

APPENDICES

Appendix A- 1 Validated Instrument by Thesis Supervisor

Name of Researcher: ...**JARRA CHRISTMAS**... INSTRUMENT CONTENT VALIDATION FORM

page: ... 1

Identification of Research Problem: The use of verbal reinforcement

Name of Instrument: Mentor Teacher Interview

No	Focus	Statement/Question	Evaluation	
			No need Improvement	Need Improvement
1.	Verbal reinforcement can be in the form of words, phrases or sentence.	a. In giving the verbal reinforcement to motivate the students to learn, which form do you usually use, word / phrase / sentence? Why? b. How do you think it's effective for the students?	<input checked="" type="checkbox"/>	
2.	Teacher shows warmth and enthusiasm	c. What do you do to show warmth and enthusiasm in giving the verbal reinforcement for the students?	<input checked="" type="checkbox"/>	



Identification of Research Problem: The use of verbal reinforcement

Name of Instrument: Mentor Teacher Interview

No	Focus	Statement/Question	Evaluation	
			No need Improvement	Need Improvement
1.	Verbal reinforcement can be in the form of words, phrases or sentence.	a. In giving the verbal reinforcement to motivate the students to learn, which form do you usually use, word / phrase / sentence? Why? b. How do you think it's effective for the students?	<input checked="" type="checkbox"/>	
2.	Teacher shows warmth and enthusiasm	c. What do you do to show warmth and enthusiasm in giving the verbal reinforcement for the students?	<input checked="" type="checkbox"/>	



<p><i>Additional question</i> Teacher reflects on the use of verbal reinforcement in motivating students to learn</p>	<p>h. How can you avoid the use of negative reinforcement in giving the verbal reinforcement for the students?</p> <p>i. How does it motivate the students to learn?</p> <p>j. What you should improve in the use of verbal reinforcement in motivating students to learn during teaching and learning process?</p>	<input checked="" type="checkbox"/>	
---	---	-------------------------------------	--

15 10 2016

Validator
Sybilina P.S





3. Meaningfulness			
	<p>d. Why do you think your teacher says things like <i>nice, good, right, correct, yes, thank you, great job, I like the way you said that, I really appreciate that you are...?</i></p>	<input checked="" type="checkbox"/>	
	<p>e. How do you feel when your teacher says those things to you?</p>	<input checked="" type="checkbox"/>	
	<p>f. Why do you think your teacher says things like <i>"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."?</i></p>	<input checked="" type="checkbox"/>	
	<p>g. When you do a mistake, what does your teacher say?</p>	<input checked="" type="checkbox"/>	





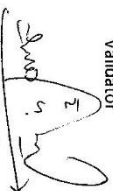
Name of Researcher: LARA CHRISTMASDAY

INSTRUMENT CONTENT VALIDATION FORM

page: ... 3

4. Avoiding the use of negative response	h. Does your teacher ever get angry at you? i. Does your teacher use bad words, rude comments when he/she is angry at you?	<input checked="" type="checkbox"/>	
--	---	-------------------------------------	--

18 - 12
.....2016

Validator

SYLVIA P. SABATANYO



Identification of Research Problem: The Use of Verbal Reinforcement

Name of Instrument: Mentor Teacher Observation

No	Focus	Statement/Question	Evaluation	
			No need Improvement	Need Improvement
	Forms of verbal reinforcement			
	a. Teacher gives verbal reinforcement using words / phrases	a. Description of the words, phrases given by teacher as the response for the student's behavior such as: <i>nice, good, right, correct, yes, thank you, great job etc.</i>	<input checked="" type="checkbox"/>	
	b. Teacher gives verbal reinforcement using sentences	b. Description of the sentences given by the teacher as the response of the student's behavior such as: <i>I like the way you said that, I really appreciate that you ... etc.</i>	<input type="checkbox"/>	



<p>Principles in Using Reinforcement</p> <ul style="list-style-type: none">c. Warmth and enthusiasmd. Avoiding the use of negative responsee. Meaningfulness	<ul style="list-style-type: none">c. verbal reinforcement is given with appropriate voice, expression, gesture and body movementd. verbal reinforcement is given without using jeers, taunts and insults, rude comments, derogatory comments, or bad wordse. Verbal reinforcement is given immediately following the actionsf. Verbal reinforcement targets / names the specific behaviorg. Verbal reinforcement is given in the appropriate timeh. Verbal reinforcement is given sincerely and clearly	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	
--	--	--	--





Name of Researcher: Lara Christmasday INSTRUMENT CONTENT VALIDATION FORM

page: 13

..... 15
..... 2016

[Handwritten Signature]
Validator



Identification of Research Problem: Student's motivation

Name of Instrument: Observation Checklist

No	Focus	Statement/Question	Evaluation	
			No need Improvement	Need Improvement
1.	Interest and attention of students to the learning	a. The student attends every meeting consistently and continuously	<input checked="" type="checkbox"/>	
2.	Demonstrated by the active participation will be noted of students' consistent and continuous attendance in every meeting, raise their hands, answer the given questions, ask questions, give comments / argument / idea in the learning process.	b. In the classroom, the student asks question to the teacher	<input checked="" type="checkbox"/>	
		c. In the classroom, the student answers the questions	<input checked="" type="checkbox"/>	
		d. In the classroom, the student shares his/her idea	<input checked="" type="checkbox"/>	



Name of Researcher:

INSTRUMENT CONTENT VALIDATION FORM

page 2

Persistence to the task The students show on-task behavior. Behavior that is not appropriate to the assignment is considered to be off-task (<i>Tilstone, 2004, p. 43</i>). In this research, the students' persistence to the task will be noted as not talking about things unrelated to the lesson, not doodling, not wandering around; not working on other tasks, not physically bothering other students; not attempting to draw attention, not putting their heads on the table, and not being sleepy or sleeping.			
	e. The student is not talking with his/her friends about a topic unrelated to the lesson	<input checked="" type="checkbox"/>	
	f. During the lesson, the student is not doodling	<input checked="" type="checkbox"/>	
	g. During the lesson, the student is not daydreaming	<input checked="" type="checkbox"/>	
	h. During the lesson, the student is not wandering around	<input checked="" type="checkbox"/>	
	i. During the lesson, the student is not working on other task	<input checked="" type="checkbox"/>	
	j. During the lesson, the students is not bothering his/ her friends	<input checked="" type="checkbox"/>	
	k. During the lesson, the student is not putting his/ her heads on the table	<input checked="" type="checkbox"/>	
	l. During the lesson, the student is not sleepy	<input checked="" type="checkbox"/>	



<p>3. Happy to work independently Students finish his/her task on time, return the homework given by the teacher and a statement that will be filled by the students in questionnaire such as " I like working by myself".</p>	<p>m. The student works on his/her task responsibly</p> <p>n. The student finishes his/her task on time</p> <p>o. The student returns all his/her assignment (homework, unfinished work)</p>	<p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>	
<p>4. The oral and written expressions of reactions that expressed interest and positive attitude of students towards learning.</p>	<p>p. During the lesson, the student follows the teacher's instruction</p> <p>q. During the lesson, the students says things like " I like the lesson, I enjoy the activity, learning is fun" etc</p>	<p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>	



Name of Researcher:

INSTRUMENT CONTENT VALIDATION FORM

page 4

.....15.....2016

Validator

Sbr



Identification of Research Problem: Student's motivation

Name of Instrument: Students Questionnaire (The statements in the questionnaire will be filled with ☺ (smile) and ☹ (sad) emoticon)

No	Focus	Statement/Question	Evaluation	
			No need Improvement	Need Improvement
1.	Interest and attention of students to the learning Demonstrated by the active participation that will be noted by students' consistent and continuous attendance in every meeting, raise their hands, answer the given questions, ask questions, give comments / argument / idea in the learning process.	a. I always come to school b. I always follow all the sessions in the school c. In the classroom, I like asking questions to my teacher d. In the classroom, I like answering my teacher's questions e. In the classroom, I like sharing my ideas	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	

<p>2. Persistence to the task The students are on-task behavior. Behavior that is not appropriate to the assignment is considered to be off-task (<i>Thiessen, 2004, p. 43</i>). In this research, the students' persistence to the task will be noted as not talking not related to the lesson, not doodling, not daydreaming, not wandering around; not working on other tasks; not physically bothering other students; not attempting to draw attention, not putting their heads on the table, and not being sleepy or sleeping.</p>	<p>f. During the lesson, I am not talking with my friends about a topic that's not related to the lesson</p> <p>g. During the lesson, I am not doodling</p> <p>h. During the lesson I am not daydreaming</p> <p>i. During the lesson, I am not wandering around</p> <p>j. During the lesson I am not working on other tasks</p> <p>k. During the lesson, I am not bothering my friends</p>	<p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>	
---	--	--	--



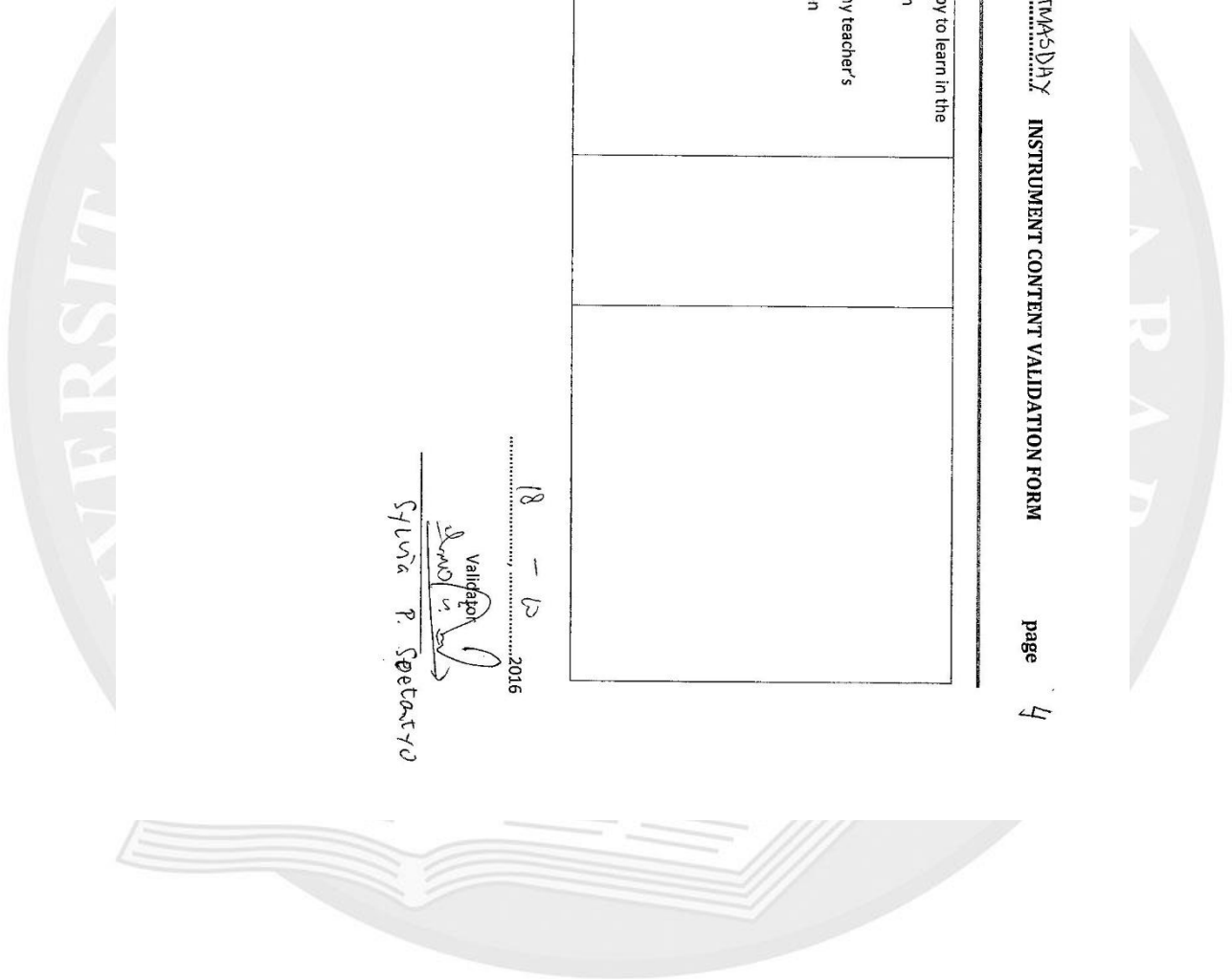
<p>3. Happy to work independently Students finish his/her task on time, return the assignments/ homework given by the teacher and a statement that will be filled by the students in questionnaire such as "I like working by myself".</p>	<p>l. During the lesson, I am not putting my head on the table</p> <p>m. During the lesson, I am not sleepy</p> <p>n. I like working by myself</p> <p>o. I finish my task on time</p> <p>p. I return all my assignment (homework, unfinished work)</p>	<p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>	
<p>4. Expression and reactions that expressed interest and positive attitude of students towards learning. In this research, the researcher conducts some statements to know</p>	<p>q. I enjoy learning in the classroom</p> <p>r. Learning is fun for me</p>	<p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>	



<p>the interest of students towards learning such as: "I like the lesson, I enjoy learning in the classroom, Learning is fun " The positive attitude will be noted by following the teacher's instruction</p>	<p>s. I am happy to learn in the classroom</p> <p>t. I follow my teacher's instruction</p>		
---	--	--	--

18 - 13
2016

Valdegor
 Sylvia P. Sabetario



Appendix A- 2 Validated Instrument by Homeroom Teacher

Name of Researcher: LARA CHRISTMAS DAY

INSTRUMENT CONTENT VALIDATION FORM

Page: 1

Identification of Research Problem: The use of verbal reinforcement

Name of Instrument: Student Interview

No	Focus	Statement/Question	Evaluation	
			No need Improvement	Need Improvement
1.	Verbal reinforcement can be in form of words, phrases or sentence.	a. Do you like learning with your teacher? Why? b. If you are doing well (answer the questions, follow the directions, do your task responsibly, etc.) what does your teacher say to you? c. Does your teacher give you a happy face, smile, wink or thumbs up when she says good job, exactly or correct?	<input checked="" type="checkbox"/>	
2.	Teacher shows warmth and enthusiasm		<input checked="" type="checkbox"/>	



Name of Researcher:

INSTRUMENT CONTENT VALIDATION FORM

page: 2

3. Meaningfulness	d. Why do you think your teacher says things like <i>nice, good, right, correct, yes, thank you, great job, I like the way you said that, I really appreciate that you are...?</i>	<input checked="" type="checkbox"/>	
	e. How do you feel when your teacher says those things to you?	<input checked="" type="checkbox"/>	
	f. Why do you think your teacher says things like <i>"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."?</i>	<input checked="" type="checkbox"/>	
	g. When you do a mistake, what does your teacher say?	<input checked="" type="checkbox"/>	





Name of Researcher:

INSTRUMENT CONTENT VALIDATION FORM

page: 3

4. Avoiding the use of negative response	h. Does your teacher ever get angry at you? i. Does your teacher use bad words, rude comments when he/she is angry at you?	<input checked="" type="checkbox"/>	
--	---	-------------------------------------	--

.....6.....10.....2016

Validator

Anne Davis





Name of Researcher:
1. RRA-CHRISTWABDNY-5

INSTRUMENT CONTENT VALIDATION FORM

page:

Identification of Research Problem: The use of verbal reinforcement

Name of Instrument: Mentor Teacher Interview

No	Focus	Statement/Question	Evaluation	
			No need improvement	Need Improvement
1.	Verbal reinforcement can be in the form of words, phrases or sentence.	a. In giving the verbal reinforcement to motivate the students to learn, which form do you usually use, word / phrase / sentence? Why? b. How do you think it's effective for the students?	<input checked="" type="checkbox"/>	
2.	Teacher shows warmth and enthusiasm	c. What do you do to show warmth and enthusiasm in giving the verbal reinforcement for the students?	<input type="checkbox"/>	





Name of Researcher:

INSTRUMENT CONTENT VALIDATION FORM

page:

3. Meaningfulness		d. How can you keep the warmth and enthusiasm in giving the verbal reinforcement for the students so that they stay motivated to learn? e. What do you do to show the meaningfulness of verbal reinforcement you give for the students? f. How do you know that the verbal reinforcement you give to your students is meaningful for them and can motivate them? g. What do you say to avoid the use of negative response in giving the verbal reinforcement for the students?	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	
4. Avoiding the use of negative response			<input checked="" type="checkbox"/>	



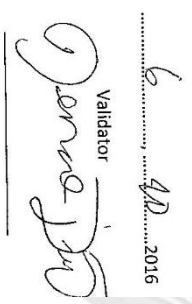


Name of Researcher:

INSTRUMENT CONTENT VALIDATION FORM

page:

	<p>h. How can you avoid the use of negative reinforcement in giving the verbal reinforcement for the students?</p> <p>i. How does it motivate the students to learn?</p>	<input checked="" type="checkbox"/>	
<p><i>Additional question</i> Teacher reflects on the use of verbal reinforcement in motivating students to learn</p>	<p>j. What you should improve in the use of verbal reinforcement in motivating students to learn during teaching and learning process?</p>	<input checked="" type="checkbox"/>	

Validator 2016






Name of Researcher:

INSTRUMENT CONTENT VALIDATION FORM

page: 2

<p>Principles In Using Reinforcement</p> <p>c. Warmth and enthusiasm</p> <p>d. Avoiding the use of negative response</p> <p>e. Meaningfulness</p>	<p>c. verbal reinforcement is given with appropriate voice, expression, gesture and body movement</p> <p>d. verbal reinforcement is given without using jeers, taunts and insults, rude comments, derogatory comments, or bad words</p> <p>e. Verbal reinforcement is given immediately following the actions</p> <p>f. Verbal reinforcement targets / names the specific behavior</p> <p>g. Verbal reinforcement is given in the appropriate time</p> <p>h. Verbal reinforcement is given sincerely and clearly</p>	<p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>	
---	--	--	--





Name of Researcher:

INSTRUMENT CONTENT VALIDATION FORM

page: 3

.....2016

6
Validator

Janae D...



Appendix A- 3 Validated by Curriculum Vice Coordinator

Name of Researcher:
LARA CHRISTMASDAY S

INSTRUMENT CONTENT VALIDATION FORM

page:

Identification of Research Problem: The use of verbal reinforcement

Name of Instrument: Student Interview

No	Focus	Statement/Question	Evaluation	
			No need Improvement	Need Improvement
1.	Verbal reinforcement can be in form of words, phrases or sentence.	a. Do you like learning with your teacher? Why? b. If you are doing well (answer the questions, follow the directions, do your task responsibly, etc.) what does your teacher say to you? c. Does your teacher give you a happy face, smile, wink or thumbs up when she says good job, exactly or correct?	<input checked="" type="checkbox"/>	
2.	Teacher shows warmth and enthusiasm		<input checked="" type="checkbox"/>	



Name of Researcher:

INSTRUMENT CONTENT VALIDATION FORM

page:

3. Meaningfulness			
h. Why do you think your teacher says things like <i>nice, good, right, correct, yes, thank you, great job, I like the way you said that, I really appreciate that you are...?</i>	<input checked="" type="checkbox"/>		
e. How do you feel when your teacher says those things to you?	<input checked="" type="checkbox"/>		
f. Why do you think your teacher says things like <i>"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...?"</i>	<input checked="" type="checkbox"/>		
g. When you do a mistake, what does your teacher say?	<input checked="" type="checkbox"/>		





Name of Researcher:

INSTRUMENT CONTENT VALIDATION FORM

page:

4. Avoiding the use of negative response	h. Does your teacher ever get angry at you? i. Does your teacher use bad words, rude comments when he/she is angry at you?	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	
--	---	--	--

.....*b*.....*AB*.....2016

Validator

H. M. Linares



Name of Researcher:
LARA CHRISTMASDAY

INSTRUMENT CONTENT VALIDATION FORM

page: 1

Identification of Research Problem: The use of verbal reinforcement

Name of Instrument: Mentor Teacher Interview

No	Focus	Statement/Question	Evaluation	
			No/need improvement	Need Improvement
1.	Verbal reinforcement can be in the form of words, phrases or sentence.	a. In giving the verbal reinforcement to motivate the students to learn, which form do you usually use, word / phrase / sentence? Why?	<input checked="" type="checkbox"/>	
		b. How do you think it's effective for the students?	<input checked="" type="checkbox"/>	
2.	Teacher shows warmth and enthusiasm	c. What do you do to show warmth and enthusiasm in giving the verbal reinforcement for the students?	<input checked="" type="checkbox"/>	



Name of Researcher:

INSTRUMENT CONTENT VALIDATION FORM

page: **2**

		<p>d. How can you keep the warmth and enthusiasm in giving the verbal reinforcement for the students so that they stay motivated to learn?</p>	<input checked="" type="checkbox"/>	
3. Meaningfulness		<p>e. What do you do to show the meaningfulness of verbal reinforcement you give for the students? f. How do you know that the verbal reinforcement you give to your students is meaningful for them and can motivate them? g. What do you say to avoid the use of negative response in giving the verbal reinforcement for the students?</p>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	
4. Avoiding the use of negative response			<input checked="" type="checkbox"/>	





Name of Researcher:

INSTRUMENT CONTENT VALIDATION FORM

page: 3

<p><i>Additional question</i> Teacher reflects on the use of verbal reinforcement in motivating students to learn</p>	<p>h. How can you avoid the use of negative reinforcement in giving the verbal reinforcement for the students? i. How does it motivate the students to learn? j. What you should improve in the use of verbal reinforcement in motivating students to learn during teaching and learning process?</p>	<p><input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p>	
---	---	---	--

7 10 2016

Validator

Shu M. M. M.



Name of Researcher:
 LARA CHRISTMASDAY

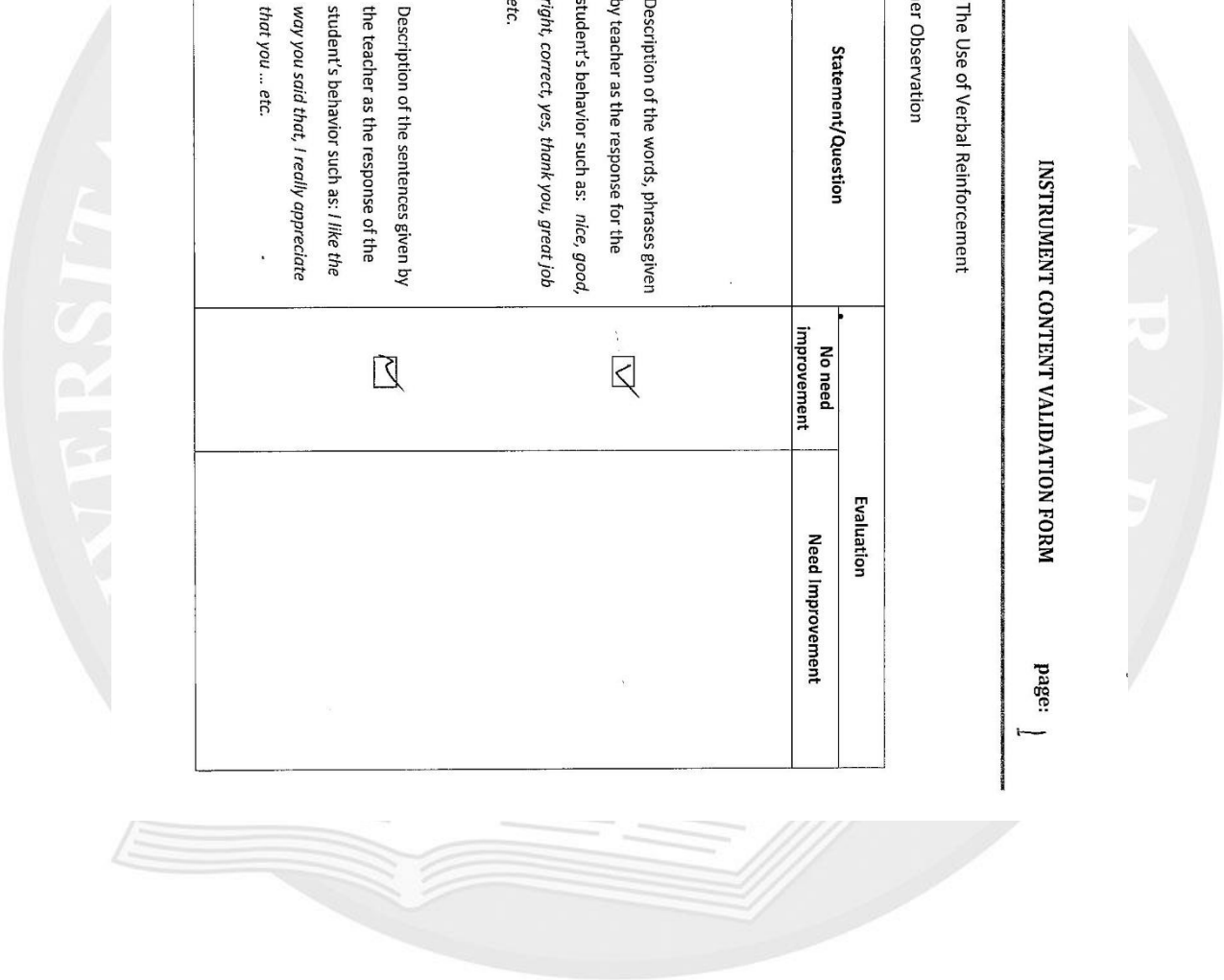
INSTRUMENT CONTENT VALIDATION FORM

page: 1

Identification of Research Problem: The Use of Verbal Reinforcement

Name of Instrument: Mentor Teacher Observation

No	Focus	Statement/Question	Evaluation	
			No need improvement	Need Improvement
	Forms of verbal reinforcement			
	a. Teacher gives verbal reinforcement using words / phrases	a. Description of the words, phrases given by teacher as the response for the student's behavior such as: <i>nice, good, right, correct, yes, thank you, great job etc.</i>	<input checked="" type="checkbox"/>	
	b. Teacher gives verbal reinforcement using sentences	b. Description of the sentences given by the teacher as the response of the student's behavior such as: <i>I like the way you said that, I really appreciate that you ... etc.</i>	<input checked="" type="checkbox"/>	





Name of Researcher:

INSTRUMENT CONTENT VALIDATION FORM

page: 2

<p>Principles In Using Reinforcement</p> <ul style="list-style-type: none">c. Warmth and enthusiasmd. Avoiding the use of negative responsee. Meaningfulness	<ul style="list-style-type: none">c. verbal reinforcement is given with appropriate voice, expression, gesture and body movementd. verbal reinforcement is given without using jeers, taunts and insults, rude comments, derogatory comments, or bad wordse. Verbal reinforcement is given immediately following the actionsf. Verbal reinforcement targets / names the specific behaviorg. Verbal reinforcement is given in the appropriate timeh. Verbal reinforcement is given sincerely and clearly	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	
--	--	---	--





Name of Researcher:

INSTRUMENT CONTENT VALIDATION FORM

page: 3

.....
Validator
..... 2016

Dr. M. M.



INSTRUMENT CONTENT VALIDATION FORM

Name of Researcher:

LPRR CHRISTMASDAY

Identification of Research Problem: Student's motivation

Name of Instrument: Observation Checklist

No	Focus	Statement/Question	Evaluation	
			No need improvement	Need Improvement
1.	<p>Interest and attention of students to the learning</p> <p>Demonstrated by the active participation will be noted of students' consistent and continuous attendance in every meeting, raise their hands, answer the given questions, ask questions, give comments / argument / idea in the learning process.</p>	<p>a. The student attends every meeting consistently and continuously</p> <p>b. In the classroom, the student asks question to the teacher</p> <p>c. In the classroom, the student answers the questions</p> <p>d. In the classroom, the student shares his/her idea</p>	<p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>	

Name of Researcher:

INSTRUMENT CONTENT VALIDATION FORM

<p>2. Persistence to the task The students show on-task behavior. Behavior that is not appropriate to the assignment is considered to be off-task (<i>Tilstone, 2004, p.43</i>). In this research, the students' persistence to the task will be noted as not talking about things unrelated to the lesson, not doodling, not daydreaming, not wandering around; not working on other tasks, not physically bothering other students; not attempting to draw attention, not putting their heads on the table, and not being sleepy or sleeping.</p>	<p>e. The student is not talking with his/her friends about a topic unrelated to the lesson f. During the lesson, the student is not doodling g. During the lesson, the student is not daydreaming h. During the lesson, the student is not wandering around i. During the lesson, the student is not working on other task j. During the lesson, the students is not bothering his/ her friends k. During the lesson, the student is not putting his/ her heads on the table l. During the lesson, the student is not sleepy</p>	<p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>	
--	---	--	--





Name of Researcher:

INSTRUMENT CONTENT VALIDATION FORM

page 3

<p>3. Happy to work independently Students finish his/her task on time, return the assignments/ homework given by the teacher and a statement that will be filled by the students in questionnaire such as "I like working by myself".</p>	<p>m. The student works on his/her task responsibly</p> <p>n. The student finishes his/her task on time</p> <p>o. The student returns all his/her assignment (homework, unfinished work)</p>	<p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>	
<p>4. The oral and written expressions or reactions that expressed interest and positive attitude of students towards learning.</p>	<p>p. During the lesson, the student follows the teacher's instruction</p> <p>q. During the lesson, the students says things like "I like the lesson, I enjoy the activity, learning is fun" etc</p>	<p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>	





Name of Researcher:

INSTRUMENT CONTENT VALIDATION FORM

page 4

..... 6 JP 2016

Dr. M. M. M.
Validator





Name of Researcher:

LARA CHRISTMASDAY

INSTRUMENT CONTENT VALIDATION FORM

page: 1

Identification of Research Problem: Student's motivation

Name of Instrument: Students Questionnaire (The statements in the questionnaire will be filled with ☺ (smiley) and ☹ (sad) emoticon)

No	Focus	Statement/Question	Evaluation	
			No need Improvement	Need Improvement
1.	Interest and attention of students to the learning Demonstrated by the active participation that will be noted by students' consistent and continuous attendance in every meeting; raise their hands, answer the given questions, ask questions, give comments / argument / idea in the learning process.	<ul style="list-style-type: none"> a. I always come to school b. I always follow all the sessions in the school c. In the classroom, I like asking questions to my teacher d. In the classroom, I like answering my teacher's questions e. In the classroom, I like sharing my ideas 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	





Name of Researcher:

INSTRUMENT CONTENT VALIDATION FORM

page: 2

<p>2. Persistence to the task The students are on-task behavior. Behavior that is not appropriate to the assignment is considered to be off-task (<i>Tilstone, 2004, p.43</i>). In this research, the students' persistence to the task will be noted as not talking not related to the lesson, not doodling, not daydreaming, not wandering around; not working on other tasks, not physically bothering other students; not attempting to draw attention, not putting their heads on the table, and not being sleepy or sleeping.</p>	<p>f. During the lesson, I am not talking with my friends about a topic that's not related to the lesson</p> <p>g. During the lesson, I am not doodling</p> <p>h. During the lesson I am not daydreaming</p> <p>i. During the lesson, I am not wandering around</p> <p>j. During the lesson I am not working on other tasks</p> <p>k. During the lesson, I am not bothering my friends</p>	<p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>	
--	--	--	--



Name of Researcher:

INSTRUMENT CONTENT VALIDATION FORM

page: 3

<p>3. Happy to work independently Students finish his/her task on time, return the assignments/ homework given by the teacher and a statement that will be filled by the students in questionnaire such as "I like working by myself".</p>	<p>l. During the lesson, I am not putting my head on the table</p> <p>m. During the lesson, I am not sleepy</p> <p>n. I like working by myself</p> <p>o. I finish my task on time</p>	<p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>	
<p>4. Expression and reactions that expressed interest and positive attitude of students towards learning. In this research, the researcher conducts some statements to know the interest of students towards learning such</p>	<p>p. I return all my assignment (homework, unfinished work)</p> <p>q. I enjoy learning in the classroom</p> <p>r. Learning is fun for me</p> <p>s. I am happy to learn in the classroom</p>	<p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>	



Appendix B- 1 Pre Study Teacher Interview



Focus: Student Motivation

Teacher of student CC in grade 1: Mrs. Shannon

Interview

1. What is your opinion about student CC?

I really enjoyed having student CC in my class. She could be difficult to handle but eem.. I believe she needed attention and needed love. She just needed some direction. So.. ya she was a very smart girl when she was the youngest in the class. Her birthday is in December. She needed a lot of reinforcement, she needed to be told that she is smart, she was good at things.

2. According to you, was students CC can be categorized to unmotivated students? Why?

Mmm, I don't wanna say that she was unmotivated students. She would do what she was supposed to do but she just needed some encouragements. She needed me to tell her; you're smart, you can do it. So she needed help to be motivated.

3. Did student CC always pay attention well in the class room during the teaching and learning process? What were some misbehavior that you noticed from this students in your teaching process?

She started to have the first year having to sit on the chair instead of having a seat on the carpet emm.. 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

INTERVIEW WITH THE PREVIOUS TEACHER

Focus: Student Motivation

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.

4. In your teaching and learning process, did student CC have any willingness to ask the material that they still don't understand? If yes, how often?

She enjoyed learning, and if she didn't understand something she would ask

Most of the time tho, she understood, she was smart. I remembered her handwriting was very horrible, and so of course I always encouraged them to do the best handwriting and once in spelling test, she had a nice handwriting and I gave her sticker, wrote in a notes "beautiful handwriting", you know it's greatly improved. And her mom told me that student CC just was so proud because I had acknowledge her nice handwriting, and from then on she always tried her best to have nice handwriting.

5. How about the desire to complete the difficult tasks in teaching and learning process?

Most of the time things were very difficult for her. Because she was moody, but the work itself wasn't very hard for her. Because if she wasn't in her mood, she needed encouragement. Like somehow, she was also very sensitive, so if she found her friend look at her the wrong way or she taught her friend said something mean she would like cry, just kind of like sit there, and she would need me....to encourage her to get out that mood.

6. Did the students always do her responsibility (task, homework)?

She was very responsible, she tap to me and said things like "when will you return the graded paper?" She was responsible and organize at time.. but

INTERVIEW WITH THE PREVIOUS TEACHER

Focus: Student Motivation

there were another time that she would have all her things all over her desk, like her school paper was organized but not always with her marker, pencils and things.

7. How about her relationship with her friends? Did she show willingness to help her friends without being asked by the teacher?

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.

Did she make noise or crowded that it interfered her friends in learning activities?

At the beginning of the year, she would made either some noises or playing with her stuff.

8. How did you motivate this student? How did you provide feedback to this students?

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.

INTERVIEW WITH THE PREVIOUS TEACHER

Focus: Student Motivation

9. Would you like to add some information about this student's performance in the classroom?

I know she is difficult but I love her, she is a sweet girl, you know she loves her baby cousin, so you can start to know her more by asking about her baby cousin and show that you are interested in her, then she will be more.. mmm likes you. She knows that you care.

Kemang Village, 2016

Grade 1 Teacher

Shannon Perry

Mrs. Shannon

Observer

Lara Christmasday

Lara Christmasday

Appendix B- 2 Pre-Study Homeroom Teacher Interview



INTERVIEW WITH HOMEROOM TEACHER

Focus: Student motivation

Homeroom teacher: Mrs. Jenae Daniels

1. What is your opinion about about Student CC?

CC: she is smart but she is immature, in her immaturity of ten causes her to be not focus, off-task, often distracting other peoples and then she is not very self-motivated, her motivation is not good.

2. According to you, are this Student CC can be categorized to motivated student? Why?

For student CC: I would say no, most of the time because mm.. but she likes to do her own thing, she likes to do stuff her way and she also do it when she wants to do it.

3. Does student CC always pay attention well in the class room during the teaching and learning process? What are some misbehavior that you notice from her in your teaching process?

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.

4. In your teaching and learning process, does student CC have any willingness to ask the material that she still doesn't understand? If yes, how often?

Sometimes, but most of the time she just doesn't do that.

INTERVIEW WITH HOMEROOM TEACHER

Focus: Student motivation

5. How about the desire to complete the difficult tasks in teaching and learning process?

I would say that she give up quite easily, usually she need multiple reminder and additional help to finish something.

6. Does student CC always do her responsibility (task, homework)?

Actually pretty good about turning in her homework but like in school stuff, 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.

7. How about her relationship with their friends? Does student CC show willingness to help friends without being asked by the teacher? Does she make noise or crowded that it interferes with her friends in learning activities?

Well, she does have a few good friend, but she can sometimes annoyed them, that I think in the future may become a problem. To help her friends, I do think so but it's only when she wants to do. I do actually think that she will be good or strong academically, if she was able to focus more on what she supposed to do.

8. How do you motivate student CC? How do you provide feedback to student CC?

INTERVIEW WITH HOMEROOM TEACHER

Focus: Student motivation

CC: she does better with positive reinforcement so just noticing the good things in her. To provide feedback, I mostly just talking. So pull her outside if she is not making a good choice. Something like that.

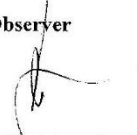
October , 2016

Homeroom teacher



Mrs. Jenae Daniels

Observer



Lara Christmasday

Appendix B- 3 Student Interview



Internship Program – Research Instrument Student Interview

Day/date: Friday, October 28, 2016

Observer: Lara Christmasday

Name: Student CC

Homeroom: Jenae Daniels

Focus: The Use of Verbal Reinforcement

1. Do you like learning learning with your teacher? Why?
Mmm (nod her head)
Why ?
Beause she is nice to me, Then eeem polite
2. If you are doing well (answer the questions, follow the directions, do your task responsibly, etc.) what does your teacher say to you?
Really good job, emmm I am gonna do my homework, and she will say you are good at your homework
Let's say you follow the direction really well, what does your teacher say to you?
Good job for lining up... eemmm ibu Lara this is so cold
3. Does your teacher give you a happy face, smile, wink or thumbs up when she says good job, exactly or correct?
(Nod) .. Eemmm
4. Why do you think your teacher says things like *nice, good, right, correct, yes, thank you, great job, I like the way you said that, I really appreciate that you are...?*
Everything I do.
Why did your teacher say so?
Mmm because I am good you know

5. How do you feel when your teacher says those things to you?

Good mmm... happy happy

6. 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"?

Because I have to follow direction, because I am not working correctly maybe

7. When you do a mistake, what does your teacher say?

Keep on trying, Oouuu.....

8. Does your teacher ever get angry at you?

Only two times

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

No.....

Chi

October 28th, 2016

Observer

[Signature]
Lara Christmasday

Appendix B- 4 Homeroom Teacher Interview

INTERVIEW WITH HOMEROOM TEACHER

THE USE OF VERBAL REINFORCEMENT

1. In giving the verbal reinforcement to motivate the students to learn, which form do you usually use, word / phrase / sentence? Why?

Words or phrases usually,

It just quicker than saying it in entire sentences.

2. How do you think it's effective for the students?

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.

3. What do you do to show warmth and enthusiasm in giving the verbal reinforcement for the students?

To show the warmth?

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

For the negative one, I am not always good at it.

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.

4. What do you do to show the meaningfulness of verbal reinforcement you give for the students?

Meaningfulness

I feel like I am doing a good job in making sure that I am not just saying oooh "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.

5. What do you say to avoid the use of negative response in giving the verbal reinforcement for the students I'll try to be proactive and focusing on the positive or if like, mm for example: if someone at the table is not following directions, I'll look at someone at the table who's following the directions. If someone is following the directions, I'll praise them and hopefully those who are not following can... you know, figure out and giving more attention and start doing what he supposed to be doing.

6. Reflection

I think for me, it's been good to like try to be specific in giving the verbal reinforcement So just being more aware of how often I give positive reinforcement, verbal reinforcement and trying to use it to all the students.

Homeroom teacher



Jenae Daniels

Researcher



Lara Christmasday S

Appendix C- 1 Observation Checklist on Verbal Reinforcement
Observation Checklist 1 on Verbal Reinforcement

CC-WB1



Internship Program-Research Instrument
Observation Checklist

Class: 22
Name: CC
Day/ date: October 18, 2016

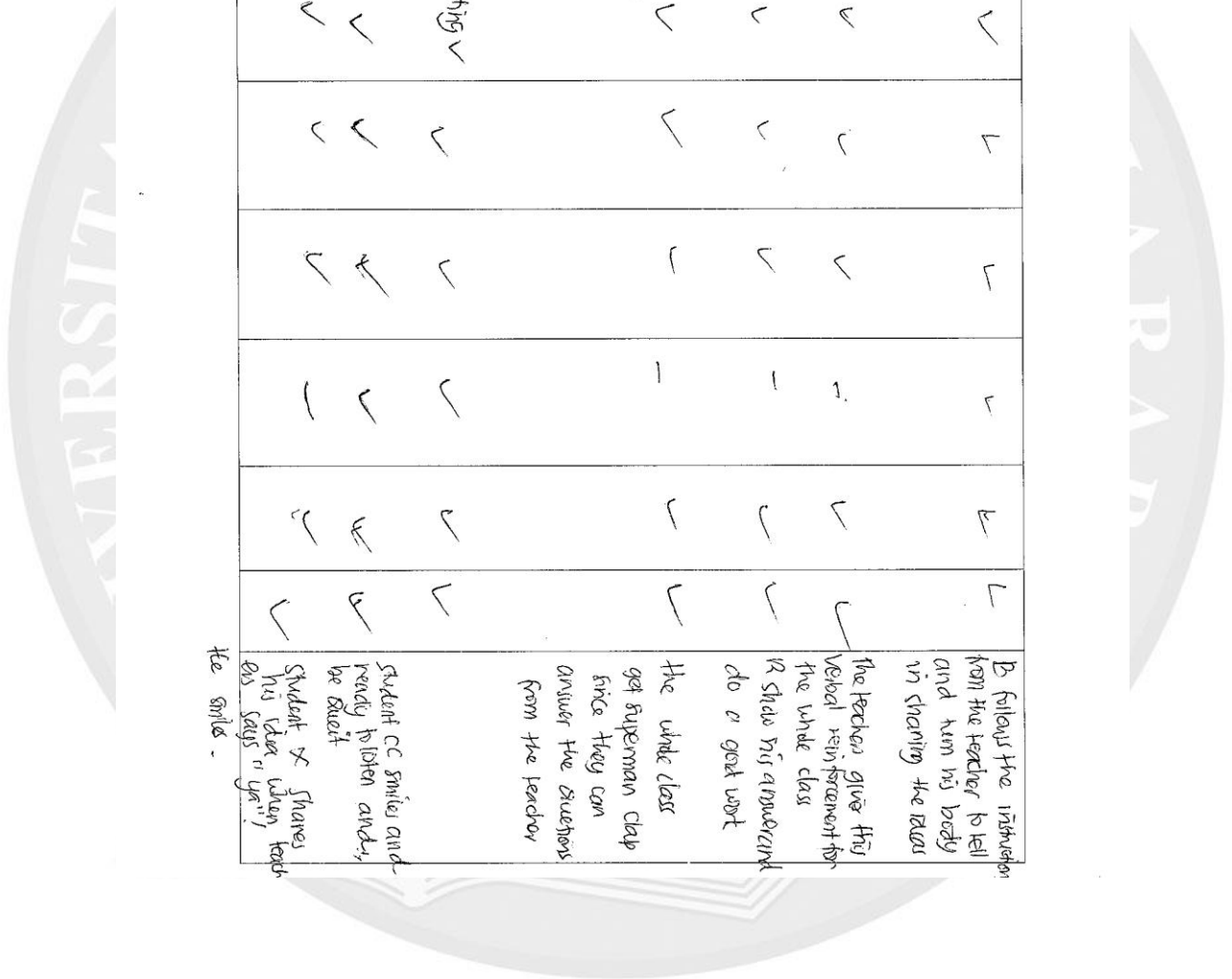
Homeroom teacher: Mrs. Terre Daniels
Observer: Lara Christmashy, Sarah

The use of Verbal Reinforcement

Words, phrases	Sentences	Appropriate voice, expression, 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	Students' response
Average Job!	① CC, thank you for raising your hand and ready to share	✓	✓	✓	✓	✓	✓	Student CC smiles and raises her hands, ready to share for one more time, add her opinion
like Job, B!		✓	✓	✓	✓	✓	✓	CC showing his hands and get ready for the next session



<p>good job! R, thank you</p>	<p>Ⓟ B Thank you for sharing with your neighbors!</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>B follows the instruction from the teacher to tell and turn his body in sharing the ideas</p>
<p>19 11-01-15</p>	<p>Why ~ That's amazing lets do our superman clap</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>The teacher gives this verbal reinforcement for the whole class R slide his answer and do a good job!</p>
<p>Thank you for participating I appreciate it.</p>	<p>CC</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>The whole class get superman clap since they can answer the questions from the teacher</p>
<p>Student CC smiles and readily to listen and try to speak</p>	<p>Student X shares his idea when teacher asks "yes?"</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>Student X shares his idea when teacher asks "yes?"</p>	<p>the smiles.</p>

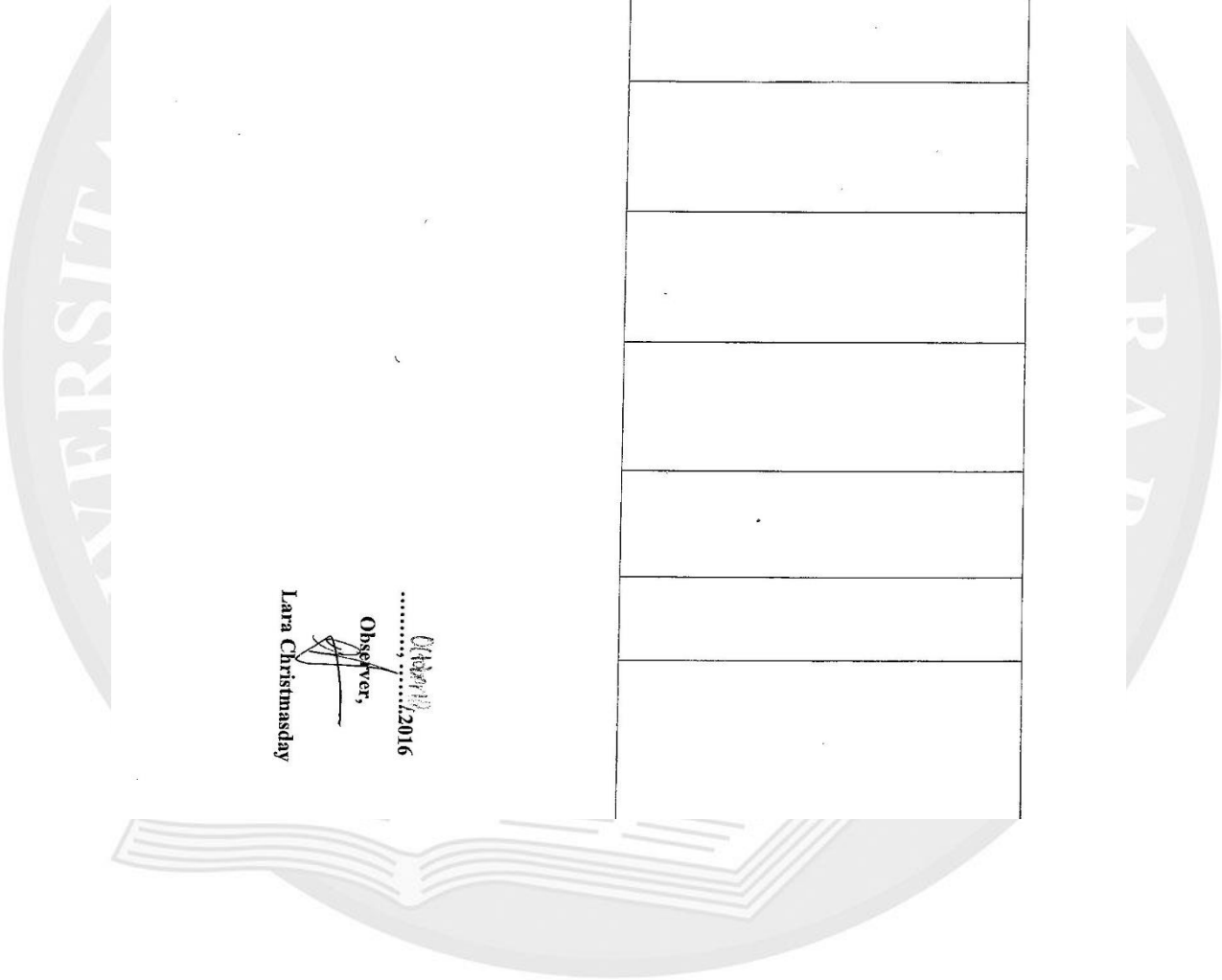


10/23

--	--	--	--	--	--	--	--	--	--

Mentor Teacher,
Jenae Daniels
Jenae Daniels

Observer,
Lara Christmasday
Lara Christmasday
.....2016



Observation Checklist 2 on Verbal Reinforcement

OC-VB 2



**Internship Program-Research Instrument
Observation Checklist**

Class: _____
 Name: _____
 Day/ date: Wednesday / Oct 19 / 2016
 Homeroom teacher: Jennie Daniels
 Observer: Lisa Christenbury

The use of Verbal Reinforcement


Words, phrases	Sentences	Appropriate voice, expression, gesture and body movement	Without jeers, 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	Students' response
1- you student	It's okay, student B you just need to wait on that more	✓	✓	✓	✓	✓	✓	Student B heads his head
2- job student	Great job, so far most of you are	✓	✓	✓	✓	✓	✓	Student R smiles the student listen to the teacher


doing very well in your homework about multiplication that we just learnt-

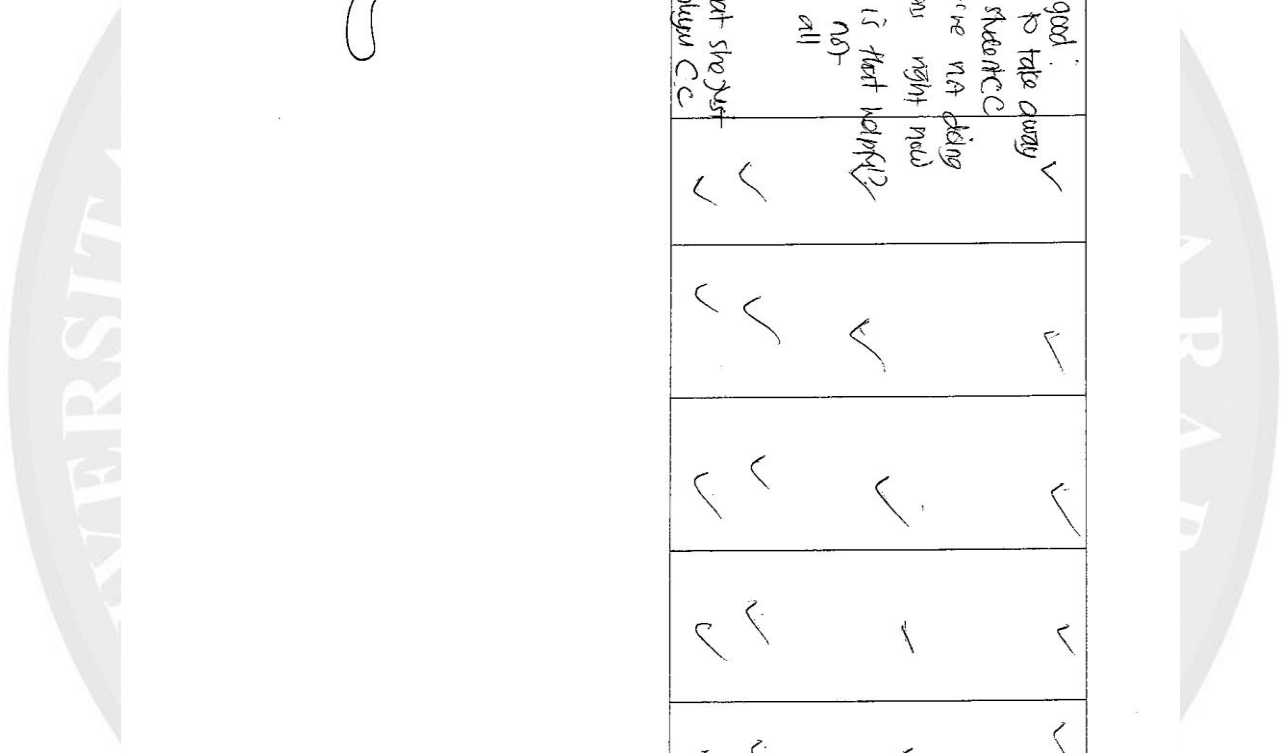


<p>⑧ Oh - You are truly math geniuses. You're not even opening your book</p>	✓	✓	✓	✓	✓	✓	<p>Some of the students learn to be happy</p>
<p>⑨ I like that student R is prepared! Thankyou</p>	✓	✓	✓	✓	✓	✓	<p>Students follow the student who does</p>
<p>⑩ The green Row, you look very nice, thankyou you may go first</p>	✓	✓	✓	✓	✓	✓	<p>Student in green row enters another student's check and be prepared!</p>
<p>⑪ I like that student X turns his chair and face me, student Y also (gives Dyd points)</p>	✓	✓	✓	✓	✓	✓	<p>Students follow X, Y & Z turn their chair and face the teacher</p>
<p>⑫ Student X, Y & Z! Please turn your chair you're not following instruction right now</p>	✓	✓	✓	✓	✓	✓	<p>The three students do the instruction right away!</p>

is not correct	<p>① this is not good. I am about to take away fruits from student C because they're not doing my instructions right now</p> <p>② grade 2, is that helpful? no, it's not helpful at all</p> <p>④ I like what she just said, thank you Cc</p>	✓	✓	✓	✓	✓	✓	<p>Student CC put the fruits on the table and sit well</p> <p>the student's sp and pay attention to the teacher</p> <p>the student CC smiles and pay attention to the teacher</p>
----------------	--	---	---	---	---	---	---	---

Mentor Teacher,

 Jenae Daniels

Wednesday, Oct 19
 2016
 Observer,

 Lara Christmascday



Observation Checklist 3 on Verbal Reinforcement

01 - VB3



**Internship Program-Research Instrument
Observation Checklist**

Class: 2.2
Name:
Day/date: Tuesday October 25, 2016

Homeroom teacher: Mrs. Jensen
Observer: Kayla Christman, Ed.S.

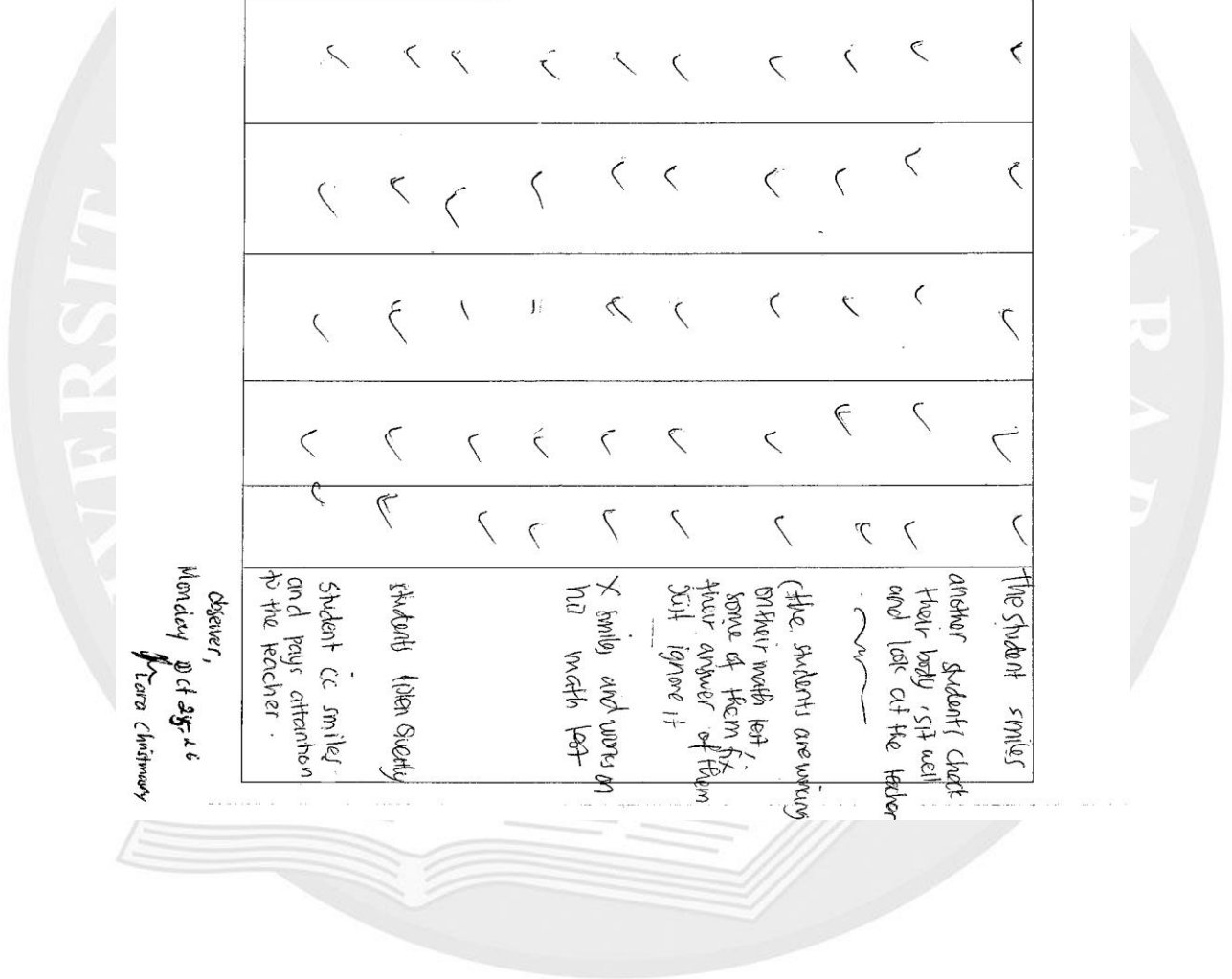
The use of Verbal Reinforcement

Words, phrases	Sentences	Appropriate expression, voice, 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	Students' response
	O I love that the table group, over there are sitting very well	✓	✓	✓	✓	✓	✓	SOME table group checks their bodies some tables ignore.
	It's not good, I hear people talking instead of listening	✓	✓	✓	✓	✓	✓	The class became quiet, student's looked at the teacher
	Ben has a good squiggle (Ben asks his question)	✓	✓	✓	✓	✓	✓	Ben nods his head and get ready to learn.
	T: It's okay Ben if you don't know the yet I'll totally help that's why we learn							

XI go for it! a head	<p>Ⓐ I like that x shing mily.</p> <p>Ⓑ I like that y shing ouently</p> <p>Ⓒ I see that a lot of people are not sharing their work, that is not good</p> <p>Ⓓ That's what I like to see</p> <p>Ⓔ I love that x starts it right away</p>	✓	✓	✓	✓	✓	✓	✓	<p>The student smiles</p> <p>another student chack their body, sit well and look at the teacher</p> <p>~~~~~</p> <p>The students are writing on their math test, some of them fix their answer of them just ignore it</p> <p>X smiles and works on his math test</p>
great job! hey! I like that	<p>Ⓐ That's not look like you're set</p> <p>Ⓑ Uhuh... say that again please</p> <p>Ⓒ Thank you very much c.c., I like that you share with us</p>	✓	✓	✓	✓	✓	✓	✓	<p>Students listen quietly</p> <p>Student c.c. smiles and pays attention to the teacher.</p>

Mentor Teacher,
Jenae Daniels
 Jenae Daniels

Observer,
 Monday @ 4:55-6
Lara Christman



Observation Checklist 4 on Verbal Reinforcement

OC-VR4



**Internship Program-Research Instrument
Observation Checklist**

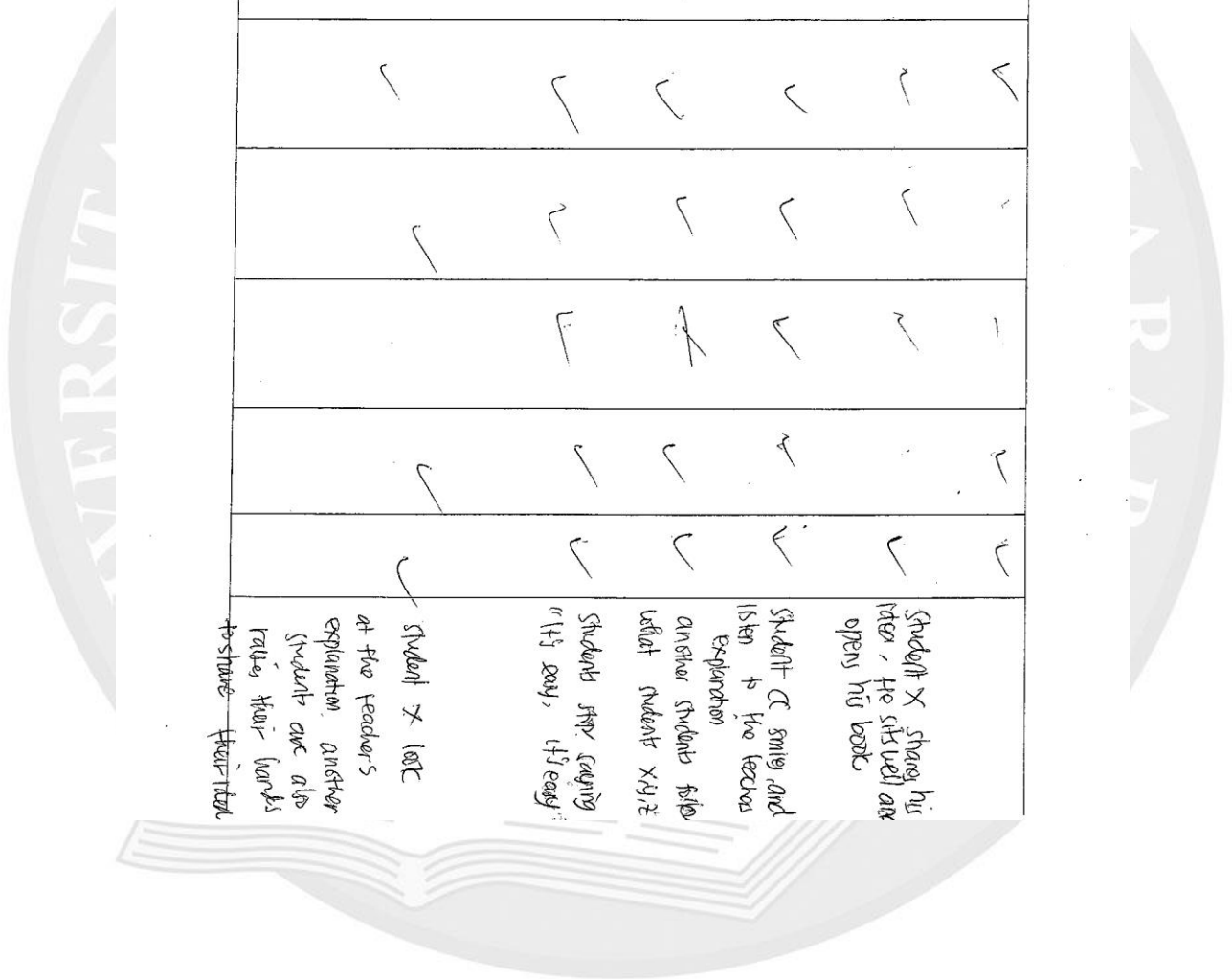
Class: 22
Name: Student CC
Day/ date: Friday, October 28, 2016

Homeroom teacher: Mrs. Terne
Observer: Lisa Christman

The use of Verbal Reinforcement

Words, phrases	Sentences	Appropriate voice, expression, 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	Students' response
CC, CF, CF	Grade 2, I hear some extra talker, please make a better choice I really like the blue row They fit really nice.	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	All students become quiet another row check their readiness student kid smiles and sit nicely
job, thank you tant Rw		✓	✓	✓	✓	✓	✓	

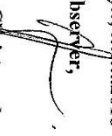
<p>④ I was really impressed by . . . Exactly, That's another way to #</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>Student X share his idea, He sits well and opens his book</p>
<p>⑤ Thank you very much student CC, I like the connection that you make you student X, Y, Z Dop points</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>Student CC smile and listen to the teacher explanation another student like what student X, Y, Z</p>
<p>⑥ I don't like to when people saying "It's easy it's easy"</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>Students stop saying "It's easy, it's easy"</p>
<p>actively, student</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>Student X look at the teacher's explanation, another students are also raise their hands to share their idea</p>

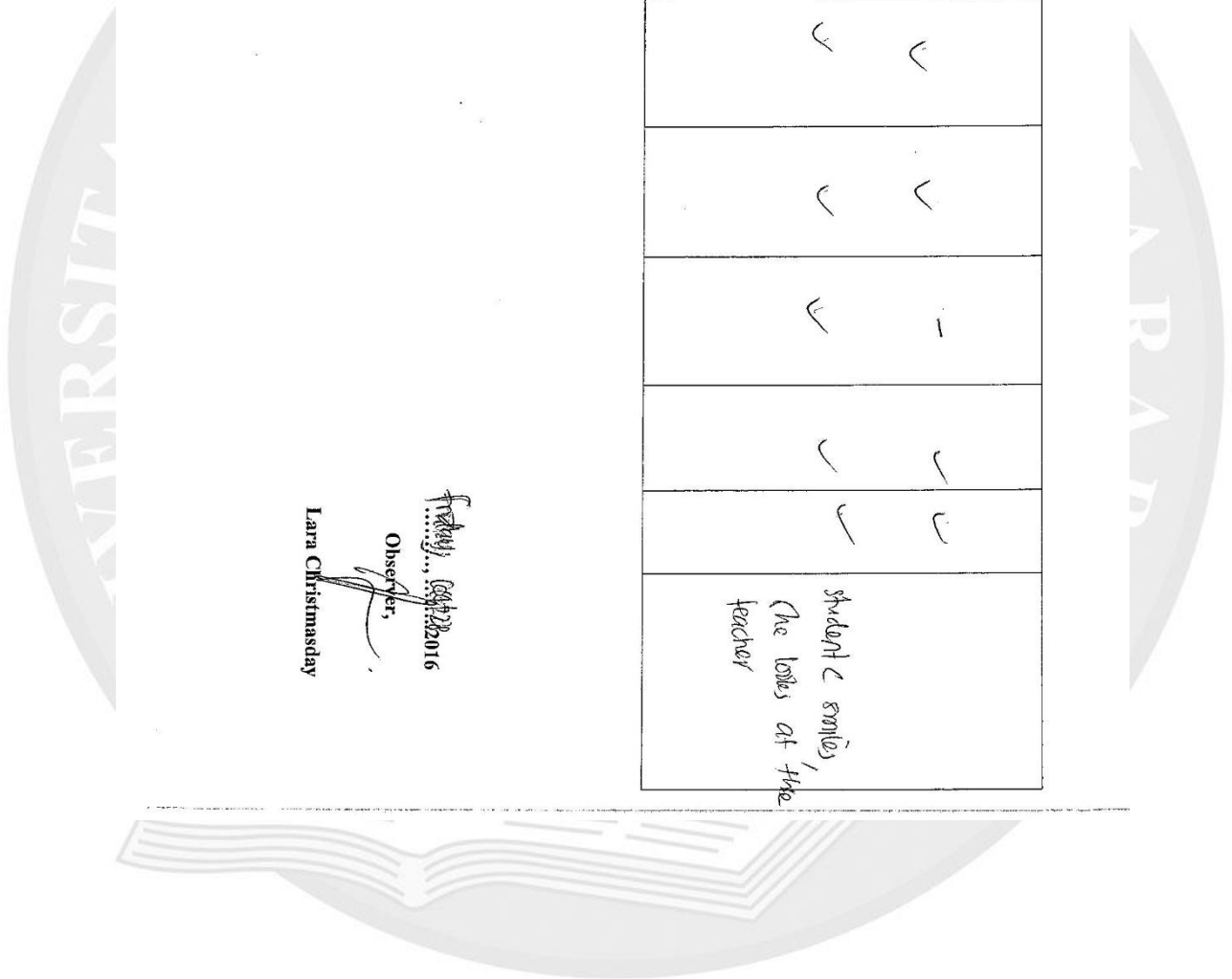


<p>9:00-12:30 PM</p> <p>Exactly</p>	<p>ⓐ Student CC, Hanklyn Very cool. That you make that connection to our lesson</p>	✓	✓	✓	✓	✓	✓	<p>Student & stories, The ladies at the teacher</p>
-------------------------------------	---	---	---	---	---	---	---	---

Mentor Teacher,

 Jenae Daniels

Friday, 04/22/2016
 Observer,

 Lara Christmascday



Observation Checklist 5 on Verbal Reinforcement

OC-105



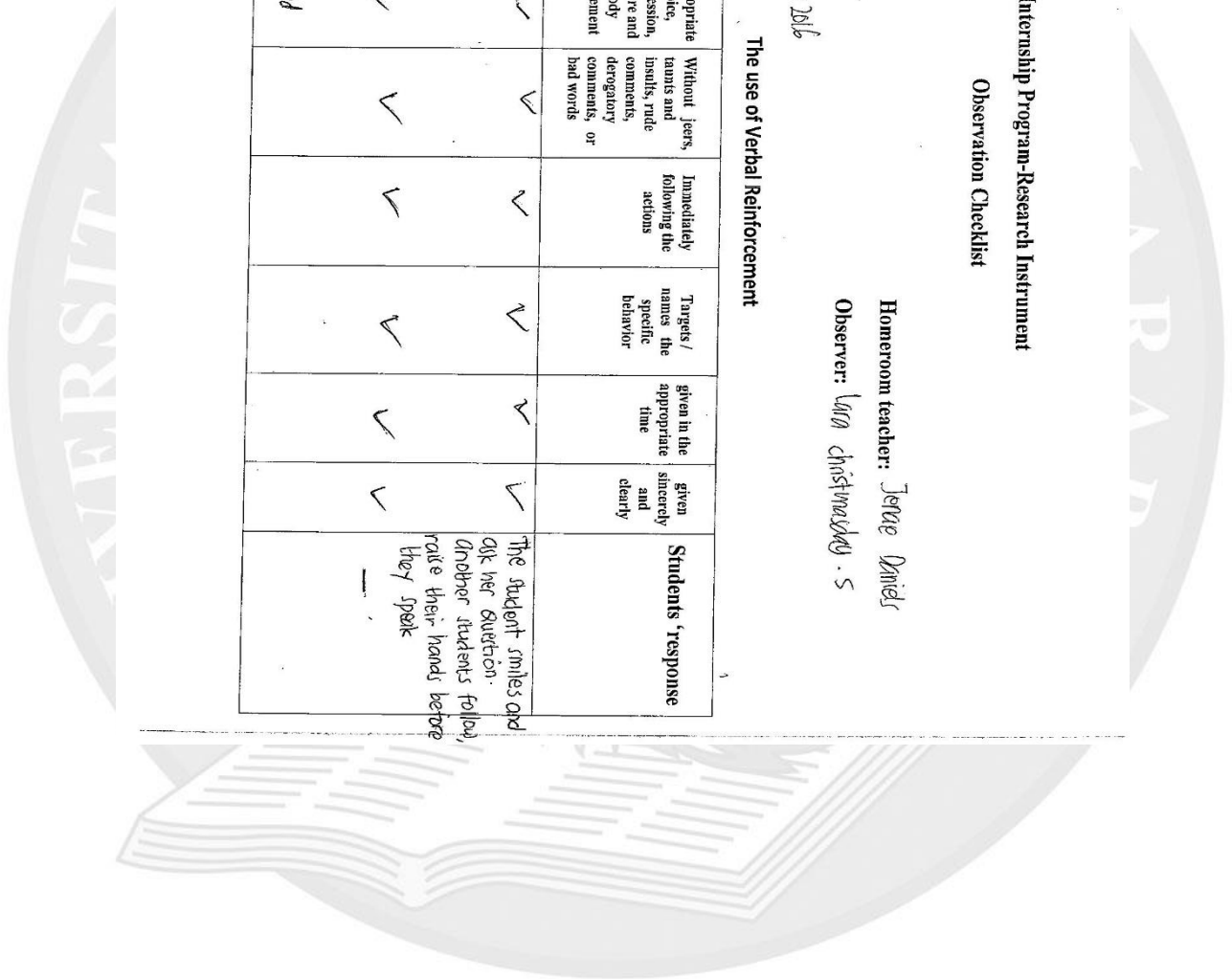
Internship Program-Research Instrument Observation Checklist

Class: 2
Name:
Day/date: Monday, October 31, 2016

Homeroom teacher: Jerré Daniels
Observer: Lara Christmanovsky . S

The Use of Verbal Reinforcement

Words, phrases	Sentences	Appropriate voice, expression, 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	Students' response
	I like that student x raises her hands instead of talking to me directly	✓	✓	✓	✓	✓	✓	The student smiles and asks her question. Another student followed, raise their hands before they speak
	Uhh actually it is a really good knowing the connection you made to what we have learned	✓	✓	✓	✓	✓	✓	



	Thankyou student Y for making a good choice	✓	✓	✓	✓	✓	✓	✓	another student follow what student Y does
	X and Y, please make a good choice	✓	✓	✓	✓	✓	✓	✓	student X and Y check themselves and do the instruction
Uy/yo kinds of exactly		✓	✓	✓	✓	✓	✓	✓	
good job student	oh. I love that every one is really quiet right now, thankyou I think I should give Dgo points for every one right now	✓	✓	✓	✓	✓	✓	✓	Student B smiles and give his thanks to the teacher
	I like that you actually make a connection to what we learn and what dgo student cc	✓	✓	✓	✓	✓	✓	✓	
	thanks it's a really good guess	✓	✓	✓	✓	✓	✓	✓	another students raises their hands trying to answer the question from the teacher.

Observation Checklist 6 on Verbal Reinforcement

OC-VB 6



Internship Program-Research Instrument
Observation Checklist

Class: 22

Name:

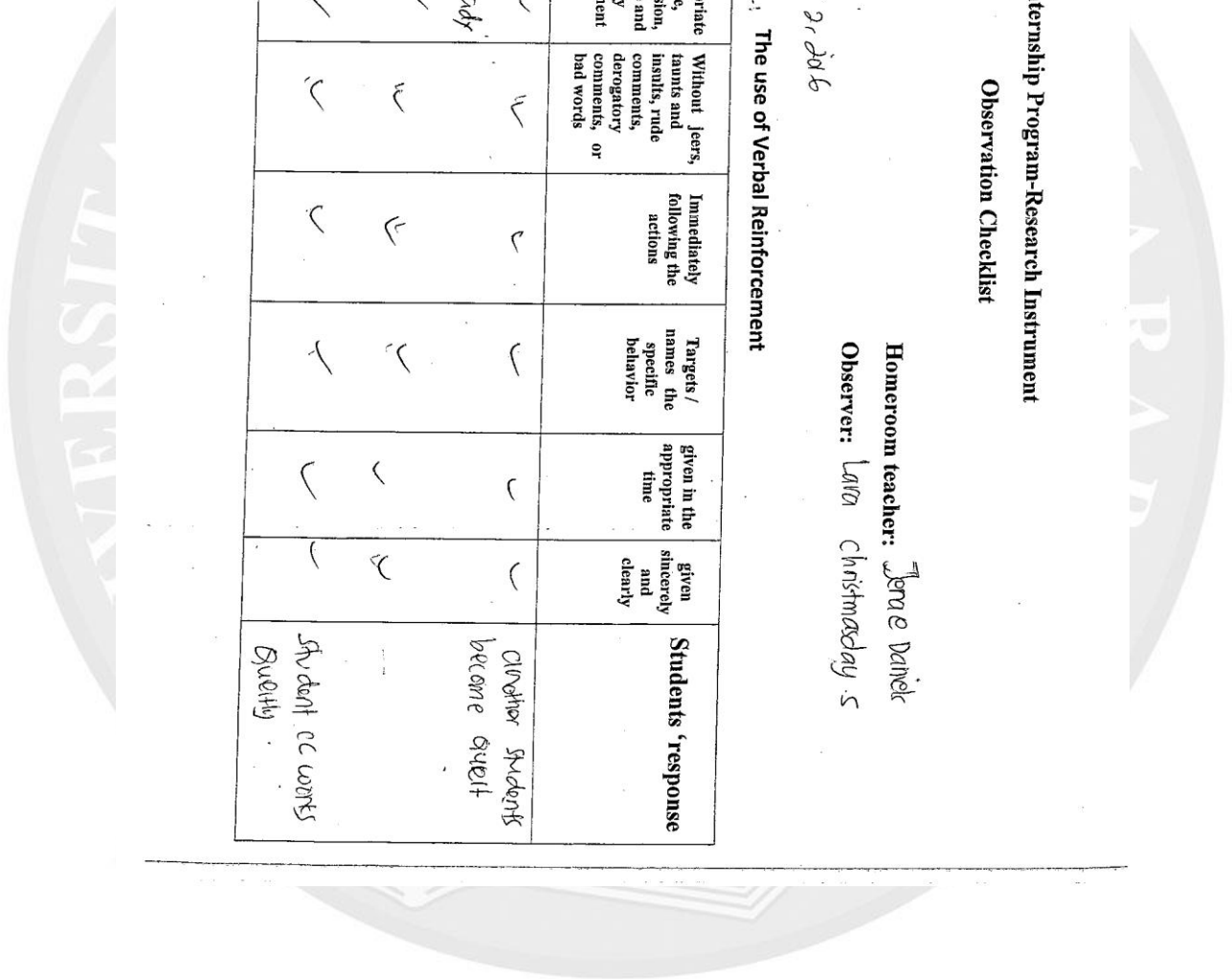
Day/ date: Wednesday, November 2, 2016

Homeroom teacher: Jene Dinek

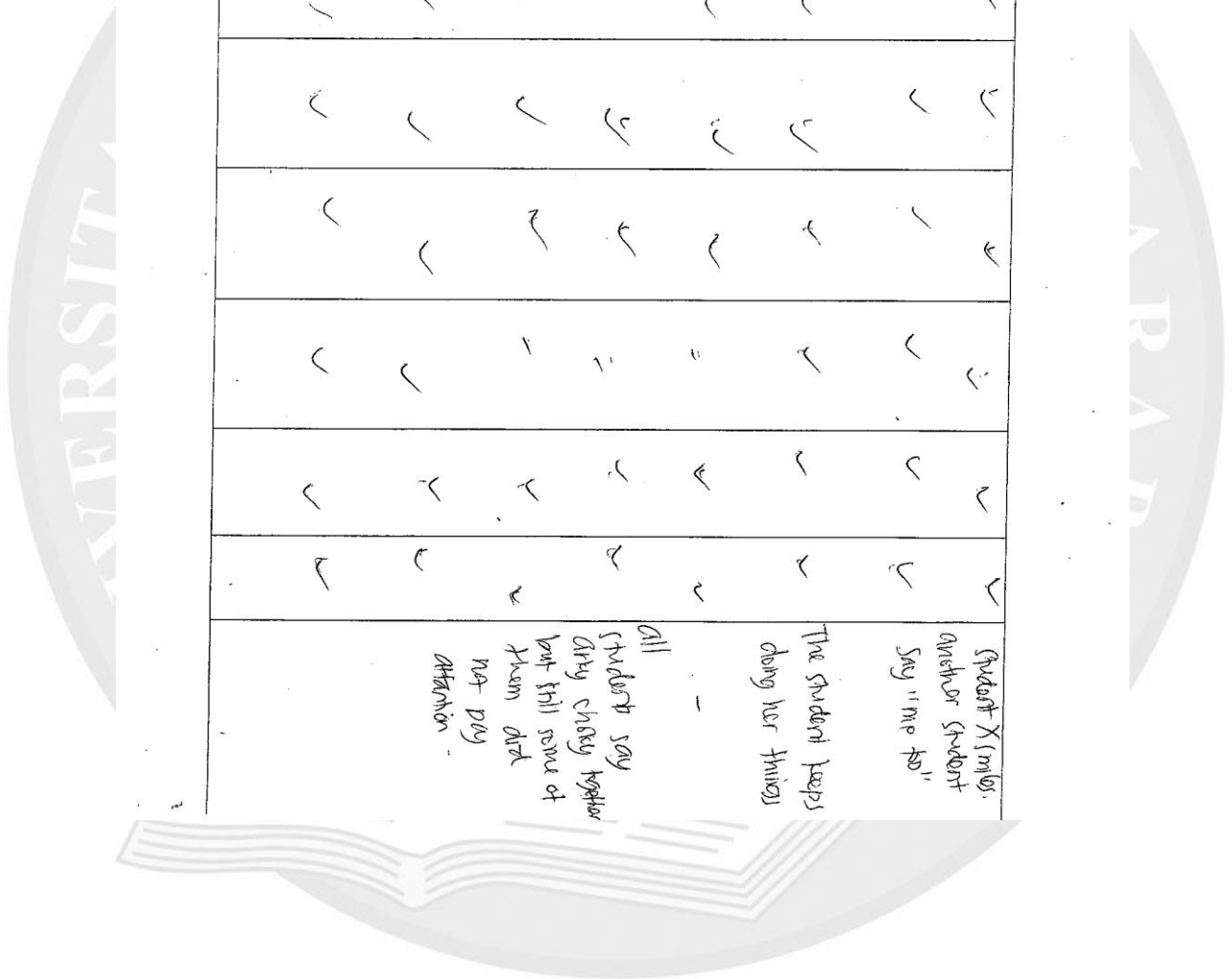
Observer: Lara Christmascay S

Ant 0730-0915 - setting class - The use of Verbal Reinforcement

Words, phrases	Sentences	Appropriate voice, expression, 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	Students' response
	I really like everytime I count on zero, I notice some students who are ready	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Other students become quiet
	That's actually a good enough that I'm gonna talk about later student X	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Student cc wants quietly
	I know that cc starts at night every	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	



<p>① student's X's category is good. I like see how X start right away</p>	✓	✓	✓	✓	✓	✓	✓	<p>Student X imitates another student say "me to"</p>
<p>It's good</p>	✓	✓	✓	✓	✓	✓	✓	<p>The student keeps doing her things</p>
<p>... that's not very</p>	✓	✓	✓	✓	✓	✓	✓	<p>All</p>
<p>Joki ...! oh no is not very good you X write for using directions</p>	✓	✓	✓	✓	✓	✓	✓	<p>Students say they check together but still some of them don't pay attention</p>
<p>- That's not agreed so please make after choice</p>	✓	✓	✓	✓	✓	✓	✓	
<p>② I like how X stops talking once I count zero</p>	✓	✓	✓	✓	✓	✓	✓	



<p>Oh that's not a good idea, I can't on zero but I still have a lot of notes!</p> <p>I like how BT already starting to write.</p>	✓	✓	✓	✓	✓	<p>the students become quiet</p>
<p>x good job s high e)</p> <p>Exactly, nice job student RW</p>	✓	✓	✓	✓	✓	<p>students relax to write</p> <p>He does another experiment student RW keeps working on his task</p>

Mentor Teacher,
Jenae Daniels
 Jenae Daniels

Wednesday, Nov 11, 2016
 Oberver,
Lara Christmasday
 Lara Christmasday

Appendix C- 2 Observation Checklist on Student Motivation

Observation Checklist 1 on Student Motivation

12-01-2015



Internship Program-Research Instrument

Observation Checklist

Day/Date:

Focus: Student Motivation

Homeroom teacher: *Jene Dwik*
 Observer: *Lova Chelwanda*

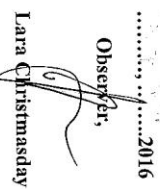
N	Statements	Student		Student		Student	
		Yes	No	Yes	No	Yes	No
0							
1	The students attends every meeting consistently and continuously	✓		✓		✓	
2	In the classroom, the student asks question to the teacher	✓		✓		✓	
3	In the classroom, the student answers question	✓		✓		✓	
4	In the classroom, the students shares his/her idea	✓		✓		✓	
5	The student is not talking with his/her friends about a topic unrelated to the lesson	✓		✓		✓	
6	During the lesson, the students is not doodling	✓		✓		✓	
7	During the lesson, the students is not bothering his/her friends	✓		✓		✓	
8	During the lesson, the student is not daydreaming	✓		✓		✓	
9	During the lesson, the student is not wandering around	✓		✓		✓	
10	During the lesson, the student is not working on other task	✓		✓		✓	
11	During the lesson, the student is not putting his/her head on the table	✓		✓		✓	

12 12	During the lesson, the student is not sleepy	✓		✓		✓	
12 13	The student works on his/her task responsibly	✓		✓		✓	
12 14	The student finishes his/her task on time	✓		✓		✓	
12 15	The student returns all his/her assignment homework, unfinished work						
15 16	During the lesson, the students follows the teacher's instruction	✓		✓			✓
16 17	During the lesson, the students says thing like "I like the lesson, I enjoy the activity, learning is fun"					✓	

Note:

Mentor Teacher,

 Jenae Daniels

Observer,

 Lara Christmascaday

..... 2016



Observation Checklist 2 on Student Motivation

CC 5012



Internship Program-Research Instrument

Observation Checklist

Day/date: *Wednesday, Oct 19, 2016*

Focus: Student Motivation

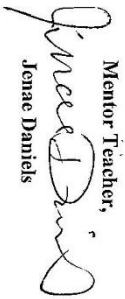
Math 09:00 - 09:45


Homeroom teacher: *Kerene Daniels*
 Observer: *Lynia Christinasari*

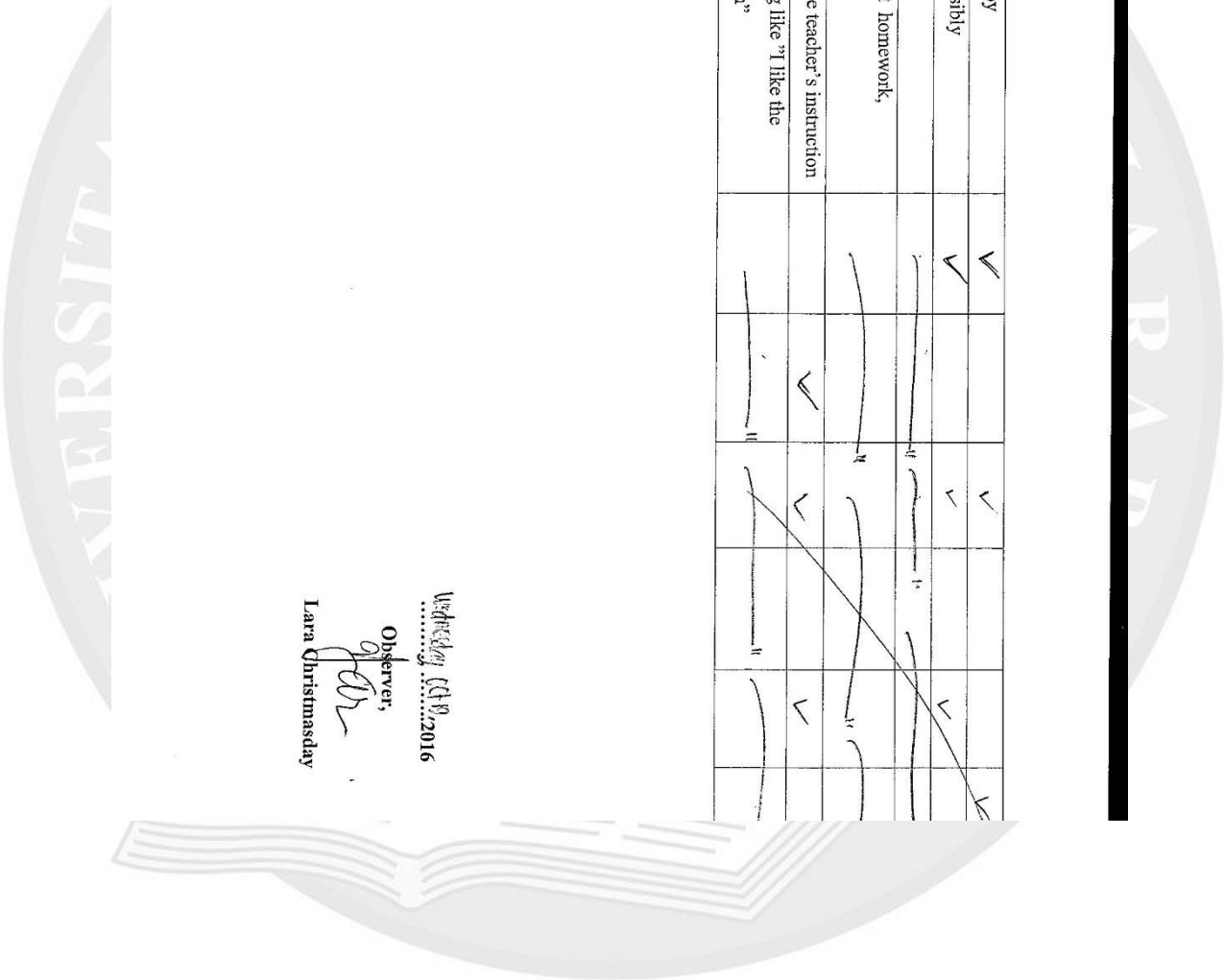
No	Statements	Student C		Student B		Student R	
		Yes	No	Yes	No	Yes	No
1	The students attends every meeting consistently and continuously	✓		✓		✓	
	In the classroom, the student asks question to the teacher	✓		✓		✓	
2	In the classroom, the student answers question	✓		✓		✓	
3	In the classroom, the students shares his/her idea	✓		✓		✓	
4	The student is not talking with his/her friends about a topic unrelated to the lesson		✓	✓		✓	
5	During the lesson, the students is not doodling	✓		✓		✓	
6	During the lesson, the students is not bothering his/her friends	✓		✓		✓	
7	During the lesson, the student is not daydreaming	✓		✓		✓	
8	During the lesson, the student is not wandering around	✓		✓		✓	
9	During the lesson, the student is not working on other task	✓		✓		✓	
10	During the lesson, the student is not putting his/her head on the table		✓	✓		✓	✓

11	During the lesson, the student is not sleepy	✓						
12	The student works on his/her task responsibly	✓						
13	The student finishes his/her task on time							✓
14	The student returns all his/her assignment homework, unfinished work							✓
15	During the lesson, the students follows the teacher's instruction		✓					✓
16	During the lesson, the students says thing like "I like the lesson, I enjoy the activity, learning is fun"							✓

Note:

Mentor Teacher,

 Jenae Daniels

Wednesday, 11/19/2016
 Observer,

 Lara Christmasday





CC 5912



Internship Program-Research Instrument
Observation Checklist

Day/date: Wednesday, 04/19, 2016
Focus: Student Motivation


Homeroom teacher: Kerne Daniels
Observer: Loretta Christinasday


Math 09:00-09:45

N o	Statements	Student CC		Student B		Student K	
		Yes	No	Yes	No	Yes	No
1	The students attends every meeting consistently and continuously	✓		✓		✓	✓
2	In the classroom, the student asks question to the teacher	✓		✓		✓	✓
3	In the classroom, the student answers question	✓		✓		✓	✓
4	In the classroom, the students shares his/her idea	✓		✓		✓	✓
5	The student is not talking with his/her friends about a topic unrelated to the lesson		✓				
6	During the lesson, the students is not doodling	✓		✓		✓	✓
7	During the lesson, the students is not bothering his/her friends	✓		✓		✓	✓
8	During the lesson, the student is not daydreaming	✓		✓		✓	✓
9	During the lesson, the student is not wandering around	✓		✓		✓	✓
10	During the lesson, the student is not working on other task		✓				
	During the lesson, the student is not putting his/her head on the table		✓				✓

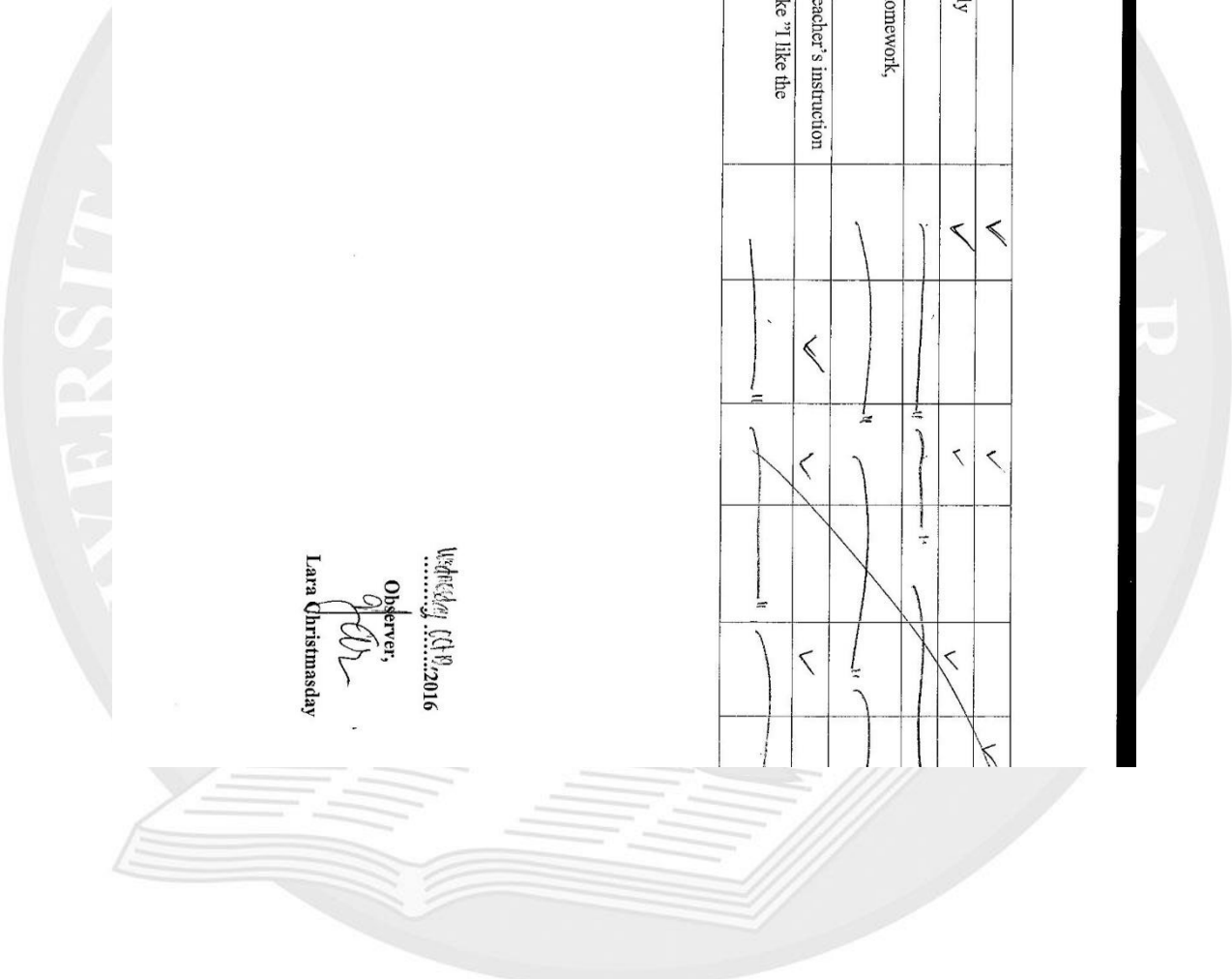
11	During the lesson, the student is not sleepy	<input checked="" type="checkbox"/>						
12	The student works on his/her task responsibly	<input checked="" type="checkbox"/>						
13	The student finishes his/her task on time							<input checked="" type="checkbox"/>
14	The student returns all his/her assignment homework, unfinished work							<input checked="" type="checkbox"/>
15	During the lesson, the students follows the teacher's instruction		<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>
16	During the lesson, the students says thing like "I like the lesson, I enjoy the activity, learning is fun"							<input checked="" type="checkbox"/>

Note:

Mentor Teacher,

 Jenae Daniels

Observer,

 Lara Christmasday

Wednesday, 11/19/2016



Observation Checklist 3 on Student Motivation

OC-SM3



Internship Program-Research Instrument

Observation Checklist

Day/date: 2.2

Focus: Student Motivation

Homeroom teacher: Mrs. Jene

Observer: Lina (observer)

Tuesday, October 25 2011 (Science)

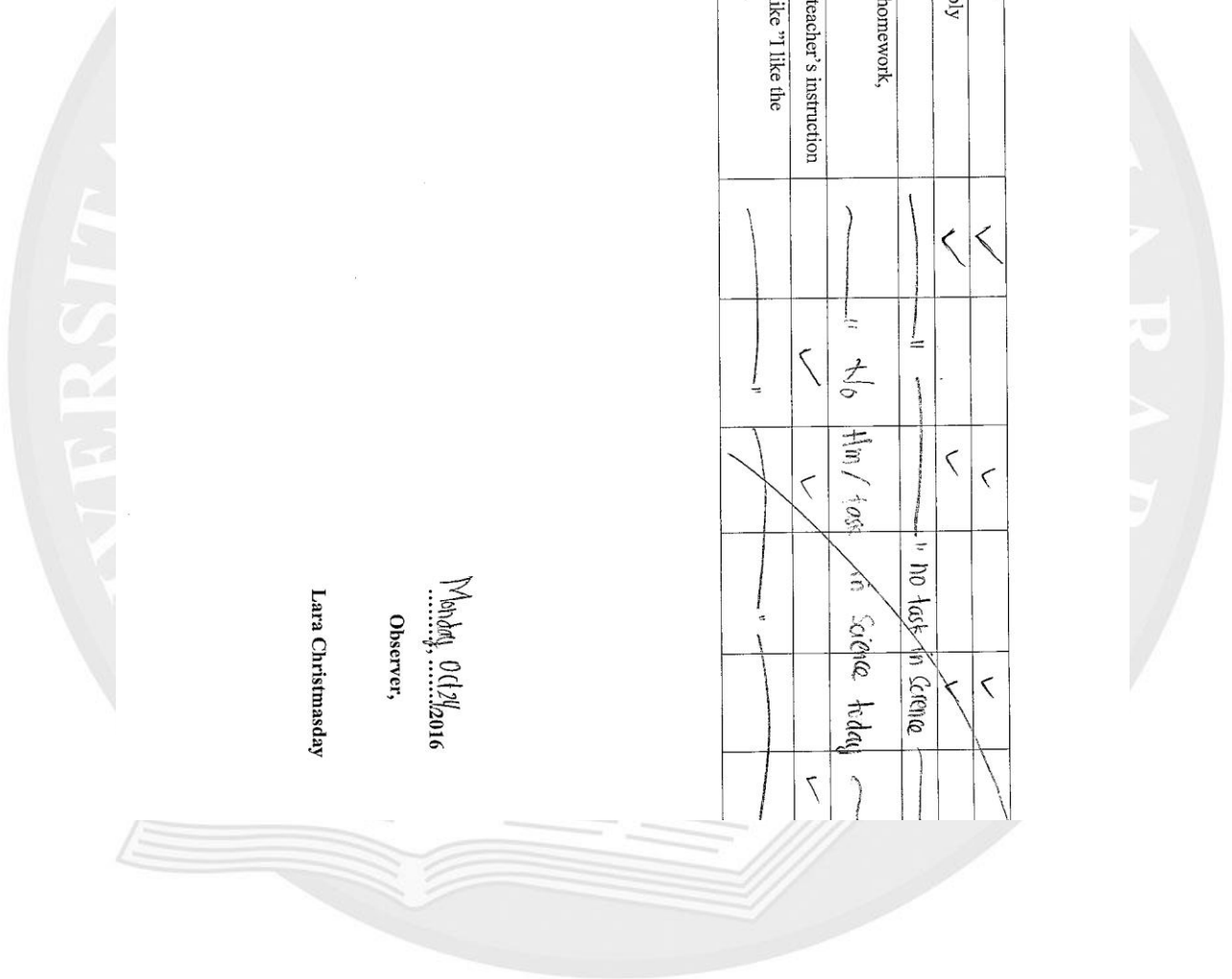
No	Statements	Student C		Student B		Student A	
		Yes	No	Yes	No	Yes	No
1	The students attends every meeting consistently and continuously	✓		✓		✓	
2	In the classroom, the student asks question to the teacher	✓		✓		✓	
3	In the classroom, the student answers question	✓		✓		✓	
4	In the classroom, the students shares his/her idea	✓		✓		✓	
5	The student is not talking with his/her friends about a topic unrelated to the lesson	✓		✓		✓	
6	During the lesson, the students is not doodling	✓		✓		✓	
7	During the lesson, the students is not bothering his/her friends	✓		✓		✓	
8	During the lesson, the student is not daydreaming	✓		✓		✓	
9	During the lesson, the student is not wandering around	✓		✓		✓	
10	During the lesson, the student is not putting his/her head on the table	✓		✓		✓	

11	During the lesson, the student is not sleepy	✓			✓		✓	
12	The student works on his/her task responsibly	✓			✓		✓	
13	The student finishes his/her task on time	✓			✓		NO task in Science	✓
14	The student returns all his/her assignment homework, unfinished work	✓		4/6	✓		4/6 in Science today	✓
15	During the lesson, the students follows the teacher's instruction	✓		✓	✓			✓
16	During the lesson, the students says thing like "I like the lesson, I enjoy the activity, learning is fun"	✓		✓	✓			✓

Note:

Mentor Teacher,
Jenae Daniels
 Jenae Daniels

Observer,
 Monday, 01/21/2016
 Lara Christmasday



Observation Checklist 4 on Student Motivation

OC-SMA



Internship Program-Research Instrument

Observation Checklist

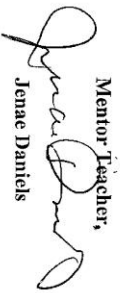
Day/date: Friday, October 20, 2017
 Focus: Student Motivation

Homeroom teacher: Mrs. Terese
 Observer: Lara Christmader

N	Statements	Student C		Student B		Student R	
		Yes	No	Yes	No	Yes	No
1	The students attends every meeting consistently and continuously	✓		✓		✓	
	In the classroom, the student asks question to the teacher	✓		✓			✓
2	In the classroom, the student answers question	✓		✓			✓
3	In the classroom, the students shares his/her idea	✓		✓			✓
4	The student is not talking with his/her friends about a topic unrelated to the lesson	✓		✓		✓	
5	During the lesson, the students is not doodling	✓		✓		✓	
6	During the lesson, the students is not bothering his/her friends	✓		✓		✓	
7	During the lesson, the student is not day/dreaming	✓		✓		✓	
8	During the lesson, the student is not wandering around	✓		✓		✓	
9	During the lesson, the student is not working on other task	✓		✓		✓	
10	During the lesson, the student is not putting his/her head on the table	✓		✓		✓	

11	During the lesson, the student is not sleepy	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
12	The student works on his/her task responsibly	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
13	The student finishes his/her task on time	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
14	The student returns all his/her assignment homework, unfinished work	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
15	During the lesson, the students follows the teacher's instruction		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
16	During the lesson, the students says thing like "I like the lesson, I enjoy the activity, learning is fun"			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>

Note:

Mentor Teacher,

 Jenae Daniels

Friday, 04/28/2016
 Observer,
 Lara Christmasday

Observation Checklist 5 on Student Motivation

OC-SM 5



Internship Program-Research Instrument

Observation Checklist

Day/date: Monday, October 31, 2016
 Focus: Student Motivation

Homeroom teacher: Jenae Daniels
 Observer: Laura Christman

Science class (67-30-0015)

N	Statements	Student C		Student B		Student A	
		Yes	No	Yes	No	Yes	No
1	The students attends every meeting consistently and continuously	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
	In the classroom, the student asks question to the teacher		<input checked="" type="checkbox"/>				
2	In the classroom, the student answers question	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
3	In the classroom, the students shares his/her idea	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
4	The student is not talking with his/her friends about a topic unrelated to the lesson		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
5	During the lesson, the students is not doodling	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
6	During the lesson, the students is not bothering his/her friends	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
7	During the lesson, the student is not day/dreaming	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
8	During the lesson, the student is not wandering around	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
9	During the lesson, the student is not working on other task	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
10	During the lesson, the student is not putting his/her head on the table	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	

11	During the lesson, the student is not sleepy	✓		✓		✓
12	The student works on his/her task responsibly	✓	"	✓		✓
13	The student finishes his/her task on time	✓	"	✓		✓
14	The student returns all his/her assignment homework, unfinished work	✓	"	✓	No thp/unfinished work	✓
15	During the lesson, the students follows the teacher's instruction	✓	✓	✓		✓
16	During the lesson, the students says thing like "I like the lesson, I enjoy the activity, learning is fun"	✓	✓	✓		✓

Note:

Mentor Teacher,
Jenae Daniels
 Jenae Daniels

Monday, 04/21/2016
 Observer,
Lara Christmasday
 Lara Christmasday

DC - SWM 6



Internship Program-Research Instrument

Observation Checklist

Day/date: *Wednesday, November 2, 2016*
 Focus: Student Motivation

Homeroom teacher: *Jayne Marie*
 Observer: *Love J. Hernandez*

At 8:30 AM

No	Statements	Student CC		Student BH		Student K	
		Yes	No	Yes	No	Yes	No
1	The students attends every meeting consistently and continuously	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	In the classroom, the student asks question to the teacher		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
3	In the classroom, the student answers question		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
4	In the classroom, the students shares his/her idea	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
5	The student is not talking with his/her friends about a topic unrelated to the lesson	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
6	During the lesson, the students is not doodling	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
7	During the lesson, the students is not bothering his/her friends	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
8	During the lesson, the student is not daydreaming	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
9	During the lesson, the student is not wandering around	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
10	During the lesson, the student is not working on other task	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
11	During the lesson, the student is not putting his/her head on the table	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	

Observation Checklist 6 on Student Motivation

12	During the lesson, the student is not sleepy								
13	The student works on his/her task responsibly	✓						✓	being responsible by staying on task
14	The student finishes his/her task on time		✓						
15	The student returns all his/her assignment homework, unfinished work	no	homework / ✓						assigned work to be returned
16	During the lesson, the students follows the teacher's instruction		✓	Teacher					
17	During the lesson, the students says thing like "I like the lesson, I enjoy the activity, learning is fun"			Teacher					

Note:

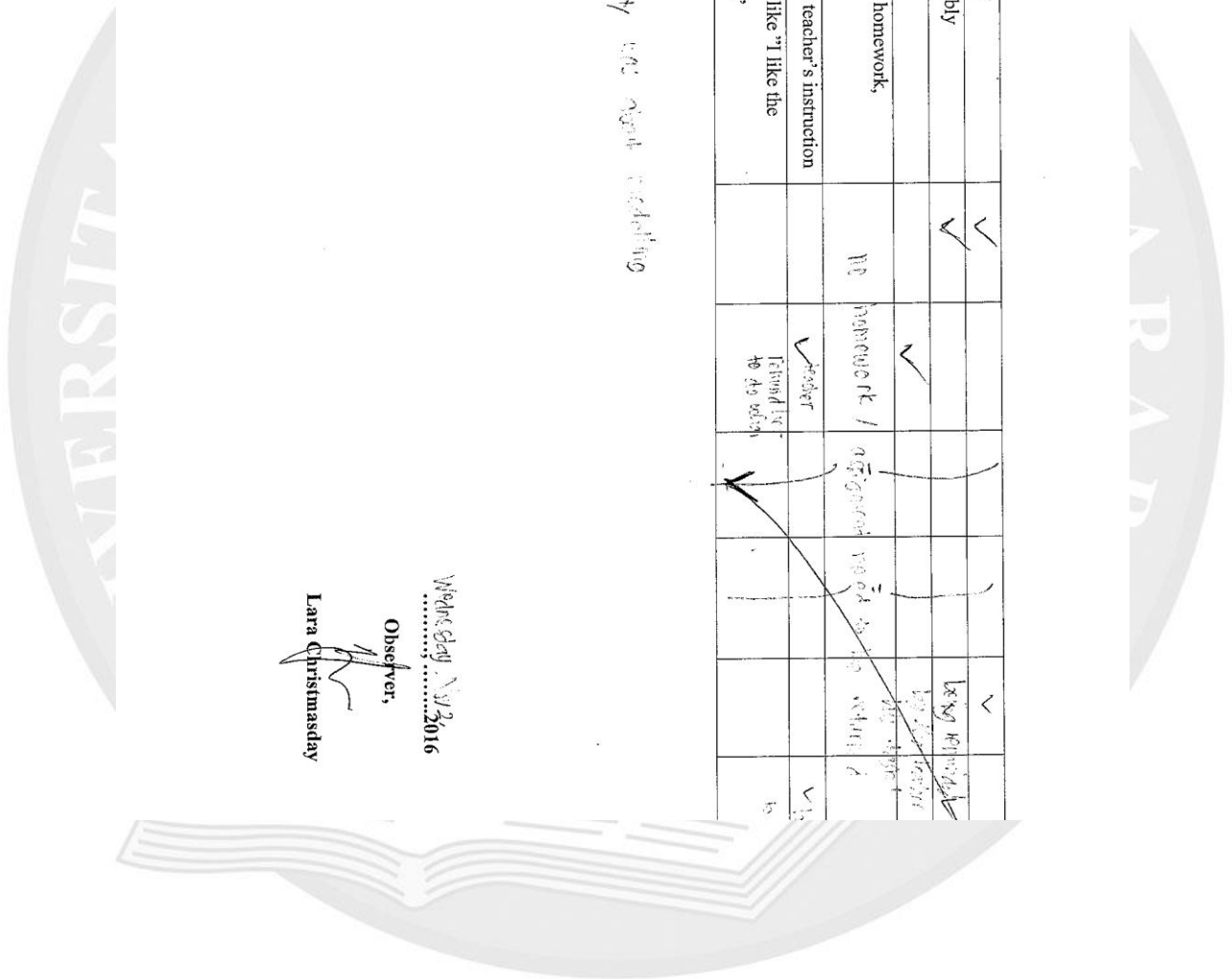
No Homework for Art. The activity was about creating clay and pottery coils

Mentor Teacher,

Jenae Daniels
Jenae Daniels

Observer,

Wednesday, Nov 3, 2016
Lara Christmasday
Lara Christmasday



Appendix C- 3 Observation Checklist on Student Motivation by (Ibu BR)



**Internship Program-Research Instrument
Observation Checklist**

Day/date: Student CC
Focus: Student Motivation


Homeroom teacher:
Observer: Ibu BR

No	Statements	Student		Student		Student	
		Yes	No	Yes	No	Yes	No
1	The students attends every meeting consistently and continuously	✓					
2	In the classroom, the student asks question to the teacher		✓				
3	In the classroom, the student answers question	✓					
4	In the classroom, the students shares his/her idea	✓					
5	The student is not talking with his/her friends about a topic unrelated to the lesson	✓					
6	During the lesson, the students is not doodling		✓				
7	During the lesson, the students is not bothering his/her friends ,	✓					
8	During the lesson, the student is not daydreaming	✓					
9	During the lesson, the student is not wandering around	✓					
10	During the lesson, the student is not working on other task	✓					
11	During the lesson, the student is not putting his/her head on the table	✓					

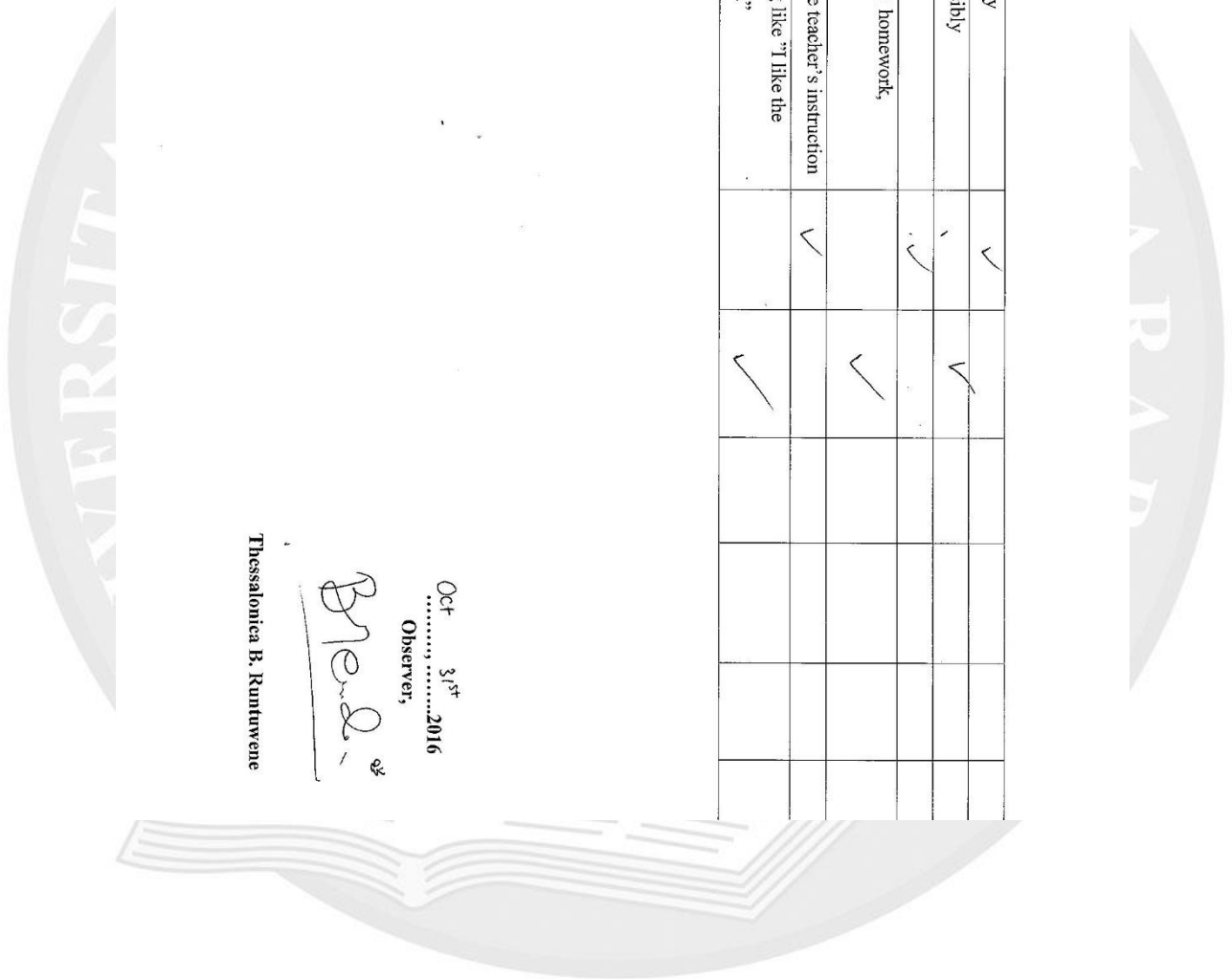
12	During the lesson, the student is not sleepy	✓						
13	The student works on his/her task responsibly		✓					
14	The student finishes his/her task on time	✓						
15	The student returns all his/her assignment homework, unfinished work		✓					
16	During the lesson, the students follows the teacher's instruction	✓						
17	During the lesson, the students says thing like "I like the lesson, I enjoy the activity, learning is fun"		✓					

Note:

OCT 31ST
2016
 Observer,

Brend 

Thessalonica B. Runtwene



Appendix D- 1 student Questionnaire



**Internship Program – Research Instrument
Student Questionnaire**

Day/date: Monday

Observer: Lara Christmasday

Name: Student CC

Homeroom Teacher: Jena.e.D

Focus: Student Motivation

Please look at the sentences below. Color ☺ if you agree and color ☹ if you do not agree.

No	Statements	☺	or	☹
1	I always come to school	☺		☹
2	I always follow all the sessions in the school	☺		☹
3	In the classroom, I like asking question to my teacher	☺		☹
4	In the classroom, I like answering my teacher's questions	☺		☹
5	In the classroom, I like sharing my ideas	☺		☹
6	During the lesson, I am not talking with my friends about a topic that's not related to the question	☺		☹
7	During the lesson, I am not doodling	☺		☹
8	During the lesson, I am not daydreaming	☺		☹



UNIVERSITAS PELITA HARAPAN

FACULTY OF EDUCATION

FINAL PROJECT SUPERVISOR'S APPROVAL
THE USE OF VERBAL REINFORCEMENT
IN MOTIVATING A GRADE 2 STUDENT TO LEARN:
A CASE STUDY RESEARCH AT XYZ SCHOOL

By:

Name : Lara Christmasday S.
Registration Number : 00000004670
Study Program : Primary Teacher Education

has been examined and approved to be presented and defended in a comprehensive examination for the Sarjana Strata Satu, Primary Teacher Education Program, Faculty of Education, Universitas Pelita Harapan, Tangerang, Banten.

Tangerang, March 10th, 2017

Approval Signatories:

Supervisor

(Dra. Sylvia Primulawati, M.Ed., St., Ed.D.)

Department Chair

(Juniriang Zentrato, M.Pd., M.Ed.)

Dean

(Connie Rasilim, S.S., B.Ed., M.Pd.)



THE FINAL PROJECT AUTHENTICITY STATEMENT

I, student of the Primary Education Program, Faculty of Education, Universitas Pelita Harapan,

Name : Lara Christmasday S.
Registration Number : 00000004670
Program : Primary Education

hereby declare that my *FINAL PROJECT* with the title “**THE USE OF VERBAL REINFORCEMENT IN MOTIVATING A GRADE 2 STUDENT TO LEARN: A CASE STUDY RESEARCH AT XYZ SCHOOL**” is :

1. an authentic work of my own, that incorporates material gleaned from various lectures, field-study, related literature as listed in the Reference List,
2. not a result of plagiarism or duplication of someone else’s published work or final assignment/dissertation of sarjana degree in other university except for the references which are clearly and appropriately indicated in accordance with the academic referencing regulations, and
3. not a translated work of any collection of resource books or journal listed in the Reference List.

In the event that my FINAL PROJECT is proven to be incongruent with the declaration above, I would accept its disqualification.

Tangerang, March 23rd, 2017



Lara Christmasday S.





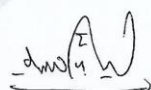
UNIVERSITAS PELITA HARAPAN
TEACHER COLLEGE

FINAL PROJECT EXAMINER PANEL'S APPROVAL FORM

On Thursday, March 23rd, 2017 a comprehensive examination was conducted as a partial fulfillment of academic requirements for Sarjana Strata Satu degree, Primary Teacher Education program, Faculty of Teacher College, Universitas Pelita Harapan, named:

Name : Lara Christmasday S
Registration Number : 0000004670
Study Program : Primary Teacher Education
Faculty : Teacher College

with title "THE USE OF VERBAL REINFORCEMENT IN MOTTIVATING A GRADE 2 STUDENT TO LEARN: A CASE STUDY RESEARCH AT XYZ SCHOOL" by an examiner panel which comprised of:

Name	Position in the panel	Signature
1. Juniriang Zandrato, M.Pd., M.Ed.	, Chairman	
2. Cathryne Berliana Nainggolan, S.Th., M.Div., M.Th.	, Member	
3. Dra. Sylvia Primulawati, M.Ed., St., Ed.D.	, Member	

Tangerang, March 23rd, 2017

FOREWORD

Psalm 28:7 “The LORD is my strength and my shield; my heart trusts in him, and he helps me. My heart leaps for joy, and with my songs I praise him”

Sola Gratia! Praise the LORD for His love that enabled researcher to finish this final project. His love is so wonderful and His mercy is so bountiful. This final project with title “THE USE OF VERBAL REINFORCEMENT IN MOTIVATING STUDENT TO LEARN: A CASE STUDY RESEARCH AT XYZ SCHOOL IN KEMANG VILLAGE” is prepared and written as partial fulfillment of academic requirements for Sarjana Teachers College Strata Satu Universitas Pelita Harapan, Tangerang.

I realize that without supervision, support and prayers from every party it is impossible to finish this final project in timely manner. Therefore, I would like to express my gratitude for the following people whom He has sent to walk and share with me through this journey. Along the way, they have supported me through prayers as well as words of encouragement. May God bestow His abundant blessing upon you:

1. Connie Rasilim, S.S., B.Ed., M.Pd, the Dean of Teacher College.
2. Juniriang Zendrato, M.Pd., M.Ed., the Department Chair of Primary Education
3. Dra. Sylvia Primulawati, M.Ed., Ed.D, the supervisor who supervised and gave me many inputs. Thanks for being a great supervisor who

passionately guided me during the process. Thank you so much for your help, advices, and encouragements.

4. Mr. Kermansen Saragih and Mrs. Elfrida Rosmiana Sipayung, as a great parent. Thanks for your support spiritually and financially. Thanks for answering my random callings when I needed motivation in doing this last project during this last three months. Yuki Prima Setiawan Simarmata and Irfanda Govindo Simarmata, as great brothers. Elga Angelia Simarmata and Kezia Mell Shandy Simarmata as sisters who always support me through all the sharing.
5. Thank you for Mrs. P. Sigumonrong and Mrs. S. Simarmata as the great oppung nad aunty in my life. Thanks for being my second parent in my heart.
6. Thank you for Mrs. Neti Hotmariana and my cute niece, Eline Lihouna for the great support and being my family here in Karawaci.
7. Thank you for Mrs. Jenae Daniels as an inspirational mentor. Thanks for all your support, stories, laughs and encouragements. Thanks for the most precious “How to be A Great Teacher” gift. I love you.
8. Thank you for Mrs. Kathleen Talbot, Mr. Mulyo Kadarmanto and Mrs. Lia Yuliana for your love as the great care group leaders.
9. Thank you for the great mentor, Wahyu Asrina S., for being a “mom” for this last four years and mentees, Labora E. Silaban, Uli Gabriella Manullang, and Lina Santri Limbong for this memorable Bataknese mentoring.

10. Thank you for my beloved 13ED1, Eca, Chika, Dede, Eibel, Elya, Ika, Kezia, Loli, Anne, Patrice, Priscillia, Winda, Paula, Aya, Nancy, Nita, Deana. We are truly limited ED1tion. I love you all.
11. Thank you for 612-613 family, 401-402 family, 303-304 family for the years being a family with you all.
12. Thank you for 412-413 family. Beloved SPV, Marindatu Ada Sura, thanks for being a great room supervisor who keep learning and trying your best. You taught me a lot. Beloved Bataknese sisters, Lemina Uli and Kiki Debora, thanks for making my day through the way we guys talked each other. It blessed me a lot. Thanks for the time and the sweet togetherness also. Janis Anjeli, for being a great partner in Korean things. Michelle, as the inspirational mentor for all her mentees, I learned a lot from you. Deliyani, Elli, Nike and Cici, thanks for coloring my days for almost a year being a family. I love you guys.
13. Thank you for Thursday Fellowship Glow Youth Karawaci for being a great family during the researcher's college life who shaped my life spiritually.
14. Thank you for Mrs. Peri Nirma Girsang as the inspirational teacher in my life.
15. Thank you for dearest Nita Paulina, my beloved "Inang". Thanks for the guidance, help, time, laugh, and the sweet memories for four years. I adore your personality ☺
16. Thank you for Luciana E. Napitupulu, as a great sister who keeps inspiring me to be a better woman. Thanks for the time we spent together.

17. All TC 2013 Cohort students who had cherished the researcher's college life.

Lastly, I am fully aware that there are weaknesses in this study. Thus, critics and suggestions from readers will be useful. Hopefully, this study will be beneficial for every party reading it.

Tangerang, March 10th, 2017

Lara Christmasday S.

