

Reinforcement in Speaking Class to Motivate Students

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Abstrak

Salah satu keterampilan bahasa yang diharapkan dapat dikuasai siswa adalah kemampuan berbicara. Namun, ada beberapa siswa yang mungkin gagal dalam menguasai keterampilan berbicara karena siswa kurang termotivasi. Oleh karena itu, penguatan diperlukan untuk menjadi alat yang memotivasi siswa untuk berbicara bahasa Inggris. Penelitian ini digunakan dalam bentuk penelitian kualitatif sebagai desain penelitian untuk menjawab pertanyaan penelitian. Studi ini juga termasuk studi kasus yang menggunakan wawancara, observasi dan dokumen sebagai instrumen utama. Pengamatan dirancang untuk mencari tahu bagaimana guru memperkuat siswa mereka untuk memotivasi mereka dalam kelas berbicara. Di sisi lain, wawancara dirancang untuk mengetahui persepsi siswa tentang penguatan motivasi yang diberikan oleh guru di kelas berbicara. Dalam penelitian ini, peneliti menggunakan wawancara semi terstruktur dan metode analisis data oleh Ary (2010) untuk menganalisis data. Hasil penelitian menunjukkan bahwa ada dua jenis penguatan yang diberikan oleh guru di kelas berbicara yaitu penguatan positif dan negatif. Berdasarkan hasil pengamatan, sebagian besar guru memberikan penguatan positif kepada siswa. Selanjutnya, temuan menunjukkan bahwa siswa merasa termotivasi dan dihargai di kelas berbicara ketika diberi penguatan. Oleh karena itu, berdasarkan hasil penelitian, peneliti menyimpulkan bahwa penguatan berperan penting terutama di kelas berbicara. Dengan memberikan penguatan kepada siswa, itu dapat membuat siswa merasa termotivasi dan membuat siswa melakukan yang terbaik dalam kegiatan kelas.

Kata kunci: berbicara, motivasi, penguatan

Abstract

One of the language skills that students are expected to master is speaking. However, there are some students that might failed in mastering speaking because the students are less motivated. Hence, reinforcement is needed to be the tool that motivates the students to speak English. This study used in the form of qualitative research as the research design in order to answer the research questions. This study also belonged to a case study which used interview, observation and documents as the main instruments. The observation were designed to find out how the teacher reinforce their students in order to motivate them in speaking class. On the other hand, the interview were designed to find out students' perceptions on motivational reinforcement given by the teacher in speaking class. In this study, the researcher used semi-structured interview and data analysis method by Ary (2010) to analyze the data. The results of the study showed that there were two types of reinforcement given by the teacher in speaking class namely positive and negative reinforcement. Based on the observation result, the teacher mostly gave positive reinforcement to the students. Furthermore, the findings showed that students felt motivated and appreciated in speaking class when given reinforcement. Therefore, based on the result of the study, the researcher conclude that reinforcement plays an important role especially in speaking class. By giving reinforcement to the students it can make the students feel motivated and make students do their best in classroom activity.

Keywords: speaking, motivation, reinforcement

INTRODUCTION

In these days, the English language has become a global language because English is a bridge of communication between people around the world. This situation makes the English language becomes a necessity for people around the world to master. Therefore, to be able to get involved in an English talk, we need to practice speaking using the English language. Speaking is one of the main goals of language learning which is capable of

transferring some ideas to other people clearly and correctly. In other words, he or she can communicate his or her ideas well to other people. Brown (2001) says that when a person is able to speak a language, it means that s/he is reasonable and competent in terms of conversation. Language learning students are supposed to be able to communicate effectively not only in the written form but also in speech form. Those foreign language learning students should be able to apply the language knowledge (theory) into their actual performance.

Unlike what was expected, many foreign languages learners are "failed" to master speaking. Speaking English for a student, in particular, is not easy and requires a great deal of effort to produce acceptable English language statements. This is because there are some psychological barriers like shyness, lack of motivation, self-confidence, fear of making mistake and anxiety faced by students affecting their speaking performance. Therefore, emphasis should be placed on addressing these issues as speaking is an essential aspect of mastering English. Indeed, motivating students to be competent English speakers is a challenging task for language teachers. Motivation is a kind of desire to acquire a new language (Nuri 2001, p. 220). Motivation refers to a person's states that derive behavior towards certain goals. According to Johnstone (1999) a stimulus for acquiring particular goal is called motivation. Likewise, Lai (2011) referred to motivation as a reason of underlying behavior that is characterized by the willingness of the students. Harmer (2001) also mentioned that motivation is an inner drive to support some particular circumstances that makes a student to do something in order to achieve their goal. In line with Harmer, Linnenbrink and Pintrich (2002) stated that students' achievement is influenced by motivation. For teachers, it is very important to motivate their students. Teachers can play an important role, especially in strengthening the motivation to learn and to comply with the requirements to promote success and productivity in the classroom. In addition, motivation can be categorized into two parts that are intrinsic and extrinsic, both affecting students' performance. Schunk, et al (2008) distinguish motivation into two kinds, which are intrinsic and extrinsic motivation. The motivation is inherent in an activity for the sake of itself. People will find that working on tasks are enjoyable if they are intrinsically motivated. Participation in tasks is a reward of their own and does not depend on explicit rewards or other external restrictions. Extrinsic motivation meanwhile is an incentive to participate in an activity for a purpose. Individuals with an extrinsic motivation work in tasks as they think that participation leads to desirable results, like a reward, praise from teachers or punishment avoidance. Reinforcement is one of the examples of external motivation for students to learn speaking skill. Alberto and Troutman (2003) stated that reinforcement a process of presenting or removing something immediately following a response that increases the likelihood that the response will occur again.

Both teachers and researchers considered motivation as one of the most important factors that influence the effective learning of second/foreign language (Ahmed et al 2014). Some learners may be interested to study a different language because of their intrinsic motivation,

however the external motivation will not only increase the willingness of the interested students to learn, but also it will encourage the less interested students (Pahlavannejad and Bostani, 2013). There are several previous studies that have been conducted by some researchers explaining reinforcement in several aspects. First, Ahmed et al (2014) Their research states that they are intended to investigate good learning and behavior changes in primary school students by using motivational terms within the context of Skinner's reinforcement model's behavioral perspective. Students were found to be more motivated to learn English when they were reinforced positively. Second, Ahsan et al (2016) state that the study was aimed at figuring out the role of strengthening or punishment in English language learning. The study population was high school students from various schools in southern Punjab, Pakistan. The conclusion of the study is that the teacher can improve the process of learning through the use of reinforcement or punishment. Third, Tananuraksakul, N (2013) in his research, he points out that intervention in the English Listening and Speaking Class with a reduction in power distances and positive psychological reinforcement has an impact on university students' confidence in oral communication, as well as on teaching and learning attitudes within a Thai EFL environment. Therefore based on the explanation above, the researcher conducted a research on the English teacher and one class of tenth graders in one of senior high school in East Java, Sidoarjo. The researcher chose this teacher because, the English teacher often gives reinforcement such as praises, compliment, and applause in class. While the reason the researcher chose only one class of tenth graders is because the class belongs to cross-major courses of English. Thus this study is aimed to find out the role of reinforcement to motivate students as well as student's perceptions on reinforcement in their speaking class.

RESEARCH METHODOLOGY

The purpose of this study is to find out the role of reinforcement to motivate students as well as student's perceptions on reinforcement in their speaking class. This study used qualitative research as the research design in order to answer the research questions. Ary, Jacob, Sorensen, and Razavieh (2010) stated that qualitative research aims to describe a phenomenon in depth to gain complete understanding by using words rather than numbers. There are several types of qualitative research, such as basic interpretive studies, document analysis, case study, ethnography, grounded theory, historical studies, recount inquiry, and phenomenological study. In this situation, the researcher focused on the case study. Hughes (1995) stated that case study presented a rich and vivid information of occurrences related to the case,

focused on different individual or groups and search for their understanding and perceptions of occasions and emphasized specific occasions that are related to the case. In this study, the case was the reinforcement given by the teacher in speaking class.

The subjects of this study were the teacher and one class of tenth graders in one of Senior High School in East Java. The researcher chose this English teacher because, the English teacher often gives reinforcement such as praises, compliment, and applause in class. While the reason the researcher chose only one class of tenth graders is because the class belongs to cross-major courses of English. Moreover, the reason why the researcher choose tenth graders of this school because as the first graders of senior high school these students may have difficulties in understanding the learning process since it very different from the junior high school. The students' transition from junior high school to senior high school brings different challenges that junior high school students are not used to dealing with, such as challenging task (Akos & Galassi, 2004). Thus, the students may need more reinforcement from their teacher in order to help them understanding in learning especially speaking.

In this study, the researcher used observation checklist, field notes, and interviews as the research instruments. The researcher collected the data by observing the activity during teaching and learning process in speaking class. There were three meetings in this study start from February 25 to March 12, 2019.

The researcher used the observation checklist that contains a list of criteria that indicates teacher is demonstrating the reinforcement based on the types and schedule of reinforcement. Then, the researcher recorded a video and took notes on the teaching speaking process, especially on teacher's activity in using reinforcement. The researcher took notes on all those activities by listening, watching and writing everything that would be useful to support the data in the observation checklist. After that, the researcher interviewed the students in order to find out students' perceptions on reinforcement given by the teacher in speaking class.

In this study, the researcher used Ary et al (2010) data analysis method to analyze the data. There are three stages in analyzing the data namely familiarizing and organizing, coding and reducing, an interpreting and representing.

RESULT AND DISCUSSION

In this section, provides and discusses the data to address the research questions as stated in chapter I. The first is how the teacher reinforces their students in order to motivate them in speaking class. Then, the second is about students' perceptions on motivational reinforcement given

by the teacher in speaking class. The data were taken from observation, field notes, and interviews.

How the teacher reinforced the students to be motivated in speaking class

During an observation in speaking class, the researcher found that the teacher often gave students reinforcement in order to motivate students to actively speak in class. Reinforcement is a way to encourage students to participate more actively in learning activities (Wahyuni, 2016). Also, using motivation in teaching a foreign language is able to increase a student's involvement in learning a foreign language. It is similar with the study by Guilloteaux & Dörnyei (2008) that the teacher's use of motivation in learning can increase students' motivation for learning and make learners more active in class. In addition, it was found that there were two types of reinforcement that the teacher mostly gave, namely positive and negative reinforcement. First, positive reinforcement refers to the presentation of a reward after the desired behavior aims to make it more likely to arise in the future. Positive reinforcement was also the most reinforcement that the teacher gave in speaking class. In this study, it was found that the teacher mostly gave verbal and non-verbal positive reinforcement. In this study, praises or compliments are one of the examples of positive reinforcement that mostly given by the teacher. Praises is also considered as verbal reinforcement type. Verbal reinforcement is a response that is given by a teacher towards a student's behavior in the form of verbal words or sentences. Study conducted by Conroy et al. (2009) confirm that along with enhancing positive communications with students, teachers can enhance their overall class environment because of the effective implementation of positive reinforcement including praise. Moreover, the researcher found that there are several examples of praise expressions that the teacher gave for the students such as "well done, very nice, good, and good job". Also, there are other example of expressions that the teacher gave, such as "It's OK, never mind" and "Don't worry just speak up". Those expressions were the examples of verbal positive reinforcement that frequently used by many teachers in their class when they interact with their students. The reason is because positive reinforcement, such as praise, can raise the student's motivation in the learning process. This study is similar with the result of previous study by Ahmed et al. (2014) that students become more motivated by using motivational expressions to learn the English language. Also, based on the observation, the schedule that the teacher uses to give praise as the reinforcement is a variable reinforcement schedule. According to Hoque (2013), a variable reinforcement schedule is a schedule of

giving reinforcement after a different period of time or after a variety of responses. The following table presents the positive reinforcement given by the teacher to the students.

In this study, it was also found that not only praises as the examples of positive reinforcement that the teacher gave but also applause and smiles. Those two gestures are also considered as non-verbal reinforcement type. Non-verbal reinforcement is a response to a student's behavior with certain acts or signs that shows the relation between the results and the response. In this study, this kind of reinforcement use acts or signs that created by the teacher such as smiles and applause. During the observation, the researcher found that by giving those gestures teacher would also increase student's motivation in learning speaking. This finding agrees with the result of previous study by Meriem (2017) that positive gestures by the teacher can be applied successfully as a motivational strategy to enhance learners' motivation. Hence, the students need reinforcements and motivations from their teacher. Teachers have a role to give external motivation actively and positively by using positive reinforcement. In addition, the teacher is expected to be able to motivate the students in a simple and effective way. Also, based on the observation, the schedule that the teacher used was a continuous reinforcement schedule. According to Hoque (2013), a continuous reinforcement schedule happens when reinforcement is delivered after every correct response. In this case, the teacher usually gave students reinforcement after their task performance. The following table presents the positive reinforcement given by the teacher to the students.

Table 1. Positive Reinforcement Given by the Teacher

Verbal	Non-Verbal
"Good"	Applauses
"Good Job"	Smiles
"Very Nice"	
"Well done"	
"It's OK never mind"	
"Don't worry just speak up"	

Thus, based on the observation, the researcher found that by giving this kind of action, the teacher would not only increase the willingness of interested students to be active in learning but also encourage the less interested students to actively learn in class.

Second, negative reinforcement refers to stop, remove or avoid a negative outcome or an aversive stimulus in order to strengthen a response or a behavior. In this study,

the researcher found two examples of negative reinforcement mentioned by the teacher. Those examples were, students who did not actively participated in speaking class would not be given additional scores and students who did not want to present their task had to stand up in front of the class. Consequently, based on the statements students would actively participate in speaking class as well as present their tasks in order to avoid not getting an additional score and standing up in front of the class. Thus, negative reinforcement can be used as an effective way of enhancing the expected behavior. However, the reinforcement could be most effective when the desired behavior is followed immediately. The response is likely to be weaker if there is a long period between behavior and reinforcer. Wolfgang (2001) mentioned that in class settings negative reinforcement should be used not too often, whereas positive reinforcement should be highlighted. If a negative reinforcement is capable of producing prompt results, it is best suitable for temporary use. Therefore, the type of reinforcement used is important, however the use of regularity and scheduling also plays an important role in strengthening the response.

In addition, the result observation result showed that the teacher was not only giving several types of reinforcement to the students but also have good class management skills. The skills of class management are directly linked to learner participation and academic performance and are a main element in education. (Reinke, Lewis-Palmer, & Merrell, 2008). In this case for example, before starting the class, the teacher created a different atmosphere in a group discussion by asking students to sit in a semicircle. It is important for teachers to make a harmless, comfortable and welcoming classroom environment for all students. This study agree with Conroy, Sutherland, Snyder, Al-Hendawi, and Vo (2009) that the creation of a good and engaging atmosphere in the classroom is one of the most useful tools that teachers can use to boost the learning of children and to avoid problems behaviors from happening. Also, it was found that the teacher often gave direct feedback to students who made an error in their performance. Direct feedback provides students with the right form of their language in order to correct their mistakes (Ferris, 2006). It means that by providing a correct form for students, they will understand and immediately correct their errors. Hence, in order to increase student's behavior the teacher should have classroom management skill because it is one of an essential elements of effective teaching.

Based on the explanation above, the researcher concludes that maintaining the class environment and using both positive and negative reinforcement could help the teacher to improve students' motivation.

Students' perceptions on motivational reinforcement given by the teacher in speaking class

1. Students Perception's on Positive Reinforcement Given by The Teacher

Based on the interview result, the researcher found positive reinforcement was one of the most factors that makes the students feel motivated. The positive reinforcement includes verbal and non-verbal reinforcement. According to Peters (2010:1), verbal reinforcement is usually expressed by using words such as compliment, appreciation, and agreement while the nonverbal reinforcement typically expressed by using movement, smile, or provide symbols and things as a sign of appreciation. In this case, praises in the form of a word are the most verbal reinforcement that the teacher gave to the students. Words are the simplest way to reinforce a person, yet it has the strength to build the motivation of oneself. Schafer (2010) said that a single word can distinguish between liking a person and disliking that person. It means that by using only a word, we are able to change a person's behavior or personality. The power of the words could also raise a person's motivation.

The researcher interviewed the students to mention what words were mostly used by their teacher to motivate them. In this study, it showed that "good", "good job", and "very nice" are the students' replies to word praises that were mostly mentioned by their teacher. It means that the teacher always tried to motivate them by using words praises. Harmer (2007) describes that praise is an essential tool of assessment in the language classroom. In other words, when the teacher gave praises towards the students, it means that the teacher was also assessing them by giving motivation. In this context, assessing here means giving responses to the student's actions. Moreover, it was found that there were other expressions mentioned by the teacher in order to increase the student's confidence. For instance, "don't be nervous", "practice more often" and "it's okay, don't worry just speak up." Those expressions not only improve students' confidence but also encourage the students to learn more actively. It is similar with the result of previous study by Ahmed et al. (2009) that there is a positive change in the behavior and learning of the English language in the students after using motivational expressions. It means, when the teacher mentioned those types of reinforcement, the effect towards the students' motivation would be powerful. The example is stated by S19 and S10.

Student 19:

"After being given a compliment, I feel more confident in speaking, I feel like I can speak fluently and be motivated to learn more."

Student 10:

"The praise from the teacher increased my confidence and also motivated me to study harder."

Based on their statement positive verbal reinforcement could help them increase their confidence and motivated them to learn more about speaking. Those statements showed that the students believed that words had a power to motivate themselves in learning, especially speaking English. Research conducted by Droe et al. (2012) confirm that students who received praise more often have a higher motivation toward their task performance. Also, it could be implied that the students had a lack of confidence, yet the verbal reinforcement that was given by the teacher gave them the motivation to learn more. Thus, it can be inferred that verbal positive reinforcement had a role to increase the students' motivation, especially in speaking English.

In this study, it also found that the teacher not only gave verbal positive reinforcement but also non-verbal reinforcement. Non-verbal reinforcement refers to the use of acts or signs that created by the teacher such as smiles and applause. Based on the interview result, the researcher found that smiles and applause are the most non-verbal positive reinforcement given by the teacher. Students appreciate the use of non-verbal positive reinforcement in the classroom as a teaching tool since the smile is magical bonuses, it creates a positive classroom atmosphere, motivation, interest, enthusiasm, and satisfaction. Research conducted by Bambaeroo, F., & Shokrpour, N. (2017), confirmed that by using non-verbal language, teachers are focusing on understanding the students, motivating them and even bring excitement to the uninterested students. Moreover, non-verbal positive reinforcement is considered as a supporting teaching tool because it gives positive energy that reflects on learners' motivation. The statement from S12, S15, and S19 could be the example.

Student 12

"I am more excited and not nervous."

Student 15

"I did not feel nervous, I am more confident, enthusiastic during this lesson and I become more interested in this lesson."

Student 19

"I feel myself becoming more confident when speaking and not nervous and more enthusiast to give an answer in speaking class."

Based on the students' statements, non-verbal reinforcement creates a healthy atmosphere where they feel confidence, enthusiast and curious to know more about the lesson. A Study conducted by MacIntyre, Clement, Dornyei, & Noels (1998), the effects of self-confidence on oral performance confirm that the willingness of learners to communicate was partially

determined by their confidence in themselves. To grow their self- confidence, motivation is needed. Hence, reinforcement is one of the ways to motivate students. Teachers' non-verbal reinforcement serves as a tool that breaks routine, changes the learning mood and makes the learning process more motivated to enjoy the lesson performance.

2. Students Perception's on Negative Reinforcement Given by The Teacher

After having an observation in speaking class, the researcher found that the teacher also gave students negative reinforcement in order to remove students' undesired behavior and extrinsically motivate students to speak actively in class. Hoque (2013). Stated that negative reinforcement refers to an act of removing stimulus that increases the possibility of specific behavior. The effect of negative reinforcements is to remove aversive behavior. In other words, the presence of negative reinforcement aims at decreasing or removing such unpleasant conditions so the person being reinforced will change the behavior to be better. In this study, the researcher found two examples of negative reinforcement that verbally mentioned by the teacher. First, it was found that the teacher verbally mentioned that students who do not actively participate in speaking class would not be given an additional score. Based on the statement, students would try to be active in speaking class in order to get an additional score from the teacher. Second, it was found that the teacher verbally mentioned that students who do not want to present their task would have to stand up in front of the class. Consequently, students would present their tasks in order to avoid standing up in front of their class. In addition, during the interview the researcher found evidence from the statement of S10, S9, and S14.

Student 10:

"I will be committed to be more active in the lesson and more active in learning, so that it can be in accordance with the teacher's expectations."

Student 9:

"I will study harder so that I can learn more actively in class to get additional scores."

Student 14:

"My response was that I was getting excited in learning to be able to answer questions from the teacher. Besides that I am also more active."

Based on the students statements, the researcher conclude that by giving those kinds of negative verbal reinforcement, the students realized their mistake and could change their negative behavior into positive behavior especially in speaking class. This study is similar with the previous study by Rahmawati (2014) that student's negative reinforcement has a positive impact on

their speaking ability. Thus, the researcher concluded that negative reinforcement could motivate students in speaking. Through negative reinforcement, students tend to be discipline and actively participate in speaking activities.

CONCLUSION AND SUGESTION

Conclusion

Based on the result and discussion from the previous chapter, it could be concluded that the English teacher often used reinforcement strategy in the learning process. The teacher used this kind of strategy to improve students' motivation as well as students' good behavior. Based on the findings from the previous chapter, there were two types of reinforcement used by the English teacher in speaking class. Those are positive and negative reinforcement. The teacher gave positive or negative reinforcement to the students depends on the student' act. Positive reinforcement is given by the teacher when the students do good things and negative reinforcement when the students do misbehavior in the learning activities. The positive reinforcements used by the teacher were verbal reinforcement such as "good", "good job", and "very nice, and also non-verbal reinforcement like smiles, and applause. Those kinds of reinforcement could make the classroom atmosphere more enthusiastic and fun. While the negative reinforcement given by the teacher was giving a warning expression. Those reinforcements were given in order to eliminate the undesired behavior or attitudes of the students and make them increase their good behavior later on. The teacher also used different kinds of schedule when giving students reinforcement such as continuous reinforcement schedule, and variable reinforcement schedule. In giving reinforcement to the students, the teacher should consider some variations of schedule in order to make the student not feel bored with the reinforcement given by the teacher. Thus, it can make the students have a higher motivation to learn and build good behavior in the teaching and learning process.

In addition, reinforcement has an important role to build good behavior of students and motivate them to learn. By giving reinforcement to the students it can make the students feel appreciated by their teacher. If the students feel appreciated, they would pay attention more to the lesson, be more respectful to the teacher in classroom activity and they will repeat the same act later on. The students would show good behavior continually. For example, they would be able to propose their answers and argument. The students would feel confident to speak because the teacher always appreciates the good behavior that students show. Therefore, reinforcement is really needed in the teaching and learning process because it can

improve students' motivation and make students do their best in classroom activity.

Suggestion

In relation with the result of the study, the researcher would like to suggest for teachers, and future researchers. The suggestions are explained as follows:

1. For teachers

There are many ways to improve students' motivation especially in speaking class, one of them is by using reinforcement. Since the use of reinforcement is useful for motivating students, hopefully every English teacher and lecturer could apply the reinforcement to increase the students' motivation in speaking English. It would be better if the use of reinforcement both positive and negative can be adjusted according to the schedule of reinforcement. However, giving students motivation to learn especially speaking skills is not easy. The teacher should have good understanding in classroom management and how to make reinforcements become effective because both of them are important parts of giving reinforcement. If the teachers are able to create good classroom management, the reinforcement strategies will be implemented well.

2. For the further researchers

This study can be used as a reference for further researcher to support their future studies. However, this research is mainly focused on the role of reinforcement in speaking class to motivate students and there are still many problems in this field, which are not yet solved. Therefore, further researcher are expected to do some related studies in other aspects and subjects, for examples gender, research design, and language skills in order to get a deeper, further, and better result.

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