



Appendix 1. Surat Keterangan Telah Melakukan Penelitian



YAYASAN UNIVERSITAS PENDIDIKAN GANESHA (UNDIKSHA)
Akta Notaris Nomor: 18 Tanggal 9 Oktober 2015
SMP (TERAKREDITASI A) LABORATORIUM UNDIKSHA

Alamat: Jalan Jatayu No. 10 Singaraja Bali
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SURAT KETERANGAN

Nomor : 5389/SMP/Lab. UNDIKSHA/E.7/2021

Yang bertanda tangan di bawah ini Kepala SMP Laboratorium Undiksha, dengan ini menerangkan bahwa :

Nama : Komang Diah Kusuma Werdi
 NIM : 1712021066
 Jurusan : Bahasa Asing
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Bahasa dan Seni

Memang benar mahasiswa tersebut diatas telah melakukan Penelitian dalam rangka penyusunan Skripsi/Tugas Akhir dengan judul The Implementation of Reinforcement Skill in Teaching English in The Pandemic Situation, di kelas VII 1, VII 2 dan VII 3 SMP Laboratorium Undiksha Singaraja pada tanggal 10 Maret s/d 10 Mei 2021

Demikian surat keterangan ini kami buat, untuk dapat dipergunakan sebagaimana mestinya.

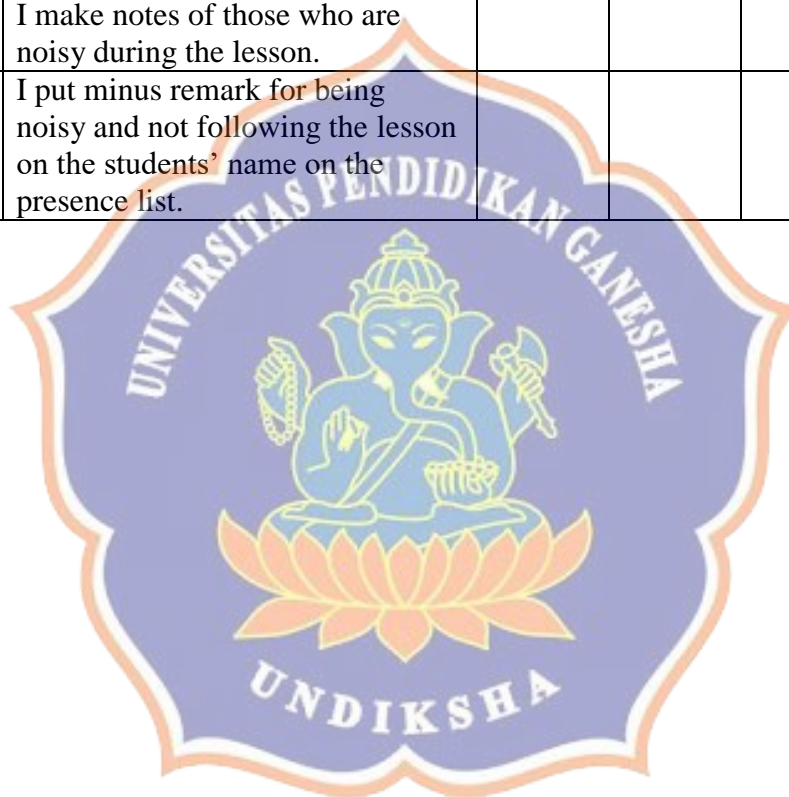
Singaraja, 17 Juni 2021
 Kepala Sekolah

I Made Suantara, S.Pd.
 NIP. 19680910 199003 1 010

Appendix 2. Questionnaire

No.	Statement	Answer Options			
		Always	Often	Some times	Never
1	I praise the students by saying “yes, great, right, good, and so on” when they do their assignment correctly.				
2	I praise the students when they can answer questions correctly.				
3	I compliment students when they submit their works on time.				
4	When the students answer a question incorrectly, I said "yes your answer was good, but it still needs to be refined".				
5	I encourage the students when they got bad grades for their assignments and tests.				
6	I give thumbs up to students who can answer questions correctly or actively participating in the class.				
7	I applause students who have done a good job in presenting their work.				
8	I look at the students with a bright smile when they can answer correctly or actively participating in the class.				
9	I call out the students’ name when they do not pay attention to the class.				
10	I warn the students that they need to be calm in order for me to begin the class.				
11	I tell the students that the class can only be ended when they have done the task.				
12	When students are busy with their own activity, I ask them to pay more attention to the class.				
13	I spontaneously ask students who are not paying attention about the materials that I was explaining.				
14	I show frowned face to the students when they do not pay				

	attention to the class.				
15	I shake my head when the students cannot answer questions or do tasks correctly.				
16	I tell the students to be quiet and listen to the explanation by posing my fore finger in front of my lips.				
17	I stay silent when the students are noisy.				
18	I wait for the students to pay attention to me and just let them doing what they want until they realize my silence.				
19	I make notes of those who are noisy during the lesson.				
20	I put minus remark for being noisy and not following the lesson on the students' name on the presence list.				



Appendix 3. Questionnaire in Bahasa Indonesia

No.	Pernyataan	Jawaban Pernyataan			
		Selalu	Sering	Kadang - Kadang	Tidak Pernah
1	Saya memuji siswa dengan mengatakan "yes, great, right, good, and so on" ketika mereka mengerjakan tugas dengan benar.				
2	Saya memuji siswa ketika mereka dapat menjawab pertanyaan dengan benar.				
3	Saya memuji siswa ketika mereka mengirimkan karya/tugas mereka tepat waktu.				
4	Ketika siswa salah menjawab pertanyaan, saya jawab "ya jawaban kamu bagus, tapi masih perlu disempurnakan".				
5	Saya memberikan semangat (mendorong) kepada siswa ketika mereka mendapat nilai buruk untuk tugas dan tes mereka.				
6	Saya memberikan acungan jempol kepada siswa yang dapat menjawab pertanyaan dengan benar atau berpartisipasi aktif di kelas.				
7	Saya bertepuk tangan saat siswa telah melakukan tugas dengan baik dalam mempresentasikan tugas mereka.				
8	Saya melihat siswa dengan senyum cerah ketika mereka dapat menjawab dengan benar atau berpartisipasi aktif di kelas.				
9	Saya memanggil nama siswa ketika mereka tidak memperhatikan kelas.				
10	Saya memperingatkan siswa bahwa mereka perlu tenang agar saya dapat memulai kelas.				
11	Saya memberi tahu siswa bahwa kelas hanya dapat diakhiri jika mereka telah menyelesaikan tugas.				
12	Ketika siswa sibuk dengan				

	aktivitasnya sendiri, saya meminta mereka untuk lebih memperhatikan kelas.				
13	Saya spontan bertanya kepada siswa yang kurang memperhatikan materi yang saya jelaskan.				
14	Saya menunjukkan wajah cemberut kepada siswa ketika mereka tidak memperhatikan kelas.				
15	Saya menggelengkan kepala ketika siswa tidak dapat menjawab pertanyaan atau mengerjakan tugas dengan benar.				
16	Saya memberitahu siswa untuk diam dan mendengarkan penjelasan dengan cara mengacungkan jari telunjuk di depan bibir.				
17	Saya tetap diam saja saat siswa ribut.				
18	Saya menunggu siswa memperhatikan saya dan membiarkan mereka melakukan apa yang mereka inginkan sampai mereka menyadari kesunyian saya.				
19	Saya membuat catatan tentang siapa saja yang berisik selama pelajaran.				
20	Saya memberi komentar minus karena berisik dan tidak mengikuti pelajaran tentang nama siswa di daftar hadir.				

Appendix 4.

Expert Judgment Sheet for the Questionnaire
Expert Judge 1 : Prof. Dr. Ni Made Ratminingsih, M.A.

Items Number	Response		Comments
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		
14	√		
15	√		
16	√		
17	√		
18	√		
19	√		
20	√		

Singaraja, 24 Februari 2021

First Expert,



Prof. Dr. Ni Made Ratminingsih, M.A.

NIP. 19660908 199102 2 002

Appendix 5.

Expert Judgment Sheet for the Questionnaire
Expert Judge 2 : Putu Eka Dambayana S., S.Pd., M.Pd.

Items Number	Response		Comments
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		
14	√		
15	√		
16	√		
17	√		
18	√		
19	√		
20	√		

Singaraja, 3 Maret 2021

Second Expert,

PED Suputra

Putu Eka Dambayana S., S.Pd., M.Pd.

NIP. 19781114 200812 1 002

Appendix 6. Observation Sheet

Reinforcement Implemented	Components	Implementation Frequency				Notes
		Always	Often	Sometimes	Never	
Positive Verbal Reinforcement	Praise					
	Partial Reinforcement (Verbal Reinforcement)					
Positive Nonverbal Reinforcement	Gestural Reinforcement					
Negative Verbal Reinforcement	Calling out the students' name					
	Enforceable Statement					
	Question					
Negative Nonverbal Reinforcement	Facial Expression					
	Gestures					
	Waiting					
	Record the students' Misbehavior					

Appendix 7. Observation Sheet in Bahasa Indonesia

Reinforcement Implemented	Komponen	Frekuensi Implementasi				Catatan
		Selalu	Sering	Kadang – Kadang	Tidak Pernah	
Positive Verbal Reinforcement (Penguatan Verbal Positif)	Pujian					
	Penguatan Parsial (Penguatan Verbal)					
Positive Nonverbal Reinforcement (Penguatan Nonverbal Positif)	Penguatan Gestural					
Negative Verbal Reinforcement (Penguatan Verbal Negatif)	Memanggil nama siswa					
	Pernyataan yang Dapat Ditegakkan/dilaksanakan					
	Pertanyaan					
Negative Nonverbal Reinforcement (Penguatan Nonverbal Negatif)	Ekspresi wajah					
	Gestur tubuh					
	Menunggu					
	Catat kelakuan buruk siswa					

Appendix 8.

Expert Judgment for the Observation Sheet

Expert Judge 1: Prof. Dr. Ni Made Ratminingsih, M.A.

Reinforcement Implemented	Components	Implementation Frequency				Notes	Response		Comments
		Always	Often	Some times	Never		Relevant	Irrelevant	
Positive Verbal Reinforcement	Praise						✓		
	Partial Reinforcement (Verbal Reinforcement)						✓		
Positive Nonverbal Reinforcement	Gestural Reinforcement						✓		
Negative Verbal Reinforcement	Calling out the students' name						✓		
	Enforceable Statement						✓		
	Question						✓		
Negative Nonverbal Reinforcement	Facial Expression						✓		
	Gestures						✓		
	Waiting						✓		
	Record the students' Misbehavior						✓		

Singaraja, 24 Februari 2021

First Expert,

Prof. Dr. Ni Made Ratminingsih, M.A.

NIP. 19660908 199102 2 002

Appendix 9.

Expert Judgment for the Observation Sheet

Expert Judge 2 : Putu Eka Dambayana S., S.Pd., M.Pd.

Reinforcement Implemented	Components	Implementation Frequency				Notes	Response		Comments
		Always	Often	Some times	Never		Relevant	Irrelevant	
Positive Verbal Reinforcement	Praise						√		
	Partial Reinforcement (Verbal Reinforcement)						√		
Positive Nonverbal Reinforcement	Gestural Reinforcement						√		
Negative Verbal Reinforcement	Calling out the students' name						√		
	Enforceable Statement						√		
	Question						√		
Negative Nonverbal Reinforcement	Facial Expression						√		
	Gestures						√		
	Waiting						√		
	Record the students' Misbehavior						√		

Singaraja, 3 Maret 2021

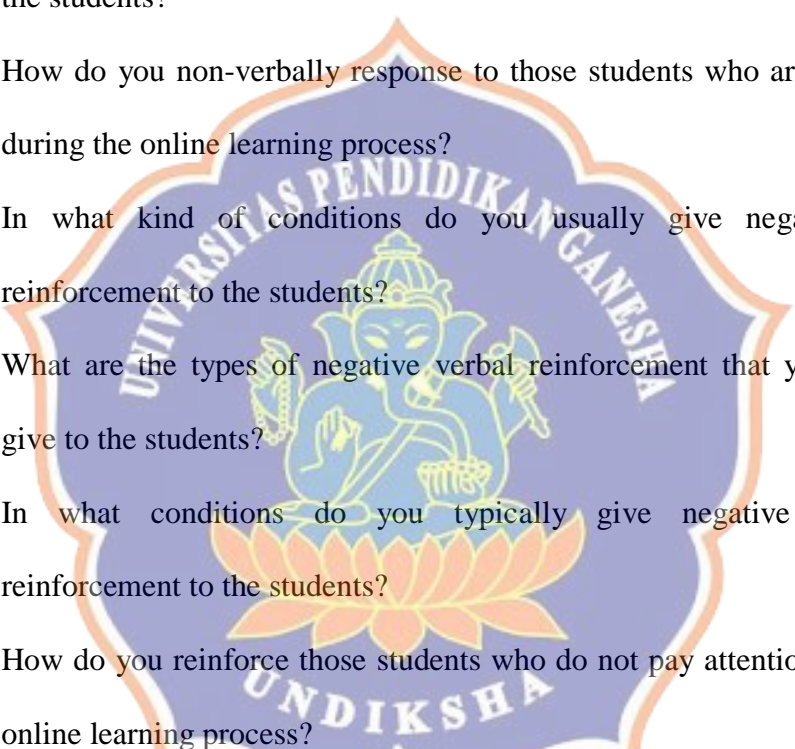
Second Expert,

PED Suputra

Putu Eka Dambayana S., S.Pd., M.Pd.

NIP. 19781114 200812 1 002

Appendix 10. Interview Guide

1. Do you give verbal reinforcement to the students when they are doing well in the learning process?
 2. What types of positive verbal reinforcement do you typically give to the students?
 3. What types of positive non-verbal reinforcement do you typically give to the students?
 4. How do you non-verbally response to those students who are doing well during the online learning process?
 5. In what kind of conditions do you usually give negative verbal reinforcement to the students?
 6. What are the types of negative verbal reinforcement that you typically give to the students?
 7. In what conditions do you typically give negative non-verbal reinforcement to the students?
 8. How do you reinforce those students who do not pay attention during the online learning process?
- 

Appendix 11. Interview Guide in Bahasa Indonesia

1. Apakah Anda memberikan penguatan verbal kepada siswa ketika mereka berprestasi dalam proses pembelajaran?
2. Jenis penguatan verbal positif apa yang biasanya Anda berikan kepada siswa?
3. Jenis penguatan non-verbal positif apa yang biasanya Anda berikan kepada siswa?
4. Bagaimana Anda menanggapi secara non-verbal siswa yang berprestasi selama proses pembelajaran online?
5. Dalam kondisi seperti apa Anda biasanya memberikan penguatan verbal negatif kepada siswa?
6. Apa jenis penguatan verbal negatif yang biasanya Anda berikan kepada siswa?
7. Dalam kondisi apa Anda biasanya memberikan penguatan non-verbal negatif kepada siswa?
8. Bagaimana Anda memperkuat siswa yang tidak memperhatikan selama proses pembelajaran online?



Appendix 12.

Expert Judgment for the Interview Guide

Expert Judge 1 : Prof. Dr. Ni Made Ratminingsih, M.A.

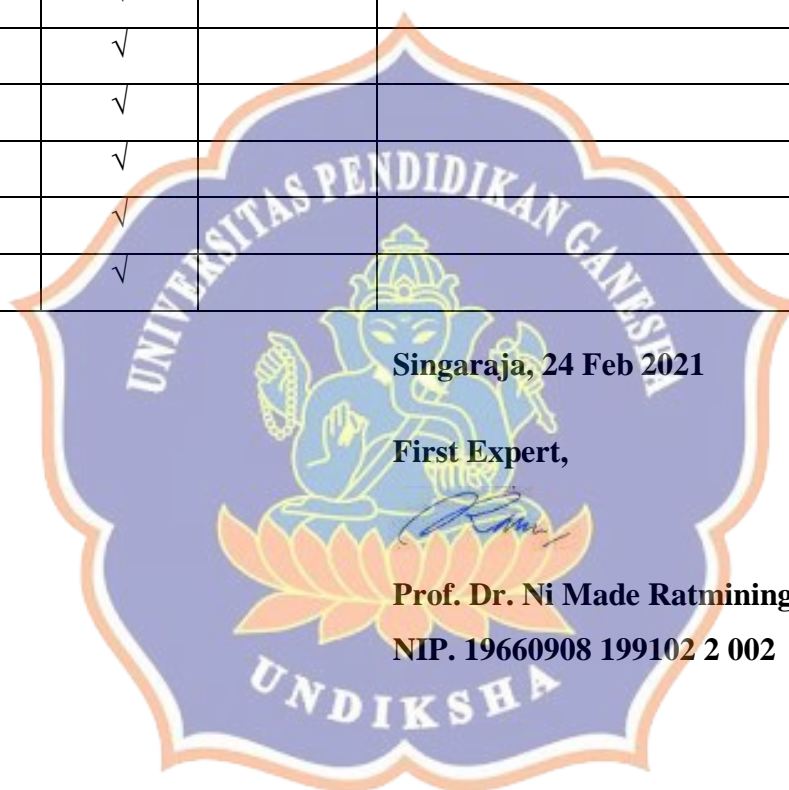
Items Number	Response		Comments
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		

Singaraja, 24 Feb 2021

First Expert,


 Prof. Dr. Ni Made Ratminingsih, M.A.

NIP. 19660908 199102 2 002



Appendix 13.

Expert Judgment for the Interview Guide

Expert Judge 2 : Putu Eka Dambayana S., S.Pd., M.Pd.

Items Number	Response		Comments
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		

Singaraja, 3 Maret 2021

Second Expert,

PED Suputra

Putu Eka Dambayana S., S.Pd., M.Pd.

NIP. 19781114 200812 1 002

Appendix 14. The Results of the Questionnaire

Statement	Result Of The Questionnaire		Indicator
	Statement	Frequency	
1	I praise the students by saying “yes, great, right, good, and so on” when they do their assignment correctly.	Always	Positive Verbal Reinforcement (Praise)
2	I praise the students when they can answer questions correctly.	Always	
3	I compliment students when they submit their works on time.	Always	
4	When the students answer a question incorrectly, I said "yes your answer was good, but it still needs to be refined".	Always	Positive Verbal Reinforcement (Partial Reinforcement)
5	I encourage the students when they got bad grades for their assignments and tests.	Always	
6	I give thumbs up to students who can answer questions correctly or actively participating in the class.	Often	Positive Non-Verbal Reinforcement (Gestural Reinforcement)
7	I applause students who have done a good job in presenting their work.	Often	
8	I look at the students with a bright smile when they can answer correctly or actively participating in the class.	Often	
9	I call out the students’ name when they do not pay attention to the class.	Often	Negative Verbal Reinforcement (Using Students’ name in Positive Way)
10	I warn the students that they need to be calm in order for me to begin the class.	Often	Negative Verbal Reinforcement (Enforceable Statement)
11	I tell the students that the class can only be ended when they have done the task.	Often	
12	When students are busy with their own activity, I ask them to pay more attention to the class.	Often	Negative Verbal Reinforcement

13	I spontaneously ask students who are not paying attention about the materials that I was explaining.	Often	(Question)
14	I show frowned face to the students when they do not pay attention to the class.	Often	Negative Non-Verbal Reinforcement (Facial Expression)
15	I shake my head when the students cannot answer questions or do tasks correctly.	Never	Negative Non-Verbal Reinforcement (Gestures)
16	I tell the students to be quiet and listen to the explanation by posing my fore finger in front of my lips.	Never	
17	I stay silent when the students are noisy.	Never	Negative Non-Verbal Reinforcement (Waiting)
18	I wait for the students to pay attention to me and just let them doing what they want until they realize my silence.	Never	
19	I make notes of those who are noisy during the lesson.	Sometimes	Negative Non-Verbal Reinforcement (Record the students' Misbehavior)
20	I put minus remark for being noisy and not following the lesson on the students' name on the presence list.	Sometimes	

Appendix 15. The Results of the Observation

Reinforcement	Type	Frequency				Notes
		Always	Often	Some-times	Never	
Positive Verbal Reinforcement	Praises	✓				1. Great Job , Jeco and Velice 2. Ok. Well done Rico and Veronika 3. Very good, Bintang 4. Good Answer. 5. Good Attempt 6. Very Good, Sidney. 7. Good, Audrey. 8. Great Idea. 9. Ok. Good answer Bintang 10. Ok, Correct. 11. Excellent answer from you Bintang and Jeco, thank you. 12. Ok, Very well, Good Job. Rani and Veronica. 13. Excellent Enrico. 14. Wonderful. 15. Very Good Explanation. That's great, Evali.
	Partial Reinforcement	✓				e. Good pronunciation, nice try Jeco. f. Okay. Good attempt. But you should say advertisement g. Okay, it can be Enrico, thank you. h. Well done, you have good pronunciation Yes your answer is good, but it can still be perfected.
Positive Non-Verbal Reinforcement	Gestures		✓			Giving student thumbs up and clapping hands
Negative Verbal Reinforcement	Calling out the students' name	✓				1. Veronika, can you mention the characteristic of the qualities of people? for example honest, clever 2. Rico, can you help Veronika to read the dialogue? 3. Who want answer? Seven three class maybe? Bintang please. 4. Who want to read as Lisa and

Reinforcement	Type	Frequency				Notes
		Always	Often	Some-times	Never	
						<p>Mira? Please raise your hand, there are Sidney and Velicia. How about the others? How about Narendra and Kanya? Narendra, what about Kanya? Febby maybe? Febby can you read the dialogue? With Marsya please.</p> <p>5. Liana please read the dialogue with Citra Dewi please.</p> <p>6. Citra Dewi are you ready? Maybe the other student. Liana and Kadek Arta.</p> <p>7. Liana and Triari please</p> <p>8. Agung Astra and Kadek Arta please read.</p> <p>9. Ari Satya can you help as dayu?</p> <p>10. Velicia and Jeco please help me to read the dialogue three.</p> <p>11. Hendra and Sindy please read the dialogue.</p> <p>12. Ok, Febby can you read the dialogue 5 with Enrico?</p> <p>13. Lisa can you answer the question number 2?</p> <p>14. Adel can you read the qualities of horse?</p> <p>15. Ok. Gede Agus Karmiasa please read the qualities of cat!</p> <p>16. Agus, Gede Ari, Mapala, Kanya, Agung, Hendra, bagaimana, belum terlihat wajahnya.</p> <p>17. Six student please, Sidney, Liana, Ela, Evali. Febby and Tiara. Please read the dialogue 1.</p> <p>18. Bintang and Jeco please read the dialogue 2.</p> <p>19. Bintang and Jeco based on dialogue, can you mention the qualities of things?</p> <p>20. Based on dialogue 3, can</p>

Reinforcement	Type	Frequency				Notes
		Always	Often	Some-times	Never	
						<p>you mention the qualities of things, Rani and Veronica?</p> <p>21. Audrey and Agung Istri Gita please read the dialogue 5. You can start now.</p> <p>22. Abel and Nyoman Meisya please read the dialogue 6.</p> <p>23. Enrico, Edo and Setia can you read the dialogue 7?</p> <p>24. Velistia maybe? Can you read the dialogue as Beni.</p> <p>25. Gita Paramita can you read the dialogue 8? Glandys and Agung Astra can you read dialogue 8?</p> <p>26. Jeco can you mention the generic structure of descriptive text? There are two generic structure.</p> <p>27. Veronika and Ari Setya can you read the dialogue in spoken text?</p> <p>28. Yes, Bintang from Seventh three please read the text.</p> <p>29. Evali please read the last text.</p> <p>30. Arya Kenda, Eva please show your face!</p>
	Enforceable Statement				✓	-
	Question			✓		<p>1. Why don't you make the exercise, Gusti Ayu Gita, Masrya and Riki Candra ? Do you have any reasons for that? There is no reason?</p> <p>2. Citra and Dewa Wira, why you do not send your exercise? Do you join this class?</p>
Negative Non-Verbal	Facial Expression		✓			The teacher shows a sullen face to the students when they do not

Reinforcement	Type	Frequency				Notes
		Always	Often	Some-times	Never	
Reinforcement						pay attention or do not answer the teacher's questions.
	Gestures				✓	-
	Waiting				✓	-
	Record the students' Misbehavior				✓	-



Appendix 16. Interview Transcript

1. Apakah Anda memberikan penguatan verbal kepada siswa ketika mereka berprestasi dalam proses pembelajaran?

Jawaban: ya saya selalu memberikan penguatan verbal kepada siswa ketika mereka berprestasi dalam proses pembelajaran.

2. Jenis penguatan verbal positif apa yang biasanya Anda berikan kepada siswa?

Jawaban: ada dua jenis penguatan verbal positif yang saya berikan kepada siswa. Yang pertama penguatan dalam bentuk kata-kata seperti *benar, bagus, tepat, mengagumkan, setuju, cerdas, bagus sekali, luar biasa, ya benar, baik dan lain sebagainya*. Sedangkan penguatan yang kedua dalam bentuk kalimat seperti: 1) "Saya puas dengan jawabanmu". 2) "Pekerjaanmu baik sekali". 3) "Nilaimu semakin lama makin meningkat". 4) "Jawaban kamu lengkap sekali". 5) "Contoh yang kamu berikan tepat sekali".

3. Bagaimana Anda menanggapi secara non-verbal siswa yang berprestasi selama proses pembelajaran online?

Jawaban: biasanya dengan mengacungkan jempol dan memberikan tepuk tangan.

4. Dalam kondisi seperti apa Anda biasanya memberikan penguatan verbal negatif kepada siswa?

Jawaban: ketika siswa tidak mengumpulkan tugas, ketika siswa mengumpulkan tugas terlambat, ketika tidak ikut pelajaran online tanpa keterangan, ketika tidak memperhatikan guru (saat dipanggil tidak menyahut dalam pembelajaran online).

5. Apa jenis penguatan verbal negatif yang biasanya Anda berikan kepada siswa?

Jawaban: sindiran, pertanyaan, dan teguran.

6. Dalam kondisi apa Anda biasanya memberikan penguatan non-verbal negatif kepada siswa?

Jawaban: Dalam kondisi yang sangat keterlaluhan seperti tidak mengikuti ulangan harian online atau tidak mengumpulkan tugas berturut-turut dan ketika dihubungi tidak ada balasan, bahkan tidak di read oleh siswa padahal mereka online.

7. Bagaimana Anda memperkuat siswa yang tidak memperhatikan selama proses pembelajaran online?

Jawaban : Dengan memanggil siswa secara acak dan memberikan penguatan verbal positif serta nilai sehingga siswa tetap mempertahankan perilaku positifnya selama pembelajaran dan memotivasi siswa dalam belajar. Selain itu, biasanya saya memberikan pertanyaan kepada siswa secara acak sehingga mereka bersiap-siap untuk menerima pertanyaan dengan itu mereka akan memperhatikan proses pembelajaran online. Selanjutnya, dengan memberikan perintah (imperatif) secara langsung dengan menyuruh siswa memperhatikan pembelajaran yang sedang berlangsung.



RIWAYAT HIDUP



Komang Diah Kusuma Werdi lahir di Singaraja pada tanggal 15 Mei 1999. Penulis lahir dari pasangan suami istri Bapak Made Kartha Wiratama dan Ibu Nyoman Sri Dalem. Penulis berkebangsaan Indonesia dan beragama Hindu. Kini penulis beralamat di Jalan Ahmad Yani Gang Bekisar No. 25X, Dusun Galiran, Desa Baktiseraga, Kecamatan Buleleng, Kabupaten Buleleng, Provinsi Bali.

Penulis menyelesaikan pendidikan dasar di SD Negeri 1 Kaliuntu dan lulus pada tahun 2011. Kemudian penulis melanjutkan di SMP Negeri 3 Singaraja dan lulus pada tahun 2014. Pada tahun 2017, penulis lulus dari SMK Negeri 1 Kubutambahan dengan Jurusan Keperawatan dan melanjutkan ke Jurusan Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha. Pada semester akhir tahun 2021 penulis telah menyelesaikan Skripsi yang berjudul “*The Implementation Of Reinforcement In Teaching English In The Pandemic Situation*”. Selanjutnya mulai tahun 2021 sampai dengan penulisan skripsi ini, penulis masih terdaftar sebagai mahasiswa Program S1 Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha.

