

THE INFLUENCE OF REINFORCEMENT TO MOTIVATE THE STUDENTS IN LEARNING SPEAKING

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Abstract

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, Students' Speaking.*

Introduction

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 language.

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.

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.

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.

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.

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.

We can fine many sources of motivation, but actually motivation only has two bus sources, the first source comes from within the individual or known as intrinsic motivation and the second is extrinsic motivation, which appears from the outer side and gives some influences to the individual like give incentives, social pressure.

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.

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.

Method

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 population of this research Class VIII at SMPN 3 Batulappa, in academic year 2019/2020. The researcher took VIII.1. The sample was selected by total sampling because a sampling technique where the number of samples is equal to the population. 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.

Discussion

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 1 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.

Table 2. 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 3. 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 fell 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.

Conclusion

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 through the pre-test shows us that most of the students had low in English speaking, while finding through 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 of 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 mean 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 categorized 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 strengthened 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_0), 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.

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.

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