to sit out from an activity)		
	Loss of privileges (e.g., taking away break time, extra assignments)		

	Non-verbal punishment (e.g., disapproving looks, body language)		
Methods of Expression	Teacher's use of body language (e.g., nodding, clapping, shaking head)		
	Public vs. private expression of Reinforecments and punishments		
Student Responses	Student engagement when Reinforecmented (e.g., smiles, excitement, participation)		
	Student behavior when punished (e.g., sulking, withdrawal, improved behavior)		
	Emotional responses to Reinforecments (e.g., happiness, pride)		
	Emotional responses to punishments (e.g., frustration, anger, compliance)		
Classroom Environment	Positive atmosphere created by Reinforecments (e.g., supportive, motivational environment)		
	Classroom climate after punishment (e.g., tension, restored order)		

3. Student Survey/Questionnaire

Purpose:

To gather student feedback on how they perceive the Reinforcement and punishments used in their English classes and how they feel about these strategies.

Sample Questions:

- Do you feel happy when you are given a Reinforcement (e.g., stickers, praise)? (Yes/No)
 - How do you feel when you receive a punishment (e.g., time-out, loss of privilege)? (Happy/Neutral/Sad)
 - Do you think Reinforcements help you work harder in class? (Yes/No) If yes, give an example.
 - How do you react when your teacher tells you “Good job!”? (Feel proud/Feel shy/Other)
 - Do you think punishments help you behave better in class? (Yes/No) Why or why not?
4. Teacher Reflection Log
- Purpose:
- To allow the teacher to reflect on their practices and decisions related to the use of Reinforcements and punishments in their classroom, providing additional qualitative data.
- Sample Reflection Prompts:
- What types of Reinforcements or punishments did you use today in your class, and how did students respond to them?
 - How did you decide when to give a Reinforcement or punishment to a student?
 - Did you notice any changes in student behavior or motivation after giving Reinforcements or punishments?
 - How do you think your cultural background or the school's international setting influences how you use Reinforcements and punishments in class?

Appendix 3 Results from the Interview (Overall Result)

This appendix presents the overall findings obtained from the semi-structured interview conducted with the English as an Additional Language (EAL) teacher, Ms. Yanti, who teaches Year 1 students at Sunrise School Bali. The interview explored the implementation of reinforcement and punishment strategies, their methods of expression, and their perceived impact on young learners' behavior and motivation.

Overall Use of Reinforcement and Punishment

The interview results indicate that reinforcement is the primary classroom management strategy employed in the EAL classroom. As an EAL teacher handling students at A1–A2 proficiency levels, Ms. Yanti emphasized that reinforcement plays a crucial role in building students' confidence and encouraging participation in English learning activities. Positive reinforcement was used consistently to motivate students to speak, respond, and engage in classroom tasks, even when their answers were not fully accurate.

In contrast, punishment was not implemented in a traditional or punitive sense. Instead, the school applies educational consequences aimed at helping students reflect on their behavior. These consequences were designed to be corrective rather than intimidating and were implemented carefully to avoid harming students' emotional well-being or self-confidence.

Types and Methods of Reinforcement

The dominant forms of reinforcement identified were positive and non-threatening in nature. These included verbal praise such as “Good job,” “Well done,” and “Excellent,” as well as non-verbal reinforcement such as smiling, clapping, thumbs-up gestures, and stickers. Additionally, Sunrise School Bali implements a structured House Point Reinforcement system, where students earn points for positive behavior. Accumulated points contribute to group rewards, such as special lunches, which further motivate students to behave positively and cooperate with peers.

The teacher noted that these reinforcement strategies were effective in creating a supportive and encouraging classroom atmosphere, particularly for young learners who are still developing confidence in using English. However, the interview also revealed that excessive or indiscriminate use of reinforcement could reduce its effectiveness and potentially lead to student dependency on external rewards. Therefore, reinforcement was balanced with constructive feedback to promote gradual learner independence.

Approach to Punishment and Consequences

Regarding punishment, the interview revealed that Sunrise School Bali avoids physical or harsh verbal punishment. Instead, the school applies educational consequences, such as writing apology letters, temporary loss of free time, allowing students time to calm down outside the classroom, and, in certain cases, involving parents. These measures aim to help students understand the consequences of their actions and encourage behavioral improvement without causing fear or humiliation.

The teacher emphasized that such consequences were applied proportionally and only when necessary, ensuring that discipline did not negatively affect students' motivation or emotional security.

Student Responses and Classroom Impact

Overall, students were reported to respond positively to reinforcement strategies. Reinforcement increased students' enthusiasm, willingness to participate, and confidence in attempting to use English. The classroom environment became more positive, supportive, and engaging as a result of consistent positive reinforcement.

While consequences sometimes led to discomfort or temporary emotional responses, they generally resulted in improved behavior when delivered calmly and explained clearly. The balanced use of reinforcement and consequences contributed to maintaining classroom order while supporting students' social and emotional development.

Cultural and Contextual Considerations

The interview also highlighted the influence of cultural diversity within the international school setting. Differences in cultural backgrounds affected how reinforcement and punishment were perceived by students. As a result, the teacher needed to be culturally sensitive and adaptive in expressing praise and consequences, ensuring that disciplinary strategies remained respectful, inclusive, and effective across diverse student backgrounds.

Appendix 4. Interview Guide

Nama Guru : Ms. Yanti

Nama Siswa di Kelas : Dave, Caden, Martin, Elina, Manoa, Matilda (Year 1)

1. Kelebihan dan Kekurangan Pemberian *reinforcement* di Kelas tersebut :

Sebagai guru EAL untuk siswa level A1-A2, saya sering menggunakan reinforcement atau penguatan di kelas. Menurut saya, reinforcement sangat membantu dalam proses pembelajaran, terutama untuk siswa pemula yang masih membangun rasa percaya diri dalam menggunakan bahasa Inggris.

Kelebihannya, penguatan positif seperti pujian seperti *Good Job*, gestur seperti *thumbs up*, stiker, pemberian *house point Reinforcement* sangat efektif untuk memotivasi siswa. Mereka menjadi lebih semangat berbicara atau mencoba menjawab, walaupun belum sempurna. Ini penting karena di level A1, keberanian untuk mencoba itu sangat dibutuhkan. Dengan reinforcement yang konsisten, saya juga bisa menciptakan suasana belajar yang positif dan suportif.

Namun, kekurangannya, jika terlalu sering atau tidak tepat penggunaannya, penguatan bisa kehilangan efeknya. Misalnya, jika semua jawaban selalu dipuji, siswa bisa jadi tidak tahu mana yang benar-benar sudah baik dan mana yang masih perlu diperbaiki. Selain itu, ada juga risiko siswa menjadi terlalu bergantung pada pujian, dan kurang termotivasi dari dalam dirinya sendiri (*intrinsic motivation*).

Karena itu, saya berusaha menyeimbangkan antara reinforcement dan umpan balik yang membangun, agar siswa tetap termotivasi tapi juga berkembang secara bertahap.

2. *Reinforcement* dan *Punishment* yang menonjol yang ada di Sunrise School Bali

Di Sunrise School Bali, penerapan teknik *reinforcement* dan *punishment* dilakukan dengan pendekatan yang mendukung perkembangan karakter dan motivasi siswa.

Reinforcement (Penguatan):

Sunrise School Bali lebih menekankan pada penggunaan *positive reinforcement* untuk memotivasi siswa. Strategi ini mencakup pemberian pujian verbal seperti "Good job", "Excellent", "Well done", ada juga penguatan non-verbal seperti senyuman, tepuk tangan, atau pemberian "house point Reinforecement". House Point Reinforecement adalah sistem poin untuk memberi semangat siswa berbuat baik. Poin dikumpulkan berdasarkan warna *house*, dan *house* dengan poin terbanyak di akhir akan mendapat hadiah seperti makan siang spesial bersama timnya. Pendekatan ini terbukti efektif dalam meningkatkan motivasi siswa untuk berperilaku positif dan aktif dalam pembelajaran.

Punishment (Hukuman):

Di Sunrise School kami tidak menerapkan *punishment* tapi penerapannya lebih bersifat konsekuensi yang bersifat mendidik, bukan hukuman fisik atau verbal yang keras. Tujuannya adalah untuk membantu siswa memahami dampak dari perilaku mereka dan mendorong perubahan menuju perilaku yang lebih baik. Namun, penting untuk dicatat bahwa penerapan *punishment* dilakukan dengan hati-hati dan proporsional, agar tidak menurunkan motivasi atau rasa percaya diri siswa, misalnya menulis surat permintaan maaf, mengambil sebagian *free time* saat di kelas, memberikan siswa waktu untuk menenangkan diri di luar kelas, hingga pemanggilan orang tua.

3. **Jelaskan secara singkat gambaran mengajar di kelas EAL tersebut saat pelajaran Bahasa Inggris**

Di kelas EAL level A1, saya mengajarkan keterampilan bahasa Inggris dasar seperti kosakata, struktur kalimat sederhana, dan pemahaman instruksi melalui pendekatan komunikatif. Saya menggunakan berbagai media visual, lagu, permainan, dan kegiatan berbasis gerak untuk membantu siswa memahami materi secara kontekstual. Tujuannya adalah menciptakan lingkungan belajar yang suportif agar siswa percaya diri untuk berkomunikasi, meskipun dengan kemampuan terbatas.

4. **Masalah atau phenomena dalam mengekspresikan “reinforcement” dan “punishment” di sekolah internasional**

Salah satu fenomena yang sering muncul di sekolah internasional adalah perbedaan budaya dalam memaknai *reinforcement* dan *punishment*. Karena siswa dan guru berasal dari berbagai latar belakang, terkadang apa yang dianggap sebagai pujian atau hukuman yang wajar di satu budaya bisa jadi dianggap berlebihan atau kurang tepat di budaya lain. Misalnya, ada budaya yang terbiasa dengan pujian verbal, sementara yang lain lebih menghargai penguatan non-verbal atau hasil nyata. Begitu juga dengan *punishment* di sekolah internasional, hukuman fisik atau yang bersifat memperlakukan tidak bisa diterima, sehingga guru perlu kreatif mencari pendekatan yang positif, konsisten, dan tetap efektif untuk membentuk perilaku siswa tanpa melukai harga diri mereka.

Appendix 5. Documentation



Appendix 6. Questionnaire Results with Student Responses

The following table presents the individual responses of 20 Grade 4 students at Sunrise School Bali to the questionnaire regarding reinforcement and punishment.

The names below are pseudonyms used to ensure confidentiality.

No	Student Name	Q1: Happy when given reinforcement?	Q2: Feeling when punished	Q3: Reinforcement helps work harder?	Q4: Reaction to "Good job!"	Q5: Punishment helps behave better?	Notes
1	Aiden	Yes	Happy	Yes	Proud	Yes	Feels proud when praised
2	Sofia	Yes	Sad	Yes	Proud	Yes	Tries harder after praise
3	Putu	Yes	Sad	Yes	Shy	Yes	Motivated by rewards
4	Maya	No	Sad	No	Other	No	Feels confused when punished
5	Liam	Yes	Neutral	Yes	Proud	Yes	Enjoys getting House points
6	Keiko	Yes	Sad	Yes	Shy	Yes	Learns from mistakes
7	Arka	Yes	Happy	Yes	Proud	Yes	Loves stickers and praise
8	Isabelle	Yes	Sad	Yes	Other	No	Feels scared but understands rule
9	Noah	Yes	Sad	Yes	Proud	Yes	Works harder

							next time
10	Dewi	Yes	Neutral	Yes	Shy	Yes	Appreciates kind tone
11	Ethan	Yes	Sad	Yes	Other	No	Feels sad but fixes behavior
12	Sasha	Yes	Sad	Yes	Proud	Yes	Enjoys being recognized
13	Gede	No	Sad	No	Shy	No	Afraid of being scolded
14	Emily	Yes	Happy	Yes	Proud	Yes	Feels confident after praise
15	Rafi	Yes	Neutral	Yes	Other	Yes	Understands consequence
16	Luna	Yes	Sad	Yes	Proud	Yes	Motivated to behave better
17	Andre	Yes	Sad	Yes	Shy	No	Still tries to do better
18	Mila	Yes	Neutral	Yes	Proud	Yes	Feels responsible after punishment
19	Nico	Yes	Sad	Yes	Other	Yes	Learns what not to do
20	Tari	Yes	Happy	Yes	Proud	Yes	Feels encouraged by teacher

Most students (17 out of 20) reported feeling happy when receiving reinforcement, and 18 mentioned that reinforcement helps them work harder. Common positive

reactions included feeling proud, motivated, and eager to earn rewards such as stickers or House points. In contrast, 15 students described feeling sad when punished, although several acknowledged that it helped them remember rules and improve their behavior. Overall, reinforcement was perceived as a more effective and emotionally supportive strategy than punishment.



Appendix 7. Questioner

The following questions were presented in a child-friendly format, combining yes/no options, multiple choice, and visual Likert scales:

1. Do you feel happy when you are given a reinforcement (e.g., stickers, praise)?

(Answer options: Yes / No)

2. How do you feel when you receive a punishment (e.g., time-out, loss of privilege)?

(Answer options: Happy / Neutral / Sad)

3. Do you think reinforcements help you work harder in class?

(Answer options: Yes / No)

If yes, give an example.

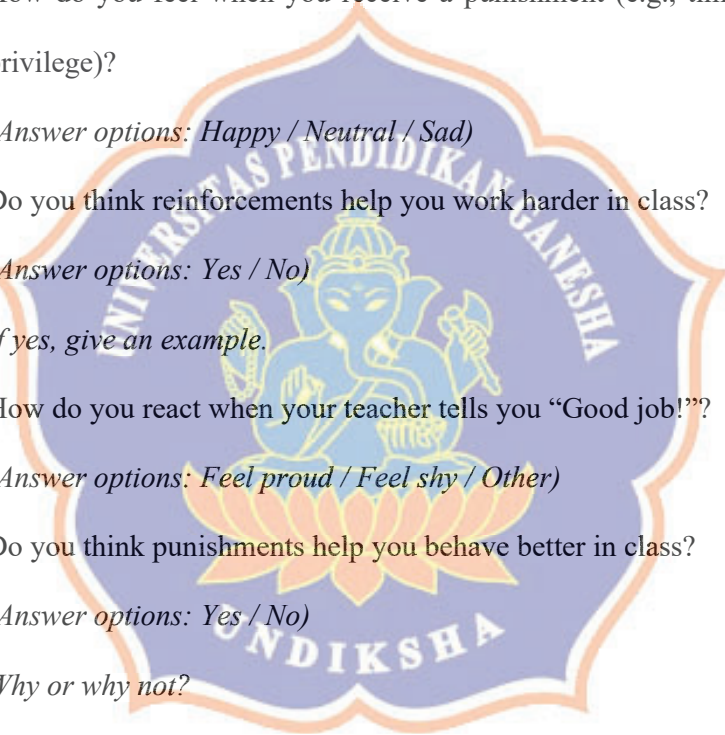
4. How do you react when your teacher tells you “Good job!”?

(Answer options: Feel proud / Feel shy / Other)

5. Do you think punishments help you behave better in class?

(Answer options: Yes / No)

Why or why not?



Appendix 8.



KEMENTERIAN PENDIDIKAN TINGGI, SAINS, DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA
PROGRAM PASCASARJANA

Jalan Udayana No. 11 Singaraja, Bali 81116 Telepon. 081999446444 Laman www.pasca.undiksha.ac.id

Nomor : 6312/UN48.14.1/PT.02.05/2025
Lamp : -
Perihal : Mohon Izin Pengambilan Data

Yth. Principle Sunrise School Bali
di tempat

Dengan hormat, dalam rangka pengumpulan data untuk Penelitian Tesis mahasiswa Program Pascasarjana Universitas Pendidikan Ganesha, bersama ini kami mohon kesedian Bapak/Ibu untuk dapat menerima dan mengijinkan mahasiswa kami dengan identitas:

Nama : I Gede Agus Yuda Mahendra
NIM : 2229081035
Program studi : Pendidikan Bahasa Inggris (S2)
Judul Penelitian : REINFORCEMENT AND PUNISHMENT EXPRESSED BY TEACHERS IN TEACHING ENGLISH TO YOUNG LEARNERS IN AN INTERNATIONAL SCHOOL

untuk mendapatkan data/informasi yang dibutuhkan oleh mahasiswa dalam melakukan penelitian. Demikain disampaikan, atas berkenaan dan kerja sama yang baik kami ucapkan terima kasih.

Singaraja, 15 Desember 2025

a.n Direktur,
Wakil Direktur I,

Ida Bagus Putu Arnyana
NIP. 195812311986011005

Tembusan :

1. Kepala Subbagian Program Pascasarjana
2. Mahasiswa yang bersangkutan



Balai Besar
Sertifikasi
Elektronik

Catatan :

- UU ITE No. 11 Tahun 2008 Pasal 5 ayat 1 "Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah"
- Dokumen ini tertanda ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BSSE
- Surat ini dapat dibuktikan keasliannya dengan menggunakan *qr code* yang telah tersedia