

CHAPTER IV

ANALYSIS AND DISCUSSION

4.1 Pre-Study

In this research, pre-study was first conducted through observation due to student CC's motivation to learn during the teaching and learning process. The observation was first conducted to the whole students in the classroom. In this stage, it was found that student CC continuously showed the characteristic of the unmotivated student. Student CC was often found showed off-task behavior. During the teaching and learning process, student CC often laying her heads on the table, daydreaming, playing stationery, working on another task, doing things on her own and not following the instruction given by the teacher such as using color as she wanted when the teacher had instructed the students to use certain colors.

Looking at this condition, observations of student CC were conducted to see whether or not student CC was an unmotivated student. The observation was conducted during the teaching and learning process in the homeroom teacher's classroom. Besides the observation conducted, interviews with some teachers were also conducted to make sure that student CC was indeed unmotivated. The first interviewed was conducted with the teacher of student CC when she was in grade one, Mrs. SP. The interview was aimed to see how student CC when she was in grade one due to her motivation to learn. The interview was conducted in Mrs. SP's class after school so that teaching and learning process was not interfered

According to Mrs. SP, student CC was a cheerful student. She was a difficult student to handle. In the classroom, student CC needed a lot of reinforcements, especially verbal reinforcement to do what she was supposed to do. The encouragement as “You’re smart, you can do it” (VB-VS). According to Mrs. SP, student CC was having a hard time in her first year. During the teaching and learning process, student CC could not focus. She could not sit one place during the lesson. She moved around, she would either played on the carpet or just played with her stuff (hair, dress etc.). In the beginning of the year, she would make either some noises or play with her stuff. Student CC was also difficult in following the direction given by her teacher, she would not follow the direction step by step and just did whatever she wanted to do. However, student CC was a smart student, she just needed a lot of encouragements. Mrs. SP told how student CC was very happy knowing that she acknowledged her work by giving her a sticker and wrote a praise said: “beautiful handwriting” in her writing notes. From that moment, student CC always tried her best to have nice handwriting. Below is the statement gathered from the interview with Mrs. SP due to student CC’s motivation to learn when student CC was in grade 1 and how the use of verbal reinforcement worked for Student CC:

“She started to have the first year having to sit on the chair instead of having a seat on the carpet eem... Because she cannot focus. She sat almost right beside me because she would either play on the carpet or just play with her hair or her dress or something ya, and so or she could not sat on one little square on the carpet, she had to stretched out and moved around. She wasn’t always focus and she was also eem... she made a lot of progress because in the beginning of grade one she really want to just do her own thing. For example in art project, she wouldn’t follow the direction step by step, like using a certain color, she just do whatever she wanted to do...” (SM-PT)

“Just telling her that she is smart and tell her that she is good at things, she would do what you want her to do or writing note to her mom. She likes to get email or things like that. She likes her mom got things lie those. So a lot of verbal reinforcement, especially the verbal one, and hugs” (VR-VW/VS)

On the other hand, student CC was a sensitive student. According to Mrs. SP, student CC would cry if she found her friend look at her the wrong way or she taught her friend said something mean and she would cry. In this situation, Mrs. SP said that student CC would need her to encourage student CC to get out of the mood. In her relationship with her friend, most of the time things were difficult for her. Besides of her sensitiveness, student CC was also moody. If student CC was in her mood, she would be so helpful in her own, but sometimes she was like “I don’t want to help you” mood even if she saw that her friends needed some help. According to the teacher, student CC was difficult sometimes to get along with her friends. The supportive statement gathered from the interview can be seen below:

“She was difficult sometimes to get along with because of her being sensitive, but in the last year girls was interesting , you see them this year, so people played with her, they liked her but she get her feeling easily and so they would come and say” she is upset” and then I say. You know like “try to work it out” and then they go play and she was just very sensitive. People still like her and she still had some friends”

“It depend on her mood. If she was in her mood, she would like so helpful in her own but sometimes she was like “I don’t want to help you”. It just depend on her mood”

Overall, according to Mrs. SP, students CC needed a lot of reinforcement, especially the verbal one to motivate her to learn and do her best during the teaching and learning process in the school (See Appendix B-1 for Pre-study teacher interview with Mrs. SP).

Beside an interview conducted with student CC’s grade one teacher, another interview was also conducted by the researcher with student CC’s homeroom teacher in grade two. The interview used the same questions with the interview conducted with student CC’s grade one teacher. The interview was conducted with

Mrs. JD, as student CC's homeroom teacher and was also conducted in her classroom during the specialist time when all grade two students went to their specialist subject.

According to Mrs. JD, student CC was a smart student but immature, and it often caused her not to be focus in her learning. Student CC was often in an off-task behavior, distracting other people and not very self-motivated and her motivation was not good. According to Mrs. JD, student CC was an unmotivated student looking at how student CC in most of her time liked to do things on her own, liked to do stuff her ways and also did it when she wanted to do it. This opinion is same with Mrs. SP's opinion that student CC could not follow direction well. During the teaching and learning process, student CC also did not play attention really well to the teacher, she liked playing with her stuff in her desk, talking to people around her, ignoring directions and distracting herself and other people. Mrs. JD said that student CC bugging people.

Through the interview with Mrs. JD, it was also found that in most of the time, student CC did not have any willingness to actively participate in the classroom. Usually, student CC did not have any willingness to ask the material that she did not understand yet, she also had a low desire to complete the difficult tasks in teaching and learning process. Student CC gave up quite easily and she needed multiple reminders and additional help to finish something. However, student CC was a responsible student especially in turning homework but not in school stuff. According to Mrs. JD, student CC would sometimes pretend like she did not have any unfinished work when her teacher asked her to do the unfinished

works in the classroom. Student CC indeed needed multiple reminders only to do this. The statement from the interview can be seen below:

Sometimes, but most of the time she just doesn't do that... (Does Student CC ask the material she does not understand yet?) (SM-IA)

No, she doesn't pay attention during the learning. Her misbehavior, mmm are like playing with stuff in her desk, talking to people around her, hearing directions is yes but then she ignoring, and she distract herself and other people as well. She bugs people (SM-PT)

She need talk reminder. And if we ask her to work on her unfinished work, she will pretend like she doesn't have any unfinished work.... (SM-PT)

In her relationship with her friend, student CC had a few good friend even though student CC sometimes annoyed them that according to Mrs. JD, it may become a problem in the future. Student CC also only helped her friend when she wanted to. According to Mrs. JD, student CC actually would be good academically if she wanted to be more focus on what she supposed to do. She also added that student CC can do better with positive reinforcement, noticing the good things in her and provide feedback with mostly talking will help a lot in motivating her to learn.

From the interview conducted, it was found that student CC was an unmotivated student. This can be seen from the interviews conducted with two teachers that student CC often showed some off-task behaviors that indicated the characteristic of the unmotivated student. From the interviews, some of the off-task behaviors that student CC showed both in Mrs. SP and Mrs. JD were playing on the carpet, playing with her hair or address. Moving around during the teaching and learning process, not the following direction from the teachers, not participating actively in the classroom, having a low desire to complete the task given, needed multiple reminders and additional help in finishing something and most of the time,

student CC did not want to help her friends. From all these characteristics shown by Student CC, it could be concluded that student CC did not have good interest and attention to the learning, did not have persistence to the task, low desire to cooperate with her friends and could not work independently.

Those characteristics stated before are aligned with the statement given by Hopkins (2008) about the ten common off-task behaviors the students had during the learning that the researcher used in this research such as; talking not related to the lesson, doodling, daydreaming, wandering around; working on other tasks, physically bothering other students; attempting to draw attention, going to the toilet, locker, other excuses to go out from the classroom, putting their heads on the table, and being sleepy or sleeping. Therefore, student CC could be concluded as an unmotivated student.

4.2 Research Finding and Discussion

4.2.1 Verbal Reinforcement

4.2.1.1 Observation Checklist 1-6 (October 18th- November 2nd)

From the observation during three weeks, the result of the observation checklist was summarized into six observations to represent the overall observation. In this observation, it was found that during the teaching and learning process, the teacher gave many verbal reinforcements such as praise, feedback, or encouragements to the whole students in the classroom. Besides all the verbal reinforcement given to the whole class, the research was only focused on the verbal reinforcement given to student CC. Mostly in the observations, student CC was given verbal reinforcement because of her participation in the classroom by sharing

her idea and making the connection with the previous lesson. She raised her hand and told the teacher about her opinion. Another verbal reinforcement was given to her because student CC answered some questions from the teacher.

From the observation checklist was also found that the use of verbal reinforcement was given according to the principles in giving the verbal reinforcement. In giving verbal reinforcement to student CC, oftentimes the teacher only did not do one principle of the use of verbal reinforcement, namely sometimes the teacher forgot to names or target the specific behavior of the student CC, instead of saying “Thank you for following the instruction well” the teacher said only said “Thank you” (See Appendix C-1 for Observation Checklist on Verbal Reinforcement). Below is the table showing verbal reinforcement given to student CC during observation in the classroom and how the teacher gave verbal reinforcement to student CC. Table 4.1

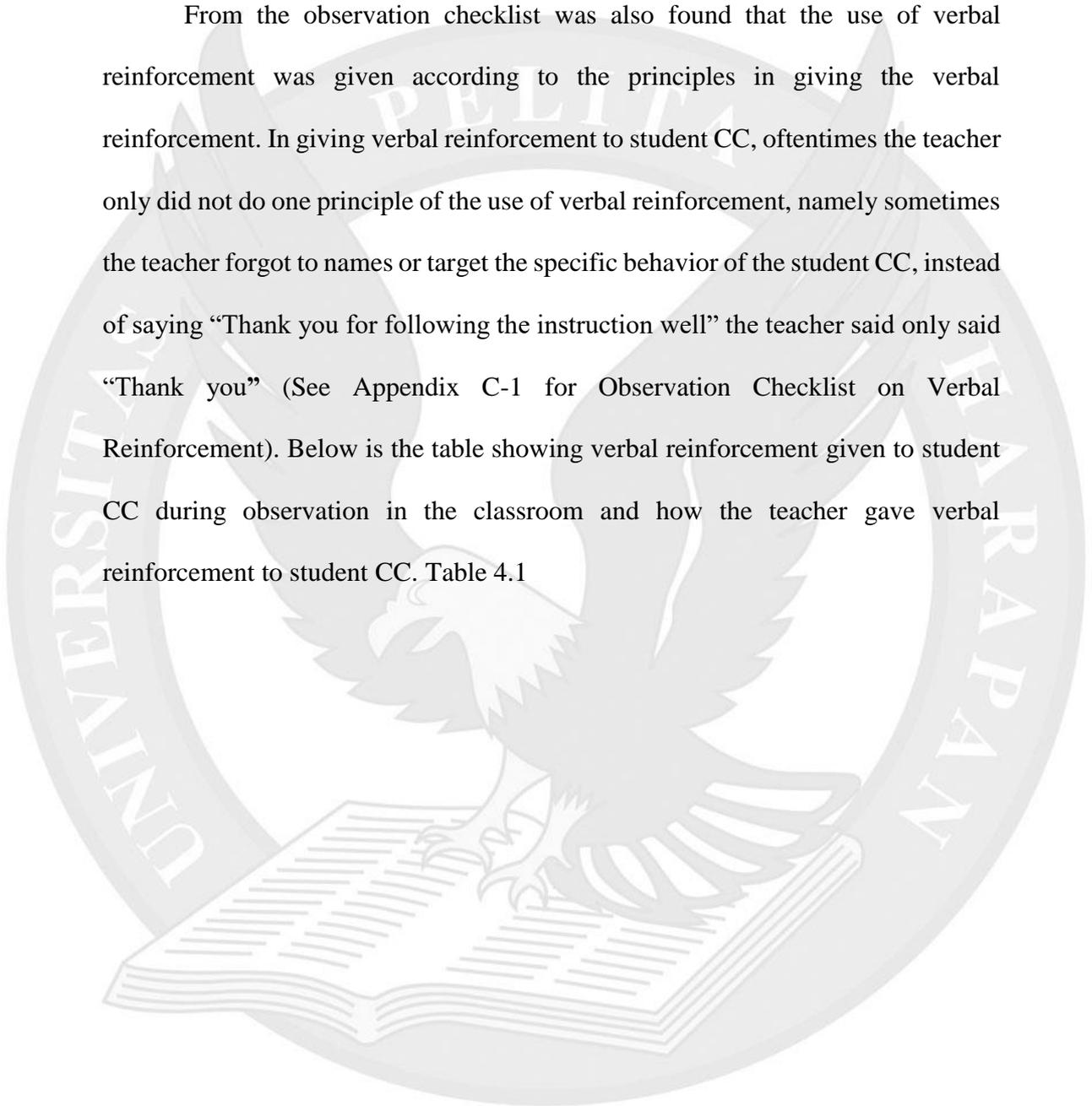


Table 4. 1*Verbal reinforcement given to student CC*

Word/ Phrase	Sentences	Appropriate voice, expressions, gesture and body movement	Without jeers, taunts and insults, rude, comments, derogatory comments, or bad words	Immediately following the actions	Targets/names the specific behavior	Given in the appropriate time	Given sincerely and clearly	Source
	“CC, Thank you for raising your hand and ready to share”	✓	✓	✓	✓	✓	✓	OC-VB1
Exactly, thank you CC”		✓	✓	✓	✓	-	✓	OC-VB1
“Excellent CC”		✓	✓	✓	✓	-	✓	OC-VB1
	“ I like what she just said, thank you”	✓	✓	✓	✓	✓	✓	OC-VB2
	“CC, I like that”	✓	✓	✓	✓	✓	✓	OC-VB3
	“Uuu..say that again please, thank you very much CC, I like that you share with us”	✓	✓	✓	✓	✓	✓	OC-VB3
	“ I love that CC starts it right away”	✓	✓	✓	✓	✓	✓	OC-VB4
	“Thank you very much student CC, I like the connection that you make	✓	✓	✓	✓	✓	✓	OC-VB4
	“Student CC, thank you, very cool that you make that connection to our lesson”	✓	✓	✓	✓	✓	✓	OC-VB5
	“ I like that you actually make connections to what we learned two weeks ago student CC”	✓	✓	✓	✓	✓	✓	OC-VB6

Source: Researcher

From the table, it shows that teacher mostly gave verbal reinforcement in the form of sentences to student CC (VB-VS). In giving the verbal reinforcement, the teacher also usually told student CC why she deserved that verbal reinforcement (VB-MN). The teacher always said the specific reason why she gave feedback to what student CC did. It also shown that another principle in giving the verbal reinforcement such as using appropriate voice, expression, gesture, and body movement (VB-WE) without jeers, taunts, and insults, rude, comments, derogatory comments or bad words,(VB-AN) immediately following the actions and given sincerely and clearly at the appropriate time (VB-MN) were also done by the teacher. The table also shows that in giving verbal reinforcement, the only principle that the teacher mostly forgot was to targets or names the specific behavior. From ten verbal reinforcements given to student CC, there were two times when the teacher did not target or name the specific behavior of student CC.

4.2.1.2 Student Interview (October 28th, 2016)

To support the research, an interview with student CC was also conducted to get more data about the use of verbal reinforcement. As recorded in an interview with student CC (See Appendix C – 3 for Interview with student CC), it was found that student CC liked to learn with her homeroom teacher because the teacher was nice and polite to her. Another finding was that student CC also noticed some of the verbal reinforcement given to her, student CC remembered that her teacher would say things like “good job” if student CC did her homework (VB-MN).

Another verbal reinforcement that was noticed by student CC from her teacher is verbal praise given to her because of some desirable behavior that was

done by student CC, as she lined up and followed directions. It was realized by student CC that when her teacher said things like “nice, correct, good, yes, thank you etc.” was because student CC did a good job. Student CC was also happy when her teacher said those things to her (VB-MN). The statement gathered from the interview can be seen below:

Q: If you are doing well (answer the questions, follow the directions, do your task responsibly, etc.) what does your teacher say to you?

A: *“Really good job, emmm I am gonna do my homework, and she will say you are good at your homework..”* (VB-MN)

Q: Let’s say you follow the direction really well, what does your teacher say to you?

A: *“Good job for lining up... eemmm ibu Lara this is so cold..”* (VB-MN)

Student CC also said that in giving praise or feedback to her, the teacher showed appropriate voice, expression, and gesture and body movement, for example sometimes the teacher would use happy face, smile, wink or thumbs up (VB-WE).

On the other hand, it was also found that student CC understood when her teacher said things like “it’s not a good choice, surely you can do better next time, that’s not what I expected to see” was because student CC did not work correctly and needed to follow direction. Another verbal reinforcement that was given by the teacher to student CC was by saying “keep on trying” to her when student CC did a mistake. According to student CC, the teacher only ever got angry at her for two times but the teacher did not use any bad words, and rude comments when she was angry (VB-AN). Below is the statement was given by student CC due to the use of verbal reinforcement.

Q: Why do you think your teacher says things like *“It’s not a good choice, that wasn’t very good, surely you can do better next time, that’s not what I expected to see, etc”*?

A: *“Because I have to follow direction, because I am not working correctly maybe...”* (VB-AN) (VB-MN)

Q: When you do a mistake, what does your teacher say?

A: *“Keep on trying, Oouuu.....”* (VB-AN)

Q: Does your teacher ever get angry at you?

A: *“Only two times...”*

Q: Does your teacher use bad words, rude comments when he/she is angry at you?

A: *“No.....”* (VB-AN)

4.2.1.3 Teacher Interview (October 25th, 2016)

Another interview was also conducted with the mentor who was also homeroom teacher of student CC due to the use of verbal reinforcement (See Appendix C- 4 for the Interview with mentor teacher). The interview was conducted with Mrs. JD in her classroom during the specialist subject where all the students went to their specialist class. This interview was not conducted specifically to discuss student CC personally but also the use of verbal reinforcement generally that the teacher did to the whole students in the classroom. From the interview, it was found that, according to Mrs. JD, in giving the verbal reinforcements for her students, she usually preferred to use words or phrase (VB-VW) because it was quicker than saying it in entire sentences. By giving the verbal reinforcement in the form of words or phrase, Mrs. JD considered it as one of the effective ways to motivate her students. According to Mrs. JD the use of verbal reinforcement in the form of words were still positive and good for the students because by saying those words or phrases meant that Mrs. JD still acknowledged and recognized what the students were doing and even just by having the words, she said that the students

still knew that Mrs. JD was appreciating what they were saying or doing. The statement from Mrs. JD due to the use of verbal reinforcement can be seen below:

“Words or phrases usually, it just quicker than saying it in entire sentences.....”

“Well, I think because it’s still positive and I recognizing what they..like I am acknowledging what they said or they did or something, they still know like.. mm even just by having the words they still know that I am appreciating what they are doing or saying..”

In term of the principles in giving verbal reinforcement to the students, Mrs. JD also smiled, nodded, or obviously showed her students that she was excited when she gave verbal reinforcement especially for the positive one (VB-WE). According to her, she felt like she was doing a good job in making sure that she was not just saying words like “good job” for the whole time. , but she also said things like “good try” so that the students also knew that she was not going to always say the exactly the same things. According to Mrs. JD, when she said different things, when it was specific about what it was, it could help the students to know that she was serious about what she said and not just said that because she had to say. By doing this, Mrs. JD hoped that the use of verbal reinforcement that she gave to her students could be meaningful to them. The statement from Mrs. JD can be seen below:

“Well I am, when it’s like a positive reinforcement I always smile, nod or obviously I just like show that I am excited

“ I feel like I am doing a good job in making sure that I am not just saying oohh “good job, good job, good job” all the time like I differentiate it, like I am saying different things, emm or I’ll still thank them if they get the answer incorrect, but I don’t just like say ohh “good job”, but I say “good try” so that they also know that I am not gonna always say the exactly the same things. So that I think, when it’s different things, when its specific about what it is, it can help them to know that I am serious about what I say and not just say because I have to say...”

From the interview it was also found that Mrs. JD also said that she was not always good for the negative verbal reinforcement. In giving the negative verbal reinforcement, Mrs. JD would try to stay calm first and explain why they were troubled, or why they were sent out and as soon as possible, tried to say it one on one instead of in front of the whole class so that not embarrassing him/her. To avoid this, Mrs. JD would always tried to be proactive and focused more on the positive. For example, if someone at the table group was not following directions, Mrs. JD would look at the table group who were following the directions and praised them. By doing this, Mrs. JD hoped that those students who are not following could figure out and giving more attention and start doing what he/she was supposed to be doing. Below is the statement from Mrs. JD due to the use of verbal reinforcement gathered through the interview conducted:

“For the negative one, I am not always good at it...” (VB-AN)

“But just like stay calm and explain why they are troubled or why they are get send out and as soon as possible trying to say it one on one instead of in front of the whole class, just not to embarrassing him/her..” (VB-WE)

In giving the verbal reinforcement, Mrs. JD also reflected that it had been good for her trying to be specific in giving the verbal reinforcement (VB-MN). She also tried to be more aware of how often she gave verbal reinforcement and trying to use it to the whole students in the classroom so every student could be more motivated in teaching and learning process.

4.2.2 Student Motivation

4.2.2.1 Student Questionnaire

The questionnaire was given to student CC during the play time. The researcher pulled her out for fifteen minutes after getting permission from the homeroom teacher. The questionnaire was given on October 25th, 2016. The questionnaire was filled with the characteristic of the motivated student. The questionnaire used a sad and happy emoticon to represent the answer. The happy face (☺) would show that the student CC agreed whereas the sad face (☹) showed that the student CC disagreed to the statements (See Appendix-D-1).

Below is the percentage of student CC's motivation:

Table 4. 2 *Questionnaire result: SM-IA*

Statements	Yes	No
The student attends every meeting consistently and continuously.	1	0
In the classroom, the student asks question to the teacher.	1	0
In the classroom, the student answers the question.	1	0
In the classroom, the student shares his/her idea.	1	0
Total	4/4 100%	0/4 0%

Source : Researcher

From the table, it shows that student CC's interest and attention to the learning reached 100 % meaning that according to student CC, she always attended every meeting consistently and continuously, asking and answering questions to the teacher, and sharing her idea in the classroom.

Table 4. 3 *Questionnaire result: SM-PT*

Statements	Yes	No
The student is not talking with his/her friends about a topic unrelated to the lesson.	1	0
During the lesson, the student is not doodling.	1	0
During the lesson, the student is not daydreaming.	1	0

During the lesson, the students is not wandering around.	1	0
During the lesson, the student is not working on another task.	1	0
During the lesson, the students is not bothering his/ her friends.	1	0
During the lesson, the student is not putting his/ her heads on the table.	1	0
During the lesson, the student is not sleepy.	1	0
The student works on his/her task responsibly.	1	0
Total	9/9	0/9
	100%	0%

Source: Researcher

From the table, it shows that student CC's persistence to the task reached 100 % meaning that according to student CC, during the lesson she was not talking with her friends about topic unrelated to the lesson, not doodling, not daydreaming, not wandering around, not working on other task, not bothering her friends, not putting his/head on the table, not sleepy and working on her task responsibly during the teaching and learning process.

Table 4. 4 Questionnaire result: SM-HP

Statements	Yes	No
The students finishes his/her task on time.	1	0
The student returns all his/her assignment (homework, unfinished work).	1	0
Total	2/2	0/2
	100%	0%

Source: Researcher

From the table, it shows that student CC was happy to work independently in the classroom that the percentage reached 100%. Student CC finished her task on time and returned all her assignment.

Table 4. 5 Questionnaire result: SM-OW

Statements	Yes	No
During the lesson, the student follows the teacher's instruction.	1	0
During the lesson, the student says things like " I like the lesson, I enjoy the activity, learning is fun" .	1	0
Total	1/2	0/2
	100%	0 %

Source: Researcher

From the table, the focus reached 100% meaning that student CC followed the teacher's instruction and said things like "I like the lesson, I enjoy the activity, learning is fun" as the oral and written expression of interest and positive attitude towards learning

From all tables above, it shows that student CC answered all the statement by choosing smile (☺) emoticon means that she agreed to all the statements. Since the total shows that the percentage of motivated students is 100%, means that according to student CC, she is a motivated

4.2.2.2. Observation Checklist

The researcher also conducted an observation checklist to observe student CC's motivation. In this observation checklist, the researcher observed student CC during the teaching and learning process. From three weeks observation of student CC, the researcher took six observations result to represent the whole observation.

Table 4. 6 *Observation checklist result: SM-IA*

Statements	Yes	No
The student attends every meeting consistently and continuously.	6	0
In the classroom, the student asks question to the teacher.	4	2
In the classroom, the student answers the questions.	5	1
In the classroom, the student shares his/her idea.	6	0
Total	21/24	3/24
	87.5%	12.5%

Source: Researcher

From the table, it shows that student CC reached 87.5 % for her interest and attention to the learning. Student CC could attend every meeting consistently and continuously and shared her idea for every meeting. For asking questions, student CC got four times out of six meetings and answering questions was five times out of six meetings.

Table 4. 7 Observation checklist result: SM-PT

Statements	Yes	No
The student is not talking with his/her friends about a topic unrelated to the lesson.	4	2
During the lesson, the student is not doodling.	6	0
During the lesson, the student is not daydreaming.	6	0
During the lesson, the student is not wandering around.	5	1
During the lesson, the student is not working on another task.	6	0
During the lesson, the students is not bothering his/ her friends.	6	0
During the lesson, the student is not putting his/ her heads on the table.	3	3
During the lesson, the student is not sleepy/	6	0
The student works on his/her task responsibly.	3	3
Total	42/54	9/54
	83 %	17 %

Source: Researcher

From the table, it shows that student CC’s persistence to the task reached 83%. In this observation, student CC was mostly lacked in off-task behavior especially in putting her heads on the table during the lesson and did not work on her task responsibly

Table 4. 8 Observation checklist result: SM-HP

Statements	Yes	No
The student finish his/her on time.	2	4
The student returns all his/her assignment (homework, unfinished work).	6	0
Total	8/12	4//12
	67 %	33 %

Source: Researcher

From the table, it shows that student CC’s happiness to work independently reached 67%. From the table, it could be seen that student CC did not finish her task on time that from six observations, she only did that for two times.

Table 4. 9 Observation result: SM-OW

Statements	Yes	No
During the lesson, the student follows the teacher’s instruction.	5	1
During the lesson, the student say things like “ I enjoy the lesson, I enjoy the activity, learning is fun”.	2	4
Total	7/12	5/12
	58 %	42%

Source: Researcher

From the table, it shows that student CC reached 58 %. It could be seen that student CC did not really say things I like the lesson, I enjoy the activity, learning is fun” during the lesson since she only did it for two times out of six observations.

4.2.2.3 Student observation checklist observed by Ibu BR

Another observation due to student CC’s motivation was also observed by Ibu BR. This observation was aimed to see the student CC’s motivation from another observer to make the data collected more valid. Below is the table showing student CC’s motivation according to Ibu BR

Table 4. 10 *Observation checklist by Ibu BR: SM-IA*

Statements	Yes	No
The student attends every meeting consistently and continuously.	1	0
In the classroom, the student asks question to the teacher.	0	1
In the classroom, the student answers the questions.	1	0
In the classroom, the student shares his/her idea.	1	0
Total	3 /4 75%	1/4 25 %

Source: Researcher

From the table, student CC’s interest and attention to the learning reached 75%. It is also could be seen that student CC attended every meeting consistently and continuously, answering and sharing her idea in the classroom but did not ask a question to the teacher.

Table 4. 11 *Observation checklist by Ibu BR: SM-PT*

Statements	Yes	No
The student is not talking with his/her friends about a topic unrelated to the lesson.	1	0
During the lesson, the student is not doodling.	0	1
During the lesson, the student is not daydreaming.	1	0
During the lesson, the student is not wandering around.	1	0
During the lesson, the student is not working on another task.	1	0
During the lesson, the students is not bothering his/ her friends.	1	0
During the lesson, the student is not putting his/ her heads on the table.	1	0
During the lesson, the student is not sleepy.	1	0

The student works on his/her task responsibly.	0	1
Total	7/9	2/9
	78 %	22%

Source: Researcher

From the table, it can be seen that student CC's persistence to the task reached 78 %. From the table, student CC was a lack in two statements, they are: not doodling during the classroom and working on her task responsibly.

Table 4. 12 Observation checklist by Ibu BR: SM-HP

Statements	Yes	No
The student finishes his/her task on time.	1	0
The student returns all his/her assignment (homework, unfinished work).	0	1
Total	1/ 2	1 / 2
	50%	50 %

Source: Researcher

From the table above, it could be seen that student CC's happiness to work independently reached 50%. Student CC was lacked in finishing her task on time.

Table 4. 13 Observation checklist by Ibu BR: SM-OW

Statements	Yes	No
During the lesson, the student follows the teacher instructions.	1	0
During the lesson, the student says things like " I like the lesson, I enjoy the activity, learning is fun" .	0	1
Total	1/ 2	1 / 2
	50%	50%

Source: Researcher

From the table, it could be seen that student CC's oral and written expression toward learning reached 50%. Saying things like "I like the lesson, I enjoy the activity, learning is fun" was lacked here.

4.3 Analysis and Discussion

4.3.1 Verbal Reinforcement

In this section, analysis and discussion will talk about verbal reinforcement given to student CC. The following table showed the result from three perspectives:

Table 4. 14 *Triangulation result: VB*

Researcher	Student CC	Homeroom teacher
Verbal reinforcement given to student CC was mostly in form of sentences	Student CC understood that verbal reinforcement was given to her because she did good things during the teaching and learning process	Homeroom teacher mostly gave verbal reinforcements in forms of words because it was quicker than saying it in entire sentences.
In giving the verbal reinforcement, homeroom teacher did almost all the principles in giving the reinforcement. Targeting/naming the specific behavior is the only principle she often forgets.	In giving the verbal reinforcement to student CC, the teacher did not use negative comment or bad words	Homeroom teacher understood and mostly did all the principles in giving the reinforcements Homeroom teacher hoped that she could give verbal reinforcements to the whole student more often
Instrument: Observation checklist	Instrument : Interview	Instrument: Interview

Source: Researcher

From the triangulation result, it was found that verbal reinforcement was mostly given verbal reinforcement in form of sentences for student CC. From the observation, the researcher also found that student CC was always given verbal reinforcement for at least one time in every meeting. It was shown from the observation that the homeroom teacher always gave verbal reinforcement by saying things like “Thank you for raising your hands, I like what you just said, I like the connection that you made” etc. According to the researcher’s observation, this verbal reinforcement was usually given to student CC if student CC shared her idea, answering the teacher’s question when the teacher asked the whole class about the previous lesson, and when the teacher asked for their opinion, but mostly student

CC always given some verbal reinforcements because she was active in sharing her idea. Giving verbal reinforcement as teacher's respond towards student CC's effort was usually in form of praise. Praise, as one of the form of positive reinforcement, increasing the frequency of student CC's behavior (O'Donnell, Reeve, & Smith (2007). Through the verbal praise given to student CC, it made her increases her behavior in sharing her idea during the learning process. This has been confirmed by Burnett (2001) that the power of praise in changing student behavior is that it both indicates teacher approval and informs the student about how the praised academic performance or behavior conforms to teacher expectations. As with any potential classroom reinforcer, praise has the ability to improve student academic or behavioral performance but only if the student finds it reinforcing (Akin-Little et al., 2004).

Verbal reinforcement that can be given in form word, phrases or sentence is useful in providing feedback to encourage students to be more active during the learning process (Usman, 2010). From the researcher's observation, it was also found the teacher actually gave verbal reinforcement both in forms of words or phrase and sentences. The teacher indeed gave verbal reinforcement in form of words more often than in the form of sentences. According to the researcher's observation, this usually happened because the teacher needed to give respond to the whole students in the classroom. Verbal reinforcements in forms of words were usually given to the whole students, including student CC, in the classroom, because the students did good things during the lesson in general. The teacher usually tried to give feedback to students' action as it is good to motivate them to be better (Uno, 2010).

The teacher would usually say things like “good job, exactly, thank you, yes, great job” etc. For example; the teacher will say a good job for all the students if they could line up quickly before lining up for playing time. Another verbal reinforcement in forms of words were often given when all the students could follow the instruction right away, answered the question quickly etc. However, according to the researcher’s observation, the teacher should reduce the intensity of the use of verbal reinforcement in forms of words because sometimes it did not really affect the student anymore. According to the researcher’s perspective, it could happen because none of the students felt that verbal reinforcement given belonged to him/her. Hawkins & Heflin (2011) actually have warned about this that praise statements that lack a specific account of student behavior in observable terms are compromised - as they fail to give students performance feedback to guide their learning. For example, a praise statement such as “*Good job!*” is inadequate because it lacks a behavioral description. The use of verbal reinforcement in forms of words usually easily missed the mark because it was not clear to whom it was directed.

Usually, verbal reinforcement would be also given by the teacher to the specific student. If certain students could answer the question, sharing his/her idea, following instructions, the teacher would praise using verbal reinforcements in forms of sentences. According to the researcher’s observation, giving verbal reinforcement in the form of sentences worked better in the classroom to increase student’s behavior including student CC. Verbal reinforcement in form of sentences usually was clearer to whom it was directed and why it was given to him/her. By

doing this, a student who has been given this verbal reinforcement in the form of sentences would feel proud because of the recognition towards him/her.

This recognition from the teacher actually showed the students that the teacher was interested in them by recognizing and noticing something about themselves. Moreover, the use of verbal reinforcement in form of sentences became more meaningful when the teacher called the student's name. As in this observation, it could be seen that most of the time, the teacher always called student's name when she gave verbal reinforcement to her, such as "Thank you very much student CC, I like the connection that you make". Calling the student's name specifically while giving verbal reinforcement could affirm the relationship between the teacher and the student herself.

From the interview with the teacher, the researcher observed that the homeroom teacher indeed used verbal reinforcement in forms of words more often rather than sentences. The words or phrase such as "good job, yes, ya, you're right, excellent, okay, great, good" were used more often to the whole student directly rather than to a certain student verbal reinforcement in the forms of sentences, because by doing this, it would be easier for the teacher to at least let the whole students knew that she was acknowledging the good things that they did during the teaching and learning process.

In terms of showing the warmth and enthusiasm in giving the verbal reinforcement by the teacher could be shown by voice, gestures and body movement (Murni, 2010), the teacher mostly smiled and showed happy face when she gave verbal reinforcement to student CC. Often times, the teacher also used appropriate voice to the situation where she needed to give reinforcement. For

example, the teacher would imitate the style of a presenter telling that a certain student had done a very good job and how it really made her proud. Besides that, the teacher also gave thumbs up and high five to the students when she gave verbal reinforcement. By doing this, verbal reinforcements given by the teacher become more effective to motivate the students to learn (Wahid & Murni, 2010). From the observation, student CC usually became more excited and happy when the teacher gave verbal reinforcement with a smile, wink, or high five. She usually becomes more triggered to perform better.

In term of meaningfulness, the teacher almost did this every time she gave verbal reinforcements. By telling the student the reason why they deserve that. As for student CC, the teacher always gave her praises by telling Student CC what behavior that she had done well. After receiving the verbal reinforcement from the teacher, student CC usually would look proud and tried to perform even better. According to the researcher's observation, the teacher usually praises student CC for sharing about her idea. Then the teacher would say "Thank you student CC for sharing your idea, it actually has a connection to our lesson today", by knowing that the teacher appreciates what student CC had done, student CC would try to share more of her opinions and idea during the classroom.

Telling why student CC deserved some verbal reinforcements from the teacher is in line with the finding of an interview conducted with student CC that she understood why her teacher gave verbal reinforcement. From the researcher's observation, student CC could understand why she deserved some verbal reinforcements from her teacher was because the teacher always gave it immediately and the teacher also told her the reason why the teacher praise or gave

feedback to her. This already stated by Wardle (2003) that giving reinforcements should be done immediately following the behavior because the more a reinforcer is delayed, the less effective it is, particularly for young children because a time lapse between the behaviors and reinforce could result in reinforcing the wrong behavior. Every time student CC got verbal reinforcement from her teacher, student CC said that she was happy.

In terms of avoiding the negative response in giving verbal reinforcements, from the researcher's perspective, the teacher did pretty well on this principle. During the research, the research did not find any negative response in the use of verbal reinforcement. As it was stated in the interview with student CC, student CC said that her teacher only angry two times to her and did not use any bad words or bad comment. As to what the teacher said in the interview conducted, the teacher also admitted that she was not really good in giving the negative response to the students.

Negative response as it is stated by Usman (2010) including insulting jokes and rude taunt should be avoided because it will discourage the student in developing themselves. During the research, not only insulting jokes and rude taunt, the use of jeers, rude comments, derogatory sentences and bad words were also never used by the teacher during teaching and learning process. In the classroom, if the teacher found students who did a mistake, the teacher would usually prefer to remind them by praising the right one. That way, the students could realize their mistake without feeling embarrassed and they are not broken in spirit and their motivation is not diminishing (Murni, 2010).

In terms of the varying use, the teacher did enough variations in giving the verbal reinforcements. The teacher did not only give verbal reinforcements in form of words just because according to her it was quicker to do, but she also uses phrases and sentences. The teacher also did not say the same words or sentences in giving the verbal reinforcement. Besides, the varying use in giving verbal reinforcement was also done in combination with another nonverbal reinforcement such as a sticker, stamp, and star. The most common variation that the teacher did was by giving Dojo Point for the student who can do well. Dojo point was an application used by the teacher in motivating students to perform well during the teaching and learning process. Those who could meet the criteria in class Dojo would get a point. The teacher usually gave verbal reinforcement followed by the giving of Dojo Point.

From the researcher's observation, the researcher could see that student CC would show positive respond after the teacher gave her some verbal reinforcements. Other findings can also be seen from the observation checklist (See Appendix C-1 For Observation Checklist on Verbal Reinforcement) that showed how positive responded came after student CC received verbal reinforcement from her teacher. As it is stated by Indahyati et, al. (2014) that reinforcement gives positive influences towards student learning process, increase student attention to the lesson, stimulate and increase student motivation to learn and improve learning and foster a productive student behavior, this also can be seen in student CC. When the teacher said "CC thank you for raising your hand", student CC smiled and become more attentive in following the lesson and be more active in sharing her ideas.

The observer also could see that student CC even tried to share her idea every time her teacher asking for the students' opinion for the whole class. Another positive response that student CC showed after she received verbal reinforcement for her teacher became more responsible for doing her responsibility. Student CC would be more motivated to finish her task on time and tried her best to be the first student who could finish the task and she would be happier if teacher noticed what she was doing. Often times, during the teaching and learning, student CC came to the researcher and showing what she did. Student CC would always ask things like "Ibu Lara, look I can make a very cute doll, I draw this beautiful flower, and I can make the best painting" etc. Usually, it could be noticed that student CC would be happier if she got a response like "Wow, great Job student CC, I like it". In conclusion, student CC would more likely to be motivated when she got feedbacks, praise, encouragement, and compliments of everything she did. The facts that student CC responded well through these verbal reinforcement is supported by an explanation from Levin & Nolan (2010) who added how Maslow theory of motivation could see that when the student successfully demonstrate new learnings, they usually are intrinsically and extrinsically positively reinforced, which leads to the development of self-esteem and self-respect. Positive self-esteem further motivates students to learn. Here, student CC's self-esteem increased by receiving praises from her teacher that made her felt proud.

However, even though student CC was motivated that according to the theory because of her self-esteem, Christian teachers should be aware that self-esteem that the students achieved through their skills, status or ability is not the only reason for a student to feel that they are "worth". Feeling worth because of their ability can

lead students into the sin of prideful. Thinking that they are capable of doing something as long as they have the ability. Christian teachers should remind students that they are worth as they are in front of God 'eyes. Their worth does not depend on their ability in doing something rather than only by the love of God, that is why God died on the cross only to save and paid the sins that slave them. By knowing this, students are lead to understand that God is the only one who deserved honor and praise. When the students have healthy and true self-esteem, they will value their selves' unique and precious creation with the ability and uniqueness in their own selves.

4.3.2 Student CC's Motivation

Table 4. 15 *Triangulation result: SM-IA*

Researcher	Student CC	Observer (Ibu BN)
Student CC's motivation was 87.5 %	Student CC's motivation was 100 %	Student CC's motivation was 75 %
Instrument: Observation checklist	Instrument: Questionnaire	Instrumental: Observation checklist

Source: Researcher

The interest and attention towards learning as one of the characteristics of a motivated student as it is stated by Sudjana (2005), were observed through student CC's consistently and continuously attendance every meeting, asking and answering questions to the teacher, and sharing her idea during the teaching and learning process. From the observation result done by the researcher, student CC's interest and attention towards learning met 87.5 %, from the questionnaire 100%, and from the observation done by Ibu BN was 75%.

From the table above, it can be seen that the observation result done by the researcher reached 87.5% for student CC's interest and attention towards learning.

because from the researcher's six times of observations, student CC got six-point for attending every meeting consistently and continuously, four for asking question, five for answering the question and six for sharing her idea. As it is stated before, student CC's interest and attention towards learning were much influenced by the verbal reinforcement given to her. Every time student CC got some verbal reinforcements from her teacher, it would trigger her to increase that desirable behavior and tried to do it more. Student CC would like to raise her hands more to share idea after her teacher complimenting her for sharing her ideas before. This in line with what Djamarah (2010) said that the motivation that she got after receiving verbal reinforcement helped her to participate more in learning activities with awareness and desire that comes from herself.

From the researcher's observation, there were twice when student CC did not ask a question to the teacher and one time for not answering the question. According to researcher's perspective, this had something to do with the subject time. During the observation, there was a time when student CC did not ask a question to her teacher, this might happened because the observation was done in the last subject of the day that caused student CC was tired and did not have any willingness to ask (See Appendix B1-B5 for observation checklist). Another reason that might cause student CC did not ask and answer questions during the teaching and learning process was because student CC did not find the lesson itself interesting that she did not have anything to share about. The role of interest has a big influence on how the student sees the learning.

Moreover, from the researcher's perspective through the observations in the classroom, the teacher usually did not give verbal reinforcement as often as she did

in the previous subject. This might happen because teaching the last subject usually became more hectic since this class needed to go to the library to get the book they should read every night. It needed more time to manage the classroom since all the students had to line up first and took the book together. Therefore, teaching the last subject was usually done briefly and the teacher would be more focused on delivering the content.

From the questionnaire filled by student CC, it can be seen that the interest and attention of student CC towards the learning met 100%, meaning that she was motivated to learn especially in showing her interest and attention towards the learning. According to the questionnaire, student CC had met all the characteristic of a motivated student especially in her interest and attention towards the lesson. However, the result of the questionnaire cannot be concluded directly since the questionnaire was filled by student CC during the play time.

There are many possibilities that affected student CC in filling the questionnaire such as; the questionnaire was filled during the playing time that could make student CC filled the questionnaire hurriedly because she wanted to play as soon as possible. Moreover, student CC might not really understand the statements that made she colored all the smile (☺ = agree) answer to all the statements. During the time student, CC filled the questionnaire, student CC also said things like she agreed to all the statements in the questionnaire that she never bother her friends, never wandering around in the classroom, always following directions etc. From the researcher's perspective, it looked like student CC tried to convince that she was a good student. From the researcher's perspective, the fact that student CC tried to convince that she was a good student related to how she

actually needed self-actualization as what Maslow that she needed other people to admit her potential (Santrock, 2009).

From the observation done by ibu BR, it can be seen that student CC's interest and attention toward learning met 75%. According to Ibu BR's observation, student CC met all the statements toward her interest and attention toward learning except asking the question to the teacher. This finding is in line with the observation done by the researcher because Ibu BR also did the observation on the same day with the researcher which was the last subject in a day. This condition, as it is stated before, might happen due to the influence of the last subject in that day (See Appendix B6 for Observation by Ibu BR). Besides the matter of time of the lesson, student CC's interested and attention learning could not reach 100% in this observation could be also influenced by the learning process itself. According to the researcher's observation, teaching the last subject sometimes hard for a teacher to make some various teaching methods in the classroom that make the lesson become less interesting and the students felt less motivated to be participated (Sardiman, 2004). This finding was in line to what Brummelen (2009) said about some strategies that teachers could do to make students become more motivated to learn, one of the strategies was to model interest in learning and project enthusiasm. Through various teaching strategies, teachers should keep the students involved.

Table 4. 16 *Triangulation result: SM-PT*

Researcher	Student CC	Observer (Ibu BN)
Student CC's motivation was 83 %	Student CC's motivation was 100 %	Student CC's motivation was 78%
Instrument: Observation checklist	Instrument: Questionnaire	Instrument: Observation checklist

Source: Researcher

Persistence to the task as one of the characteristics of a motivated student means that a student who can work continuously for a long time and do not stop until the task is completed (Sardiman,1986) was also found in student CC. Persistence to the task that were noted by not talking to her friends about topic unrelated to the lesson, not doodling, not daydreaming, not wandering around, not working on other task, not bothering her friends, not putting her hands on the table , not sleepy and work on her task responsibly during the teaching and learning process were observed from three sources.

From questionnaire filled by student CC, it can be seen that student CC met 100% persistence to the task from the questionnaire. It is different to the result from the observation result both from the researcher and Ibu BR. From the researcher's observation result student CC motivation was 83% and 78 % from the observation by Ibu BR.

The questionnaire that was filled by student CC was also done during the play time which might cause her not focus because she did not want to miss the play time so she could not concentrate really well in filling the questionnaire. From the questionnaire, student CC's persistence to the task met 100 % means that according to student CC, during the teaching and learning process, she was not talking to her friend about unrelated topic, she was not doodling, she was daydreaming, she was not wandering around, she was not working on another task, she was not bothering her friends, she was not putting her head on the table, she was not sleepy and she worked on her task responsibly.

This finding is different from the observation result by the researcher. From the observation result, student CC's persistence to the task met 83%. From the

observation, student CC was mostly lacked in off-task behavior especially in putting her heads on the table and did not do her task responsibly. From the researcher's observation, the reason why student CC put her head on the table happened in the last subject of the school that day (See Appendix B-5). This might happened because student CC was tired. There was also a time where student CC put her head on the table after several time raising her hands but the teacher did not get any chance to let her shared her idea. Student CC might feel upset or lazy since she thought that the teacher would not notice her for that time.

From the researcher's observation, it was also found that student CC did not work on her task responsibly. According to the observation by the researcher, this off-task behavior was might be caused by many factors. Student CC was an active girl. She would love to talk about many things to people. Often times, the teacher needed to reprimand her because she shared too long with her friend during sharing time talking about random things that sometimes caused her lost her focus in finishing her works. Therefore this behavior could happen during the observation.

This behavior was because basically, student CC needed more multiple reminders to do her tasks. This finding was in line with the interview conducted with the homeroom teacher who said that multiple reminders were needed to make student CC stay on-task otherwise she would pretend not having anything to be finished or returned (See Appendix B-2 for Homeroom Teacher interview). This behavior could happen because the teacher could not supervise student CC personally since there were twenty students in the classroom.

As from the observation from Ibu BR, student CC's persistence to the task met 78 %. In his observation, student CC met all the statements except for not

doodling and working on her task responsibly. In this observation, Ibu BR marked student CC for doodling during the teaching and learning process. This behavior could happen because, in the observation, the teacher was explaining the lesson that required the students to listen. This condition made student CC a little bit boring and start doodling.

As for not working on her task responsibly, this might happened because of the same reason as it is stated in the researcher's observation checklist. Student CC needed more multiple reminders to keep her stay on-task. Actually, sometimes by praising student CC for doing well in something, it could motivate her to stay on-task and worked on her task responsibly. But then, the condition in the classroom with the different needs of twenty students sometimes made the teacher could not pay attention to each of the students' need thoroughly.

Actually, student's persistence of the task could be easily observed because the teacher had the opportunity to see directly whether the student was working on the task given or not during the teaching and learning process. If a student persisted at the task even in the face of difficulty, boredom, and fatigue, it could be said that the student was motivated to do the task given (Reynolds, 2003). However, due to the number of students in the classroom, the teacher might not be able to do that.

Teaching students to be persistence can actually be done by encouraging them to put more effort, keep going and not give up easily in the middle of the difficulty. As in this research, it was found student CC could be encouraged by praise to be more persistent in completing her task. The words of encouragements, as one of verbal reinforcement, is also good to grow persistence in students. The words "You can do it, you can do your best" are powerful to promote an attitude of

persistence. The teacher also can remind the student that effort and success need process. To get the success, student needs to be persistent to keep trying and give their best to God as God is the one who will strengthen every person to have a great endurance and patience in facing the difficulty (Colossians 1:11).

Table 4. 17 *Triangulation result: SM-HP*

Researcher	Student CC	Observer (Ibu BN)
Student CC's motivation was 67 %	Student CC's motivation was 100 %	Student CC's motivation was 50 %
Instrument: Observation checklist	Instrument ; Questionnaire	Instrument Observation checklist

Source: Researcher

Happy to work independently as the third characteristic of a motivated student in this research was noted by the student CC finished her task on time and return all her assignments (homework, unfinished work). Being happy to work independently is the spirit of the student in performing the learning task and being responsible for all the activities during the learning process (Sudjana, 2005).

From the table, it shows that student CC's happiness to work independently reached the lowest in observation checklist by Ibu BN that reached 50 % and the observation result by the researcher was 67 % whereas the questionnaire that was filled by student CC herself reached 100%. From this triangulation, the off-task behavior that happened was that student CC could not finish her task on time. In the classroom, student CC needs to be reminded over and over again so she could stay on-task in doing her task and could finish it on time. Therefore, as it is stated before, student CC needed multiple reminders to be focus on one thing.

Finishing the task on time and returning all her assignment was actually correlate one with other. In this classroom, the students usually returned their homework every morning before the class began. In returning homework, student CC was always good in it. From the researcher's observation, this could happen because student CC's mom always made sure that student CC returned all her homework by reminding her every morning to put her homework in the homework tray. As for returning unfinished work, student CC was not good enough because student CC did not have her mom who could supervise her the whole time in the classroom. In the classroom, even though the teacher already reprimanded her to finish her task, student CC sometimes could not return it on time. Usually, before the class began, the teacher would remind student CC to work on her unfinished work, and student C did do. However, after a few minutes, student CC would start to walk around the classroom and checking her friends. Often times, she would come to the researcher and started to tell about her activities, usually, student CC would be really happy if she the researcher complimented her of what she had done.

In this situation, usually what the researcher did to help student CC work on her unfinished work was by guiding her to start doing it and supervised her for a while. Right after student CC started to work on her task, the researcher would give her feedbacks of what she was doing. Often times, this way was effective to encourage student Cc finished her task since she was motivated to finish her work after the researcher or the teacher noticing her.

Being happy to work independently as one of the characteristics of the motivated student also help the teachers to guide the students to reflects how God want his people to be responsible for the work that God has entrusted to each of his

people. Moreover, God wants his people to always rejoice in doing the work that He has given. As Christian teachers, guiding the student to understand how the responsibility to learn is one of the ways to respond God's grace through the talent and ability in their selves is something important to be communicated.

Table 4. 18 *Triangulation result: SM-OW*

Researcher	Student CC	Observer (Ibu BN)
Student CC's motivation was 58 %	Student CC's motivation 100%	Student CC's motivation was 50 %
Instrument: Observation checklist	Instrument: Questionnaire	Instrument: Observation checklist

Source: Researcher

From the triangulation result, the observation both from the observer and Ibu BR was considered low compared to the result from the questionnaire that met 100%. From the observation checklist, student CC's oral and written expression that was noted by following the teacher's instruction and saying things like " I like the lesson, I enjoy the activity, learning is fun" during the lesson met 58% while from Ibu BR's observation met 50%. According to the observation, student CC was actually good in following the instruction given by the teacher. According to the researcher's observation, there were two times when student CC did not follow the instructions from the teacher. This happened when the teacher asked the whole students to line up, instead of lining up with her friends but student CC kept doing her things. The researcher then came and talked to student CC to join the line. After student CC joined the line, student CC still could not follow the instructions from the teacher. At the time, the teacher warned the whole students not to talk when they were lining up unless they would not go home. Most of the students already

were ready to go but there was still some student who talked each other include student CC. after being warned for several times, all the students finally were ready to go.

The oral and written expression or expression or reactions that expressed interest and positive attitude as characteristic of motivated student could also be seen in the classroom through the use of *Boomerang Book* . Student's expression that expressed interest and positive toward the learning was produced through a meaningful learning created by the teachers (Brummelen, 1998).

In this observation, in terms of saying things as “ I like the lesson, I enjoy the activity, learning is fun “ as the oral and written expression towards learning, it was very seldom for the research found that student CC said she liked or enjoy the lesson directly. In the classroom, every student usually wrote the best part of their day as their written expression that expressed their interest towards the learning that day in their agenda called *Boomerang Book* and the students usually wrote the activity that they just did recently. As for student CC, she usually wrote the activity that requires different kinds of activities in it. If it was Friday, student CC would usually write that her best part of the day was PE (Physical Education) since the teacher allowed her to move a lot and had fun during the lesson. Student CC would also lie to write another subject such as science and math for in that subjects the teacher made some experiments or game. As for the observation by Ibu BR, she only observed student CC from the video given by the researcher that made she could not see student CC's agenda.

4.3.2 Final Analysis and discussion

In conclusion from the researcher's observation, Ibu BR's observation, questionnaire, and interview conducted with the homeroom teacher, verbal reinforcement given to student CC could motivate her to learn. Verbal reinforcement, such as praise, feedback, and encouragement in form of words, phrases and sentences can be a mediator in the enchantment of student motivation in the classroom (Hancock, 2002). Teacher praise, as one kind of verbal reinforcement, can be one of the tools that can be a powerful motivator for students.

The use of verbal reinforcement in motivating student CC can be seen through the data gathered from various instruments showed that her motivation to learn meet the percentage as it is stated below.

From the triangulation result for each focus, it can be seen that student CC's motivation:

Table 4. 19 *Triangulation final result: SM*

Focus	Researcher	Student CC	Ibu BR (second observer)	Final
Interest and attention of student to the learning	87.5%	100%	75%	88 %
Persistence to the task	83 %	100%	78%	87 %
Happy to work independently	67 %	100%	50 %	72 %
The oral and written expression or reactions that expressed interest and positive attitude of student toward the learning	58 %	100%	50%	69 %

Source: Researcher

From the table, it can be seen that student CC's motivation to learn in terms of her Interest and attention of student to the learning reached 88 %, persistence to the task reached 87 %, happiness to work independently reached 72 % and the oral

and written expression or reactions that expressed interest and positive attitude of student toward the learning reached 69 %. Counted from the each average of each focus of motivation gathered above, it was averaged that the final percentage of student CC's motivation to learn is 79 % meaning that according to Tampubolon's value conversion table, it can be said that through verbal reinforcement, student CC's motivation to can be categorized good.

Based on the data result analysis, student CC can be motivated to learn through verbal reinforcement. Verbal reinforcement such as praise, encouragement, and feedback were needed by student CC as student CC was very happy knowing that someone acknowledging her. In order to motivate her, verbal reinforcement given should be following all the principles especially the principle that made verbal reinforcement be meaningful to her.

Furthermore, student CC, who was ranging to six to twelve years old, according to Jean Piaget and Erick Erikson development theory was in a stage where children begin to develop their logical thinking but still abstract, start filling the concept of time and recognize other people's perspective. Also, this stage is called the industry versus inferiority circumstances where children start to move from play to get to work, the creation of useful products and demonstrate the ability. They need to hear the phrase "Nice work, kid" and recognition (Capehart, 2002).

In the classroom the teacher already implemented all the principle in using verbal reinforcement: warmth and enthusiasm, meaningfulness, avoid using negative response and the varying use. From this research, it was also found that verbal reinforcement given to in motivating student CC to learn was mostly praise.

In giving praise, the teacher should be more specific. Being specific in giving reinforcement is one of the most important steps. Being specific in giving verbal reinforcement can be started by targeting a specific behavior done by the student. This allows the student to better understand acceptable and unacceptable behavior so that the student could take control of his/her action (Ackerman, 2011).

Besides, being specific in giving reinforcement can also help the teachers to know the students deeper. By knowing the students deeper, it will be easier for the teacher to consider the best type of verbal reinforcement that can help the student to be motivated in the learning process and perform better. Further, being specific in targeting students behavior can help the relationship between parents and the teacher in communicating the student's development in school.

In this research, letting student CC know why she deserved some verbal reinforcement motivate her to do better and keep doing the good things that her teacher noticed her. This behavior is in line with what Wradle (2003) said that providing feedback to students regarding their progress is a reinforcer because it satisfies their need to feel successful. This is one of the way grades work, as feedback to children that they were successful in a particular area.

Besides being specific in giving the verbal reinforcement, it was also found that the teacher should be more focus on the "process" rather than the "result". The teacher should praise the effort of the student in their learning process meaning that rather than praising a student because of the result or the score she/he got, the teacher should praise the effort that the student made in it. When praise singles out exertion and work-products, it can help the student to see a direct link between the effort that they invest in a task and improved academic or behavioral performance.

In addition, there are also some points that the researcher learned during the research. The researcher reflects that there were some things that teacher need to work on due to the use of verbal reinforcement in motivating the student to learn. During the research, the researcher found out that the teacher is still a lack of the use of verbal reinforcement in forms of sentences to the whole students. Verbal reinforcement given in form of sentence was only given to the students individually. Due to the sum of the students in the classroom, there will be the possibility of a student who never be praised which is not good. Even though the teacher gave verbal reinforcement in forms of a word often, this still lack of its meaningfulness as it is stated before that verbal reinforcement in forms of words are less specific to whom it is directed and why it is given. Therefore, the use of verbal reinforcement in form of sentences is recommended to be given fairly to the whole student as one community that supports one with another.

Back to the responsibility of a Christian teacher, the researcher tried to see how the use of verbal reinforcement in motivating the student to learn is in line with a Christian perspective. As Christian, teachers should realize that guiding the students to the knowledge of Christ and helping them to grow in Christ is an important thing that teachers should do.

In guiding and discipline the students to grow in Christ, there are many ways that teachers can do. One simple way is by communicating about God to the students so that they can know more about God's love. Capehart (2002) said that to communicate about God, we need to be closer to others, understand their fears, hopes, and their dreams and start from to tell about Jesus to them, tell a story with words and illustrations they can understand.

From the statements above, it can be concluded that understanding people first is a good starting point to communicate about God to the students. In the context of teaching, Brummelen (1998) also said that a supportive setting is the best motivation for students to master tasks. Shortly, Understanding what people feel is a good supportive way for teachers to motivate students in learning something. The use of verbal reinforcement is a form of how teachers try to understand student's learning condition. Through the verbal reinforcement given, teachers are helping the student to try and work harder in their learning. Also, through the verbal reinforcement given, praise, feedback, and encouragement from the teachers are actually reflecting God's love to the people that He wants us to reflect and learn from all his words.

In conclusion, Capehart (2002) said that Jesus made all His words become meaningful in the lesson. He spoke with wisdom, clarity, and love. This is something that needs to be reflected by the teachers so that every word that is come out from their mouth in form of verbal reinforcement can be can be healthy and life-giving, as it is written in Ephesians 4:29 that Christians should not let any unwholesome talk come out their mouths, but only what is helpful for building up others according to their needs, that it may benefit those who listen especially in motivating students to recognize that God is the Creator ad sustainer of all reality and the norms of human life (Pr 3:19-20, Job 38-41) (Brummelen, 1998).