

**STUDENTS' BEHAVIOR IN LEARNING ENGLISH DURING
THE IMPLEMENTATION OF REINFORCEMENT
STRATEGY AT JUNIOR HIGH SCHOOL PEKANBARU**



UIN SUSKA RIAU

BY

ARISKA ERNIDA PUTRI

SIN. 11910421236

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU**

PEKANBARU

1445 H / 2024 M

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Thesis

Submitted as partial fulfillment of the Requirements
for Bachelor's Degree of English Education
(S. Pd)

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF EDUCATION AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

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Certify that this skripsi entitled “**Students’ Behavior in Learning English During the Implementation of Reinforcement Strategy at Junior High School Pekanbaru**” is certainly my own work and it does not consist of other people’s work. I am entirely responsible for the content of this *skripsi*. Others’ opinion findings included in this *skripsi* are quoted in accordance with ethical standards.

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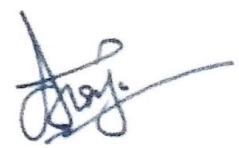
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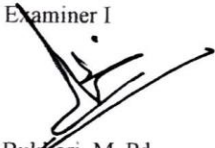
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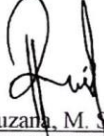
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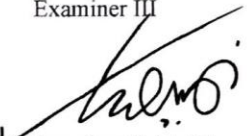
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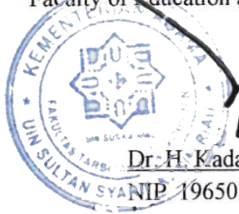
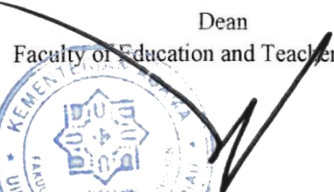
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Dr. H. Masud Zein, M. Pd., as Vice Rector II, Prof. Edi Erwan, S. Pt., M. Sc., Ph. D, as Vice Rector III, and all staff. Thanks for the kindness and the encouragement.

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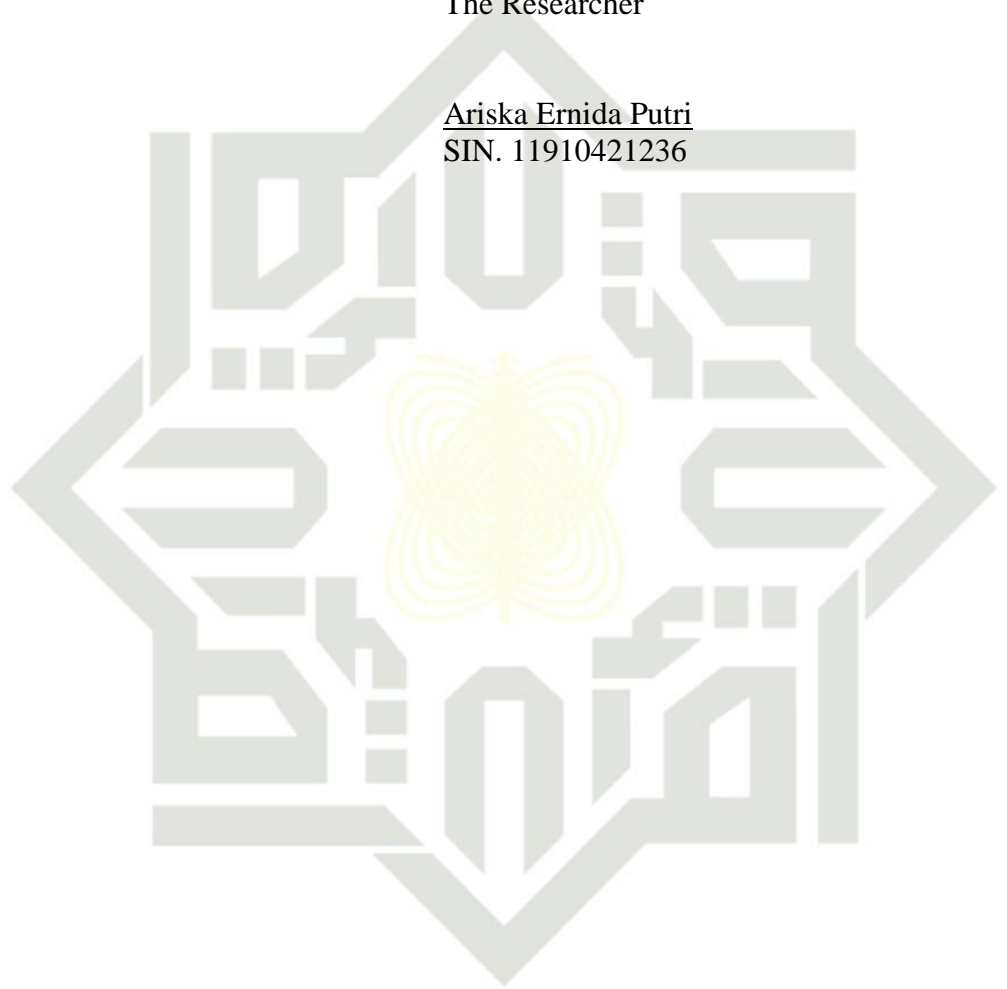
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Finally, the researcher realize that this thesis is still far from perfection. Therefore, constructive comments, critiques, and suggestions are appreciated very much.

Pekanbaru, October 17th, 2023

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ABSTRACT

Ariska Ernida Putri (2023): Students' Behavior in Learning English through the Implementation of Reinforcement Strategy at Junior High School Pekanbaru.

Based on preliminary research, researcher found that English teachers used reinforcement strategies at Junior High School An Namiroh, Pekanbaru. The researcher aims to investigate the kinds of reinforcement strategies used by English teachers and students' behavior in learning English through the implementation of reinforcement strategies. This research uses a descriptive qualitative method. Data was collected from teachers and 8th grade students by conducting observations and interview selected based on purposive sampling techniques. The findings from this research show that the kinds of strategies applied by teachers are verbal, gestural, contact, activity and token reinforcement. From the kinds of reinforcement strategies the teacher mostly used verbal and gestural reinforcement. The behavior of students in learning English through the implementation of reinforcement strategies is that most of students are active in learning English activities through verbal and non-verbal reinforcement. They engage in individual thinking, collaborative discussions with partners, and whole-class sharing. In addition, many students complete assignments and read previous material after the teacher gives reprimand to increase students' readiness when learning English. Then students provide opinions and reactions as an addition to good behavior in providing positive feedback when learning English.



ABSTRAK

Ariska Ernida Putri, (2023): Perilaku Siswa dalam Belajar Bahasa Inggris Selama Penerapan Strategi Penguatan di SMP Pekanbaru.

Berdasarkan penelitian pendahuluan, peneliti menemukan bahwa guru bahasa Inggris menggunakan strategi penguatan di SMP An Namiroh Pekanbaru. Peneliti bertujuan untuk menyelidiki jenis strategi penguatan yang digunakan guru bahasa Inggris dan perilaku siswa dalam belajar bahasa Inggris melalui penerapan strategi penguatan. Penelitian ini menggunakan metode deskriptif kualitatif. Data dikumpulkan dari guru dan siswa kelas 8 dengan melakukan observasi dan wawancara yang dipilih berdasarkan teknik purposive sampling. Temuan dari penelitian ini menunjukkan bahwa jenis strategi yang diterapkan oleh guru yaitu verbal, gestural, contact, activity dan token reinforcement. Dari jenis reinforcement strategies tersebut yang paling sering digunakan oleh guru adalah verbal dan gestural reinforcement. Perilaku siswa dalam belajar bahasa Inggris melalui penerapan strategi penguatan adalah sebagian besar siswa aktif dalam aktivitas belajar bahasa Inggris melalui penguatan verbal dan non-verbal. Mereka terlibat dalam pemikiran individu, diskusi kolaboratif dengan pasangan, dan berbagi seluruh kelas. Selain itu, banyak siswa yang menyelesaikan tugas dan membaca materi sebelumnya setelah guru memberikan teguran untuk meningkatkan kesiapan siswa saat belajar bahasa Inggris. Kemudian siswa memberikan pendapat, dan reaksinya sebagai penambah perilaku baik dalam memberikan feedback positif ketika belajar bahasa Inggris.

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ملخص

أريسكا إرنيدا فوتري، (٢٠٢٣): سلوك التلاميذ في تعلم اللغة الإنجليزية أثناء تنفيذ استراتيجيات التقوية في المدرسة المتوسطة بكنبارو

بناء على الدراسة التمهيديّة، وجدت الباحثة أن معلمي اللغة الإنجليزية استخدموا استراتيجيات التقوية في مدرسة نميروه المتوسطة في بكنبارو. الهدف من هذا البحث هو استكشاف سلوك التلاميذ في تعلم اللغة الإنجليزية أثناء تنفيذ استراتيجيات التقوية. يستخدم هذا البحث الأساليب النوعية والتصميم المستخدم هو دراسة حالة تم جمع البيانات عن طريق الملاحظة والمقابلات المختارة بناء على تقنيات أخذ العينات الهادفة. تشير نتائج هذا البحث إلى أن سلوك التلاميذ في تعلم اللغة الإنجليزية أثناء تطبيق استراتيجيات التقوية هو أن التلاميذ أظهروا سلوكا إيجابيا تجاه استخدام التقوية في الفصل الدراسي. يتم دعم هذه النتيجة أيضا من خلال حقيقة أن معظم التلاميذ يشاركون بنشاط طالما أنهم يحصلون على التقوية اللفظي وغير اللفظي. فهم قادرين على تقديم الآراء وردود الفعل بالإضافة إلى السلوك الجيد في تقديم ردود فعل إيجابية عند تعلم اللغة الإنجليزية. السبب الآخر الذي يؤثر على سلوك التلاميذ في تعلم اللغة الإنجليزية أثناء تطبيق استراتيجيات التقوية هو أنهم ينخرطون في مهارات التفكير الفردي، والمناقشات التعاونية مع الأصدقاء، ومشاركة الأفكار مع الفصل بأكمله.

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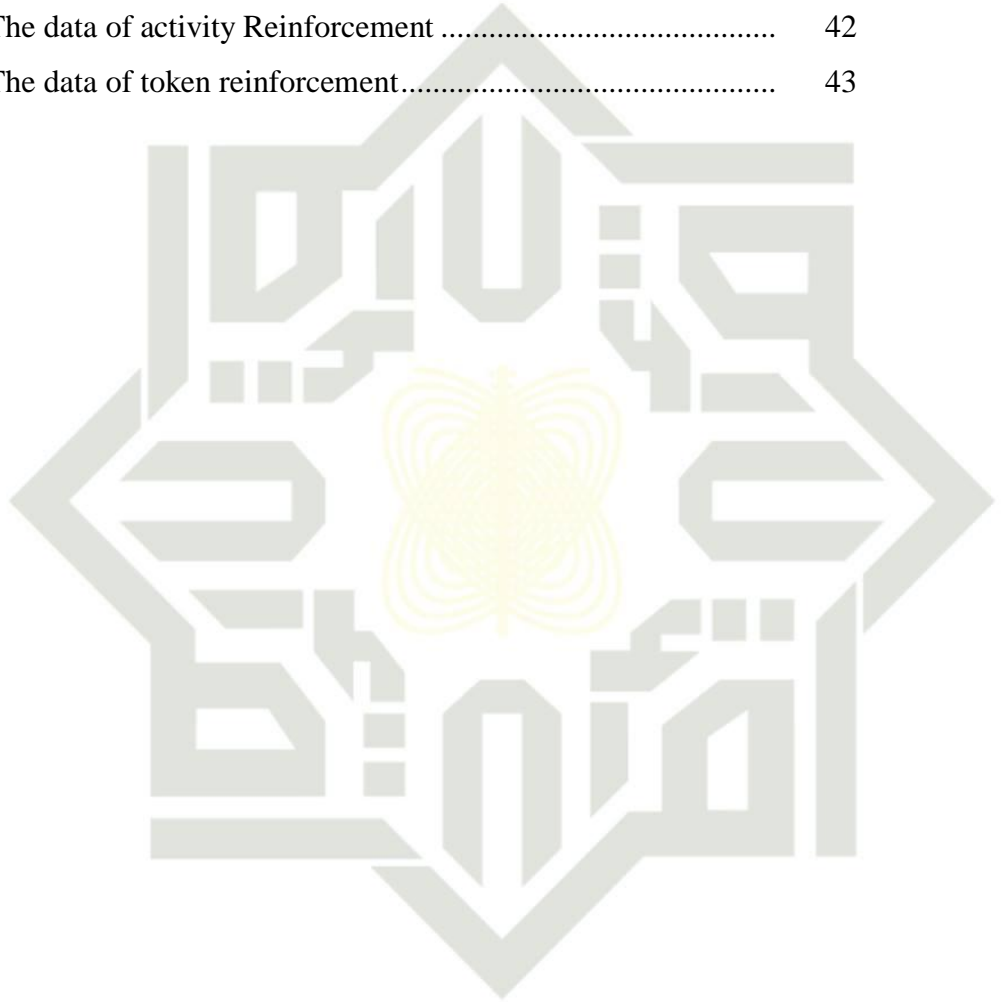
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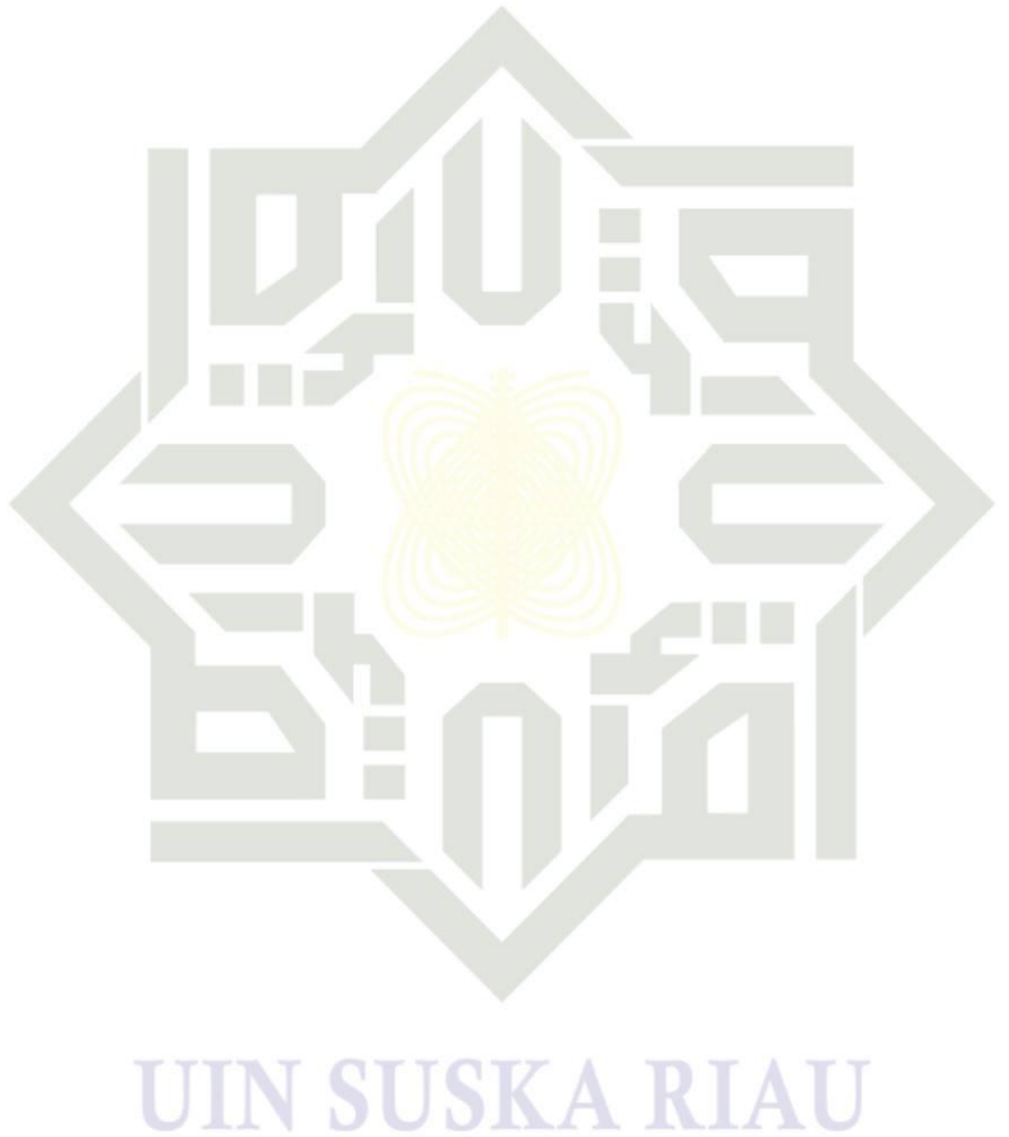


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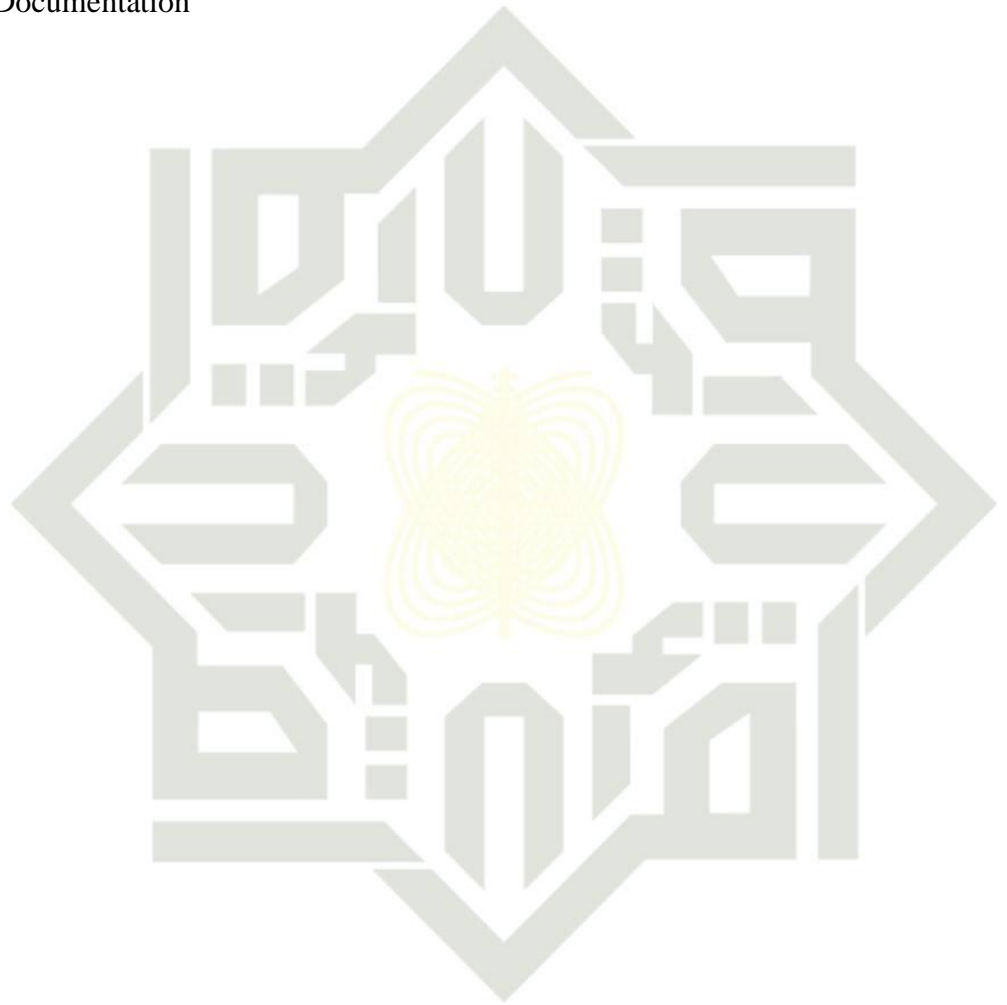


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LIST OF APPENDICES

Appendix 1	The Instrument of Observation Sheet Reinforcement
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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Success in learning English needs effective teaching by the teacher to increase student performance. Effective teaching and learning for students performance can only take place in a quiet and well in managed classroom. Classroom management strategies mostly used by the teachers these were reinforcement, antecedent, good relationship and punishment (Owusu, et al. 2021). In teaching and learning especially in learning English, a various strategies is needed to gain learning purposes in managed classroom. Using reinforcement strategy during teaching and learning English process in the classroom has a big impact for student achievement. It means that the role of reinforcement strategy during classroom activities is one of the most important reasons which play both positive and negative in language learning.

Bhatti, et al. (2021) stated that reinforcement is the most effective strategy that the majority of teachers familiar with in managing English classrooms. It means that in managing classroom activity especially in language learning, the role of reinforcement that are mostly carried out by the teachers being the most effective strategy. Thus, the important part of reinforcement is to make changes on student's behavior towards learning (Uddin, et al. 2017). It means that reinforcement has well implemented to students behavior in the classroom during language learning. Additionally, using reinforcement is aimed to affect students' good attitudes toward



learning, especially in learning English. It attempts to improve students' attention to the teaching materials.

Hence, the EFL teachers should be aware of the importance of classroom management and its effects for students. The responsibility of the EFL teachers is how they manage the classroom effectively, including their students' behaviors. In learning English, EFL teacher do not only focus on how to deliver their knowledge, but also manage their class including students' behaviors. Each student has a different way of learning that can influence their behavior. The difference may be derived from different expectations. Students who obey the rules in the classroom are considered to have good behaviors while those who disrupt the teaching-learning process are always judged to have bad behaviors that will influence how the EFL teachers teach in the classroom. That is why it is important for the teachers to discover the factors of the students' behaviors that relate to students' perception for bettering their classroom management and it can influence students has bad behavior.

The quality of education to learn English, including speaking, reading, writing, listening, and acting, is expected to increase with the application of strategies by English teachers. When teacher teaches English in the classroom, it is requires to comprehend variety of strategies for instruction with the students in order to motivate them in learning. Applying a strategy to maintain and reinforce the particular behavior can be done to motivate someone or learner. Using reinforcement strategy certainly found some advantages such as

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to increase the attention of students towards learning. Then, using reinforcement strategy could streamline or simplify the learning process. They can control or change attitudes prevent with the learning behavior productive. Furthermore, using reinforcement as the directing to good ways of thinking and own initiative. So that, reinforcement strategies should be effective to use in the classroom. it is not only taught at school but also from themselves, parents can also train the motivation of learning toward their children, but the motivation that come from their own desire is the best motivation (Werdi, 2021).

Based on the preliminary research conducted at one of Junior High School in Pekanbaru it was found that the teacher applies reinforcement as a strategy in teaching and learning English process. In learning English process, this school uses full English to their communication. The English teacher of this school have to create the teaching material and also develop the teaching method. However, the researcher had been observation and interview with an English teacher at this school. The researcher found some phenomena that there were some of students not confidence with their language abilities when the teacher ask them. Besides, they also do not care with the explanation of the teacher in the teaching so they talk to them friends when the teacher explains the lesson. The environmental distractions can influence students' concentration during English learning. Some students can't giving positive feedback in English class and ignore the teacher. Therefore, Some students have low motivation in learning English so during the lesson they looked

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sleepy.

Some of previous researches that studies about reinforcement strategies such as Fitriati, et al. (2020) studied about teacher's instruction reinforcement strategies in English language class. They showed that the teacher reinforced the students in three types of reinforcement strategies includes, praise or other verbal reinforcement, tangible rewards, and token rewards. Then, Yusuf, et al. (2020) said that about teacher's reinforcement building student's motivation to learn English. This research indicated that teacher were among the sources of the students' motivation for learning English.

Furthermore, Dyah and Angelina (2018) studied about applying positive reinforcement to increase student's motivation in learning English. The research showed that applying positive reinforcement in the form of giving praise and extra score was used by English teacher to motivate the students in learning English. And the last one is Bhatti, et al. (2021) that studied about the role of positive reinforcement for motivation to learn the English language at secondary level in Pakistan. The results demonstrated that Pakistani students were motivated in learning the English language and have shown a positive attitude towards using reinforcement in the classrooms. In short, this research will determine the implementation of reinforcement strategies on students' motivation especially in learning English. This research will be carried out in junior high school.

In comparison to some of the previous research mentioned above, it indicates that no research has been done specifically on the study of students'



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behavior in learning English during the implementation of reinforcement strategy. It is needed to be conducted this research because the researcher want to investigate about the implementation of reinforcement strategy in learning English and how the implementing of reinforcement strategies to increase the students' behavior in learning English. Then, discuss how the reinforcement strategies could improve students' behavior in English learning. Besides the various phenomena and the problem that founded in the second grade of junior high school, the findings are expected to be helpful for growing English learning into the gaps that the researchers have identified in teaching.

B. Identification of the Problem

Teachers play a crucial role in managing and addressing students' behavior in learning English. Managing a good strategy will make the students eager to learn as well as maintain the students' behavior in the classroom.

Using reinforcement is one of good strategy that can be used in maintaining the students' behavior. However, most of the teachers often automatically punish a student for misbehavior displayed in the classroom. Then, maintaining and praising positive behaviors in order to prevent unwanted behaviors. That is why the use of reinforcement is recommended as the strategy for the teacher to promote students' behavior in EFL class. In the implementation of the reinforcement, a desirable stimulus is added to increase a behavior. As stated by Uddin, et al. (2017) the important part of reinforcement is to make changes on student's behavior towards learning. This might be the solution for the teacher to develop students' positive behavior in

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EFL class.

C. Limitation of the Problem

After identifying the problems that stated above which has indicated the phenomenon. Thus, the researcher needs to study about the students' behavior in learning English during the implementation of reinforcement strategy at SMP An Namiroh Pekanbaru.

D. Formulation of the Research Problem

- a. What kinds of reinforcement strategy that apply by the teacher when teaching English at SMP An Namiroh Pekanbaru
- b. How the students behavior in learning English during the implementation of reinforcement strategies at SMP An Namiroh Pekanbaru?

E. Objective of the Research

From the formulation of the problem, the writer has objectives of the research as follows:

- a. To describe the kinds of reinforcement strategy that apply by the teacher when teaching English at SMP An Namiroh Pekanbaru
- b. To explore the students behavior in learning English during the implementation of reinforcement strategy at SMP An Namiroh Pekanbaru

F. Significance of the Research

The findings of this research are expected to give theoretical and practical contribution as follows:

Theoretically, this research will give point of view about the students' behavior in learning English during the implementation of reinforcement strategies that used by the teacher with the various types in learning English.

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Moreover, the result of this research can be used for a variety of purposes. In practically, this research is expected to gain more knowledge about students' behavior in learning English during the implementation reinforcement strategy and the way to implement it in teaching and learning English. This research also can develop teachers' knowledge in reinforcing students in learning English.

G. Definition of the Term

Some terms involved in this study, thus to avoid misunderstanding and misinterpretation of this research. It is necessary to define the following terms:

1. Reinforcement strategy

Reinforcement strategy is a strategy that used to desirable academic performance or efforts at the classroom level (Fitriati, et al. 2020). It means that using reinforcement in the classroom level as a strategy that employed to gain students performance.

2. Students' behavior

Behavior is related to occurrence of a persons' action or reaction. It is something that someone emits, or performs, at particular moments and place (Lazzeri, 2014). It means behavior is a human action or reaction as response to something that happened in a certain times.

3. Learning English

Learning English is essentially a science that teaches students to communicate in that language orally and to write (Sunardi, 2021).

Language learning English is important to increase of communication with using English as a foreign language.

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CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Reinforcement Strategy

Reinforcement strategies are the strategy that used to desirable academic performance or efforts at the classroom level (Fitriati, 2020). It means that using reinforcement in the classroom level as a strategy that employed to gain students performance. So that, reinforcement strategies in this research refer to the strategy used by the teacher during the teaching and learning process to improve students' academic performance in learning English. In the other word, reinforcement strategies is the strategy to encourage the students towards good performance or to discourage them to learn by using different types of techniques during classroom activities or outside the school compound as (Uddin, et al. 2017). It means that reinforcement strategies can help the students to develop and maintain their school settings.

Reinforcement is one of the skills in teaching that should be possessed by teachers, where an important aspect to support the learning and teaching process (Mardhatillah, 2023). Bhatti, et al. (2021) stated that reinforcement is the most effective strategy that the majority of teachers familiar with in managing English classrooms. It means that in managing classroom activity especially in English learning, the role of reinforcement that are mostly carried out by the teachers being the most effective strategy.

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Purpose of Giving Reinforcement strategies

There are some purposes of giving reinforcement such as increase students' attention in learning, make learning process easier, maintain students' motivation, control students' misbehavior, develop and manage one-self in learning, guide students to divergent thinking and self initiative. Such purposes help teacher in conducting an effective teaching and learning (Mas'ud and Wulandari, 2019). Furthermore, the purpose of giving reinforcement is to support and enhance students to be more active in the learning process (Werdi, et al. 2021). There were two kinds of reinforcement:

The first is negative reinforcement, which occurs when the probability of a response increases as a result of something being removed from a situation. This type can be achieved if the teacher gives punishment to the learners so that they can decrease their negative behavior. The teacher can make such comments as too bad, shaking his head, etc. The second is positive reinforcement. Positive reinforcement results in motivation or positive behavior that the results in positive behavior. According to Purnamasari, et al. (2018), Positive reinforcement is an incentive or reward in form of verbal and non-verbal as the result of positive behavior done by the students. The teacher can perform positive reinforcement as a way to motivate, provoke, and support where positive reinforcement may affect students' behavior and emotional (Gaffar, et al. 2022).

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Arista, et al. (2018) stated that there are two types of reinforcement strategies such as, verbal and non-verbal reinforcement.

a. Verbal reinforcement

Teacher used praise words such as, good, good job, very good, excellent, when students dare to speak. Moreover, teacher applies such as sstt or face to be negative when students are not serious in learning.

b. Non Verbal reinforcement (gestural, contact, activity and token reinforcement)

1. Gestural reinforcement, the teacher smiles, thumbs up, clap hands, nod head as the respond that giving to the students. Then, the teacher do forefinger in front of mouth or crossed hands in front of chest if the students makes some trouble during learning.
2. Contact reinforcement, teacher giving hug to the student, stroking student back or shoulder, rising student hand and rub students' head in the classroom.
3. Activity reinforcement, the teacher giving to the students any which they prefer as reinforcement such as, student who studied diligently appointed as leaders of a group, studying outdoor, more time for playing a game, and break time at computer room for students are more active and motivated towards the learning process.
4. Token reinforcement, the teacher giving comments, signs, and sticker on student book.

According to Fitriati (2020) there are five classroom reinforcement

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strategies, including: praise or other verbal reinforcement, symbolic rewards, tangible rewards, token rewards, and activity rewards.

1. Praise or other verbal reinforcement

Praise belongs to verbal reinforcement. teachers praised the students after they could do the teachers' instruction correctly, such as answering a question, reading a text, and translating a word.

2. Symbolic Rewards

Symbolic rewards can be in the forms of gold stars stickers, having one's picture on a bulletin board, or name in newsletter, etc.

3. Token Rewards

Token rewards could be points or chips, which are valueless in themselves, but which can be redeemed for things valuable.

4. Tangible Rewards

Tangible rewards include edibles, toys, or school-related items (pencils, notebooks, etc).

5. Activity Rewards

Activity rewards as free time, being leader of an activity, or going on a field trip. A class game that could let them being a leader,

The Principle of Giving Reinforcement strategies

In providing reinforcement strategies (Helmiati, 2013), the following principles must be considered such as warm and enthusiastic. This is shown in gestures, facial expressions, voice as well body language. Giving reinforcement strategies must be sincere and meaningful in order for it to be taken seriously

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and not just as lip service. Avoiding negative responses and comments if students don't able to answer questions as expected. Reinforcement must be varied, both verbal and non-verbal. So that, reinforcement is not always in the same words, but adjust to the conditions and quality of student answers. Non-verbal reinforcement can be in the form of a nod, a smile, touch, body language, and hand gestures. Furthermore, reinforcement goals must be clear. Its purpose to certain students with said his name and turned his gaze to the students.

In addition, Mardhatillah (2023) stated that several principles that should be noticed by a teacher in giving reinforcement both verbal and non-verbal are warmth, enthusiasm, meaning, and avoiding the use of negative responses. It is important to make sure that the student feels the sincerity of the reinforcement given. Any teacher's behavior toward students will show his/her sincerity in giving reinforcement to students. Besides that, students will also feel the teacher's warmth and enthusiasm while giving them reinforcement on certain behavior that they do. In this situation, students feel that they are appreciated and welcomed by the teacher. In addition, it can build a comfortable atmosphere in the classroom.

Giving Reinforcement strategy

According to Wulandari (2019), the way to give reinforcement also should be taken into count as it help teacher to give the reinforcement effectively to students. It is divided into four such as individual reinforcement, group reinforcement, immediacy in giving reinforcement and variation in giving reinforcement. Individual reinforcement refers to reinforcement which given to

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student individually. While, group reinforcement is given to students in group. In giving reinforcement both individual and group, it is important to look at student's eyes, mention student's name, make it clear to whom the reinforcement is given and mention student's desirable behavior.

In order to Mardhatillah (2023), Students that are being reinforced should be clear. It means that if a teacher intends to give reinforcement to a certain student she/he must be able to determine which student should be reinforced. Mentioning the name of the student being reinforced can help teachers to make clear to whom the reinforcement is proposed. Besides, Reinforcement can also be given to a group of students. Once a group of students shows good progress in learning, the teacher can reinforce them by giving them something or letting them do activities that they like.

Schedules of Reinforcement strategies

A schedule of reinforcement refers to a deliberate plan that determines when and how often reinforcement is given to a student (Jefferson, 2016). Moreover, A schedule of reinforcement should align with the type of reinforcement the student such as continuous reinforcement schedules, ratio reinforcement schedules, and interval reinforcement schedules. Were the continuous reinforcement schedules, a teacher provides the reinforcer every time the appropriate behavior occurs. A continuous reinforcement schedule often helps to quickly increase the desired behavior. Meanwhile in ratio reinforcement schedules a teacher provides the reinforcer after a number of occurrences of the appropriate behavior. Then, interval reinforcement schedules a teacher



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reinforces the appropriate behavior after a period of time.

2. Student's Behavior in learning English

Febrina and Ilyas, (2020) stated that behavior is an act or activity or response, be it a reaction, response, answer, or is it a reply made by an organism. Learning behavior is a way or action that contains an attitude towards the implementation of learning techniques carried out by individuals or anyone at certain times and learning situations (Febrina and Ilyas, 2020). It means that learning behavior is an action that reflects an attitude toward the use of learning strategies used by people or anyone at particular times and in specific learning settings. In learning, a teacher will always give stimulus to the student in order to create right response. The relation between stimulus and response is repeated until it will become a habit, it is called a behaviour (Powell, 2009). they also stated that behavior is an activity of an organism that can be observed or somehow measured. Skinner's behaviour learning approach relies on the components of classical, which involves unconditioned and conditioned stimuli, and operant conditioning but particularly the elements of operational conditioning. Operational conditioning refers to a method of learning that occurs through rewards and punishments for behaviour. Behaviour operates on the environment to bring about favorable consequences or avoid adverse ones. These same ideas of operant conditioning can also be applied to language acquisition because Skinner believed that language could be treated like any other kind of cognitive behaviour. According to the behaviourist theory, language learning is a process of habit formation that involves a period of trial

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and error where the child tries and fails to use correct language until it succeeds. Infants also have human role models in their environment that provide the stimuli and rewards required for operant conditioning. For example, if a child starts babblings, which resembles appropriate words, then his or her babbling will be rewarded by a parent or loved one by positive reinforcement such as a smile or clap. Since the babblings were rewarded

Behavior is related to occurrence of a persons' action or reaction. It is something that someone emits, or performs, at particular moments and place (Lazzeri, 2014). Meanwhile, the behaviour is a stable tendency of a person who reacts either negative or positive reactions towards himself, others, objects, situations, and the surrounding conditions (Darmawan and Silviana, 2017).

Types of learning behaviours

According to Bai, et al. (2020), there three types of learning behaviours as follows:

1. Class engagement

Class engagement is how students to be actively involved in class if they want to show their enthusiasm for learning by actions like persistent effort, resolve, and perseverance. For the example, students could pay attention in class, ask questions, and complete assignments.

2. Self-regulation

Self-regulation is about how students' planning and monitoring of their learning activities. self-regulation comprises students' capacity to plan, generate thoughts, and execute actions.



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3. Avoidance coping

Avoidance coping is about how students' tendency to give up in face of challenges and boredom.

In addition, Rumfola (2017) stated that behavior is the way in which one acts or conducts oneself, especially towards others. It means that the way in which personal acts in response to a particular situation. There are two types of factors that can affect human behavior, such as internal factors and external factors. As a result of the process of teaching and learning activities, the positive learning behaviour of students will manifest through the representation and characteristic of learning behaviour itself. Then, internal factors are any traits or abilities that people have or can control during their development and are derived from their ancestry or from inherited interactions with their environment. Besides, all external aspects are things that people learn from their environment.

Factors of students' behaviour

As a result of the process of teaching and learning activities, the positive learning behaviour of students will appear through the embodiment and characteristic of learning behaviour itself, there are two types of factors that can affect human behaviour such as internal factors and external factors. internal factors are any behaviours and skills possessed or controlled by individuals in their development, derived from heredity or because of hereditary interactions with the environment. While external factors are all things received by individuals from their environment, the behavior shown by the individual is not something



done alone but always in interaction with the environment (Nana Syaodih Sukmadinata, 2009).

a. Internal Factors

1. Motivations

Woolfolk (1998: 372) cited Rahman, et. al. (2014: 1) defines “motivation as an internal state that arouses, directs and maintains behaviour”. He defines motivation as a way to arouse the spirit and maintain behaviour internally. Salvin (2001: 345) cited Rahman, et. al. (2014: 1) defines, “motivation as an internal process that activates, guides and maintains behaviour over time”. He says that motivation can be used to activates, maintain, guide, that behaviour from the internal process of someone.

According to Gardner (1985), “ motivation is a much more important predictor than ability and aptitude in successful language learning. It is drive that sustains and raises our interest and direct our behaviour to achieve a certain goal. Whilst there may be interest in achieving a goal, and action to instigate that goal should be taken and effort expended is required”. He considered that motivation is more essential than ability and aptitude of the people in the case of successful language learning, but that motivation has to be followed by actions for achieving the goals.

Naiman cited Gardner, (2004 : 7) makes conclusion that there are certain typical characteristics in students” motivation. Some of these are:

a. Positive Task Orientation

The learner is willing to tackle tasks and challenges and has confidence in his

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or her success.

b. Ego-Involvement

The learner finds it important to success in learning in order to maintain and promote his/her own (positive) self-image

c. Need For Achievement

The learner has a need to achieve to overcome difficulties and succeed in what he/she out to do.

c. High Aspiration

The learner is ambitious, goes for demanding challenges, high proficiency, top grades.

e. Goal Orientation

The learner is very aware of the goals of learning, or of specific learning activities, and directs his or her efforts toward achieving them.

f. Perseverance

The learner consistently invests a high level of effort in learning, and is not discouraged by setback or apparent lack of progress.

g. To Learner of Ambiguity

The learner is not disturbed or frustrated by situation involving a temporary lack of understanding or confusion.

2. Attention

Attention was defined as attending to the area specified by the teacher (e.g., attending to the activity or paying attention to teacher instruction).

Inattentiveness was defined as not attending to a teacher-specified area (e.g.,

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horseplay, working on an activity different from the one prescribed by the teacher, and/or doodling). xvi Lahaderne (1968) attention was coded if a student engaged in one of the following behaviors:

- (a) looking at teacher.
- (b) looking at another student who is talking to the class.
- (c) writing down an answer.

In attention was operationalized into three different categories:

- (a) not attending to assignment;
- (b) looking around; and
- (c) out-of-chair.

Additional classroom behaviors were coded in this study and included:

- (a) talk-to-peerpositive (e.g., about academic work);
- (b) volunteers (e.g., raises hand to answer teacher's question);
- (c) compliance; and
- (d) self-stimulation (e.g., student is not paying attention to assignment because they are scratching self, rubbing material of clothing between two fingers, etc.).

b. External Factors

1. Family

Parents have traditionally been held responsible for their children's behaviour or character, until they reach adolescence. When youngsters misbehave, the natural tendency is to blame it on parental mismanagement



or family disintegration. You should, however, note that your pupils' behaviour patterns can be influenced by family patterns and practices.

These include:

- a) Maintenance of large families A large number of family members may lead to a shortage of domestic resources and frustration.
- b) Socio-economic status of the family Poverty is a major factor which affects the education of boys and girls in Eastern and Southern Africa. However, girls tend to be affected more because of the attitude of society towards them. When there is limited income, the parents will usually direct the little money they have towards the education of their male children. Girls are left at home to wait for marriage and provide labour. This attitude has seriously reduced access to schooling for girls in the region.

2. Environment

Environment has a significant influence on the development of the individual and on his/her subsequent behaviour and attitudes. For normal development, there must be a good environment. A bad environment will adversely affect normal development and behaviour. The following types of environment can be identified:

a) Physical Environment

This may consist of geographical factors: climate, physical features, an urban or rural environment - all affect the development of the individual. They affect personality, character and outlook. They affect

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ways of talking, ways of dressing and even ways of walking, behaviour and attitudes.

b) Social Environment

This is provided mainly by the people around the child. The voices the child hears, the food he/she takes or drinks, all have an influence on the way the child develops. Good care will make a child feel that he/she belongs somewhere and is secure. A poor social environment, on the other hand, contributes to maladjustment in child behaviour.

B. Reinforcement strategies in learning English

The effectiveness of using reinforcement strategies is determined by how it is delivered by the teacher and perceived by the students (Purnamasari, et al. 2018). It means that the teacher should have clear goals in giving reinforcement for the students. Then, they also stated that giving reinforcement strategy with clear purpose and in accordance with what have been done by the students will lead them to be highly motivated to learn and do, repeat and improve their positive behavior.

Giving reinforcement to students in classroom is essential since by reinforcing the students, the teacher and students will probably have a good relationship. In addition, through reinforcement, it can increase students' motivation to be better in learning English. Not only does giving reinforcement motivate students, but it also changes the students' behavior (Fitriati, et al. 2020). Furthermore, Arista, et al. (2018) stated the reinforcement strategies in the classroom as follows

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Verbal reinforcement, the teacher using praise word such as, good, good job, very good, excellent, when students dare to speak. Additionally, the teacher applies such as sstt or face to be negative when students are not serious in learning.

Gestural reinforcement, the teacher smiles, thumbs up, clap hands, nod head as the respond that giving to the students. Then, the teacher do forefinger in front of mouth or crossed hands in front of chest if the students makes some trouble during learning.

Contact reinforcement, the teacher giving hug to the student, stroking student back or shoulder, rising student hand and rub students' head in the classroom.

4. Activity reinforcement, the teacher giving to the students any which they prefer as reinforcement such as, student who studied diligently appointed as leaders of a group, studying outdoor, more time for playing a game, and break time at computer room for students are more active and motivated towards the learning process.

Token reinforcement, the teacher giving comments, signs, and sticker on student book.

Arista, et al. (2018) also stated the way of reinforcement strategies in the classroom such as reinforcement was given with warmth and enthusiasm, attempted to avoid negative responses, the principle of meaningfulness, reinforcement is given to both groups of students as well as to individual students and variations in the use of reinforcement. In addition, Helmiati (2013)



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was explain the way of reinforcement strategies in learning English, as follows:

1. Warm and enthusiastic

This is shown in gestures, facial expressions, voice as well body language.

2. Be earnest and meaningful.

Strengthening is given seriously and not just lip service.

3. Avoiding negative responses and comments if students don't able to answer questions as expected

4. Reinforcement must be varied, both verbal and non-verbal. Reinforcement is not always in the same words, but adjust to the conditions and quality of student answers. Non-verbal reinforcement can be in the form of a nod, a smile, touch, body language, and hand gestures.

5. Reinforcement goals must be clear

Reinforcement must be clear its purpose to certain students with said his name and turned his gaze to the students.

C. Relevant Research

The researcher found the relevant research that had relevancy, the first is conducted by Yunisrina Qismullah Yusuf and Nurul Inayah entitled "Teacher's Reinforcement Building Student's Motivation to Learn English".

This research has been done in year 2020, it is indicated that teacher were among the sources of the students' motivation for learning English. This study employed descriptive qualitative research, where data were collected from two English teachers by conducting a semi structured detailed interview, and from 10 students who excel in English through open ended questionnaires. It has



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found that teachers were among the sources of the students' motivation for learning English.

Secondly, the topic about reinforcement strategies had been carried out by Fatmala (2019) entitled "Classroom Instruction Reinforcement Strategies Used by English Teachers at SMP Negeri 3 Semarang". The design of this study is discourse analysis. This study used the data triangulation to make sure that the data were valid and acceptable. 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 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. It has found 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.

In addition, Kurniasih, et al. (2021) had been conducted the research entitled "Reinforcement Strategies Employed by the English Teachers at Junior High School 17 Kota Jambi". This research used qualitative method. The subject of this study was 2 teacher who teaching in VIII class of Junior High School 17 Kota Jambi. This study focuses on the kinds of reinforcement such as verbal and nonverbal reinforcement that employed by English teacher



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In learning English with two teachers at second grade of Junior High School 17 Kota Jambi. Verbal reinforcement was in form of words and sentences. While, non-verbal reinforcement covered reinforcement in forms of gesture, proximity, contact, activity and token/symbol. The result of research showed that the teachers gave both of verbal and non-verbal reinforcement during teaching English in class, such as Verbal reinforcement: Word reinforcement and Sentence reinforcement. Also Non-verbal reinforcement: gesture, proximity, activity and token/symbol.

Another researcher which is the same topic and related to Musdalifah, the topic entitled “The Influence of Reinforcement and Students Attitude to Study English”. This research has conducted at SMP Muhammadiyah Limbung in year 2018. A descriptive qualitative design is used in this research. The population was taken from 32 students in one class by using purposive sampling technique to the first grade of SMP Muhammadiyah Limbung. The result of the students answer was analyzed using likert scale to see whether or not there was any influence of reinforcement on students’ attitude to study English. In this research, it has found that the influence of reinforcement on students’ attitude was positive. It means that the students were very enthusiastic toward the teacher in study English. The result of data analysis showed that the mean score of the teacher motivation was 87,7% and students attitude was 81,2%. From the research of data analysis, the researcher concluded that the influence of reinforcement on students attitude to study English at SMP Muhammadiyah Limbung, it means that the students were

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very enthusiastic toward the teacher in study English.

Furthermore, Prasticha Putri Wardani as the researcher with related topic is about “the implementation of reward and punishment for students motivation in English learning”. This research was conducted at junior high school kemala bhayangkari Pekanbaru. The main object of this research was to find out the implementation of rewards and punishments and the students’ respond about the rewards and punishment that give by the teacher. that gave by the teacher do not affect to students motivation in English Learning. Therefore, this research was conducted at Junior High School Kemala Bhayangkari 1 Pekanbaru. This research is qualitative research. The researcher applied observation and interview to get the data, while in observation the researcher observe in natural condition and for the interview, the researcher use focus group discussion that divide the group into five groups in two. The result of this study, which showed that the students become less interest in English learning because of the behavior of the teacher itself and the students felt that they can increase their motivation if the teacher used reward rather than punishment to them. The implement rewards and punishments are not balance at Junior High School Kemala Bhayangkari 1 Pekanbaru.

Meanwhile the topic still about reinforcement strategies toward students’ motivation conducted by Arsita et al. entitled “ The Types of Reinforcement Strategies Used by the Teacher in Motivating EFL Students at KGB Class in Bali Kiddy School”. This research was conducted in the second semester in the academic year of 2016/2017. The design of the research was aimed at

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describing types and implementation of reinforcement strategies in motivating EFL students at KGB Class in Bali Kiddy School. The data collected by two methods: observation and interview. In this research it was found that Bali Kiddy used 5 types of reinforcement strategies, namely verbal reinforcement, gestural, contact, activity and token reinforcement. Each of these types consists of positive and negative reinforcement.

Fitriati, et al. Had been conducted the research entitled “Teachers’ Classroom Instruction Reinforcement Strategies in English Language Class”. This research was conducted in year 2019. This qualitative case study was a classroom discourses which are the instruments of this study were observation sheet, interview guideline, and audio-video recordings. Findings showed that the teachers reinforced the students in three types of classroom instruction reinforcement. The three types of reinforcement strategies were: praise or other verbal reinforcement, tangible rewards, and token rewards. The findings suggest the teachers implement the reinforcement strategies fairly to increase teacher-students interaction.

D. Conceptual Framework

Figure II. 1 Conceptual framework

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In this conceptual framework, the researcher would like to clarify the literature reviewed in order to avoid misunderstanding and misinterpretation about this research.

In this research, the researcher would like to describe and explore about students' behavior in learning English during the implementation of reinforcement strategy. According to Bai et al. (2020) the students' learning behavior related to their classroom performance:

1. Class engagement
2. Metacognitive self-regulation
3. Avoidance coping

CHAPTER III

METHOD OF THE RESEARCH

A. Research design

The research method used in this research is a qualitative with the design of case study. This research is aimed to know how students' behavior in learning English during the implementation of reinforcement strategy in learning English. In addition, while teaching English is important for the teacher to provide reinforcement. Because reinforcement can motivate students both in learning English and another subject so it cannot be separated.

Latief (2016) stated that qualitative research is a process of inquiry aimed at understanding human behavior by building complex, holistic pictures of the social and cultural setting in which such behavior occurs. It means that the process of inquiry aimed at Junior high school An Namiroh Pekanbaru the teacher provided reinforcement the student in learning English. The main goal of this research is students' behavior in learning English during the implementation of reinforcement strategies at Junior high school An Namiroh especially in second grade.

According to Creswell (2009), qualitative method is exploring and understanding the meaning individuals or groups ascribe to a social or human problem.

B. Setting of the Research

This research was conducted at SMP An Namiroh Pekanbaru. It is located on Delima street, No. 99 Panam district Pekanbaru City. The time of

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the research was conducted on June to July 2023 in academic year of 2022/2023. The researcher selected that place because the location of this research facilitates the researcher to conduct the research.

C. The Subject and Object of the Research

The subject of this research were the students of eight class at Junior High School An Namiroh Pekanbaru. Meanwhile the object of the research was the students' behavior in learning English during the implementation of reinforcement strategies.

D. Participant of the Research

The students of second grade at Junior High School An-Namiroh Pekanbaru as the participant. The researcher used purposive sampling for this research. Which are purposive sampling is a sampling technique with certain consideration or special selection (Siyoto and Sodik, 2015). So that, the researcher using their own assessment in selecting individuals of the population to participate in research.

E. Technique of data collection

1. Observation

The researcher takes field notes on the behavior and activities of individuals at the research site as stated by Creswell (2002). In this part, the researcher takes field notes during observation in the classroom activities in learning English

2. Interview

The researcher used interview guideline to gain data by asking a

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number of questions orally to be answered orally for this research. The researcher used this interview to do the research that has been already prepared before doing interview. In addition, the researcher conducted the interview after the observation in the class.

F. Technique of Data Analysis

According to Lynnette, et al. (2021), qualitative data analysis involved identification and interpretation of pattern and theme in textual data. It means that to determine how patterns and themes help answer research question. The researcher used data reduction technique. According to Sugiyono (2013), reducing data means summarizing, choosing the main things, focus on the things that are important, look for themes and patterns. In this research, the researcher used three analysis components during collection of the data. According to Miles and Huberman (1994), there are three components of data collections were analyzed by transcribing, categorizing and interpreting data.

1. Reduction of the Data

Data reduction can be interpreted as the process of selection, simplification and transformation on the data to the field notes, when the researcher research the students' behavior in learning English through the implementation of reinforcement strategy in the field note. Then after this, the researcher gets some data of reinforcement strategy from the English teacher and students and the researcher selects the data related to the research problem taken from the source of data. Then the researcher focused on each research problem the simplifying

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of the data in the field note.

2. Display of the Data

Data display is a set of information which has been classified and organized based on the data reduction which leads to conclusion. Generally, a display is an organized, composed assembly of information that permits conclusion drawing and action. By displaying data, the researcher considers what she should do, she could analyze based on her understanding. The researcher got some information about reinforcement strategy from classroom observation then the researcher explained about students' behavior in learning English during the implementation reinforcement strategy with the description and the researcher made some conclusion from the informan.

3. Verification of Data

The last step is concluding and giving suggestions based on the data analysis. It is explaining the meaning of the data, in fact, the researcher inferred the research finding into a single overall conclusion accordingly to research data and the verification is explained the meaning of the data in fact observation to know students' behavior in learning English during the implementation of reinforcement strategy.



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CHAPTER V

CONCLUSION AND SUGGESTION

Conclusion

This research was to find the students' behavior in learning English during the implementation of reinforcement strategy that conducted in Junior High School Pekanbaru. Based on the result of research question it found:

1. The teacher had applied two kinds of reinforcement strategy such as, verbal and non-verbal reinforcement. In verbal reinforcement, the teacher use price word and negative word expression. In non-verbal reinforcement, the teacher use gestural reinforcement, contact reinforcement, activity reinforcement and token reinforcement. Then, as often kinds of reinforcement strategy that used by the teacher is verbal and gestural reinforcement
2. Students' behavior in learning English during the implementation of reinforcement strategy has developed the behavior of the students. The most of students are active in learning English activity during verbal and non-verbal reinforcement. They engage in individual thinking, collaborative discussion with a partner, and whole class sharing. Also, a lot of students completing assignments and reading previous material after the teacher giving a reprimand to enhanced students' readiness while learning English. Then the students giving their opinions, and reactions as enhanced good behavior in giving positive feedback when learning English.



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B. Suggestion

Based on the findings of this study, there are some recommendations that are useful for students, English teacher and future researchers as follows:

1. For the students, the researcher hopes that the students focus on the learning process and pay attention to the reinforcement given by the teacher.
2. For the teachers, the researcher hopes that the teachers who implement reinforcement strategies could continue to implement that the strategies. Consistently implementing reinforcement strategies will contribute to students' behavior and success in learning English.
3. For future researchers, the researcher expect that the result of this research can be as reference to conduct a further research to explore more about students' behavior in learning English during the implementation of reinforcement strategy, because there are many interesting issues related to students' behavior in learning English.

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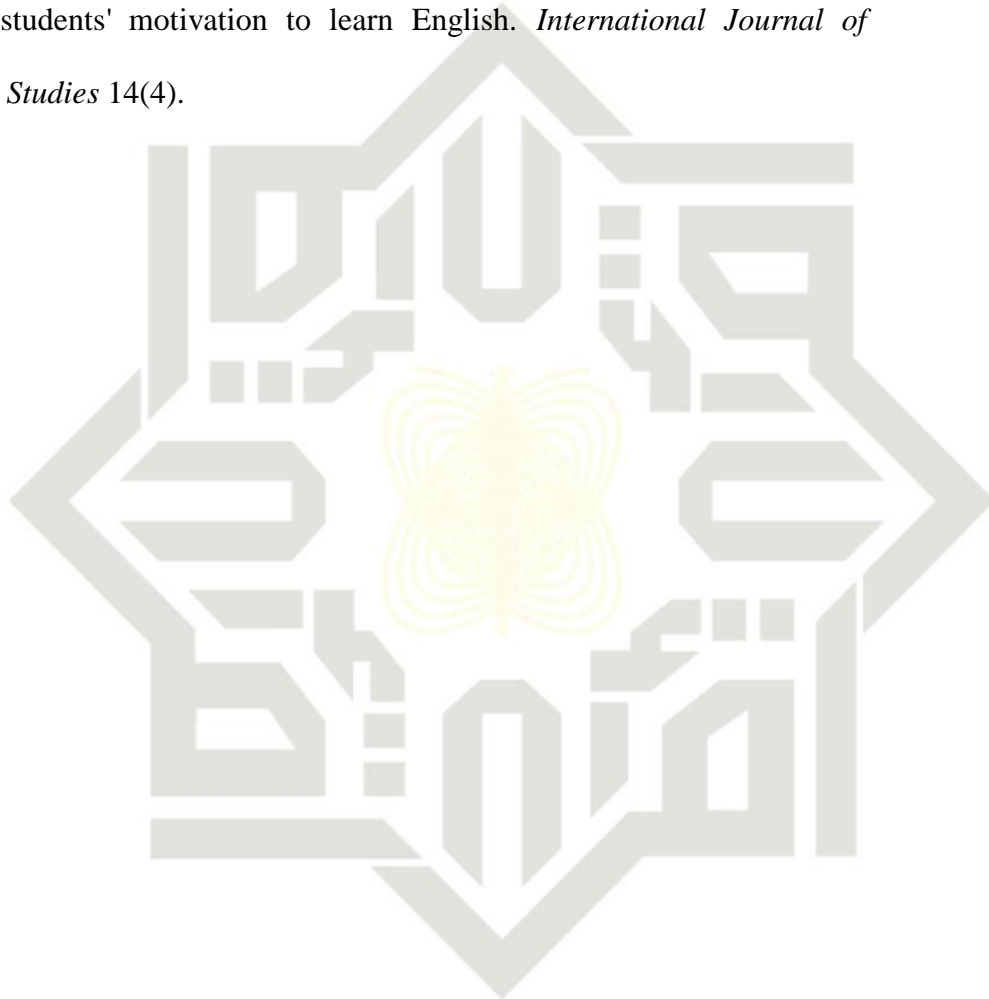
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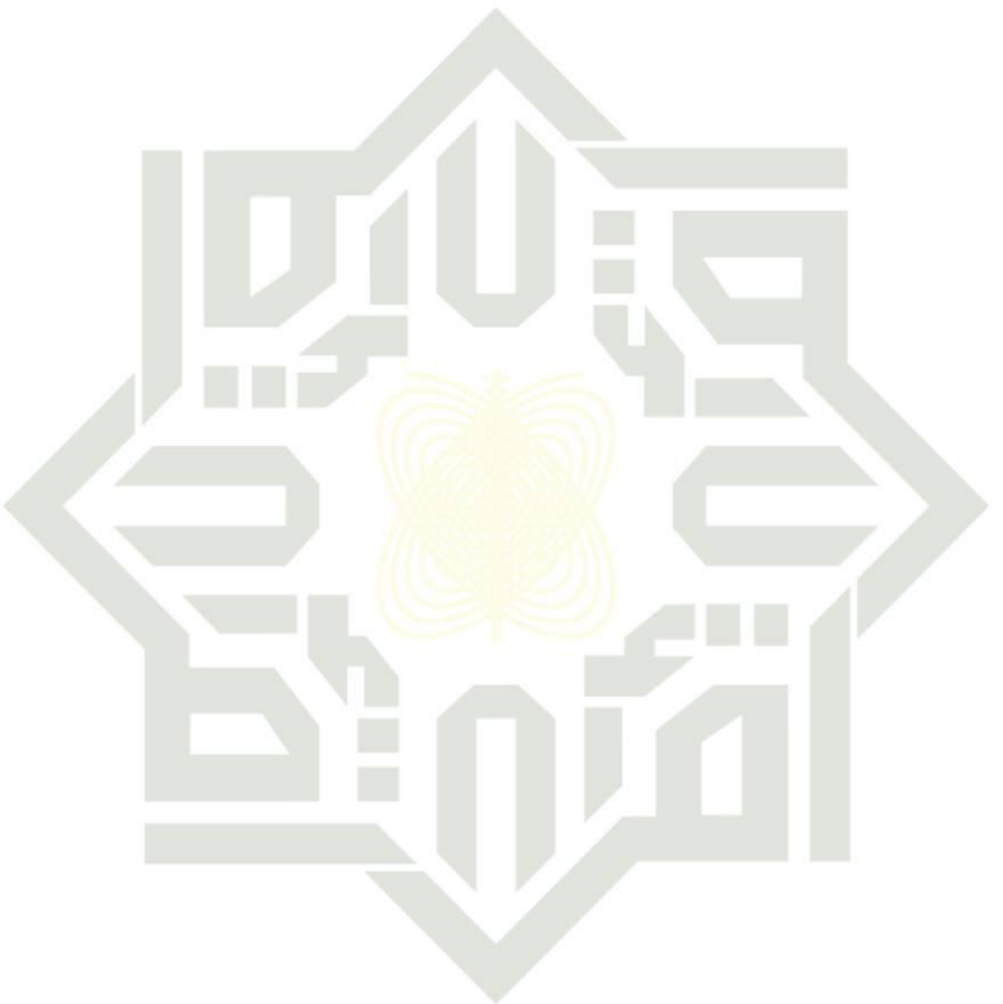
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FIELD NOTE

Name: Ariska Ernida Putri
 Day, date: Thursday, 06th 2023
 Place: 8 Class
 Time: 7.40-09.00

No	Kategori
	<p>Class engagement</p> <ol style="list-style-type: none"> a. Sebagian besar siswa terlibat aktif dalam diskusi kelas. Mereka menyumbangkan ide, bertanya pertanyaan, dan memberikan tanggapan terhadap pertanyaan guru. Terdapat beberapa siswa yang lebih cenderung pasif, mungkin karena kurangnya kepercayaan diri atau kurangnya pemahaman terhadap materi tertentu. b. Siswa terlibat dalam diskusi kelompok, saling membantu satu sama lain dalam menyelesaikan tugas, dan terlihat ada pertukaran ide di antara mereka. Meskipun mayoritas siswa berinteraksi dengan baik, ada beberapa kelompok kecil di mana interaksi tampak kurang intensif, mungkin perlu mendapatkan bimbingan tambahan. c. Siswa menunjukkan respon positif terhadap materi pembelajaran, terlihat dari ekspresi wajah berminat, mencatat informasi, dan mengajukan pertanyaan terkait materi. Pada bagian tertentu, beberapa siswa tampak kurang tertarik, mungkin karena kurangnya keterkaitan dengan pengalaman atau minat pribadi mereka.
	<p>Metacognitive self-regulation</p> <ol style="list-style-type: none"> a. Siswa terlihat secara aktif memantau pemahaman mereka selama pembelajaran. Ketika mereka menemui kesulitan, mereka menghentikan diri untuk merefleksikan pemahaman mereka dan mencari cara untuk mengatasi hambatan tersebut.
	<p>Avoidance coping</p> <ol style="list-style-type: none"> a. Terdapat beberapa siswa terlihat enggan untuk berpartisipasi dalam diskusi kelas. Mereka cenderung menghindari situasi di mana mereka perlu berbicara di depan umum atau berbagi pendapat.

	b. Memberikan dukungan tambahan atau bimbingan yang dapat membantu siswa mengatasi ketakutan atau kekhawatiran mereka terhadap tugas atau situasi tertentu.
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Students' Behaviour in Learning English through the Implementation of Reinforcement Strategy at Junior High School Pekanbaru (Observation Checklist)

Day, Date : Wednesday, 05th July 2023 Meeting : 1 (one)
 Place : 8 Class Time : 7.30-09.00

No	Statement	Yes	No
1	Verbal Reinforcement	√	
	The teacher using praise word such as, good , wow, excellent, good job, very good , very good job, that's good .	√	
	The teacher applies such as tetot, sstt or face to be negative when students are not serious in learning	√	
2	Gestural Reinforcement	√	
	The teacher smiles, nod head, thumbs up, clap hands, nod head as the respond that giving to the students	√	
	The teacher do forefinger in front of mouth and crossed hands in front of chest if the students makes some trouble during learning	√	
3	Contact Reinforcement	√	
	The teacher giving hug to the student, stroking student back or shoulder , rising student hand and rub students' head in the classroom.	√	
4	Activity Reinforcement	√	
	The teacher giving to the students any which they prefer as reinforcement such as: student who studied diligently appointed as leaders of a group, studying outdoor, more time for playing a game , and break time at computer room for students are more active and motivated towards the learning process	√	
5	Token Reinforcement	√	
	The teacher giving comments , signs, and sticker on student book.	√	

Source: Arista, et al. 2018

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Students' Behaviour in Learning English through the Implementation of Reinforcement Strategy at Junior High School Pekanbaru (Observation Checklist)

Day, Date : Thursday, 06th July 2023 Meeting : 02 (two)

No	Statement	Yes	No
2	Verbal Reinforcement	√	
	The teacher using praise word such as, good , wow, excellent, good job, very good, very good job, that's good .	√	
	The teacher applies such as tetot, sstt or face to be negative when students are not serious in learning	√	
3	Gestural Reinforcement	√	
	The teacher smiles, nod head , thumbs up, clap hands, nod head as the respond that giving to the students	√	
	The teacher do forefinger in front of mouth and crossed hands in front of chest if the students makes some trouble during learning	√	
3	Contact Reinforcement	-	
	The teacher giving hug to the student, stroking student back or shoulder, rising student hand and rub students' head in the classroom.	-	
4	Activity Reinforcement	-	
	The teacher giving to the students any which they prefer as reinforcement such as: student who studied diligently appointed as leaders of a group, studying outdoor, more time for playing a game, and break time at computer room for students are more active and motivated towards the learning process	-	
4	Token Reinforcement	√	
	The teacher giving comments , signs, and sticker on student book.	√	

Place : 8 Class

Time : 10.30-12.00

Students' Behaviour in Learning English through the Implementation of Reinforcement Strategy at Junior High School Pekanbaru (Observation Checklist)

Day, Date : Tuesday, 06th July 2023 Meeting : 03 (three)

No	Statement	Yes	No
2	Verbal Reinforcement	√	
	The teacher using praise word such as, good , wow, excellent, good job, very good , very good job, that's good.	√	
	The teacher applies such as tetot, sstt or face to be negative when students are not serious in learning	-	
3	Gestural Reinforcement	√	
	The teacher smiles , nod head, thumbs up, clap hands , nod head as the respond that giving to the students	√	
	The teacher do forefinger in front of mouth and crossed hands in front of chest if the students makes some trouble during learning	√	
3	Contact Reinforcement	-	
	The teacher giving hug to the student, stroking student back or shoulder, rising student hand and rub students' head in the classroom.	-	
4	Activity Reinforcement	√	
	The teacher giving to the students any which they prefer as reinforcement such as: student who studied diligently appointed as leaders of a group, studying outdoor, more time for playing a game , and break time at computer room for students are more active and motivated towards the learning process	√	
4	Token Reinforcement	√	
	The teacher giving comments , signs, and sticker on student book.	√	

Place : 8 Class

Time : 14.30-15.15

Source: Arista, et al. 2018

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Students' Behaviour in Learning English through the Implementation of Reinforcement Strategy at Junior High School Pekanbaru (Observation Checklist)

Day, Date : Thursday, 06th July 2023 Meeting : 04 (four)

	Statement	Yes	No
1	Verbal Reinforcement	√	
	The teacher using praise word such as, good , wow, excellent, good job, very good , very good job, that's good .	√	
	The teacher applies such as tetot, sstt or face to be negative when students are not serious in learning	-	
2	Gestural Reinforcement	√	
	The teacher smiles, nod head, thumbs up, clap hands, nod head as the respond that giving to the students	√	
	The teacher do forefinger in front of mouth and crossed hands in front of chest if the students makes some trouble during learning	-	
3	Contact Reinforcement	√	
	The teacher giving hug to the student, stroking student back or shoulder , rising student hand and rub students' head in the classroom.	√	
4	Activity Reinforcement	-	
	The teacher giving to the students any which they prefer as reinforcement such as: student who studied diligently appointed as leaders of a group, studying outdoor, more time for playing a game, and break time at computer room for students are more active and motivated towards the learning process	-	
5	Token Reinforcement	-	
	The teacher giving comments , signs, and sticker on student book.	-	

Place : 8 Class

Time : 07.30-09.00

Source: Arista, et al. 2018

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INTERVIEW GUIDELINE

Day, Date : Thursday, 06th July 2023

Interviewed : Researcher

Teacher : Yuliarti Jayus, S.Pd

Researcher : Have you ever given any comments such as good, very good, that's good. etc. in the class?

Teacher : This is like any rewards that we give to the students, In the learning process in the class I always reinforce them by using good words such as, good, very good. that's good, etc.

Researcher : Have you ever given any negative word expressions such as Ssstt, tetot, etc. in the class?

Teacher : Of course, I ever said that as a reprimand to the students. In the learning process if the students do not unable to attend the class properly or get noisy and using bahasa in learning English activities I always reprimand them such as, silent please, English please!

Researcher : Did you reward them like smiling at them or gestural such as give them thumbs up when the students can answer the question correctly?

Teacher : Of course, in teaching the students, commonly I always used body language to the students such as, walking towards to the students or smiling at them.

Researcher : Have you ever reinforced them by tapping students back?

Teacher : like I told to you before that, I tapped back on their back to reinforce them

Researcher : Did you ever reinforce them by using activity reinforcement in the learning process?

Teacher : Yes sometimes other activity reinforcement that we did was

game, learning outdoor and the students like it the most.

Researcher : Have you ever given written comments or given gifts to the students who learn properly in the class?

Teacher : I usually give them a snack when the students win the quiz, maybe whoever can answer the question, I also give extra points.



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 Hal : **Pembimbing Skripsi (Perpanjangan)**

Pekanbaru, 10 April 2023

Kepada
 Yth. Dr. Nur Aisyah Zulkifli, M.Pd.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
 Pekanbaru

Assalamu 'alaikum warahmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : ARISKA ERNIDA PUTRI
 NIM : 11910421236
 Jurusan : Pendidikan Bahasa Inggris
 Judul : The Implementation of Reinforcement Strategy in Learning English at Junior High School An Namiroh Pekanbaru
 Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam

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Pekanbaru, 31 Mei 2023

Hal : Pergantian Judul

Lampiran : -

Kepada
Yth. Dekan
Fakultas Tarbiyah dan Keguruan
UIN SUSKA RIAU
Di Pekanbaru

Assalamualaikum Wr. Wb

Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

Nama : Ariska Ernida Putri
NIM / HP : 11910421236 / 082170381864
Tempat / tanggal lahir : Rantau Prapat / 30 Juni 2000
Semester / Tahun : VIII / 2023
Jurusan : Pendidikan Bahasa Inggris
Dosen Pembimbing : Dr. Nur Aisyah Zulkifli, M.Pd

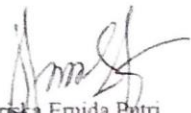
Berdasarkan rekomendasi dosen pembimbing, dengan ini saya mengajukan kepada bapak/ ibu permohonan pergantian judul dari "**THE IMPLEMENTATION OF REINFORCEMENT STRATEGY IN LEARNING ENGLISH AT SMP AN NAMIROH PEKANBARU**" menjadi "**STUDENTS' BEHAVIOR IN LEARNING ENGLISH THROUGH THE IMPLEMENTATION OF REINFORCEMENT STRATEGY AT JUNIOR HIGH SCHOOL PEKANBARU**".

Dengan demikian surat permohonan ini saya sampaikan sekiranya bapak/ ibu dapat mempertimbangkan, atas perhatian saya ucapkan terima kasih.

MENGETAHUI
Ketua Jurusan


Dr. Faurina Anastasia, S.S., M.Hum.
NIP. 198106112008012017

Hormat Saya,


Ariska Ernida Putri
NIM.11910421236



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Pekanbaru, 28 Juli 2023

Hal Pengajuan Perpanjangan SK pembimbing

Lampiran -

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Fakultas Tarbiyah dan Keguruan
UIN SUSKA RIAU
Di Pekanbaru

Assalamualaikum Wr. Wb

Dengan Hormat,

Saya yang bertanda tangan dibawah ini

Nama	Ariska Ernida Putri
NIM / HP	11910421236 / 082170381864
Tempat / tanggal lahir	Rantau Prapat / 30 Juni 2000
Semester / Tahun	VIII/2023
Jurusan	Pendidikan Bahasa Inggris

Dengan ini saya mengajukan kepada bapak/ ibu permohonan SK pembimbing dengan judul **"STUDENTS' BEHAVIOR IN LEARNING ENGLISH THROUGH THE IMPLEMENTATION OF REINFORCEMENT STRATEGY AT JUNIOR HIGH SCHOOL PEKANBARU"**

Adapun pembimbing yang direkomendasikan oleh ketua jurusan adalah Dr. Nur Aisyah Zulkifli, M Pd.

Dengan ini saya melampirkan sebagai persyaratan

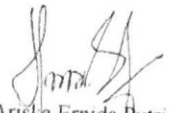
1. Foto copy kartu tanda mahasiswa
2. Foto copy kartu rencana study
3. Foto copy kartu hasil study
4. Foto copy synopsis

Dengan demikian surat permohonan ini saya sampaikan sekiranya bapak/ ibu dapat mempertimbangkan, atas perhatian saya ucapkan terima kasih

MENGETAHUI
Ketua Jurusan


Dr. Faurina Anastasia, S.S., M.Hum.
NIP. 198106112008012017

Hormat Saya,


Ariska Ernida Putri
NIM. 11910421236

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Pekanbaru, 21 April 2022

Hal : Permohonan SK pembimbing

Lampiran : 4 lembar

Kepada
Yth. Dekan
Fakultas Tarbiyah dan Keguruan
UTN SUSKA RIAU
Di Pekanbaru

Assalamualaikum Wr. Wb

Dengan Hormat,

Saya yang bertanda tangan dibawah ini

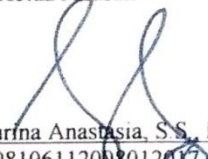
Nama	: Ariska Ernida Putri
NIM / HP	: 11910421236 / 082170381864
Tempat / tanggal lahir	: Rantau Prapat, 30 juni 2000
Semester / Tahun	: VI / 2022
Jurusan	: Pendidikan Bahasa Inggris

Dengan ini saya mengajukan kepada bapak/ibu permohonan SK pembimbing dengan judul **"THE CORRELATION BETWEEN STUDENT'S PERCEPTIONS OF TEACHER'S REINFORCEMENT AND THEIR LANGUAGE LEARNING PERFORMANCE AT MTSN 5 ROKAN HULU"**. Adapun pembimbing yang direkomendasikan oleh ketua jurusan adalah Dr Nur Aisyah Zulkifli, M.Pd. Dengan ini saya melampirkan sebagai persyaratan


1. Foto copy kartu tanda mahasiswa
2. Foto copy kartu rencana study
3. Foto copy kartu hasil study
4. Foto copy sinopsis

Dengan demikian surat permohonan ini saya sampaikan sekiranya bapak/ibu dapat mempertimbangkan, atas perhatian saya ucapkan terima kasih.

MENGETAHUI,
Ketua Jurusan


Dr. Faurina Anastasia, S.S., M.Hum.
NIP. 198106112003012047

Hormat Saya,


Ariska Ernida Putri
NIM. 11910421236



KEMENTERIAN AGAMA
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 Jl. H. R. Soebrantas No 155 Km 18 Tampan Pekanbaru Riau 28293 PO BOX 1004 Telp. (0781) 561647
 Fax. (0781) 561847 Web www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Pekanbaru, 22 Mei 2023 M

Nomor : Un.04/F.II/PP.00.9/8294/2023
 Sifat : Biasa
 Lamp. : 1 (Satu) Proposal
 Hal : **Mohon Izin Melakukan Riset**

Kepada
 Yth. Gubernur Riau
 Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
 Satu Pintu
 Provinsi Riau
 Di Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : Ariska Ernida Putri
 NIM : 11910421236
 Semester/Tahun : VIII (Delapan)/ 2023
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : Students' Behavior In Learning English Through The Implementation Of Reinforcement Strategy At Junior High School Pekanbaru
 Lokasi Penelitian : SMP An Namiroh Pekanbaru
 Waktu Penelitian : 3 Bulan (22 Mei 2023 s.d 22 Agustus 2023)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.


 a.n. Rektor
 Dekan
 Dr. H. Kadar, M.Ag.
 NIP.19650521 199402/1 001

Tembusan :
 Rektor UIN Suska Riau

Hak Cipta Dilindungi Undang-Undang

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Fax. (0761) 561647 Web www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.3/PP.00.9/6247/2023
Sifat : Biasa
Lamp. : -
Hal : **Mohon Izin Melakukan PraRiset**

Pekanbaru, 16 Maret 2023

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Kepada
Yth. Kepala Sekolah
SMP An Namiroh Pekanbaru
di
Tempat

Assalamu'alaikum warahmatullahi wabarakatuh


Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : **Ariska Ernida Putri**
NIM : 11910421236
Semester/Tahun : VIII (Delapan)/ 2023
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Dekan
Wakil Dekan III

Dr. Amirah Diniaty, M.Pd. Kons.
NIP. 19751115 200312 2 001



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PENGESAHAN PERBAIKAN UJIAN PROPOSAL

Nama Mahasiswa : Ariska Ernada Putri
 Nomor Induk Mahasiswa : 11910421236
 Hari/Tanggal Ujian : Jumat 03/03/2023
 Judul Proposal Ujian : The Implementation of Reinforcement Strategy on Students Motivation and Behavior.
 Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Rizky Cahendra, S.Pd., M.Ed	PENGUJI I		
2.	Nelvia Ibrahim, S.pd., M.pd	PENGUJI II		

Mengetahui

 Wakil Dekan I

Dr. Zarkasih, M.Ag.
NIP. 19721017 199703 1 004

Pekanbaru, 14 April 2023
 Peserta Ujian Proposal

Ariska Ernada Putri
 NIM. 11910421236



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UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
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Alamat: Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA**

1. Jenis yang dibimbing : Proposal Skripsi
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Dr. Nur Aisyah Zulkifli, M.Pd
 - a. Nomor Induk Pegawai (NIP) : 198506192009122008
3. Nama Mahasiswa : Ariska Ernida Putri
4. Nomor Induk Mahasiswa : 11910421236.
5. Kegiatan : Bimbingan Proposal

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
	26/oktober/2022	Perbaiki judul, mencari dan mengumpulkan artikel-artikel yg terkait dengan topik (reinforcement strategy)		
	8/November/2022	Perbaikan bab (I), Perbaikan background, previous ^{previous} research important reinforcement strategy to motivation & behavior. Perbaikan significant of the research theory & practice		
	8/Februari/2023	Perbaikan Bab (II), Mempertuat operational concept dan theory reinforcement strategy serta menambah relevant research		
	15/Februari/2023	Perbaikan Bab (III), Mengubah Metode penelitian menjadi kuantitatif & dan mengubah format kualitatif di bab III		
	22/Februari/2023	Ace Proposal & Menambah penjelasan mengenai Procedure reinforcement strategy di kelas.		

Pekanbaru, 27 Februari 2023
Pembimbing,

NIP. 19 85 061 9 2009 12 2008

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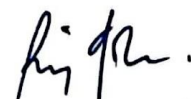
KEMENTERIAN AGAMA
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 Alamat: Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**LAMPIRAN BERITA ACARA
UJIAN PROPOSAL**


Nama : ANUSKA ERINDA PUTRI
 Nomor Induk Mahasiswa : 11910921236
 Hari/ Tanggal : JUNIAT 13 MARET 2023
 Judul Proposal Penelitian : THE IMPLEMENTATION OF REINFORCEMENT STRATEGIES ON STUDENTS' MOTIVATION AND BEHAVIOR IN LEARNING ENGLISH

NO	URAIAN PERBAIKAN
1.	Revise your research design!
2.	Revise your references!
3.	check again your theories in

Penguji I


RUZAF GUSAPENDRA, Spd.F, M.Ed

Pekanbaru, 13 MARET 2023
 Penguji II


NURMA CORAFFIN, Spd.F, M.Pd

Note:
 Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing



Hak Cipta Dilindungi Undang-Undang

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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Email : smpnamirohpekanbaru@gmail.com



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Nomor : 147/SMP ANN/IV/2023
Lampiran : -
Hal : *Balasan Surat Izin PraRiset*

Pekanbaru, 03 April 2023

Kepada Yth.
Yth. Wakil Dekan III
Dr. Amirah Diniaty, M.Pd, Kons
Di-
Pekanbaru

Assalamu'alaikum Wr.Wb

Menindak lanjuti Surat Permohonan Izin PraRiset Nomor : Un.04/F.II.3/PP.00.9/6247/2023 tanggal 16 Maret 2023 dari Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini menerangkan bahwa :

Nama : Ariska Emida Putri
NIM : 11910421236
Semester : VIII (Delapan) / 2023
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

Telah kami setuju dan memberikan izin kepada yang bersangkutan untuk melaksanakan PraRiset guna mendapatkan data yang berhubungan dengan penelitian nya.

Demikianlah surat balasan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Wr.Wb





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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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Email : smpnamirohpekanbaru@gmail.com



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Nomor : 215/SMP ANN/VI/2023
Lampiran :-
Hal : *Balasan Surat Izin Riset*

Pekanbaru, 16 Juni 2023

Kepada Yth.
Yth. Bapak Rektor Dekan
Dr. H. Kadar, M.Ag.
Di-
Pekanbaru

Assalamu'alaikum Wr.Wb

Menindak lanjuti Surat Permohonan Izin Riset Nomor : Un.04/F.II/PP.00.9/8294/2023 tanggal 22 Mei 2023 dari Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini menerangkan bahwa :

Nama : Ariska Ernida Putri
NIM : 11910421236
Semester : VIII (Delapan)/ 2023
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

Telah kami setuju dan memberikan izin kepada yang bersangkutan untuk melaksanakan Riset guna mendapatkan data yang berhubungan dengan penelitian nya.

Demikianlah surat balasan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

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Kepala SMP An Namiroh

Syahrizul, SHI., MH



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BADAN KESATUAN BANGSA DAN POLITIK
 JL. ARIFIN AHMAD NO. 39 TELP. – FAX : (0761) 39399 PEKANBARU



SURAT KETERANGAN PENELITIAN
 Nomor : BL.04.00/Kesbangpol/1363/2023



- a. Dasar : 1. Undang-Undang Republik Indonesia Nomor 14 Tahun 2008 Tentang Keterbukaan Informasi Publik.
 2. Undang-Undang Republik Indonesia Nomor 25 Tahun 2009 Tentang Pelayanan Publik.
 3. Peraturan Pemerintah Republik Indonesia Nomor 18 Tahun 2016 Tentang Perangkat Daerah.
 4. Peraturan Menteri Dalam Negeri Nomor 3 Tahun 2018 Tentang Penerbitan Surat Keterangan Penelitian.
 5. Peraturan Daerah Kota Pekanbaru Nomor 9 Tahun 2016 Tentang Pembentukan dan Susunan Perangkat Daerah Kota Pekanbaru.
- b. Menimbang : Rekomendasi dari Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, nomor 503/DPMPSTP/NON IZIN-RISET/56599 tanggal 25 Mei 2023, perihal pelaksanaan kegiatan Penelitian Riset/Pra Riset dan pengumpulan data untuk bahan Skripsi.

MEMBERITAHUKAN BAHWA :

1. Nama : ARISKA ERNIDA PUTRI
2. NIM : 119104212360
3. Fakultas : TARBIYAH DAN KEGURUAN UIN SUSKA RIAU
4. Jurusan : PENDIDIKAN INGGRIS
5. Jenjang : S1
6. Alamat : DESA TANJUNG MEDAN KEC. TAMBUSAI UTARA-ROKAN HULU
7. Judul Penelitian : STUDENTS BEHAVIOR IN LEARNING ENGLISH THROUGH THE IMPLEMENTATION OF REINFORCEMENT STRATEGY AT JUNIOR HIGH SCHOOL PEKANBARU
8. Lokasi Penelitian : DINAS PENDIDIKAN KOTA PEKANBARU

Untuk Melakukan Penelitian, dengan ketentuan sebagai berikut :

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan yang tidak ada hubungan dengan kegiatan Riset/Pra Riset/ Penelitian dan pengumpulan data ini.
 2. Pelaksanaan kegiatan Riset ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal Surat Keterangan Penelitian ini diterbitkan.
 3. Berpakaian sopan, mematuhi etika Kantor/Lokasi Penelitian, bersedia meninggalkan photo copy Kartu Tanda Pengenal.
 4. Melaporkan hasil Penelitian kepada Walikota Pekanbaru c.q Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru, paling lambat 1 (satu) minggu setelah selesai.
- Demikian Rekomendasi ini dibuat untuk dipergunakan sebagaimana mestinya.

Pekanbaru, 30 Mei 2023

KEPALA BADAN KESATUAN BANGSA
DAN POLITIK KOTA PEKANBARU


Drs. H. SYOFFAZAL, M.Si
 PEMBINA UTAMA MUDA
 NIP. 19640529198603 1 003

Tembusan

- Yth : 1. Dekan Fakultas Tarbiyah dan Keguruan UIN SUSKA Riau di Pekanbaru.
 2. Yang Bersangkutan.



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PEMERINTAH KOTA PEKANBARU DINAS PENDIDIKAN

Jl. H. Syamsul Bahri No. 8 Kelurahan Sungaisibam Kecamatan Bina Widya
Kode Pos. 28293 Telp. (0761) 42788, 855287 Fax. (0761) 47204
PEKANBARU
website : www.disdikpku.org email : _disdikpku@yahoo.com

Pekanbaru, 26 Juli 2023

Kepada Yth,
SMP AN NAMIROH
PEKANBARU

Nomor : 800/Disdik.Sekretaris.102921/2023

Tempor : -

Perihal : Izin Melaksanakan Riset / Penelitian

di -

Pekanbaru

Berdasarkan surat dari Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru nomor : BL.04.00/Kesbangpol/1363/2023 tanggal 30 Mei 2023 perihal Izin Riset / Penelitian, atas nama :

Nama : ARISKA ERNIDA PUTRI
NIM : 11910421236
Mahasiswa : PENDIDIKAN BAHASA INGGRIS UIN SUSKA RIAU
Judul Penelitian : STUDENTS' BEHAVIOR IN LEARNING ENGLISH THROUGH THE IMPLEMENTATION OF REINFORCEMENT STRATEGY AT JUNIOR HIGH SCHOOL PEKANBARU

Pada prinsipnya kami dapat menyetujui yang bersangkutan melaksanakan riset pada SMP AN NAMIROH PEKANBARU, sehubungan dengan itu diharapkan agar saudara dapat membantu kelancaran tugas yang bersangkutan.

Demikian disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

an. KEPALA DINAS PENDIDIKAN
KOTA PEKANBARU
Sekretaris



H. MUZAILIS, S.Pd, MM
Pembina Tingkat I (IV / b)
NIP. 19650921 198902 1 001



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SMP An Namiroh®

AKREDITASI A

Jl. Delima No. 99 Panam. Telp. (0761) 588244 Pekanbaru
Email : smpnamirohpekanbaru@gmail.com



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SURAT KETERANGAN

No : 13/SMP ANN/VIII/2023

Kepala Sekolah SMP An Namiroh® Pekanbaru menerangkan bahwa :

Nama : Ariska Ernida Putri
NIM : 11910421236
Fakultas : Fakultas Tarbiyah dan Keguruan UIN Suska Riau

Adalah benar telah melakukan Riset pada SMP An Namiroh® Pekanbaru dengan judul "*Students' Behavior In Learning English Through The Implementation of Reinforcement Strategy At Junior High School Pelkanbaru.*"

Demikianlah surat keterangan ini untuk dapat dipergunakan sebagaimana mestinya

Pekanbaru, 05 Agustus 2023
Kepala SMP An Namiroh®



SYAHRIZUL, S.H., M.H

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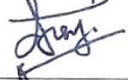
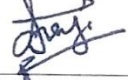

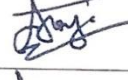

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FAKULTAS TARBİYAH DAN KEGURUAN
 كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
 Alamat: Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA**

- | | |
|---------------------------------|---------------------------------|
| 1. Jenis yang dibimbing | : Skripsi |
| a. Seminar usul Penelitian | : |
| b. Penulisan Laporan Penelitian | : |
| 2. Nama Pembimbing | : Dr. Nur Asyiah Zulkifli, M Pd |
| a. Nomor Induk Pegawai (NIP) | : |
| 3. Nama Mahasiswa | : Ariska Ernida Putri |
| 4. Nomor Induk Mahasiswa | : 11910421236 |
| 5. Kegiatan | : Bimbingan Skripsi |

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
		Bimbingan Instrumen		
		A&C Instrumen penelitian		
		Bimbingan Metode pengambilan data		
		Bimbingan Bab 4		
		Bimbingan Bab 5		
		Bimbingan Keseluruhan		
		Acc Skripsi		

Pekanbaru, 18 Oktober 2023
Pembimbing,



Dr. Nur Asyiah Zulkifli, M
NIP. 198506192009122008

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APENDIX





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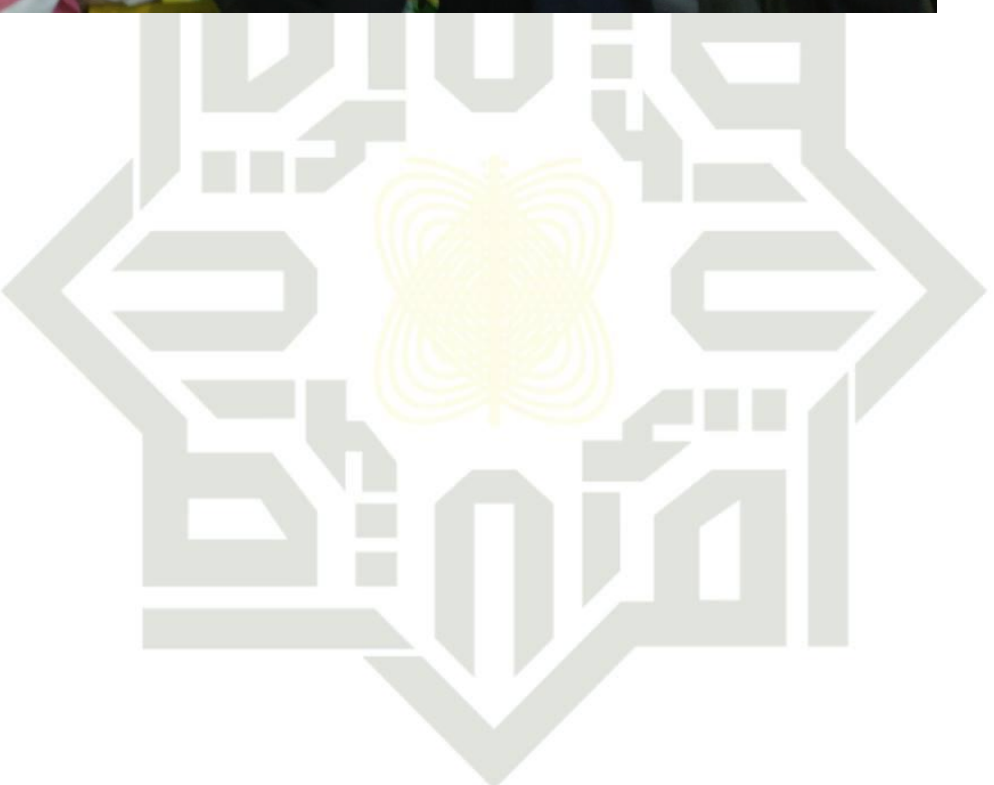




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UIN SUSKA RIAU

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CURRICULUM VITAE



Ariska Ernida Putri, was born on June 30st, 2000 in Rantau Prapat, North Sumatra. She is the fourth daughter from Mr. Amri and Mrs. Sajidah and she has two beloved brothers, Arman Syahputra and Ari Kurniawan Syah, and one sister, Arni Amrida Putri, S.Pd and she has one little brother, Arfan Amriansyah. She lives at Rokan Hulu Regency, Riau.

In 2013, she graduated from SDN 013 Tambusai Utara, Rokan Hulu Regency. She also finished her study at MTs Al-Mukhlisin in 2016 and SMAN 01 Tambusai Utara, Rokan Hulu Regency in 2018. In 2019, she was accepted to be a student at Department of English Education, Faculty of Education and Teacher Training, UIN Suska Riau. On July until August 2022, she was doing KKN (Kuliah Kerja Nyata) program at Kota Raya village in Kunto Darussalam District, Rokan Hulu. Then, on September until December 2022, she was doing Pre-Service Teacher Practice (PPL) program at MTs Al-Mujtahadah Pekanbaru.

To fulfill requirements for undergraduate Degree in English Education, she conducted the research by the thesis

entitled “Students’ Behavior in Learning English During the Implementation of Reinforcement Strategy at Junior High School Pekanbaru”.