CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two sections, namely the finding of the research and discussion of the research. The finding deals with the rate percentage and the students, score obtained through inventory. The discussion section deals with the explanation and interpretation about the findings.

A. Findings

The findings of the research were based on results of the data analysis.

1. Respondent Profile

Respondent in this research involved new members of LIBAM the 3th semester with different major in state Islamic institute of Parepare.

Table 4.1 Respondent Profile in this Research

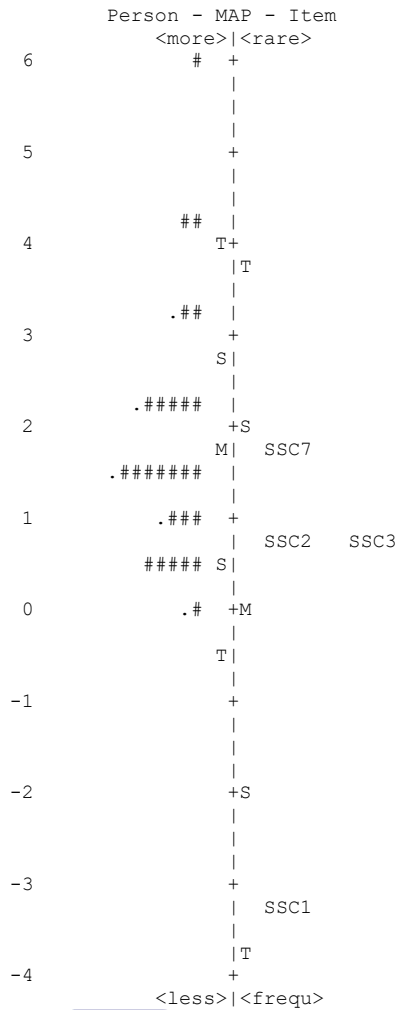| Category	Description
Gender	Male = 16
	Female = 41

Table 4.1 shows that the respondents in the research involved 57 members of Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) the 3th semester with different major of State Islamic Institue of Parepare, which consisted of 16 male and 41 female.

2. The result of characters based on Rasch Model

a. Skill to start conversation

Strengths of skill to start conversation include the way to start the dialogue, make a topic for our conversation more comfortable each other and also small take with the people.

40

Figure 4.1   **Map Item of Skill to Start Conversation**

```
       Person - MAP - Item
         <more>|<rare>
  6         #  +
                |
                |
                |
  5            +
                |
                |
         ##    |
  4            T+
                |T
                |
         .##    |
  3            +
              S|
                |
       .#####   |
  2            +S
              M|   SSC7
     .#######    |
                |
  1       .###  +
                |   SSC2    SSC3
       ##### S|
                |
  0         .#  +M
                |
              T|
                |
 -1            +
                |
                |
                |
 -2            +S
                |
                |
                |
 -3            +
                |   SSC1
                |
                |T
 -4            +
         <less>|<frequ>
```
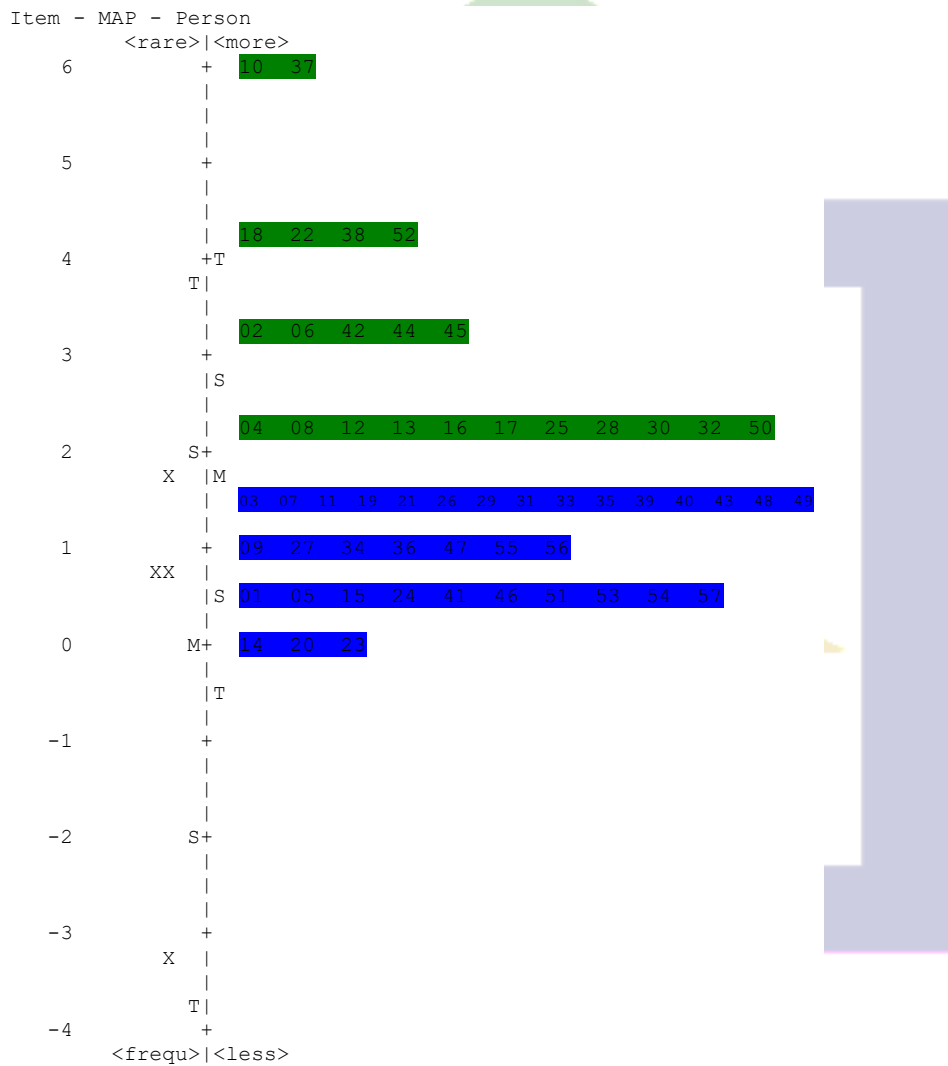
From the map that the display on the right shows three items that have different levels of variability from SSC1 (Tertarik untuk mempelajari speaking) at the bottom which is the easiest to agree then SSC7 (Mampu berbahasa inggris tapi tidak punya topic untuk memulainya) on the above is the most difficult to agree.

The item that is easiest to agree on is the interest of members of LIBAM to learn about English especially speaking. This shows that the members feel the need to learn English for this organization. Meanwhile, the items that tend to be difficult to

agree with are about the members have a topic to start a conversation with others. It means that the members of LIBAM can make a topic to start the conversation with each other.

Figure 4.2 Person Map Skill to Start Conversation

```
Item - MAP - Person
        <rare>|<more>
     6          +   10   37
                |
                |
                |
     5          +
                |
                |
                |
                |   18   22   38   52
     4         +T
             T|
                |
                |   02   06   42   44   45
     3          +
             |S
                |
                |   04   08   12   13   16   17   25   28   30   32   50
     2         S+
         X  |M
                |   03   07   11   19   21   26   29   31   33   35   39   40   43   48   49
                |
     1          +   09   27   34   36   47   55   56
        XX  |
             |S   01   05   15   24   41   46   51   53   54   57
                |
     0         M+   14   20   23
                |
                |T
                |
    -1          +
                |
                |
                |
    -2         S+
                |
                |
                |
    -3          +
         X  |
                |
             T|
    -4          +
        <frequ>|<less>
```
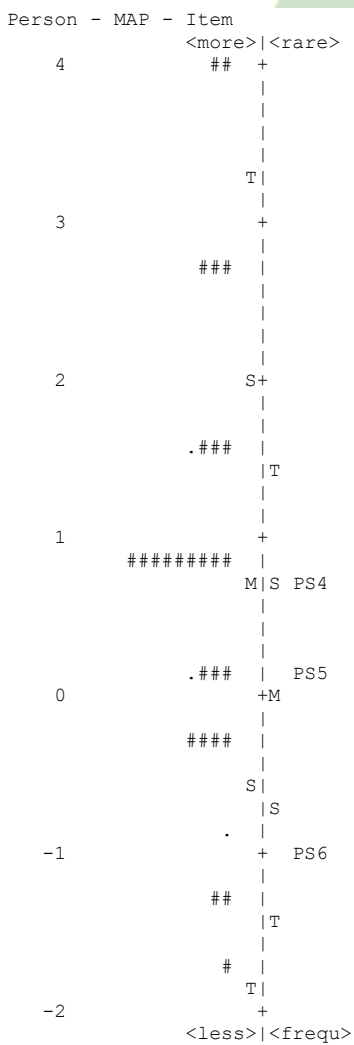
The map above shows that the members of LIBAM who tend to agree easily are 38% and who tend to disagree by 62%. It means that the members of LIBAM have an interest to learn about Speaking, but they disagree about the difficulty to start

the conversation with others. They can start the conversation by themself and have a topic to dialogue with each other.

b. Practice of Speaking

Learn about English not just master of vocabulary or grammar but how can speak with each other. The way to can speak English is the environment to make the people can always practice their English.
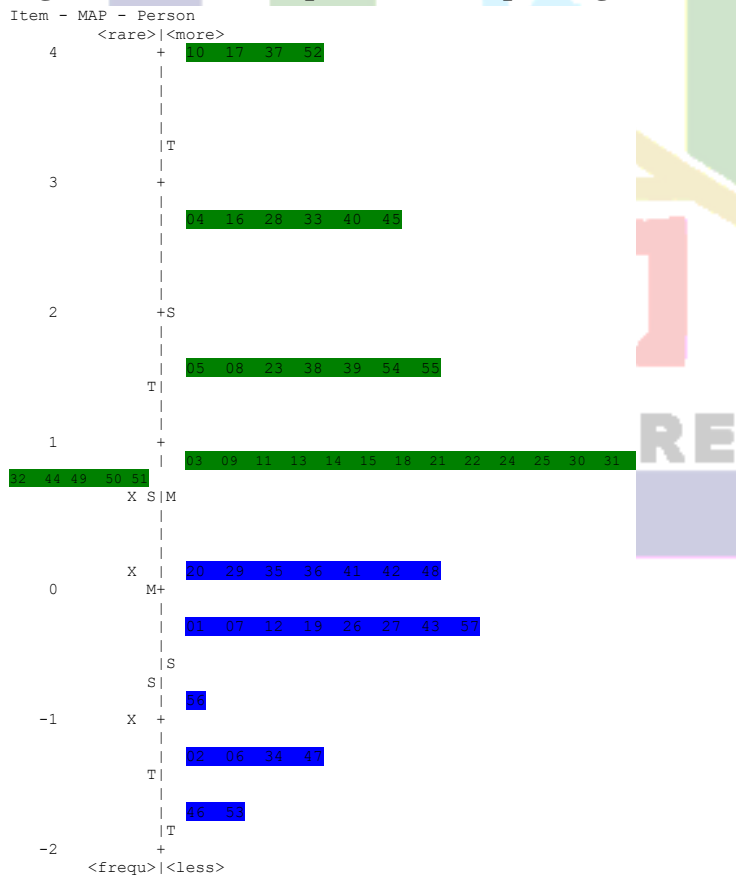
Figure 4.3 Map Item Practice of Speaking

```
Person - MAP - Item
              <more>|<rare>
    4          ##  +
                   |
                   |
                   |
                   |
                  T|
                   |
    3              +
                   |
              ###  |
                   |
                   |
                   |
                   |
    2             S+
                   |
                   |
            .###   |
                   |T
                   |
                   |
    1              +
      ########     |
                  M|S PS4
                   |
                   |
                   |
            .###   |  PS5
    0             +M
                   |
            ####   |
                   |
                 S|
                   |S
           .   |
   -1              +  PS6
                   |
              ##   |
                   |T
                   |
             #  |
                 T|
   -2              +
              <less>|<frequ>
```

From the map that the display on the right shows three items that have different levels of variability from PS6 (Memahami perkataan orang lain dalam bahasa inggris tapi sulit untuk membalas percakapannya) at the bottom which is the easiest to agree then PS4 (Malu untuk berbahasa inggris didepan teman) on the above is the most difficult to agree.

The item that is easiest to agree with is the members can understand what the people say in conversation but cannot reply to the others' conversation. This shows that the members agree that they are rarely to speak in English. Meanwhile, the items that tend to be difficult to agree with is about they feel shy to speak English with others. It means that the members of LIBAM can speak English with their friends.

Figure 4.4 Person Map Practice of Speaking

```
Item - MAP - Person
        <rare>|<more>
   4        +  10  17  37  52
            |
            |
            |
            |
            |T
            |
   3        +
            |
            |   04  16  28  33  40  45
            |
            |
            |
            |
   2        +S
            |
            |
            |   05  08  23  38  39  54  55
           T|
            |
            |
   1        +
            |   03  09  11  13  14  15  18  21  22  24  25  30  31
32  44  49  50  51
        X  S|M
            |
            |
            |
        X   |   20  29  35  36  41  42  46
   0       M+
            |
            |   01  07  12  19  26  27  43  57
            |
            |S
         S|
         S|   26
  -1    X   +
            |
            |   02  06  34  47
           T|
            |
            |   16  53
            |T
  -2        +
        <frequ>|<less>
```
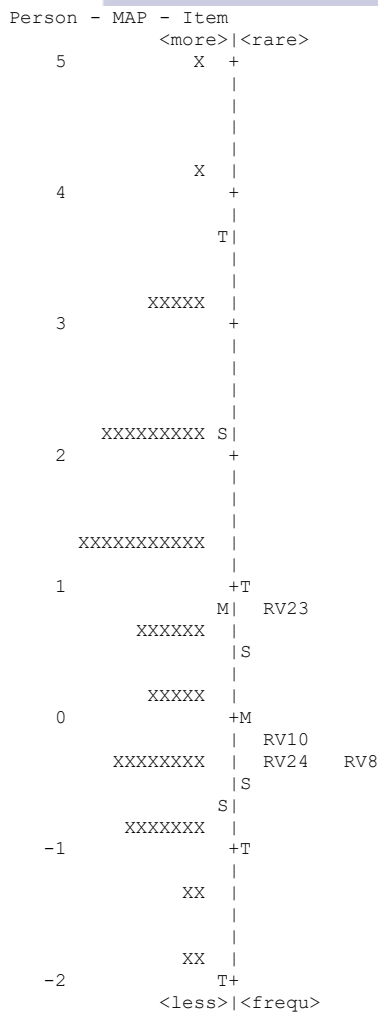
The map above shows that the members of LIBAM who tend to agree easily are 61% and who tend to disagree by 39%. It means that the members of LIBAM are rarely to speak in English because feel shy and can not to reply the others conversation in English.

c. Verbal Reinforcement

The provision of reinforcement must be meaningful for the students. The reinforcement to give a good words to motivate the students to do the good things consecutively.
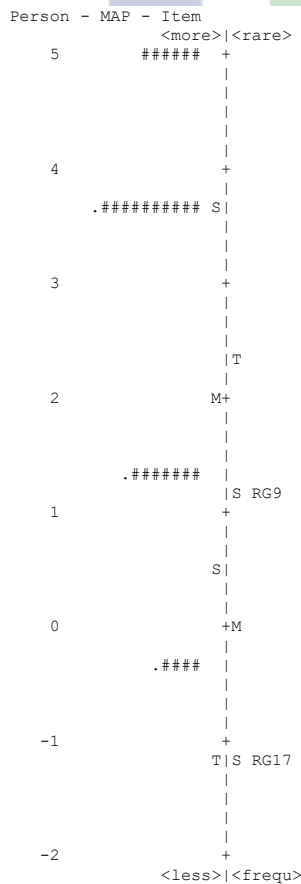
Figure 4.5 Map Item Verbal Reinforcement

```
Person - MAP - Item
            <more>|<rare>
    5            X  +
                    |
                    |
                    |
                    |
              X  |
    4              +
                    |
                 T|
                    |
                    |
          XXXXX  |
    3              +
                    |
                    |
                    |
                    |
      XXXXXXXXX S|
    2              +
                    |
                    |
                    |
    XXXXXXXXXXX  |
                    |
    1              +T
                 M|  RV23
        XXXXXX  |
                    |S
                    |
        XXXXX  |
    0              +M
                    |  RV10
      XXXXXXX  |  RV24    RV8
                    |S
                 S|
      XXXXXXX  |
   -1              +T
                    |
            XX  |
                    |
                    |
            XX  |
   -2           T+
            <less>|<frequ>
```

From the map that the display on the right shows three items that have different levels of variability from RV8 (Merasa termotivasi ketika dipuji) and RV24 (Diberi pujian saat aktif dikelas) at the bottom which is the easiest to agree then RV23 (Senang menjawab pertanyaan karena diberi pujian) on the above is the most difficult to agree.

The item that is easiest to agree is the members will interest to study English when we give them laud. This shows that the members agree that they need laud to motivate them when studying English. Meanwhile, the items that tend to be difficult to agree with are about they will answer the question because they know and want to give the information to others, not because of laud. It means that the members of LIBAM will answer the question if they know without laud.

Figure 4.6 Person Map Verbal Reinforcement
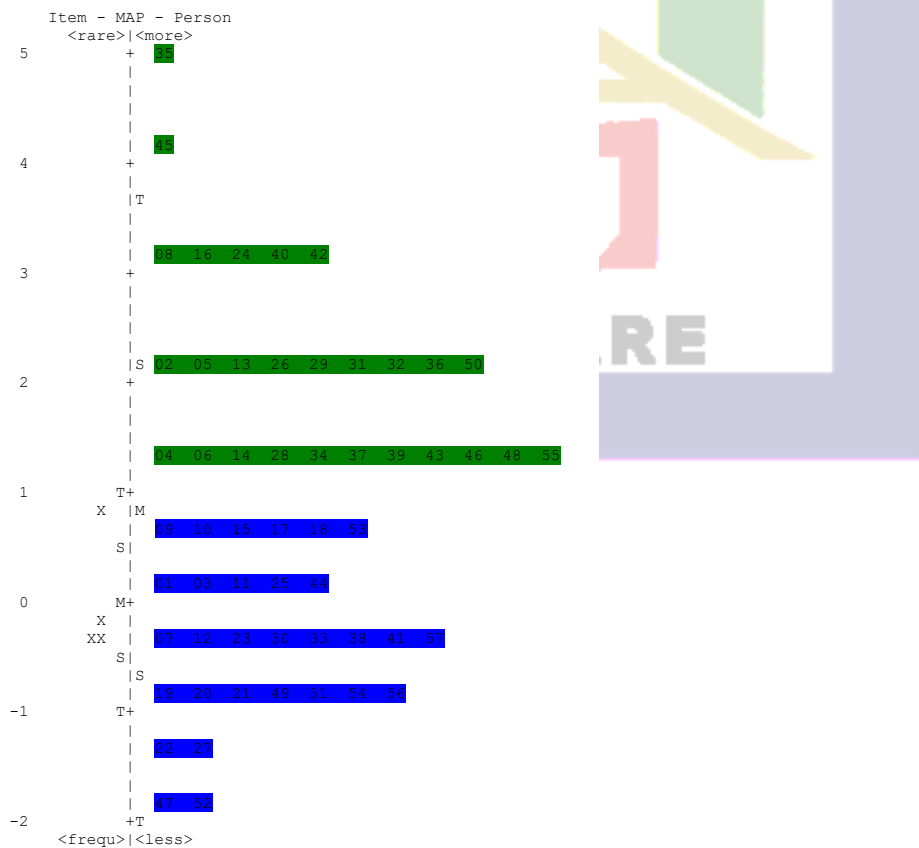
The map above shows that the members of LIBAM who tend to agree easily are 47% and who tend to disagree by 53%. It means that the members of LIBAM need laud to make them more active in learning English. The laud is given by the instructor make motivate them to do the same things, but they disagree about the question that they answer because of the laud. They will still answer the question because they know not because of laud.

d. Gestural Reinforcement

Reinforcement is given by the teacher through gestures or facial expressions that give a good impression to students. Mimic reinforcement and body movements can be in the form of smiles, applause, and any else.
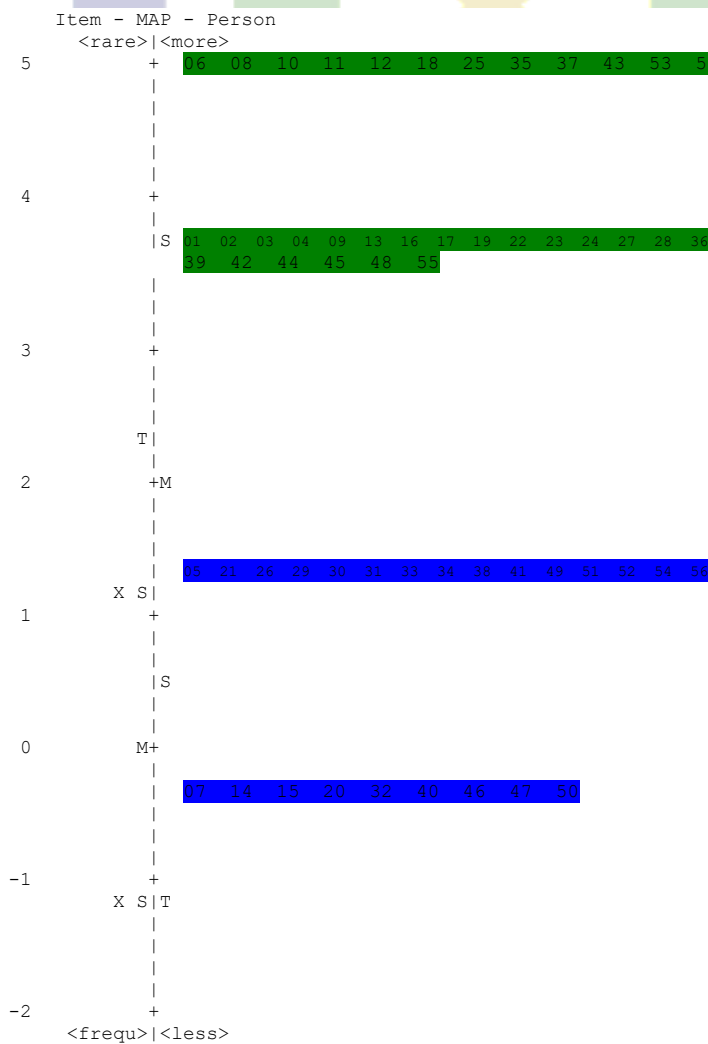
Figure 4.7 Map Item Gestural Reinforcement

```
Person - MAP - Item
             <more>|<rare>
    5       ######  +
                    |
                    |
                    |
                    |
                    |
    4               +
                    |
       .########## S|
                    |
                    |
                    |
    3               +
                    |
                    |
                    |T
                    |
    2             M+
                    |
                    |
                    |
       .#######  |
                  |S RG9
    1               +
                    |
                    |
                  S|
                    |
                    |
    0             +M
                    |
       .####    |
                    |
                    |
                    |
   -1               +
                  T|S RG17
                    |
                    |
                    |
   -2               +
             <less>|<frequ>
```

From the map that the display on the right shows three items that have different levels of variability from RG17 (Belajar ketika orang lain mengoreksi kekeliruan saya) at the bottom which is the easiest to agree then RG9 (Bersemangat ketika berkomunikasi dalam bahasa inggris dengan teman) on the above is the most difficult to agree.

The item that is easiest to agree is the members feel learn when they speak English and the people emend their speaking. This shows that the members want to always learn to speak English although there some mistake in their speaking. Meanwhile, the items that tend to be difficult to agree on is about communication in English with friends will more enthusiastic. It means that the members will enthusiastic whoever they speak.

Figure 4.8 Person Map Gestural Reinforcement


```
         Item - MAP - Person
          <rare>|<more>
    5        +  06  08  10  11  12  18  25  35  37  43  53  57
             |
             |
             |
             |
    4        +
             |
             |S  01  02  03  04  09  13  16  17  19  22  23  24  27  28  36
             |   39  42  44  45  48  55
             |
             |
             |
    3        +
             |
             |
             |
           T |
             |
    2        +M
             |
             |
             |
             |   05  21  26  29  30  31  33  34  38  41  49  51  52  54  56
         X S |
    1        +
             |
             |
             |S
             |
    0      M +
             |
             |   07  14  15  20  32  40  46  47  50
             |
             |
   -1        +
         X S |T
             |
             |
             |
   -2        +
          <frequ>|<less>
```
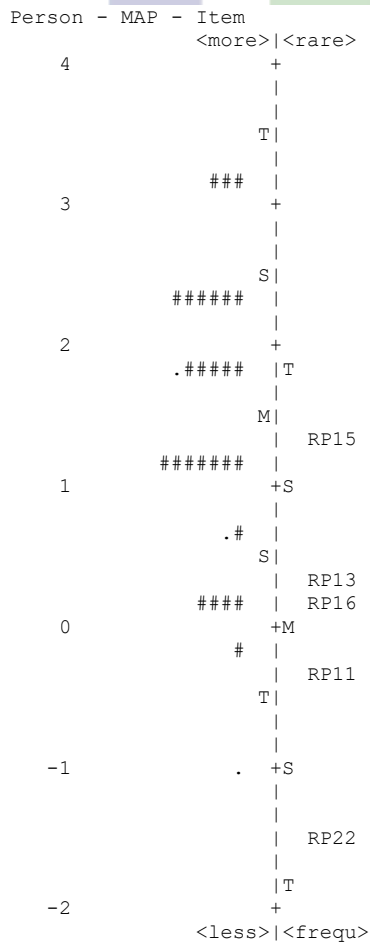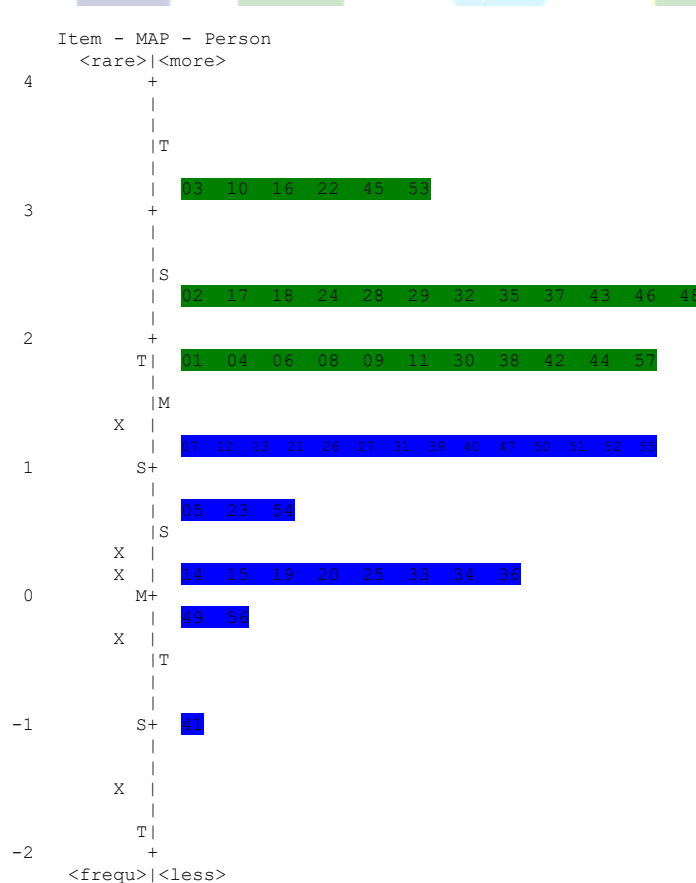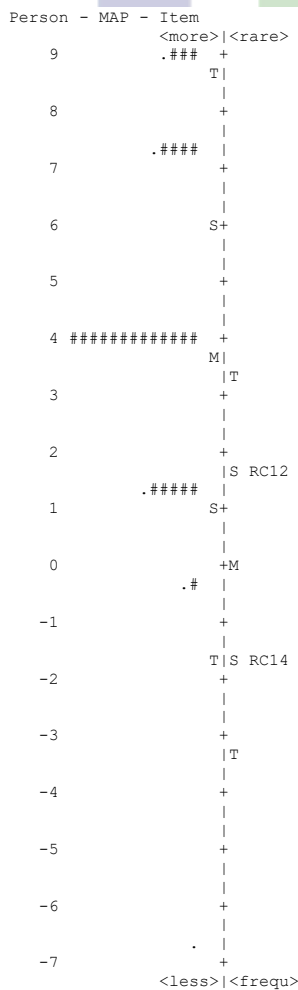
The map above shows that the members of LIBAM who tend to agree easily are 58% and who tend to disagree by 42%. It means that the members of LIBAM need to emend their speaking to make them always learn and their speaking will better than before, but they disagree about they will enthusiastic to speak in English with everyone that they meet not just their friends.

e. Proximity Reinforcement

The behavior that do in providing reinforcement include standing next to students, walking towards students and so on. Strengthening by approaching can be done when students answer questions.

Figure 4.9 Map Item Proximity Reinforcement

```
Person - MAP - Item
              <more>|<rare>
    4            +
                 |
                 |
               T|
                 |
            ###  |
    3            +
                 |
                 |
               S|
         ###### |
                 |
    2            +
         .##### |T
                 |
               M|
                 |   RP15
         ####### |
    1            +S
                 |
           .#   |
               S|
                 |   RP13
         ####   |   RP16
    0            +M
             #   |
                 |   RP11
               T|
                 |
                 |
   -1        .  +S
                 |
                 |
                 |   RP22
                 |
                 |T
   -2            +
            <less>|<frequ>
```
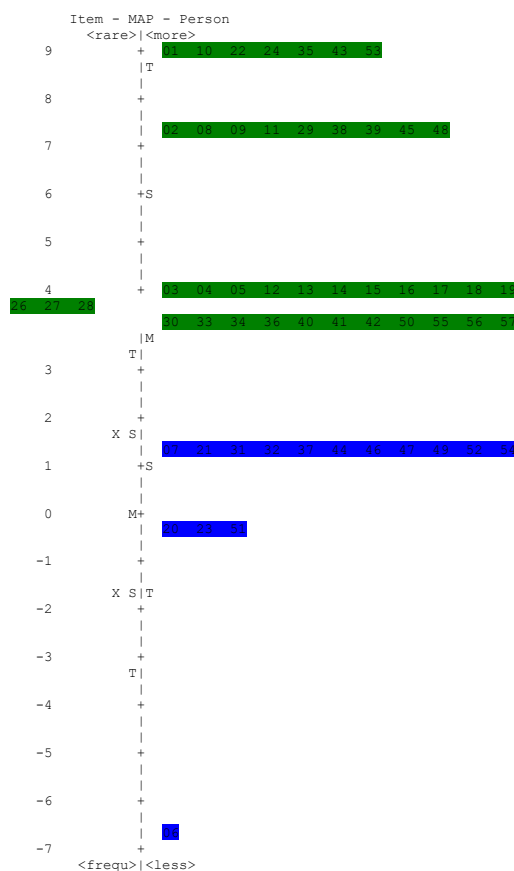
From the map that the display on the right shows three items that have different levels of variability from RP22 (Kehadiran instruktur menjadi role model dalam berbahasa) at the bottom which is the easiest to agree then RP15 (Senang mendekati instruktur saat berbahasa) on the above is the most difficult to agree.

The item that is easiest to agree on is the members can learn to speak English directly because of the role model by the instructors. This shows that the instructor helps the members to can speak English in daily activity. Meanwhile, the items that tend to be difficult to agree with about feel happy if they are speaking English with the instructor. It means that some of the members feel shy to start communication with the instructor but they will reply when the instructor talks with them.

Figure 4.10 Person Map Proximity Reinforcement

```
     Item - MAP - Person
       <rare>|<more>
  4       +
          |
          |
          |T
          |
          |    03  10  16  22  45  53
  3       +
          |
          |
          |S
          |  02  17  18  24  28  29  32  35  37  43  46  48
          |
  2       +
        T|  01  04  06  08  09  11  30  38  42  44  57
          |
          |M
     X  |
          |  07  12  13  21  26  27  31  39  40  47  50  51  52  55
  1      S+
          |
          |  05  23  54
          |S
     X  |
     X  |  14  15  19  20  25  33  34  36
  0      M+
          |  49  56
     X  |
          |T
          |
          |
 -1      S+  41
          |
          |
     X  |
          |
        T|
 -2       +
     <frequ>|<less>
```
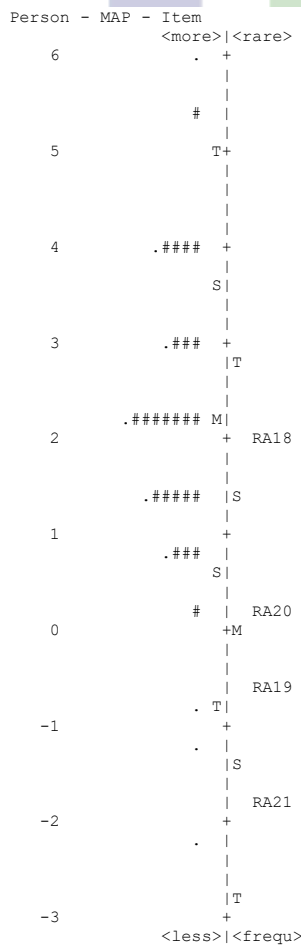
The map above shows that the members of LIBAM who tend to agree easily are 51% and who tend to disagree by 49%. It means that the members need role models to speak English. It will help them to always practice their knowledge in English especially in speaking, and they will practice their speaking with everyone they meet.

f.   Contact Reinforcement

Reinforcement by the teacher through contact with students, such as shaking hands and tapping shoulder. All of which are aimed to appreciate the appearance, behavior or work of the students.

Figure 4.11 Map Item Contact Reinforcement

```
Person - MAP - Item
             <more>|<rare>
    9        .###  +
               T|
                |
    8             +
                |
         .####  |
    7             +
                |
                |
    6           S+
                |
                |
    5             +
                |
                |
    4 #############  +
               M|
                |T
    3             +
                |
                |
    2             +
                |S RC12
         .#####  |
    1           S+
                |
                |
    0            +M
         .#     |
                |
   -1             +
                |
              T|S RC14
   -2             +
                |
                |
   -3             +
                |T
                |
   -4             +
                |
                |
   -5             +
                |
                |
   -6             +
                |
            .  |
   -7             +
             <less>|<frequ>
```

From the map that the display on the right shows three items that have different levels of variability from RC14 (Jabat tangan adalah salah satu cara untuk membangun keakraban) at the bottom which is the easiest to agree then RC12 (Senang saat diperhatikan) on the above is the most difficult to agree.

The item that is easiest to agree is shaking hands can make the members and the instructors are close up. This shows that the instructors and members will be easy to communicate with each other and make the members comfortable to talk with their instructors. Meanwhile, the items that tend to be difficult to agree on are the members feel uncomfortable if they are always noticed. It means that some of the members feel shy and hard to do something if the people always notice them.
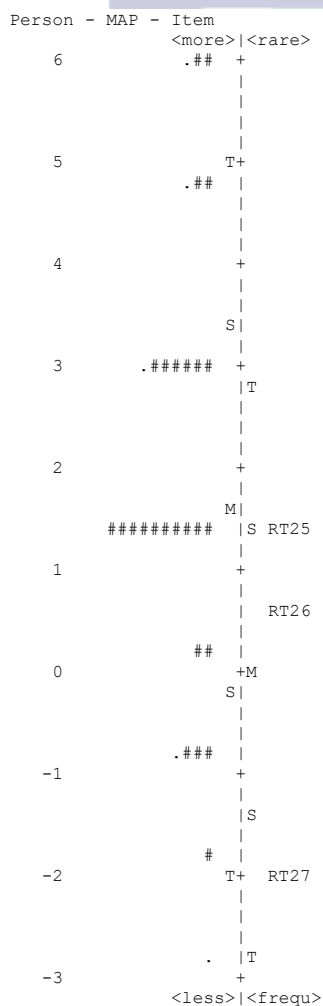
Figure 4.12 Person Map Contact Reinforcement

The map above shows that the members of LIBAM who tend to agree easily are 74% and who tend to disagree by 26%. It means that the members think that shaking hands with the instructors can make them close up. It will make them have a good relationship each other and the members will comfortable to speak English with the instructors.

g. Activity Reinforcement

Reinforcement that generate active attitudes of students, such as providing learning materials and leading games in learning to help students in using learning media.

Figure 4.13 Map Item Activity Reinforcement

```
Person - MAP - Item
            <more>|<rare>
   6            .  +
                   |
                   |
                #  |
                   |
   5            T+
                   |
                   |
                   |
                   |
   4        .####  +
                   |
              S|
                   |
                   |
   3        .###   +
                  |T
                   |
                   |
        .####### M|
   2             +  RA18
                   |
                   |
        .#####  |S
                   |
   1            +
        .###   |
              S|
                   |
             #  |  RA20
   0            +M
                   |
                   |
                   |  RA19
            .  T|
  -1            +
            .  |
                  |S
                   |
                   |  RA21
  -2            +
            .  |
                   |
                   |
                  |T
  -3            +
            <less>|<frequ>
```
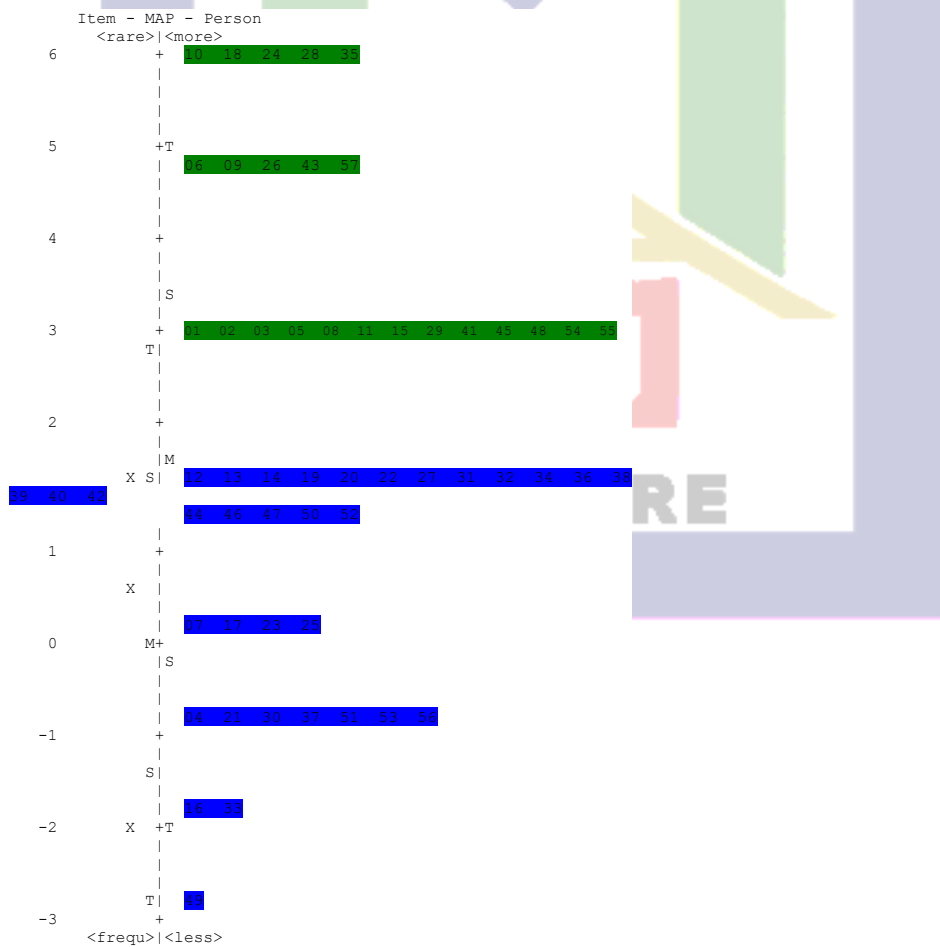
From the map that the display on the right shows three items that have different levels of variability from RA21 (Games dalam pembelajaran sangat menyenangkan) at the bottom which is the easiest to agree then RA18 (Orang yang cepat bosan dalam belajar) on the above is the most difficult to agree.

The item that is easiest to agree with is games in learning make the member's very interested to learn. This shows that the instructors give materials by using games make the members are enthusiastic to learn English. Meanwhile, the items that tend to be difficult to agree on are the members which always bored in learning. It means that some of the members learn not just for games to make them happy but they will learn as a need.
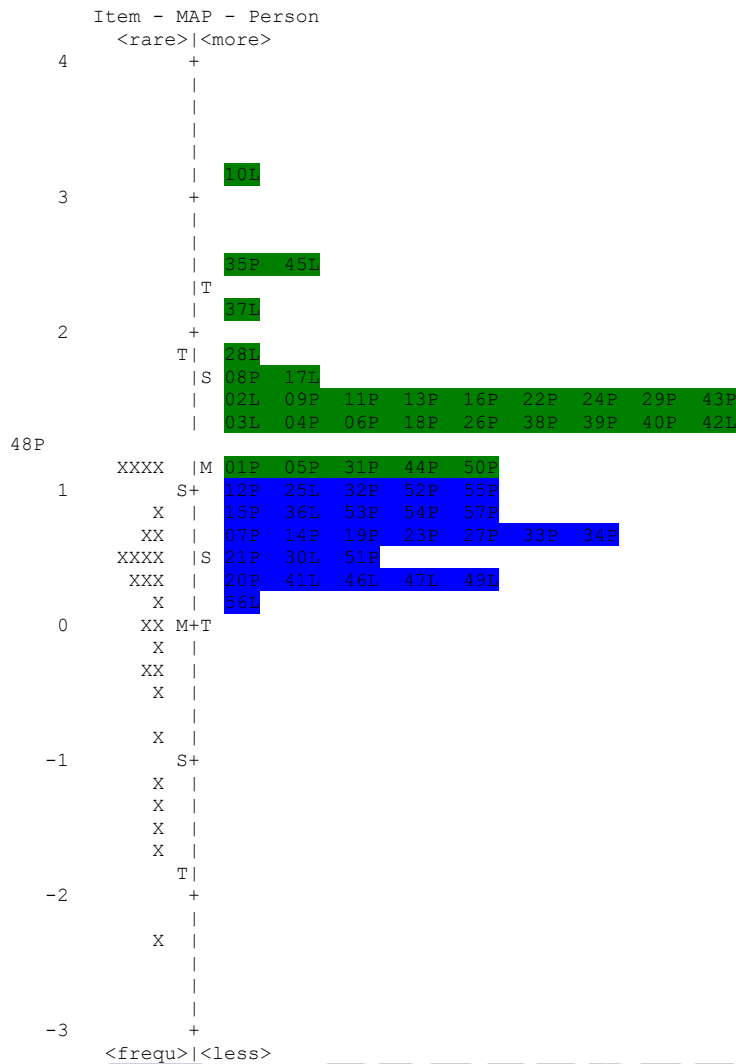
Figure 4.14 Person Map Activity Reinforcement
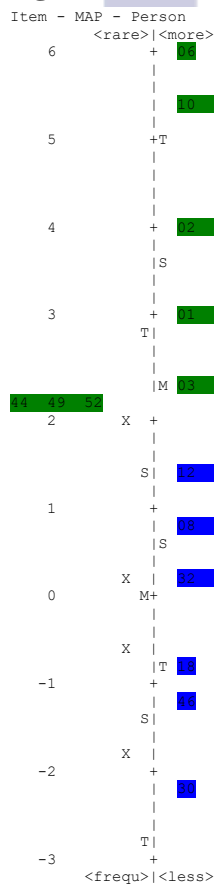
The map above shows that the members of LIBAM who tend to agree easily are 60% and who tend to disagree by 40%. It means that the members need media to support their learning such as games or tools to make them interested in learning. It will make them easiest to understand the materials and have fun learning English.

h. Token Reinforcement

A reinforcement carried out by teacher in rewarding students for the results or students learning activities in accordance with what is expected. Giving reward to hope that students learning activities can be repeated continue and improve it.

Figure 4.15 Map Item Token Reinforcement

```
Person - MAP - Item
              <more>|<rare>
     6        .##   +
                    |
                    |
                    |
                    |
     5           T+
              .##   |
                    |
                    |
                    |
     4             +
                    |
                    |
                  S|
                    |
     3      .###### +
                    |T
                    |
                    |
                    |
     2             +
                    |
                  M|
         ##########  |S RT25
                    |
     1             +
                    |
                    |  RT26
                    |
             ##   |
     0           +M
                S|
                    |
                    |
             .###  |
    -1             +
                    |
                    |S
                    |
             #    |
    -2           T+  RT27
                    |
                    |
                    |
             .   |T
    -3             +
              <less>|<frequ>
```

From the map that the display on the right shows three items that have different levels of variability from RT27 (Tanpa hadiah saya tetap semangat belajar) at the bottom which is the easiest to agree then RT25 (Senang diberi hadiah saat aktif dalam pembelajaran) on the above is the most difficult to agree.

The item that is easiest to agree on is without gifts the members still enthusiastic about learning. This shows that the members will always learn if they think it's important to them. Meanwhile, the items that tend to be difficult to agree on is they feel happy in learning when the instructors give a gift. It means that some of the members learn not just for the gift but they will learn as a need.

Figure 4.16 Person Map Token Reinforcement


```
Item - MAP - Person
   <rare>|<more>
 6        +  10  18  24  28  35
          |
          |
          |
          |
 5       +T
          |  06  09  26  43  57
          |
          |
          |
 4        +
          |
          |
          |S
          |
 3        +  01  02  03  05  08  11  15  29  41  45  48  54  55
        T|
          |
          |
          |
 2        +
          |
          |M
      X S|  12  13  14  19  20  22  27  31  32  34  36  39
29 40 42  |
          |  44  46  47  50  52
          |
 1        +
          |
      X   |
          |
          |  07  17  23  27
 0       M+
          |S
          |
          |
          |  04  21  30  37  51  53  56
-1        +
          |
        S |
          |
          |  ...
-2    X  +T
          |
          |
          |
        T|  ...
-3        +
   <frequ>|<less>
```

The map above shows that the members of LIBAM who tend to agree easily are 40% and who tend to disagree by 60%. It means that the members in learning feel happy if their attitudes give them a reward for appreciate and will make them to always repeat a good attitudes, but they will still learn although there is no gift because they think learning is important to themself.

i. The Dominant Reinforcement

Figure 4.17 Map Item

```
        Person - MAP - Item
            <more>|<rare>
    4            +
                 |
                 |
                 |
                 |
             X   |
    3            +
                 |
                 |
            XX   |
               T |
             X   |
    2            +
             X   |T
            XX  S|
      XXXXXXXXX  |
     XXXXXXXXXX  |
        XXXXX  M| PS4     RA18    RV23    SSC7
    1   XXXXX  +S
        XXXXX   | RP15
      XXXXXXX   | PS5     RV10
        XXX   S| RV24    RV8     SSC2    SSC3
        XXXXX   | RC12    RP13    RT25
          X    | RG16
    0          T+M RA20    RT26
                 | PS6
                 | RG9     RP11
                 | RA19
                 |
                 | RC14
   -1            +S
                 | RV22
                 | RP21
                 | RT27
                 | RA17
                 |T
   -2            +
                 |
                 | SSC1
                 |
                 |
                 |
   -3            +
           <less>|<frequ>
```

Figure 4.18 Person Map

```
     Item - MAP - Person
      <rare>|<more>
   4         +
             |
             |
             |
             |
             |  10L
   3         +
             |
             |
             |  35P   45L
             |T
             |  37L
   2         +
            T|  28L
            |S 08P   17L
             |  02L   09P   11P   13P   16P   22P   24P   29P   43P
             |  03L   04P   06P   18P   26P   38P   39P   40P   42L
48P
        XXXX |M 01P   05P   31P   44P   50P
   1       S+  12P   25L   32P   52P   55P
          X  |  15P   36L   53P   54P   57P
         XX  |  07P   14P   19P   23P   27P   33P   34P
        XXXX |S 21P   30L   51P
         XXX |  20P   41L   46L   47L   49L
          X  |  56L
   0     XX M+T
          X  |
         XX  |
          X  |
             |
          X  |
  -1       S+
          X  |
          X  |
          X  |
          X  |
            T|
  -2         +
          X  |
             |
             |
             |
  -3         +
      <frequ>|<less>
```

From the map item above we can see map item the yellow color are the kinds of reinforcement that the members agree to use in learning English and to improve they are learning English especially speaking. There are RA (Reinforcement Activity), RT (Reinforcement Token), RG (Reinforcement Gestural), RP (Reinforcement Proximity), RC (Reinforcement Contact), and RV (Reinforcement Verbal). Meanwhile, to know the dominant of reinforcement that the members

strongly agree to use in learning English is RA (Reinforcement Activity) because from the yellow color we can see there are 3 RA (Reinforcement Activity) than the other kinds of reinforcement. Person map shows that 54% of respondents agree on that. It means that the members of LIBAM more interested to learn by using Activity reinforcement because it has media when present materials and they will learn by games that make them enthusiastic to always learn.

2. Discussion

In this part, the researcher would like to describe the discussion of the result of the data analysis in line with the scope of the research that had been previously discussed. This discussion was intended to describe the kinds of reinforcement for adult learners that the members of LIBAM use in speaking and the dominant reinforcement for adult learners in speaking.

This finding is in line with the findings of studies undertaken by Harnita in 2015 at MtsN Pinrang in the Academic Year 2015/2016. The researcher revealed that the kinds of reinforcement were able to increase students speaking ability. The members of LIBAM as adult learners still use reinforcement for motivating them in learning English. The result of the research for the dominant reinforcement that members of LIBAM use are Activity reinforcement. Members of LIBAM as adult learners still need reinforcement to stimulus them in learning. It is suitable from Muntasir and Sri Intan in their research that said reinforcement can increase student's motivation because reinforcement aims to provide stimulus and change student behavior to have good motivation.[1] In learning process, there are different kinds of reinforcement

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[1]Muntasir and Sri Intan Rahayuningsih, *Pemberian Reinforcement Dengan Motivasi Belajar Pada Santri Tsanawiyah*, (JIM FKEP Vol. III No. 3 2018), Pg. 330.

which can be suitable for a group and useless for the other groups. So for choosing the best reinforcement for a class or a group of people as well as a person reinforce should have different values and individualistic features.

Based on the findings of the first research problem, the researcher found the kinds of reinforcement that the instructors used to the members of LIBAM used in learning especially speaking consisted of 6 reinforcement.

There are Verbal Reinforcement that use to give a good words as emend, from the result the members of LIBAM need laud to make them more active in learning English. The laud is given by the instructors to make motivate them to do the same things or more of it.

Gestural Reinforcement that use a facial expression or impression, from the result that the members of LIBAM need emend their speaking to make them always learn and their speaking will better than before.

Proximity Reinforcement that use approaching to the students, from the result that the members need role model to speak English for help them to always practice their knowledge in speaking.

Contact Reinforcement that use to appreciate the appearance, from the result that the members of LIBAM feel that shaking hands with the instructors can make them close up and will grow a good relationship each other. So, the members are more comfortable to speak English with the instructors.

Activity Reinforcement that use helping students in learning by using media and games, from the result media is one of the needs for members of LIBAM to support their learning more interest. It will make them easiest to understand the materials and fun learning.

Token Reinforcement that use to give a reward to the student, from the result that members of LIBAM will feel happy if what they do give them a reward for appreciate and to make them repeat the good things. It means that all of the kinds of reinforcement used by the members of LIBAM in the learning process.

So, all the kinds of reinforcement are used from the instructors of LIBAM to members can increase their students speaking ability. It is suitable with Skinner's theory that talk about behavioristic or reinforcement. This theory introduces by Skinner.[2] This research was encouraged by this theory as the main theory to analyze the data and found the result. This theory consisted of reinforcement has two effects; the behavior to give rewards the person called positive reinforcement and the behavior to give punishment the person called negative reinforcement.

Based on the second research question from the results of this research that the dominant kinds of reinforcement that instructors use to increase the speaking ability of the members of LIBAM was Activity Reinforcement which based on theory had a function to generate an active attitude of students. It found around 54% dominated who choose from 57 new members of LIBAM. Activity Reinforcement has dominated the learning to increase speaking ability. Activity Reinforcement was found dominantly. Based on Wagner, Activity reinforcement are those events that will be given to the person as rewards and gifts. In learning, it is possible to play intensive games or computer games for teachers on the ground. There are different types of activities, such as short trips with all the students in the class. Which activity is more suitable for them depends on the class and students. Therefore, this kind of

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[2]Jess Feist, Gregory J. Feist, *Theories of Personality : seventh edition*. (The McGraw−Hill Companies, 2008), Pg. 458.

activity is a positive activity that can bring fun.[3] After all, it is more interesting for the members to learn because it has media when present materials and they will learn by games that make them enthusiastic to always learn. The activity reinforcement more interest to the members than the others reinforcement because it's more suitable with the learning and in line with what they want to be to increase their speaking ability. Interaction can run well when the instructors gave activity reinforcement in their teaching and the members' response will enthusiastic in the learning.

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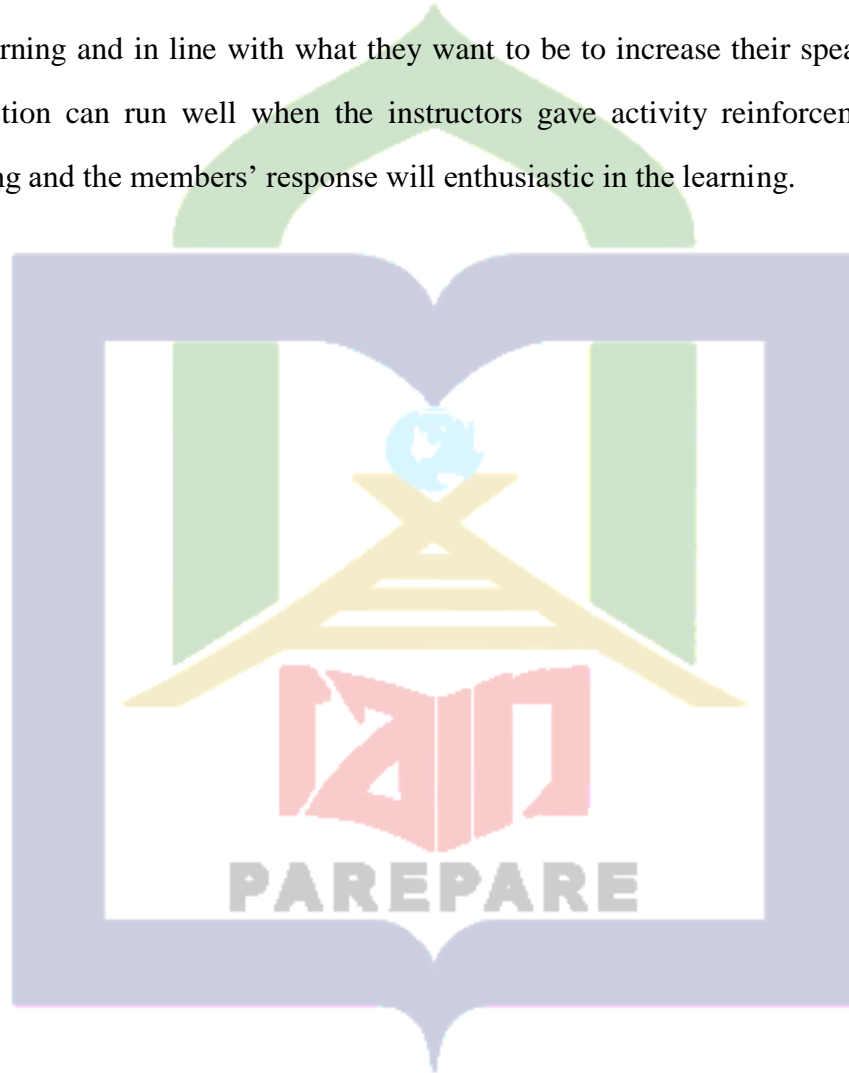
[3]Marzieh Gordan & Isai amutan krishanan, *A Review of B. F. Skinner's 'Reinforcement Theory of Motivation,* Journal: International Journal of Research in Education Methodology, 2014, P.686.