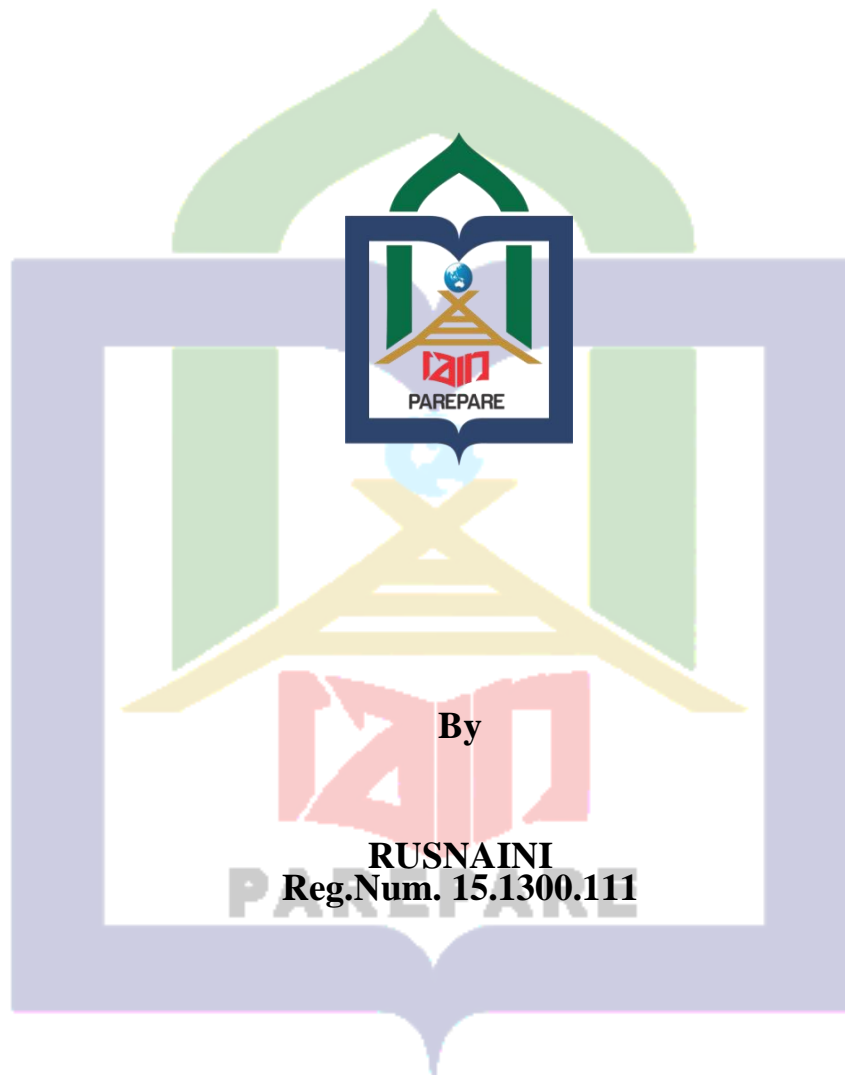


SKRIPSI

**THE INFLUENCE OF REINFORCEMENT TO MOTIVATE THE
STUDENTS IN LEARNING SPEAKING AT SMPN 3
BATULAPPA KAB. PINRANG**



By

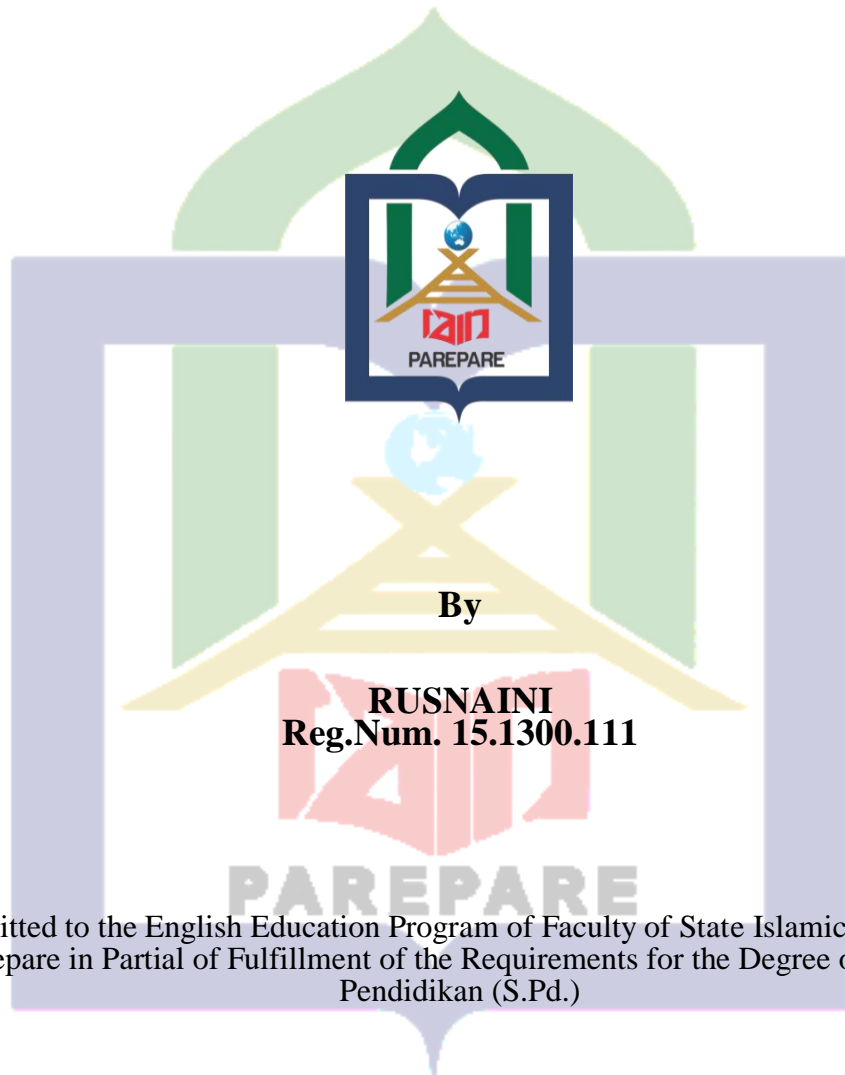
**RUSNAINI
Reg.Num. 15.1300.111**

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2020

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By

**RUSNAINI
Reg.Num. 15.1300.111**

Submitted to the English Education Program of Faculty of State Islamic Institute of
Parepare in Partial of Fulfillment of the Requirements for the Degree of Sarjana
Pendidikan (S.Pd.)

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Skripsi

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English Education Program

Submitted by

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Reg.Num. 15.1300.111**

to

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2020

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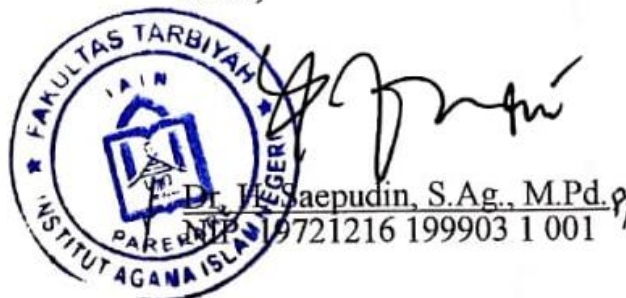
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SKRIPSI

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STUDENTS IN LEARNING SPEAKING AT SMPN 3
BATULAPPA KAB. PINRANG**

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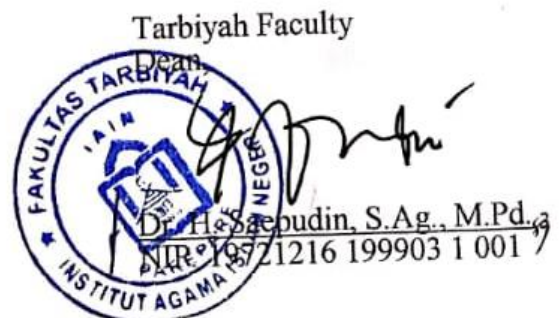
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First of all, there is no beautiful sentence to say except praying and thanks to our God Allah swt, for her blessing, mercies, and enjoyment so that the writer could finish this skripsi perfectly. May shalawat and salam always be given to our Prophet Muhammad saw, who has guided us from the stupidity to cleverness.

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Finally, the writer realized that the skripsi still has any weakness and still far from being perfect. Therefore she hopes critics, suggestion for its perfection and he hopes this final project will be useful for the reader.

May Almighty Allah swt. Always be with us.

Parepare, March 12th 2020

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DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

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Stated that herself conducted this skripsi, if it can be proved that is copied, duplicated or complicated by other people, this skripsi and degree that has been would be postponed.

Parepare, March 2th, 2020

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ABSTRACT

RUSNAINI. The influence of reinforcement to motivate the students in learning speaking at SMPN 3 Batulappa Kab.Pinrang (Suervised by Amzah and Magdahalena)

This research was conducted to examine the effectiveness of reinforcement to motivate the students in learning speaking at SMPN 3 Batulappa. kab Pinrang. This research used a pre-experimental method, by one group pre-test and post-test design. There were two variables they were independent variable the use of reinforcement strategy and dependent variable that is the students' motivation in learning speaking. The population of this research was a SMPN 3 Batulappa kab.pinrang, in academic year 2019/2020 which consists of one classes. The sample of this research was take one class of the population was class VIII.1. In collecting data on students' motivation in learning speaking, the researcher given pre-test before treatment and post-test after treatment.

The result calculation of mean score pre-test of students was 37.85 and mean score post-test of students was 67.85 it showed that the students speaking was increased. The result finding that score of t-test value was 4,51 while the score of t-table value was 1.725 for the level significance 0,5 degree of freedom 20. It showed that the alternative hypothesis (H_a) was accepted, which the t-test value was greater than t-table value. Besides, it meant that the reinforcement was interested for the students in learning speaking. Based on data analysis, the researcher concluded that using reinforcement able to motivate the students in learning speaking at SMPN 3 Batulappa Kab Pinrang.

Keyword: reinforcement, learning speaking.

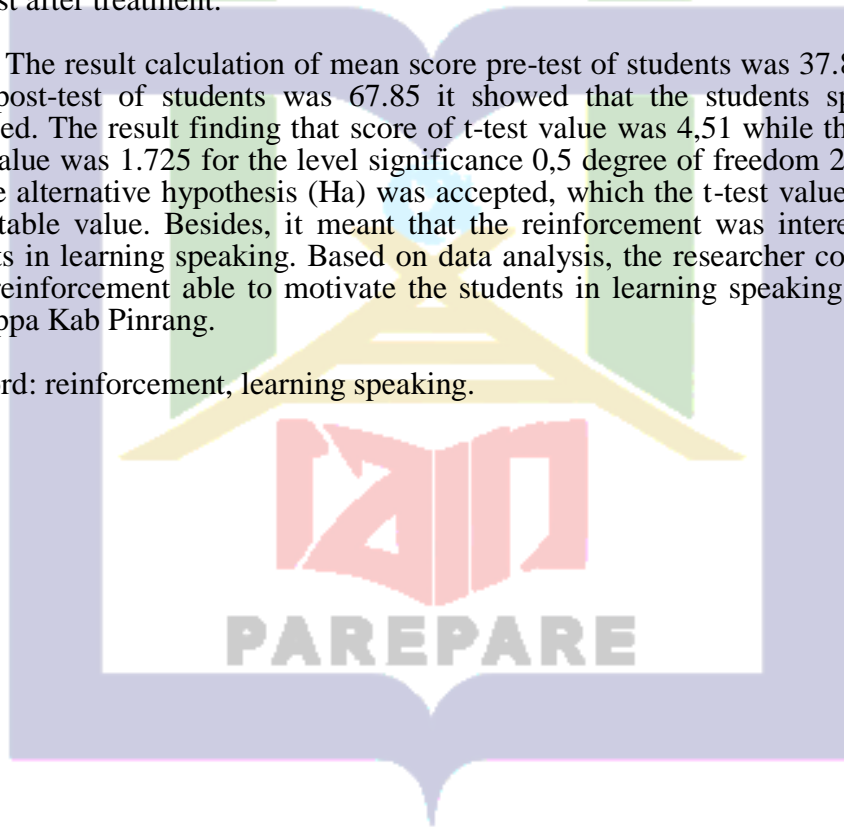


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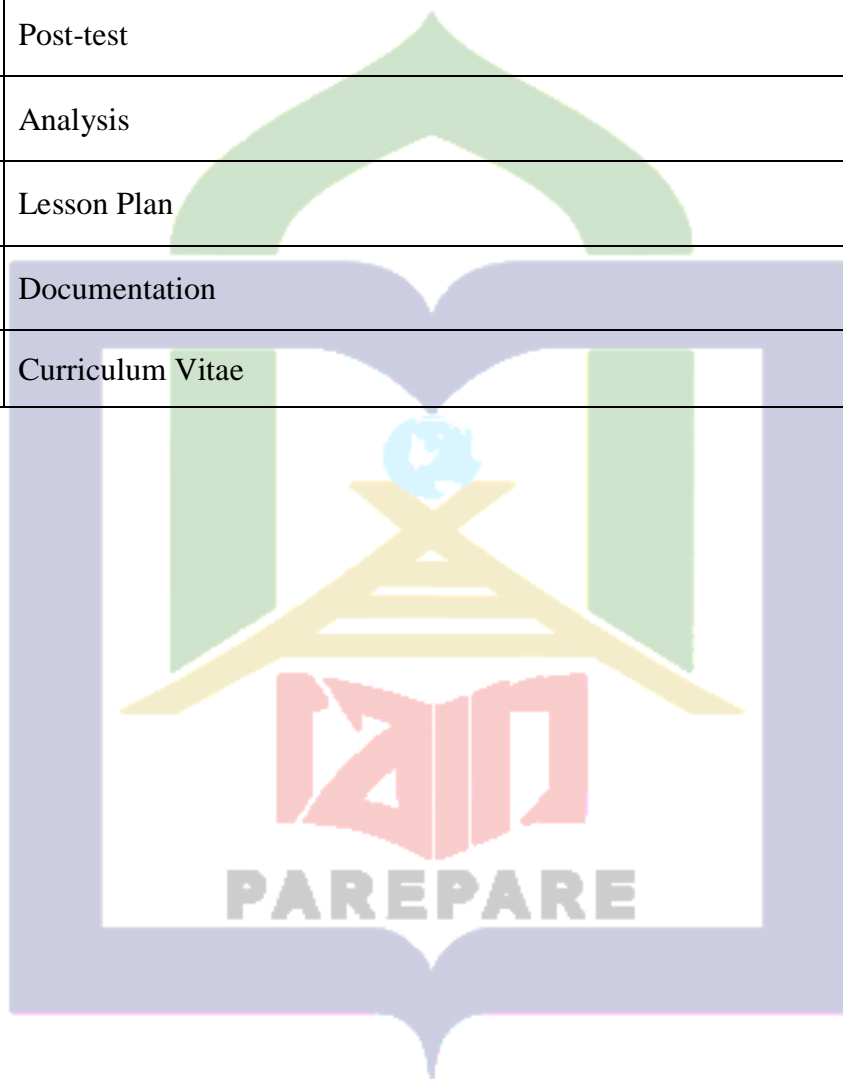
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CHAPTER I

INTRODUCTION

1.1 Background

Speaking is an important thing has in all aspect of language. It is because most of the people in this world used speaking skill in transferring their intensions to other people understand to use speaking than the other skills.

Speaking is a means of oral activity that plays essential role in human interaction and communication when people express their ideas, mind, and feeling to others through the sequence of sound, word, and sentence. If someone speaking, they need enough vocabulary, grammar, pronunciation, and fluency as rule forming the speaking. One of form the speaking skill is vocabulary, because without enough vocabulary, the ability to communicate and convey cannot be established. Therefore, English teacher must have responsibility to use the material in teaching a foreign language¹.

In the learning motivation contained the ideals or aspirations of students, it is expected that students get motivation to learn so that they understand what is the goal of learning, besides that good student condition in learning will cause students to be enthusiastic in learning an able to complete the task well.

The teacher must understand the setting behind that affects student learning so the teacher can give proper motivation to students. If motivation can be generated in the teaching and learning process, the learning outcomes will be optimal. The more precise the motivation given the higher the success learning. Motivation always determines the intensity of learning effort students, in this connection, motivation is

¹Kartika, *Improving Speaking Ability of the Second Year Students at MTS Lil Banat Parepare Through Alibi Game*. Skripsi Sarjana; Jurusan Tarbiyah.parepare, 2012, p. 2.

very important in learning. But there are other ways that can be applied besides provide motivation that is by providing reinforcement to students, because by giving reinforcement students feel valued all his achievements and efforts.²

Reinforcement which is part of modification student behavior aimed at providing information or feedback for the recipient (students) for making it as an act of encouragement or correction. In the teaching and learning process of giving reinforcement such as giving awards, or praise for the good deeds of students is a very necessary thing so with that reinforcement it is hoped students will continue to try to do better.³

The researcher used of reinforcement to motivate the students in learning speaking because in the learning process it can ultimately lead students to the point of being bored in following the lessons. Besides that many things must be learned by students every day at school, giving praise or prize will arouse motivation in learning to speak and one of ways to make students interest in speaking English is giving the material for students that able to make them think by their mind, so they will speak freely.

In this research the writer's attention focused on reinforcement as one of the teacher's strategies for give motivation to the student in learning speaking. So if we want to master it, we must study more perfectly and seriously by practicing. Especially for give reinforcement, the students have a good ability in reading, listening, writing, and speaking.

²Sulaiman, *Analysis of Giving Teaching Strengthening Improve Student Learning Motivation*, (Jurnal Pesona Dasar, Vol. 2 No. 3, Oktober 2014), p. 85.

³Hurul Aini, *Giving Verbal and Non Verbal Reinforcement of the Teacher in Learning Indonesia in Class VIII MTS Seririt*, (Journal of Indonesian Language and Literature Education Departement, Vol. 7 No.2, 2017).

Based on the statement above, the researcher interest to do the research to overcome these problems by motivation in teaching English. It would make students enjoyed in learning process. Reinforcement could make them more fun in learning speaking. So, the researcher want to see of reinforcement to motivate the students in learning speaking at SMP NEGERI 3 Batulappa.

1.2 Research Question

Based on the background above, the researcher formulates the research question as follows:

1. Is reinforcement effective to motivate students in learning speaking at SMPN 3 Batulappa?
2. How does reinforcement can motivate the students in learning speaking at SMPN 3 Batulappa?

1.3 Objective of the Research

1. To know reinforcement effective to motivate students in learning speaking at SMPN 3 Batulappa
2. To find out whether or not giving reinforcement influence to motivate the student in learning speaking at SMPN 3 Batulappa

1.4 Significance of the Research

The result of this research are expected to be faithful information and very useful reference for people how to study English, especially for English teacher to improve reinforcement to motivate the students in learning speaking.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

2.1.1 Definition of speaking

Speaking is term of usage is oral communication in expressing ideas to their people as partner of conversation. Its mean the speaker can express his ideas through the language.

Speaking is the process of spoken language to express thought and feelings, express their experiences and a variety of information.⁴

Speaking is the production skill that consists of producing systematic verbal utterances to convey meaning. The opinion that speaking is an interactive process of construction meaning that involves producing, receiving and processing information. Its form and meaning are the dependent on the context in which it occurs, including the participants themselves, their collective experience, the physical environment, and the purposes for speaking. For the reason, in social context, speaking not only requires the speakers to know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence).

Speaking is a way to bring message from one person to other in order to interact with someone. Speaking is partnership of communication, because it is a way to convey purpose or mind of the human being. Speaking is a means of oral communication in giving ideas or information to other. It is means of oral communication in giving ideas or information to other. It is the most essential way in which the speaker can express himself through the language.⁵

⁴Jane Revel, *Teacing Technique for Communicative English* (London Macmillan: Pres).

⁵A. Kaharuddin Bahar. *Lets Speak English Actively* (A Comprehensive Guiding Book for Speaking) STAIN Parepare. 2007.p.1.

2.1.2 The Nature of speaking

Speaking is to express the needs request, information, services, etc. the speakers say words to the listener not only to express what in her mind but also to express what he needs weather information service. Most people might spend of their everyday life in communicating with other. Therefore, communication involves at least two people where both sender and receiver need to communication to exchange information, ideas, opinions, views, or feelings.

Speaking is fundamental to human communication just think off all the different conversation you have in day and compare that with how much written communication you do in one day. In our daily live most of us speak more we write, yet many English teachers still spend the majority of class time on reading and writing practice almost ignoring speaking and listening skill. If the goal of your language is truly to enable your students to communicate in English, then speaking should be taught and practiced in the language classroom.

2.1.3 The Elements of Speaking

2.1.3.1 Pronunciation

Pronunciation has traditionally been taught with a goal of “speaking like native speaker” but this is not practical. In fact, it is a recipe for discouragement both for teacher and for students. This has been referred to as the perfection trap. A more practical approach is to aim for listener friendly pronunciation. This aim makes sense to a student who hopes to achieve something through conversations with native speaker, whether in the social or business sense. If the listener finds that it takes too much effort to understand, the speaker loses out. So mastering the basics of English

communication is sensible. Refinements can come later if the student wants to put more effort and time into learning nuances of spoken English.⁶

2.1.3.2 Vocabulary

Everybody wants to use English as a tool of communication. But, English is not need a skill to use it, therefore, were need to mastery some the elements of language first. The most important of this element of language is vocabulary. Vocabulary is the key of the success in communicate the idea, though, imagination and others to others to other person.

Vocabulary teaching has not always been very responsive to such problems, and teachers have not fully recognized the tremendous communicative advantage in developing an extensive vocabulary. For a long time, teaching approaches such as the direct method and audiolingual gave greater priority to the teaching of grammatical structures. Vocabulary is supplied reader of a book in a foreign language with the English equivalents of the words used in assumes that all are care and has also the meaning of the whole stock up the words used by a nation by any person by on individual.⁷

2.1.3.3 Accuracy

Though the criteria for defining accuracy in most standardized test include factor such as grammar, vocabulary, pronunciation, sociolinguistic competence or pragmatic competence, grammatical errors were the main factors in deciding the level of accuracy for this research. Considering the fact grammatical instruction has been the mainstream in English education in japan, it is important to investigate the learners' accuracy under the instruction of communication based lessons. The word

⁶ Judy B, Gilbert, *Teaching Pronunciation*, (Cambridge, New York, 2008), p. 42.

⁷Jeremy Harmer.*How to Teach Vocabulary*: England, Longman, 2002, p.13.

pronunciation was excluded because it is quite difficult to sort out correct pronunciation due to the variety of accents. The frequency and kinds of errors were also investigated to know the learners situation.

2.1.3.4 Fluency

In order to decide the fluency level of learners English, the following five factors were analyzed in the research. The factors were decided based on the criteria for fluency in some standardized test such and recommendation from a previous research

1. The total number of words spoken in a fixed time
2. The number of silent pauses for thinking
3. The number of repetition of words, phrases or clauses
4. The number of repair or reformulation for correction
5. Mean length of utterance

2.1.3.5 Appropriateness (comprehensibility)

Appropriateness refer to suitability on language to situation. It is also about the way in which informality is expressed by choosing vocabulary, idiom and syntax⁸

2.1.4. Context of Speaking

Speaking in pedagogical context focused on two approach namely in social context and classroom

2.1.4.1 Speaking in social context

Identifying two type of speaking category is commonly employed for building relationship in social lives and communicating ideas

⁸Rustam Djafar Ali, *Improving Speaking Ability through Multiways Communication in Language Laboratory to the Second Year Students of SMA Negeri 1 Sendana Kabupaten Majene* (Unpublishes Skripsi, Parepare: STAIN Parepare, 2009), p. 32.

1. Monologue

Monologue is a type of speaking contains a stream of speech in speeches, new broadcast, and lectures whether or not the hearer understands. The important thing, that the listener must process the long speech without interruption.

2. Dialogue

Dialogue indicates two or more speakers involved an interactional discourse. According to the purpose of the speakers interaction that dialogue can be subdivided by two cases are interpersonal and transactional. Interpersonal dialogue identify the exchange of information which is aimed to promote social relationship conversation. Transactional dialogue means the exchange of interaction which is conducted to convey propositional or factual information discussion.

2.1.4.2 Speaking in Classroom Context

According to Brown, there are six speaking categories in the classroom.⁹

1. Imitative speaking

Imitative speaking tends on producing speech by imitating language forms either phonological or grammatical. This category is not the purpose of meaningful interactions, but for focusing on orally repeating certain strings of language that may pose some linguistic difficulty.

2. Intensive Speaking

Intensive speaking runs a step further than imitative. From this category, the learners can be self initiated or intensive speaking can even from part of some pair work activity where they are going over to practice some phonological or grammatical aspect of language.

⁹Brown, H. D. *Teaching by Principles: An Interaction Approach to Language Pedagogy*. (Addison Wesley Longman, New York USA: 2001), p. 271.

3. Responsive Speaking

Responsive speaking indicated the student speech production in the form of short replies or student initiated questions or comment. These replies are usually sufficients and to take into dialogue which can be authentic and meaningful.

N : how are you today?

O : fine, thanks, and you ?

4. Transactional speaking

Transactional speaking refers to the purpose of addressing and exchanging specific information. It can be noticed as an extended form of responsive speaking. This category of speaking is more responsive nature than negotiative such in conversation.

5. Interpersonal Speaking

Interpersonal speaking refers to an interaction activity which is carries out more for the purpose of maintaining social relationship than for the transmission of facts and information greeting, engage in small talk, recaunt. By interaction speaking, we are looking at casual and formal conversation. Two are more people sitting around chatting about many things. The rules are completely different in this style of conversation.

6. Extensive Speaking

Extensive speaking requires the students to give extended monologues in the form of oral reports, summaries, or perhaps short speech. Here the procedure is more formal and deliberative. This can only be carried out by students at intermediate to advanced levels, form all categories in classroom context above, the researcher will be focused on transactional speaking. The researcher reason choose the transactional because the students can discuss with their friend with specific information.

2.2 Concept Motivation

2.2.1 Definition of motivation

Motivation term come from motivate word as strength which there is in individual self, which cause the individual do and act. Motivation derives from word “motion” means movement or something moves. Motivation is move which action by human or this called action or behavior. Motivation is inner factor that function resulting providing and showing the activity of learning.

There are many definitions of motivation that have been proposed by experts. Those definitions were made up, based on their views, and ways of thinking as expressed distinctively, as follows:

According to Thomas M Risk quoted by As'ina, motivation is the effort have done by teacher to evoke motifs at educative participant to support up at aim learn.¹⁰

According to Alex Sober express motivation is to awaken motif, awakening, or actuate someone or own self to do something in order to reaching a aim or satisfaction.¹¹

Based on the statement above, it can be concluded that motivation is the encouragement contained in a person to try to make a better change of behavior in fulfilling his needs.

2.2.2 Kind of Motivation

2.2.2.1 Extrinsic motivation

¹⁰As'ina, *The Effect of Punishment and Reward to Student Motivation in Learning English at the Second Year of SMPN 3 Mattirosompe*, p. 10.

¹¹Alex Sobur, *Psikologi Umum* (Bandung: Pustaka Setia, 2003), p. 208.

To get more understanding about extrinsic motivation, the researcher found out some theories that help her to understand.

Extrinsically motivated behaviors, on the other hand, are carried out in anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades, and even certain types of positive feedback¹²

Extrinsic motivation is that which derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in tasks. Many sources of extrinsic motivation are inaccessible to the influence of the teacher: for example, the desire of students to please some other authority figures such as parents, their wish to succeed in an external exam, or peer-group influence. However, other sources are certainly affected by teacher action here some of them.

From the theories above that extrinsic motivation is a type from motivation that comes from outside of the people themselves. In the learning process, extrinsic motivation can come the teacher reward to the students, praising, or other. It makes the motivation as drive in learning process.

Motivation is also typically examined in term intrinsic and orientation of the learner. Those who learn for their own self-perceived needs goals are intrinsically oriented and those who pursue a goal only to receive an external reward from someone else extrinsically motivated.

We can find many sources of motivation, but actually motivation only has two basic sources, the first source comes from within the individual or known as intrinsic motivation and the second is extrinsic motivation, which appears from the

¹²H. Douglas Brown, *Principles of Language Learning in Teaching*, (Third Edition; U.S.A: Prentice Hall Regents Prentice. Hall, Inc, 1994), p. 156.

outer side and gives some influences to the individual like give incentives, social pressure.

1. Teacher

Good teacher are able to absorb the unexpected and to use it to their and the students advantage. This is especially important when the learning outcomes we had planned for look as if they may not succeed because of what is happening. We have to be flexible enough to work with this and change our destination accordingly (if this has to be done) of fine some other way to get there. Or perhaps we have to take a decision to continue what we are doing despite the interruption to be able to 'think on their feet' and act quickly and decisively at various points in the lesson. When students see that they can do this, their confidence in their teachers is greatly enhanced.

Teacher has an important role in teaching learning activity. The teacher is not only a person who transfers the knowledge to the students, but also as a motivation who can motivate are support the students in the learning activity.

2. Parents

Parents, a part from the culture of the world around students, their attitude to language learning will be greatly affected by the influence of people who are close to them. The attitude of parents and older siblings will be crucial.

Students who are encouraged by their parent will try new things and try to give high performance to get reward from their parent. As a result, they will get better achievement.

3. Environment

Environment, outside any classroom there are attitudes to language learning and the English language in particular. The learning of English is important to be

considered in the society. In a school situation, the language learning is part of the curriculum of thing status, the culture images associated with English are positive.

Based on the statement above, it can be concluded that success is everyone's desire and there is one important thing to achieve that is motivation, existing motivation in someone will realize a behavior that is directed at the goal of achieving satisfaction both arising from internal and external of a person.

All these views of language learning will affect the student's attitude to the language being studied, and the nature and strength of this attitude will, in its turn, have a profound effect on degree of motivation the students brings to class and whether or not that motivation continues. As we know that students study a language because they have an idea of something which they wish to achieve.¹³

2.2.3 The principle of motivation

There are some principle of motivation in studying are:

1. The motivation as the basic of activation to motivate learning activity
2. The intrinsic motivation and extrinsic important in learning activity but intrinsic motivation is more important than extrinsic motivation.
3. The motivation in the form praise is better than punishment.
4. The motivation can foster the optimism in learning.
5. The motivation can increase the learning achievement.¹⁴

2.2.4. Function of motivation

Motivation refers to the reason why any behavior occurs, or especially to the force directs it and contributes to its strength, motivation is reflected in a response

¹³Riska Andayani, *The Factores Influence Students Motivation in Learning English of the Second Year Students of SMP Negeri Binuang kab.Polewali Mandar*. Skripsi STAIN Parepare.

¹⁴Syaiful Bahri, *Psikologi Belajar*,(Jakarta: Adi Mahasatya. 2002) p.119.

which likes any other behavior, in conditional by its consequences. Motivation can be defined as the desires, needs, and interest that arouse or activate an organism and direct it toward a specific goal. The point of view, motivation is controlled by conditions in the environment.

General the function of motivation can be decided as follows:

1. To stimulate someone to do something, without motivation will not appear on something action like study.
2. Motivation as director. Its mean than direct of action to reach goal
3. Motivation as an activator. It is function as a car. Zees of motivation can determine how fast or slow something job.
4. Motivation as moving spirit.¹⁵

2.3 The Concept of Reinforcement

2.3.1 Definition of reinforcement

In behavioral psychology, reinforcement is a consequence that will strengthen an organism's future behavior whenever that behavior is preceded by a specific antecedent stimulus. This strengthening effect may be measured as a higher frequency of the behavior. (e.g, pulling a lever more frequently), longer duration (e.g., pulling a lever for longer periods of time), (greater magnitude (e.g., pulling a lever with greater force), or shorter latency (e.g., pulling a lever more quickly following the antecedents).

In using reinforcement the teachers can gives an asterisk every student who obtained test scores 100, so as to improve the appearance of such behavior and its

¹⁵Sardiman, *Interaksi dan Motivasi Belajar Mengajar*, (Jakarta: PT.Raja Persada, 2007), p. 84.

use should pay attention to the principle of warm and enthusiastic, avoid the use of negative reinforcement, the use should be varied, and meaningful.

Reinforcement is any form of response from a part of student behavior modification, which aims to provide information or feedback for the recipient (student) for his action as an act of encouragement or correction, or strengthening the response to a behavior that can increase the repetition of such behavior. Such action is intended to reward or encourage students to be more active in participating in the teaching-learning interaction.¹⁶

Self-reinforcement. According to Drabman quoted in the book Slavin Robert E. designed and evaluated a procedure to teach students to regulate their own behavior. They asked teachers to rate student behaviors each day and reinforce students when they earned high ratings. Then they change the program and asked students to guess what ratings the teacher had given them. The students were reinforced for guessing correctly. the reinforcers were gradually removed. The students behavior improved under the reinforcement and guessing conditions, and in remained at its improved level long after the program was ended. The authors explained that students taught to match the teachers ratings developed their own standards for appropriate behavior and reinforced themselves for meeting those standards.¹⁷

¹⁶Hijra, *Reward and Punishment Implemented by English Teacher to Improve Students Motivation at the Eight Grade Students of Mts.Negeri Pinrang*, (Skripsi STAIN Parepare, 2015).

¹⁷Robert E. Slavin, *Education Psychology Theory and Practice*, (New York: McGraw-Hill Companies. Inc, 5thEdition, 2011), p. 177.

According to Saidiman quoted in the book Hamza B.Uno, provide reinforcement is defined by the behavior of teachers in responding positively to a certain behavior of learners that allows such behavior reappears.¹⁸

Barnawi said that reinforcement was a positive response in learning given by the teacher towards participant behavior positive students with the aim of maintaining and enhance the behavior. Reinforcement is response to an intentional behavior so that the behavior can be repeated back. Reinforcement given by teacher is very important thing for students.

Based on the statement above, it can be concluded that reinforcement is a positive response from the teacher to students who have done an action good or achiever.

2.3.2 The characteristic of reinforcement

Reinforcement is a form of response to the behavior of teacher positive behavior of students so that the frequency of these behaviors can be increased. Form reinforcement can be either verbal awards and nonverbal so that student feels happy because the results of these efforts rewarded. The award may be applause, praise, gift, and others. The happy feeling of course, will have a positive influence on student's motivation.¹⁹

2.3.3 The kinds of reinforcement

2.3.3.1 Verbal Strengthening

Verbal strengthening is the usual reinforcement expressed by using words of praise, appreciation, approval, and act. Through these words students will feel

¹⁸Hamza B.Uno, *Orientasi Baru Dalam Psikologo Pembelajaran*, (Jakarta: PT Bumi Aksara, 2006), p. 168.

¹⁹Hamza B.Uno, *Orientasi Baru dalam Psikologi Pembelajaran*. P 180.

satisfied and encouraged to be more active in learning. Indicator verbal reinforcement namely:

1. Reinforcement words conveyed by the teacher strengthening given to students the form of words course, this done in a short easy to understand so students easily catch responses from the teacher.
2. Reinforcement sentences delivered by the teacher the feedback given by the teacher is in the form of a series words or sentences to clarify the arrangement of words available, so students can understand abilities and the reason why the teacher gives this reinforcement.

2.3.3.2 Nonverbal Strengthening

1. Gesture reinforcement, such as a nod or shake of the head, smile, wrinkle the forehead, thumbs up, face cloudy, sunny face, eyes cool friends or sharp look.
2. A manner approaching reinforcement, the teacher approached the students to express concern and pleasure to learning, behavior, or appearance audience learners. For example, a teacher standing next to learners, walking towards learners, sitting near a person or a group of learners, or walking on the side of the learners. This function adds reinforcement verbal reinforcement.
3. The touch reinforcement, teacher may express approval and appreciation of the efforts and performance of learners by way of patting the shoulder or shoulder learners, shaking hands, hand-picked students who are in the game. Its use should be considered carefully to suit the age, gender, and local cultural background.
4. Providing fun activities by reinforcement, teachers can use the activities or tasks that are favored by learners as reinforcement. For example, a student who shows progress in music lessons designates as leader in her school choir.

5. Form of symbol or object reinforcement: this reinforcement is done by using various symbols in the form of objects such as picture cards, plastic star, badge, or written comments on the book of learners. It's not too often used to prevent it from happening habit learners expect something as a reward.
6. If the student gives an answer that is only partially true, not directly to blame teachers ought to learners, in these circumstances the teacher should use or provide reinforcement is not full (partial). For example, if only partially correct answer, should the teacher stated, "yes, your answer is good, but it still needs to be refined" so that the students know that the answer is not entirely wrong, and he got the urge to improve it.

2.3.4 The principle of reinforcement

2.3.4.1 Warmth and enthusiasm

Teacher's attitudes and styles, including voice, gestures, and body movement, will show their warmth and enthusiasm in providing reinforcement. Thus not happen impression that teachers are not sincere in providing reinforcement for not accompanied by warmth and enthusiasm.

2.3.4.2 Meaningfulness

Reinforcement should be provided in accordance with the behavior in the appearance of the learners so that he understands and believes that he should be strengthened. Thus it is significant strengthening divide that clearly not happen otherwise.

2.3.4.3 Avoid the use of negative respond

Although reprimand and punishment call still be used, given the negative response in the form of teacher comments, jokes insulting, abusive taunts should be avoided because it will discourage learners to develop themselves. For example, if a

student can't give the expected answer, teachers do not directly blame him, but could catapult questions to the learners.

2.3.5 Term of reinforcement requirements

Implementation of effective reinforcement when a teacher may consider the terms of the following condition:

2.3.5.1 Presenting strengthening (reinforcement) instantly.

Presentation of reinforcement immediately after the action or behavior lasting, more effective than delayed presentation. The reason is that behavior has not been inserted by another's behavior at the time of getting the amplifier. Consequently, effect amplifier will be clear and not shared with other behaviors.

2.3.5.2 Choosing the right amplifier.

Not all reward can be a positive reinforcement (positive reinforcement). To find an effective reinforcement for certain subjects, the search should start from the most natural amplifier for the subject and situation, and if not found, then slowly move to the amplifier are artificial. The amplifier in the form of speech (thanks, appreciation, or praise) reasonable given in various situations. But this amplifier is not always effective in every situation and every person. There are various alternatives that can be used as reinforcement, i.e. food, concrete objects that can be exchanged as an amplifier, activities, and actions are social.

2.3.5.3 Set the situational conditions

The current situation is given amplifier affects the success of the reinforcement. Selection of the right circumstances has a positive impact on the formation and increasing the expected behavior. Not all behaviors need to be repeated every time. Many behaviors that have been established, maintained, or

increased only match held on situational conditions (time, circumstances, and place) specific.

2.3.5.4 Determine the quantity of amplifier

Quantity booster amplifier is the numbers that will be given each time behavior emerge strengthened. Decisions about the quantity amplifier depend on several considerations. Considerations include a wide amplifier, deprivation circumstances, and business considerations that must be spent to get the reinforcement.

2.3.5.5 Choosing quality or novelty amplifiers

Most people will choose something new and of high quality. Something new is likely to relieve boredom or burnout, so it can be a powerful amplifier. Instead something new can also give rise to doubts or fears as ineffective as an amplifier.

2.3.5.6 Giving examples amplifier

Amplifier new or unknown can't be effective because it can lead to doubts or fears. Because it sometimes needs to be introduced first by example (given the opportunity to taste). When the subject has felt the joy of the amplifier, the stimulus can begin tried as an amplifier.

2.3.5.7 Handle competition association

Reinforcement or punishment befall many behaviors a person, in the form of reactions. From the environment and yourself on behaviors. Some reactions are stronger than other reactions, some competing, giving rise to conflict. In general, reactions that provide support to the fulfillment of the necessities of life (food, clothing, and shelter) are more powerful than any other influence.

2.3.5.8 Set the Schedule Strengthening

Schedule of reinforcement is adopted rules in deciding between the given amplifier many times a behavior arises, when or which one will get the amplifier. Various schedules of reinforcement are a continuous reinforcement schedule (continuous reinforcement schedule or CRS) is a given continuous reinforcement each target behavior arises, and intermittent reinforcement schedule or partial reinforcement schedule (intermittent reinforcement schedule or IRS) is the reinforcement provided is kept consistently every time the target behaviors arises. So only partially got amplifier.

2.3.5.9 Effect controls handle cons

Counter control is the control or influence of conscious or unconscious doing by the subject of the person who gave reinforcement. Counter control will reduce the effectiveness of the amplifier, as it will encourage compassion or mercy that ultimately less amplifier works well.

2.3.6 How to use reinforcement

2.3.6.1 Reinforcement to certain persona

Reinforcement should be clear to whom it is addressed because if not, it will be less effective. Therefore, before providing reinforcement, the teacher beforehand naming learners concerned staring at him.

2.3.6.2 Strengthening the group

Reinforcement should be given immediately after the appearance or behavior of learners expected response. Strengthening the delayed administration tends to be less effective.

2.3.6.3 Giver reinforcement immediately

Reinforcement should be given immediately after the appearance or behavior of learners expected response. Strengthening the delayed administration tends to be less effective.

2.3.6.4 Variations in the use of reinforcement

Type or kind of reinforcement that is used should be varied, not limited to one type of course as this will lead to boredom and over time will be less effective.

In a class of teachers often do not provide reinforcement to the learner and very seldom we find a teacher to give praise or give a thumbs up to students who successfully answer the question that has been given, as we all know that one of the competencies that must be owned professional a teacher is to provide reinforcement to students so they will get a motivation to improve their learning ability.

How does the mechanism of being the development of learners due to reinforcement? Maslow ever says that every human being has a hierarchical needs ranging from physical needs, security, respect, love and be loved, actualizes themselves, and the need for knowledge. Actually, reinforcement that teachers give is one way to meet the needs of valued, loved even as one as same shape.²⁰

Subject of study have proved that self-actualization has been eminently successful fulfilled then learners will feel the satisfaction that will encourage him to re-do things in the classroom when one of the students who naughty given reinforcement for such learners by chance can answer question, show annoying habit when school hours been reduced even such learners turned into active learners and participation when questions are given to all students in the class.

²⁰Oemar Hamalik, *Perencanaan Pengajaran Berdasarkan Pendekatan System* (Jakarta:PT Bumi Aksara,2009), p.156.

2.3.7 The advantages of using reinforcement

2.3.7.1 To increase the attention of students towards learning

2.3.7.2 Streamline or simplify the learning process

2.3.7.3 Control or change attitudes interferes with the learning behavior productive.

2.3.7.4 Directing to good ways of thinking or divergent and own initiative.²¹

Reinforcement is applied by English education teachers is expected to improve the quality of education to learn English whether it be speaking, reading, writing, and act. So that learning can be run with the condition into existence as a response to the successful educator of learners in the learning process.²²

To motivate someone or this case is the student, can be performed by applying a strategy to maintain and reinforce the desired behavior. Efforts to maintain these behaviors can be done by providing reinforcement. If you want to weaken the response should not be given further reinforcement. Thus, in other words, a process has gone. Teachers are highly recommended to use positive reinforcement from the opposite response that can prevent desirable responses.

English is one of the subjects in junior high school and one of the subjects that are considered difficult by some students. So students need reinforcement by teachers so that students who are motivated to learn English can maintain their ability to speak them and the students who have not been able to speak English well may be motivated to learn English because punishment is negative reinforcement, but when given correctly and wise can be used as a motivational tool. Therefore, Teachers must truly understand the principles of sentencing.

²¹Buchari Alma, *Guru Profesional, Menguasai Metode dan Terampil Mengajar*. (Bandung: Alfabeta, 2008), P. 41.

²²Hamza B. Uno, *Orientasi Baru dalam Psikologi Pembelajaran*, p. 210.

2.4 Previous Research findings

Many researchers have reported to expose the identification of the student attitudes and interest in learning English to make the teaching and learning process more effective. Some of the researcher findings are cited concisely below.

Erma Yuliani has conducted a research with the title “giving reinforcement to motivate the students at SMA 5 Lembang”. She found that there was an effect of giving reinforcement on student motivation at SMA 5 Lembang after using reinforcement.²³

Pratiwi Wahyu Nugraheni has conducted with the title “the effect of reinforcement application and learning facility on the learning achievement study of economy of X graders of SMAN Klego Boyolali”²⁴. She found that there is a significant effect of reinforcement application on the learning achievement study of economy.

Based on the findings derived from the results of this research, the writer conclude that use of reinforcement is very effective in the teaching and learning process because it increases the motivation of students in speaking. There are previous researchers different from this research. This research focus on reinforcement in speaking while research written previously focused on general learning.

²³Erma Yuliani, *Giving Reinforcement to Motivatie the Students at SMA 5 lembang*, (Skripsi, 2013).

²⁴Pratiwi Wahyu Nugraheni, *The Effect of Reinforcement Application and Learning Facility on the Learning Achievement Study of Economy of X Graders of SMA N 1 Klego Boyolali*, (Skripsi, 2011).

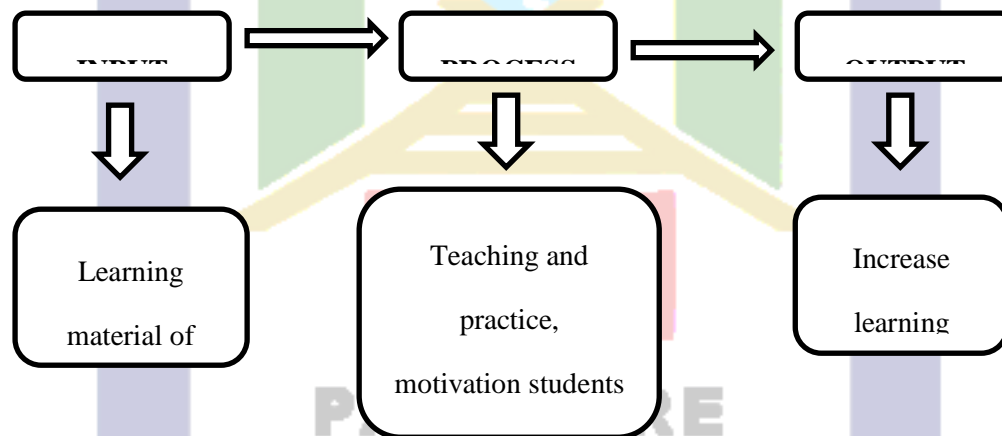
2.5 Conceptual framework

Since English as a foreign language in Indonesia, the teaching of English is still limited. Therefore, the teacher of English should create activities to be implemented in the classroom to stimulate the student's interest to practice English.

The teacher's responsibility is to create a situation and a good atmosphere that provide opportunities and stimulate students to communicate and participate actively with the little English that they may have in their learning.²⁵

The concept as descriptive of the research frame made us to more understand the basic, process and target in this research.

The theory which supported this research could be shown was logical clear connection as follows:



In the following the three in components will be explained

Input : It refers to learning material of English ability.

Process : Implementation reinforcement increasing motivation the students in learning speaking

Output : It refers to find out increase learning speaking.

²⁵Byrne, *Teaching Oral English* : Longman Hand Books for Language Teacher. London:Longman Group. 1986.

2.6 Hypothesis

Based on the theoretical point of view, the tentative answers of the research problem are formulated in the following hypothesis:

2.6.1 The null hypothesis : Reinforcement does not affect the students motivation in learning speaking of SMPN 3 Batulappa.

2.6.2 The alternative hypothesis : Reinforcement affects the students motivation in learning speaking of SMPN 3 Batulappa.

Hopefully, this research is conducted by the researcher can be problem solving either the students as receiver or the teacher as a transformer of teaching English.

2.7 Variable of the Research

There are two variables involved in this research, namely independent variable and dependent variable.

2.7.1 Independent variable

Independent variable of this research was reinforcement used to motivate students in learning speaking.

2.7.2 Dependent variable

The dependent variable of this research students motivation in learning speaking.

2.8 Definition of variable

Speaking is an oral skill which is used to communication with each other in the expressing ideas, intention, feeling, opinions, etc.²⁶

²⁶Asma Kamaruddin, *Increasing Transactional Speaking Skill through Group Discussion by Using Rangking Exercise for Eleventh Grade of MAN 2 Parepare*. (STAIN Parepare, 2004),p. 27.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The method of this research was pre-experimental design that applied one group of pre-test and post-test. In this research, treatment given between pre-test (01) and post-test (02). The design is presented as follows:

$$E = 01 \quad x \quad 02$$

Where:

E : experimental class

01 : Pre-test

02 : post-test

X : Treatment²⁷

3.2 Population and Sample

3.2.1 Population

The population of this research Class VIII at SMPN 3 Batulappa in academic year 2019/2020.

Table 3.1 Population of the second grade students of SMPN 3 Batulappa

No	Class	Total
1	VIII	21

²⁷Gay. L.R. *Education Research Competencies for Analysis and Application*. (Second Edition, Colombus: Penerbit: Charles Merrill: 1981).p. 281.

3.2.2 Sample

The researcher took VIII.1. The sample was selecting by total sampling because a sampling technique where the number of samples is equal to the population

3.3 Instrument of the Research

In this research, the researcher used speaking test as an instrument. The test was applied in pre-test and post-test to find out the students ability before and after joining the treatment.

3.4 The Procedure of Collecting Data

3.4.1 Pre-test

The pre-test was given to the students before the treatment on the first meeting. The research gave pre-test for 60 minutes to find out student motivation in learning speaking. This pre-test the researcher knows the motivation of the students in learning speaking before using reinforcement.

3.4.2 Treatment

After giving pretest the researcher gave students treatment. The treatment was given in five meetings in the classroom.

3.4.4.1 The first meeting

The researcher gave motivation about the importance of learning English before begin learning. The researcher introduced the material, and then the researcher asked the learners to choose the pictures that more they like and asked them to explain their picture one by one in front of their class. Then the researcher called all of the students to clap their hands to the student that has explained the pictures.

3.4.4.2 The second meeting

The researcher gave story to the students as motivation in learning English and then the researcher gave a text as story like a “flower” and explained in front of their class after they understood the story. The researcher asked the learners to find their couple and make a dialogue about the story with following some questions. After the researcher see the students way to explain the material that given, researcher gave a positive respond to the student like saying “amazing, very good” ect. So the students explained the material feel that he can explain the material well then the students feel spirit to increase their knowledge.

3.4.4.3 The third meeting

The researcher reviewed the materials that given at the previous meeting, the researcher gave the story to the students as motivation in learning and gave a text as story like “water boom” and explained in front of their class after they understood the story. The researcher asked to the learners to find their couple and make a dialogue about the story with following some questions. After the researcher saw the students way to explain the material that given, researcher gave positive respond to the student like saying “right, great, nice” ect. So the students explain the material feel that he can explain the material well then the students feel the spirit to increase their knowledge.

3.4.4.4 The fourth meeting

The researcher reviewed the materials was given at the previous meeting, the researcher asked students to bring their favorite pictures and explained in front of their class and make a dialogue about the pictures with following some question. The researcher gave positive respond to the student like “smile and thumbs up”.

3.4.4.5 The fifth meeting

The researcher introduced some pictures to the students where pictures as pictures of the story that we have been explained at the same meeting. The researcher asked to the students to explain the picture based on the story that they have been read without see or read story again and follow the direction at the top of the picture, then the researcher watch the students ability to understand the pictures and the researcher also give reinforcement like applause or the word like motivation to the students that explain the picture that has given so the students feel proud and finally the students have their self-confidence and increase their knowledge.

3.4.5 Post-test

Post-test was given by the researcher after doing the treatment to know whether or not using reinforcement effective to motivate the students in learning speaking. The research gave the same method with the test in pre-test but different picture.

3.5 Technique of Data Analysis

In this research, the researcher was applied quantitative analysis. This quantitative analysis employed statically calculation to test the hypothesis.

Table 3.2 Scoring formulation for student speaking

Component features	Score	Criteria
Fluency	9-10	Directly speaking completely
	7-8	Speaking completely while thinking
	5-6	Directly speaking but not complete
	3-4	Speak while thinking but not complete
	1-2	Speak nothing right
Accuracy	9-10	No mistake

	7-8	One inaccurate word
	5-6	Two inaccurate word
	3-4	Three inaccurate word
	1-2	More than three inaccurate word
Vocabulary	9-10	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
	7-9	Can understand and participate in any conversation within the ranger of his experience with a high degree of precision of vocabulary.
	5-6	Able to speak the language with suggicient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
	3-4	Has speaking vocabulary sufficient to express him self simply with some circumlocutions.
	1-2	Speaking vocabulary inadequate to express anything but the most elementary needs.
Pronunciation	9-10	Very good pronunciation
	7-8	Good pronunciation

	5-6	Fair pronunciation
	3-4	Poor pronunciation
	1-2	Very poor pronunciation ²⁸

Some formulas will be applied in this research to process the data follows:

- 1) Scoring the students correct answer of pre-test and post-test

$$\text{Score} = \frac{\text{Students score}}{\text{Max score}} \times 100$$

- 2) Classifying the students score in to the following criteria:

Table 3.3 Classification score

Score	Classification
81-100	Very good
61-80	Good
41-60	Fair
21-40	Poor
≤20	Very poor ²⁹

- 3) Calculating the frequency and percentage of the students:

$$P = \frac{F}{N} \times 100\%$$

²⁸Halifa Pandu, Teaching Speaking Through Rotating Roles Technique of The Second Year of Students at MTS DDI BONTOL PERAK PANGKEP (Unpublished Skripsi STAIN Parepare, 2012), P. 47.

²⁹Suharsimi Arikuntu, *Dasar-dasar Evaluasi Pendidikan*, Edisi Revisi; (Jakarta: Bumi Aksara. 2009), p.245.

Where:

P = Percentage

F = frequency

N = Total Number of Sample³⁰

- 4) Finding out the mean score of the students pre-test and post-test using this formula:

$$\bar{x} = \frac{\sum X}{N}$$

Where:

\bar{x} = Mean score

$\sum x$ = The sum of the all score

N = Total number of sample³¹

- 5) Finding out the standard deviation by using the following formula:

$$SD = \sqrt{\frac{\sum X^2 - (\sum X)^2}{N-1}}$$

Where:

SD = Standard deviation

$\sum x^2$ = The sum all square

N = The total number of students

$(\sum x)^2$ = The sum square of the sum of square³²

- 6) Finding the significant difference between the mean score pre-test and post-test by calculating the value of the test using the following formula :

³⁰L.R. Gay, *Educational Research Competencies for Analysis and Application*, p. 225.

³¹L.R. Gay, *Educational Research Competencies For Analysis and Application*, p. 298.

³²L.R. Gay, *Educational Research Competencies For Analysis and Application*, p. 298.

$$t = \frac{D}{\sqrt{\frac{\sum x - \frac{(\sum x)^2}{n-1}}{N(N-1)}}$$

Where: t = Test of significant

D = Mean score

$\sum D$ = The sum of different score

N = The total number of the sample³³



³³L.R. Gay, *Educational Research Competencies For Analysis and Application*, p. 331.

CHAPTER IV

FINDING AND DISCUSSION

4.1 FINDING

This chapter deals with the presentation of data analysis as well as the describe on the result of data analysis, if we see the instrument used in this research, the data collected as put forward in the previous chapters, namely objective test consists of pre-test and post-test in describe pictures, the data were analysis in order to describe the students ability in the speaking through describe pictures.

Table : 4.1 The Students Score in Pre-test

No	Name	Score (X1)	X_1^2
1	Lisma	42	1764
2	Linda	25	625
3	Nurul	62	3844
4	Ratna	25	625
5	Asnita	25	625
6	Aisah	30	900
7	Rika	65	4225
8	Amina	35	1225
9	Aziza	25	625
10	Ayu	30	900
11	Citra	45	2025
12	Rizki	61	3721
13	Asraf	45	2025

14	Yusuf	25	625
15	Rasya	42	1764
16	Asim	30	900
17	Adrian	32	1024
18	Imran	61	3721
19	Sainal	30	900
20	Syahrul	35	1225
21	Ali	25	625
	Score		33913

Based on the above table, the writer presented a table about the classification, frequency, and percentage of student score in the following 4.2

Table 4.2 The Frequency and Percentage of the Result Pre-test

No	Classification	Score	Frequency	Percentage%
1	Very good	81-100	0	0%
2	Good	61-80	4	19.04%
3	Fair	41-60	6	28.57%
4	Poor	21-40	11	52.38%
5	Very poor	≤ 20	0	0%
			21	100%

The table shows that, there were 4 (19.04%) out of 21 students got the classification “Good”, 6 (28.57%) out of 21 students got the classification “fair”, and 11 (52.38%) got the classification “poor”.

Table 4.3 The Result Students Score on Post-test

No	Name	X_2	X_2^2
1	Lisma	65	4225
2	Linda	55	3025
3	Nurul	85	7225
4	Ratna	50	2500
5	Asnita	62	3844
6	Aisah	62	3844
7	Safitri	85	7225
8	Amina	62	3844
9	Aziza	62	3844
10	Ayu	55	3025
11	Citra	70	4900
12	Rizki	85	7225
13	Asraf	82	6724
14	Yusuf	85	7225
15	Rasya	65	4226
16	Asim	81	6561
17	Adrian	62	3844
18	Imran	85	7225
19	Sainal	50	2500
20	Syahrul	62	3844
21	Ali	55	3025

Score	99900
-------	-------

Table 4.4 The Frequency and Percentage of the Result Post-test

No	Classification	Score	Frequency	Percentage%
1	Very good	81-100	7	33.33%
2	Good	61-80	9	42.86 %
3	Fair	41-60	5	23.80%
4	Poor	21-40	0	0%
5	Very poor	≤20	0	0%
			21	100%

The table shows that, there were 7 (33.33%) out of 21 students got the classification “very good”, 9 (42.86%) out of 21 students got the classification “good”, and 5 (23.80%) out of 21 students got the classification “fair”.

Based on the table above, its mean that the rate percentage of the students score speaking in post-test is varied. Five students got higher score and there is no students got lowest score.

The mean score of the pre-test and post-test was tabulated as follows:

$$1) X_1 = \frac{\sum X_1}{N} = \frac{795}{21} = 37.85$$

$$2) X_2 = \frac{\sum X_2}{N} = \frac{1425}{21} = 67.85$$

Table 4.5 The Mean Score Pre-test and Post-test

Test	Mean score	Classification
Pre-test	37.85	Poor
Post-test	67.85	Good

From the result data above shows that the mean score obtained by the students was different. The result of post-test was higher than pre-test. It's proved by the mean score of the post-test 67.85 while the mean score of pre-test 37.85 it means that after gave treatment by using describe pictures, the students score obtained increased and the classification of post-test was good.

The calculating score of the pre-test and post-test

Table 4.6 The Worksheet of the Calculating Score of Pre-test and Post-test

No	X ₁	X ₂	D	D ²
1	42	65	23	529
2	25	55	30	900
3	62	85	23	529
4	25	50	25	625
5	25	62	37	1369
6	30	62	32	960
7	65	85	20	400
8	35	62	27	729
9	25	62	37	1369
10	30	55	25	625
11	45	70	25	625
12	61	85	24	576
13	45	82	37	1369
14	25	85	60	3600
15	42	65	23	529

16	30	81	50	2500
17	32	62	30	900
18	61	85	24	576
19	30	50	20	400
20	35	62	27	729
21	25	55	30	900
N	795	1425	629	20739

Table 4.7 Standard Deviation

No	Test	Standard deviation
1	Pre-test	17.29
2	Post-test	63.08

To find out degree of freedom (df) the researcher used the following formula :

$$Df=N-1$$

$$Df=21-1$$

$$Df=20$$

Table 4.8 The Test of Significant

Variable	t-test	T-table value
Pre-test and post-test	4.51	1.725

The data above means that it can be obtained on t or t-table significance 5% was 1.725. If it compared with the result of t-test was 4.51, so it can be know that is t-test higher than t-table $4.51 \geq 1.725$. Because the result of t-test was higher than t-table, so H_0 was rejected. It means that there was significance difference in speaking between before and after through reinforcement to motivate the students in learning

speaking. The reinforcement given to motivate students in speaking is reinforcement such as verbal and non verbal reward so students felt happy because the results of their efforts are valued. The award may be applause, praise, smile, and others. The happy feeling of course have a positive influence on students motivation, specially speaking learning.

Based on the result above, it convinces that through reinforcement able to motivate the students speaking.

4.2 Discussion

In this section, the discussion deals with the techniques applied in teaching speaking English. The use of reinforcement to motivated the students speaking at SMPN 3 Batulappa, the researcher got result from the research that through reinforcement gave influence for the students to interest in learning speaking. The students can be increased their speaking because it is also helped by learning speaking based on their experience and they easier to explain. This is shown by the result of students mean score.

The finding trough the pre-test shows us that most the show of the students had low in English speaking, while finding trough post-test shows us that most of the students had fairly good in English speaking. It was illustrated by the increase of the students score, in which none the students got very good in pre-test, but increased in post-test.

The mean score of the students pre-test was 37.85 with standard deviation 17.29 and 67.85 with standard deviation 63.08 in the post-test. The comparison between the mean score in pre-test and post-test showed a difference and increased then before. According to the data analyzing above, it showed that the score in post-test was higher than the score in pre-test.

Result of the percentage in post-test of students score above, speaking by using reinforcement at SMPN 3 Batulappa was increase. This means that the students speaking developed after being given treatment.

Through the students ability developed after being given treatment by using reinforcement is still far from the satisfaction. The research found that the most of the students made mistakes on the how to express all of the items of speaking skill component; fluency accuracy, and pronunciation. But, it does not meant that they do not get better in English speaking.

That statement was supported by the calculation of the mean score on pre-test and post-test. The result shows us that before giving the students treatment, their score was categorizes in poor classification with the mean score 37,85. After giving the treatment, their speaking had improved with mean score 67.85 which is categorized fairly good classification. This means that the average score of the students had significant development.

The researcher was researcher was strengthening by the finding on the calculation of t-test value, in which the t-test gotten was 4.51. It was compared to the t-table value was got 1.725. This means that t-test value was better than t-table value or we can say there is significant difference between students speaking before and after the researcher gave reinforcement.

To know what is the hypothesis receipt between alternative hypothesis (H_a) and null hypothesis(H_o), the researcher used t-test to calculating result showed that on the t-test value 4.51 was greater than the t-table value 1.725 with degree of freedom $N-1(21-1)$. It means the H_a concluded that use reinforcement in teaching English can increase the students speaking at SMPN 3 Batulappa was accepted while the null hypothesis rejected.

Before the researcher gave reinforcement to the students, they are face same problem in speaking.

1. The students were afraid to speak English because they did not want to make any mistake.
2. The students had less vocabulary so that they could not speaking English effectively.
3. The students had lack of motivation and awareness in learning English.

For the first meeting the researcher gave motivation about the important learning English before begin to learn. The researcher introduced the material that would be learn, and then the researcher asked to learners to choose the picture that more they like and asked them to explain their picture one by one in front of their class. Then the researcher called all of the students to clap their hands to the students that has explained the pictures. So the students feel proud with their selves and increase their spirit in study.

The second and meeting the researcher gave story to the students as a motivation in learning English, and then the researcher gave a text as story and explained in front of their class after they understood the story, the researcher asks to the learners to find their couple and make a dialogue about the story with following some question. After the researcher saw the students way to explain the material that has given, the researcher gave positive respond to the students like saying “good” so the students that has explain the material feel that he can explain the material then the students feel spirit to increase their knowledge because they god good appreciation.

The third meeting The researcher reviewed the materials that given at the previous meeting, the researcher gave the story to the students as motivation in learning and gave a text as story and explained in front of their class after they

understood the story. The researcher asks to the learners to find their couple and make a dialogue about the story with following some questions. After the researcher saw the students way to explain the material that has given, the researcher gave positive respond to the student like saying “right, great, nice” ect. so the students explain the material feel that he can explain the material then the students feel the spirit to increase their knowledge.

The fourth meeting the researcher reviewed the materials that given at the previous meeting, the researcher gave the story to the students as motivation in learning, the researcher asks to students explained their favorite in front of class. The researcher gave positive respond to the student like “smile and thumbs up”.

The last meeting the researcher introduced some pictures to the students where the pictures as pictures of story that we have been explained at the previous meeting. The researcher asked to the students explain the picture based on the story without see a text and follow the direction at the top of the picture. The researcher also gave reinforcement like applause or the word like motivation, so the students feel proud and finally the students have their-confidence and increase knowledge because they feel like a great motivation from the researcher.

All of the material was very interesting for the students, because the material was familiar make them interest to express their idea and speak up more. They got improvement from their speaking. It could be seen from their post-test.

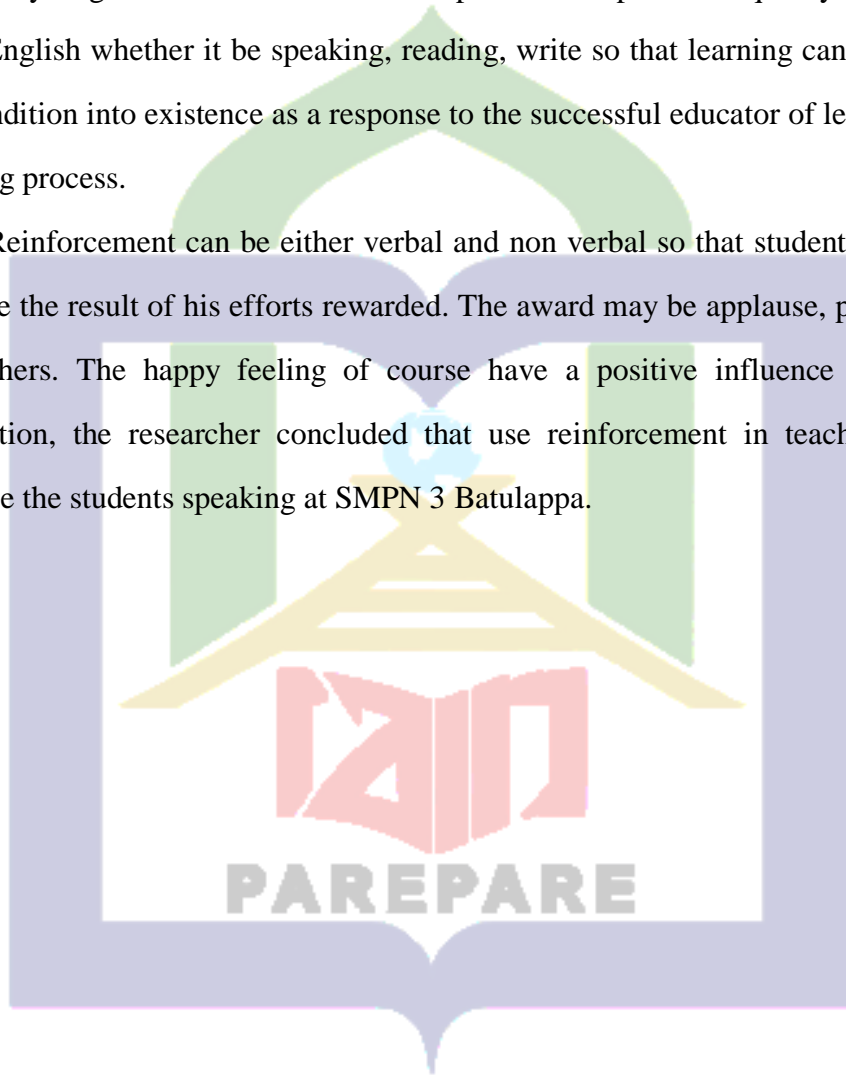
Beside that there was improvement which was achieved by students of SMPN 3 Batulappa namely:

1. The students speak more fluency because they felt fun and more confident to face the material. They were not afraid to say something in English even though sometimes they made mistake.

2. The students easily mastered the material because describe picture gave interesting material for them.

Based on the finding above and the theory in chapter II Reinforcement is applied by English education teacher is expected to improve the quality of education learn English whether it be speaking, reading, write so that learning can be run with the condition into existence as a response to the successful educator of learners in the learning process.

Reinforcement can be either verbal and non verbal so that students feel happy because the result of his efforts rewarded. The award may be applause, praise, smile, and others. The happy feeling of course have a positive influence on students motivation, the researcher concluded that use reinforcement in teaching able to increase the students speaking at SMPN 3 Batulappa.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented of two parts namely conclusion and suggestion. The conclusion was based on the research finding and discussion. The suggestion was based on the conclusion.

5.1 Conclusion

The influence of reinforcement to motivate the students in learning speaking at SMPN 3 Batulappa. It was proved by the data showed that the mean score of pre-test was 37.85 and the mean score of post-test was 67.85 it means that, there was significant improvement of the students speaking by using reinforcement.

Finally, the using reinforcement could help the students in learning English material because this strategy was interest and ease to learn.

5.2 Suggestion

Based on the research, the writer gives suggestion as follow:

- 5.2.1 The English teacher should give high motivation to the students in learning English, so that they can improve their speaking.
- 5.2.2 The teacher, should be using reinforcement strategy in teaching English speaking as one precisely alternative. Strategy in teaching English speaking as one way to motivate and stimulate the students in learning English vocabulary.

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PAREPARE



THE INSTRUMENT OF PRE-TEST AND POST-TEST



INSTRUMENT Pre-Test

1. What is the name of this interesting place ?
2. Why do you like this place ?
3. What do you feel about this place ?
4. Can you tell your unforgettable moment when you went to this place?



INSTRUMENT Post-Test

1. What pictures is this ?
2. What is the fuction of the building of this picture ?
3. Can you explain what time do you visit this building in all day ?
4. Please explain what do you know about this picture ?





The standard deviation of the students pre-test and post-test was tabulated as follows:

- 1) Standard deviation of pre-test

$$SD = \frac{\sqrt{\sum X^2 - (\sum X)^2}}{N-1}$$

$$SD = \frac{\sqrt{33913 - (795)^2}}{21-1}$$

$$SD = \frac{\sqrt{33913 - 632025}}{20}$$

$$SD = \frac{\sqrt{598112}}{20}$$

$$SD = \sqrt{29905,6}$$

$$SD = 17,29$$

- 2) Standard deviation of post test

$$SD = \frac{\sqrt{\sum X^2 - (\sum X)^2}}{N-1}$$

$$SD = \frac{\sqrt{99900 - (1425)^2}}{21-1}$$

$$SD = \frac{\sqrt{99900 - 2030625}}{20}$$

$$SD = \frac{\sqrt{79594}}{20}$$

$$SD = \sqrt{3979,7}$$

$$SD = 63,08$$

The result computation of T-test and T-table value was tabulated as follows:

$$D = \frac{\sum D}{N} = \frac{629}{21}$$

$$t = \frac{D}{\sqrt{\frac{\sum x - \frac{(\sum x)^2}{n-1}}{N(N-1)}}$$

$$t = \frac{29,9}{\sqrt{\frac{20739 - \frac{(679)^2}{21-1}}{21(21-1)}}$$

$$t = \frac{29,9}{\sqrt{\frac{20739 - \frac{461,041}{20}}{21(20)}}$$

$$t = \frac{29,9}{\sqrt{\frac{20739 - 23,05}{420}}$$

$$t = \frac{29,9}{\sqrt{\frac{1843,4}{420}}}$$

$$t = \frac{29,9}{\sqrt{43,89}}$$

$$t = \frac{29,9}{6,62}$$

$$t = 4,51$$

Thus, the t-test value is 4,51



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama sekolah : SMPN 3 Batulappa

Mata Pelajaran : Bahasa Inggris

Pertemuan : Ke-1

Kelas : VIII.1

Alokasi Waktu : 2 x 45 menit

A. Standar Kompetensi

Mengungkapkan ide-ide atau gagasan, membaca, menghafal, berbicara dan mendengar

B. Kompetensi Dasar

Mengungkapkan ide atau gagasan dalam bentuk lisan dengan menggunakan tata bahasa yang baik dan benar

C. Indikator Pencapaian Kompetensi

1. Siswa mampu mengungkapkan ide-ide atau gagasan dalam bentuk tulisan
2. Siswa mampu memahami makna dari ide idenya dan menjelaskan di depan kelas

D. Tujuan

1. Agar siswa mampu mengungkapkan hasil fikirannya sendiri dalam bentuk lisan
2. Siswa mampu mengaplikasikan hasil pikirannya di depan kelas

E. Materi Ajar

Describing the picture

F. Metode Pembelajaran

Total physical response (TPR)

Guru memberikan penguatan (Reinforcement) dalam proses pembelajaran berlangsung

G. Langkah-Langkah Kegiatan

1. Kegiatan Pendahuluan

- a. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.
- b. Guru mengajukan pertanyaan tentang materi bahasa Inggris yang dipelajari atau telah dikenal sebelumnya.
- c. Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai
- d. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.
- e. Guru memberikan motivasi.

2. Kegiatan inti

1. Siswa memahami gambar dan menuliskan sesuai dengan ide atau gagasan yang dimiliki
2. Siswa menjelaskan gambar tanpa membaca tulisannya di depan kelas kemudian siswa yang lain mendengarkan.

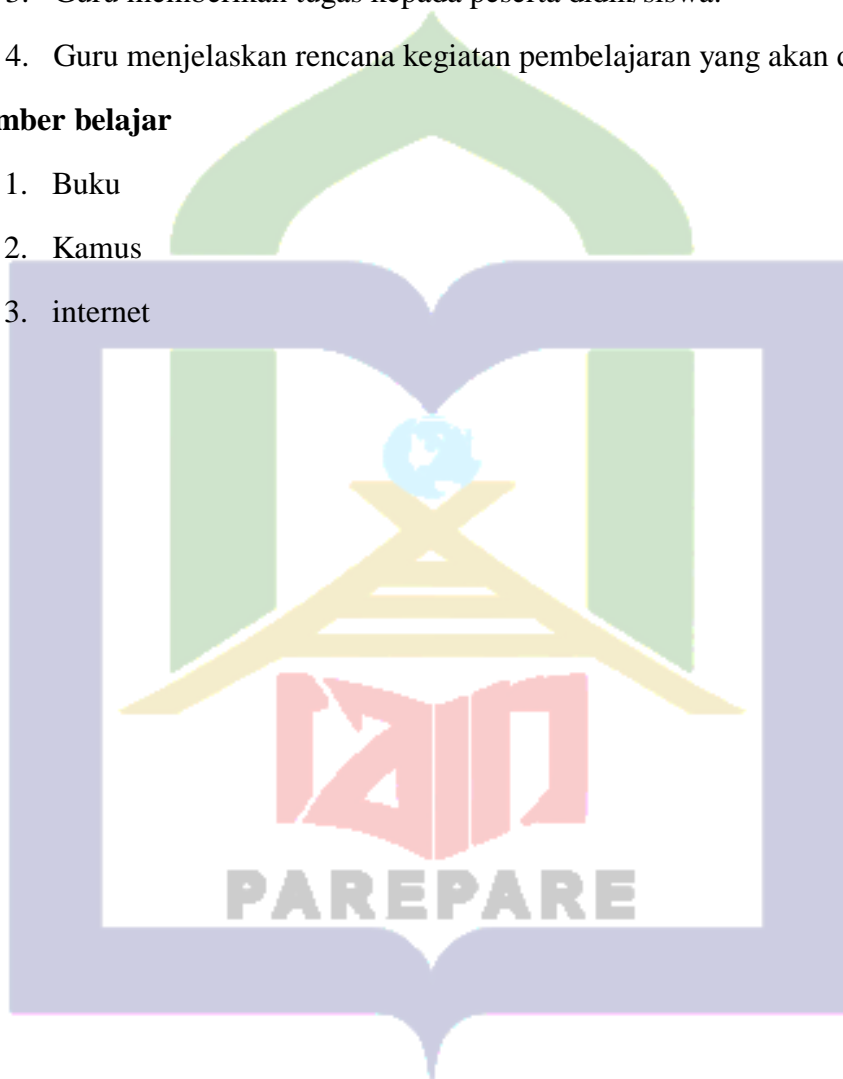
3. Kegiatan penutup

1. Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.

2. Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
3. Guru memberikan tugas kepada peserta didik/siswa.
4. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang

H. Sumber belajar

1. Buku
2. Kamus
3. internet



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama sekolah : SMPN 3 Batulappa

Mata Pelajaran : Bahasa Inggris

Pertemuan : Ke 2-3

Kelas : VIII.1

Alokasi Waktu : 2 x 45 menit

A. Standar Kompetensi

Bercakap, mengungkapkan ide atau gagasan untuk berinteraksi dalam lingkungan dan masyarakat

B. Kompetensi Dasar

Mengungkapkan hasil pikiran dalam bentuk lisan dengan menggunakan aturan bahasa dengan baik.

C. Indikator Pencapaian Kompetensi

1. Siswa mampu mengungkapkan ide-ide atau gagasan dalam bentuk lisan
2. Siswa mampu memahami makna dari ide idenya dan menjelaskan di depan kelas

D. Tujuan

1. Agar siswa mampu mengungkapkan hasil fikirannya sendiri dalam bentuk tulisan
2. Agar siswa mampu mengaplikasikan hasil fikirannya didepan kelas maupun diluar kelas

E. Materi Ajar

Describing the picture : (flower and waterboom)

F. Metode Pembelajaran

Total physical response

Guru memberikan penguatan (Reinforcement) dalam proses pembelajaran berlangsung

G. Langkah-Langkah Kegiatan

1. Kegiatan Pendahuluan

- a. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.
- b. Guru mengajukan pertanyaan tentang materi bahasa Inggris yang dipelajari atau telah dikenal sebelumnya.
- c. Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai
- d. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.
- e. Guru memberikan motivasi.

2. Kegiatan inti

- a. Siswa diminta untuk berpasangan pasang
- b. Guru memberikan lembar pertanyaan kepada setiap siswa
- c. Siswa menuliskan jawaban dari setiap pertanyaan

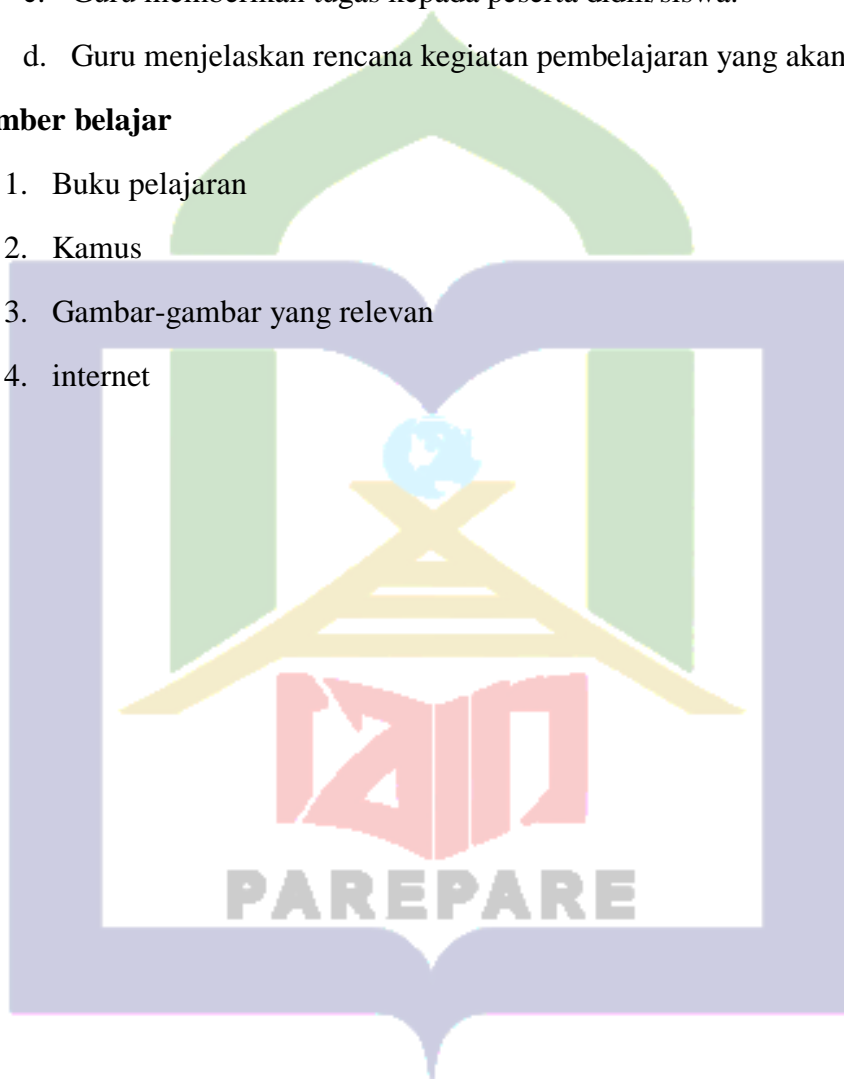
3. Kegiatan penutup

- a. Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.

- b. Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
- c. Guru memberikan tugas kepada peserta didik/siswa.
- d. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang

H. Sumber belajar

- 1. Buku pelajaran
- 2. Kamus
- 3. Gambar-gambar yang relevan
- 4. internet



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama sekolah : SMPN 3 Batulappa

Mata Pelajaran : Bahasa Inggris

Pertemuan : Ke 4-5

Kelas : VIII.1

Alokasi Waktu : 2 x 45 menit

A. Standar Kompetensi

Bercakap, mengungkapkan ide atau gagasan untuk berinteraksi dalam lingkungan dan masyarakat

B. Kompetensi Dasar

Mengungkapkan hasil pikiran dalam bentuk lisan dengan menggunakan aturan bahasa dengan baik dan benar.

C. Indikator Pencapaian Kompetensi

1. Siswa mampu mengungkapkan ide-ide atau gagasan dalam bentuk lisan
2. Siswa mampu memahami makna dari ide idenya dan menjelaskan di depan kelas

D. Tujuan

1. Agar siswa mampu mengungkapkan hasil fikirannya sendiri dalam bentuk tulisan
2. Agar siswa mampu mengaplikasikan hasil fikirannya didepan kelas maupun diluar kelas

E. Materi Ajar

Describing the picture : (menjelaskan gambar yang disukai).

F. Metode Pembelajaran

Total physical response

Guru memberikan penguatan (Reinforcement) dalam proses pembelajaran berlangsung

G. Langkah-Langkah Kegiatan

1. Kegiatan Pendahuluan

- a. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.
- b. Guru mengajukan pertanyaan tentang materi bahasa Inggris yang dipelajari atau telah dikenal sebelumnya.
- c. Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- d. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.
- e. Guru memberikan motivasi.

2. Kegiatan inti

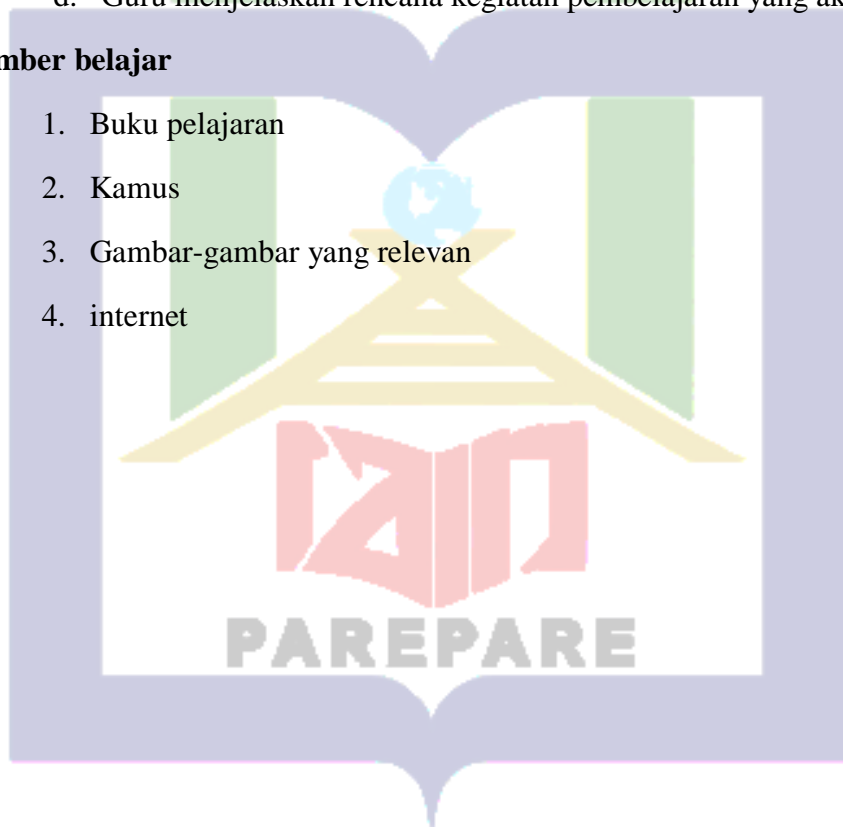
- a. Siswa memahami gambar dan menuliskan sesuai dengan ide-ide atau gagasan yang dimiliki.
- b. Mendiskusikan materi bersama siswa
- c. Siswa menjelaskan gambar tanpa membaca tulisannya di depan kelas kemudian siswa yang lain mendengarkan.

3. Kegiatan penutup

- a. Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
- b. Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
- c. Guru memberikan tugas kepada peserta didik/siswa.
- d. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang

H. Sumber belajar

1. Buku pelajaran
2. Kamus
3. Gambar-gambar yang relevan
4. internet





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

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PO Box 909 Parepare 91100, website: www.iaiparepare.ac.id, email: iaiparepare@iaiparepare.ac.id

Nomor : B.2406 /In.39.5.1/PP.00.9/12/2019
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Izin Pelaksanaan Penelitian

Yth. BUPATI PINRANG
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di KAB. PINRANG

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Rusnaini
Tempat/Tgl. Lahir : Loka, 28 Agustus 1996
NIM : 15.1300.111
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Alamat : Loka, Desa Kaseralau Kec. Batulappa Kab. Pinrang

bermaksud akan mengadakan penelitian di wilayah KAB. PINRANG dalam rangka penyusunan skripsi yang berjudul :

"The Influence Of Reinforcement to Motivate The Students In Learning Speaking At SMPN 3 Batulappa"

Pelaksanaan penelitian ini direncanakan pada bulan Desember sampai bulan Januari Tahun 2020. Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.
Assalamu Alaikum Wr. Wb.

Parepare, 18 Desember 2019
Wakil Dekan I,

Dahlan Thalib



Imbusan :
Rektor IAIN Parepare



PEMERINTAH KABUPATEN PINRANG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
UNIT PELAYANAN TERPADU SATU PINTU
 Jl. Jend. Sukawati Nomor 40. Telp/Fax : (0421)921695 Pinrang 91212

**KEPUTUSAN KEPALA DINAS PENANAMAN MODAL
 DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG**
 Nomor : 503/0025/PENELITIAN/DPMPTSP/12/2019

Tentang

REKOMENDASI PENELITIAN

- Menimbang : bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 27-12-2019 atas nama RUSNAINI, dianggap telah memenuhi syarat-syarat yang diperlukan sehingga dapat diberikan Rekomendasi Penelitian.
- Meningat : 1. Undang - Undang Nomor 29 Tahun 1959;
 2. Undang - Undang Nomor 18 Tahun 2002;
 3. Undang - Undang Nomor 25 Tahun 2007;
 4. Undang - Undang Nomor 25 Tahun 2009;
 5. Undang - Undang Nomor 23 Tahun 2014;
 6. Peraturan Presiden RI Nomor 97 Tahun 2014;
 7. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014;
 8. Peraturan Bupati Pinrang Nomor 48 Tahun 2016; dan
 9. Peraturan Bupati Pinrang Nomor 38 Tahun 2019.
- Memperhatikan : 1. Rekomendasi Tim Teknis PTSP : 0032/RT.Teknis/DPMPTSP/12/2019, Tanggal : 27-12-2019
 2. Berita Acara Pemeriksaan (BAP) Nomor : 0025/BAP/PENELITIAN/DPMPTSP/12/2019, Tanggal : 27-12-2019

MEMUTUSKAN

- Menetapkan : Memberikan Rekomendasi Penelitian kepada :
- SATU : 1. Nama Lembaga : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
 2. Alamat Lembaga : JL. AMAL BAKTI NO. 08 SOREANG, KOTA PAREPARE
 3. Nama Peneliti : RUSNAINI
 4. Judul Penelitian : THE INFLUENCE OF REINFORCEMENT TO MOTIVATE THE STUDENTS IN LEARNING SPEAKING AT SMPN 3 BATULAPPA
 5. Jangka waktu Penelitian : 1 Bulan
 6. Sasaran/target Penelitian : KELAS VIII.1
 7. Lokasi Penelitian : Kecamatan Batulappa
- DUA : Rekomendasi Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 27-06-2020.
- TIGA : Peneliti wajib mentaati dan melakukan ketentuan dalam Rekomendasi Penelitian ini serta wajib memberikan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP selambat-lambatnya 6 (enam) bulan setelah penelitian dilaksanakan.
- EMPAT : Keputusan ini mulai berlaku pada tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan, dan akan diadakan perbaikan sebagaimana mestinya.

Diterbitkan di Pinrang Pada Tanggal 28 Desember 2019



Ditandatangani Secara Elektronik Oleh :
ANDI MIRANI, AP.,M.Si
 NIP. 197406031993112001
 Kepala Dinas Penanaman Modal dan PTSP
 Selaku Kepala Unit PTSP Kabupaten Pinrang

Rp 0,-



**Balai
Sertifikasi
Elektronik**



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Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BSRF



PEMERINTAH KABUPATEN PINRANG
DINAS PENANAMAN MODAL DAN PELAYANAN
TERPADU SATU PINTU
UPT SMPN 3 BATULAPPA

Alamat : Jl. Poros Baruppu Desa Kaseralau Kec. Batulappa

SURAT KETERANGAN

Nomor. *421/08*/SMP.072/2020

Yang betanda tangan di bawah ini :


Nama : Saleng, S.Pd.
NIP : 19730521 200012 1 005
Jabatan : UPT SMPN 3 Batulappa

Menerangkan bahwa yang tersebut namanya dibawah ini :

Nama : Rusnaini
Tempat/TglLahir : Loka, 28 Agustus 1996
Alamat : loka, Kec. Batulappa, Kab. Pinrang
NIM : 15.1300.111
Asal Universitas : Institut Agama Islam Negeri Parepare

Telah selesai melakukan penelitian dalam penyusunan Skripsi pada SMPN 3 Batulappa, kab. Pinrang dengan judul **"THE INFLUENCE OF REINFORCEMENT TO MOTIVATE THE STUDENTS IN LEARNING SPEAKING AT SMPN 3 BATULAPPA"**.

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

Baruppu, 30 januari 2020
UPT SMPN 3 Batulappa

SALENG, S.Pd.
NIP. 19730521 200012 1 005





PAREPARE



CURRICULUM VITAE



RUSNAINI. The writer was born on august 28th 1996 in Loka, Kabupaten Pinrang. She is the second child from four siblings, she has one sister and two brothers. Her father name's is Usman and mother name's is Wati. The first siblings name is Harnita, the third is Muh.Nawir, the fourth is Muh. Imran. Her education background, she began her study on 2003 in SDN 151 Loka Kab.Pinrang, and graduate on 2008. She continued her study in SMP Muhammadiyah Pinrang and graduated on 2011. She continues her study as a student in SMKN 1 Pinrang and graduated on 2014. She continues her study at State Islamic College (STAIN) Parepare but now it was change become State Islamic Institute (IAIN) Parepare. She completed her skripsi with the title "THE INFLUENCE OF REINFORCEMENT TO MOTIVATE THE STUDENTS IN LEARNING SPEAKING AT SMPN 3 BATULAPPA KAB. PINRANG".